

## UNIVERSITY OF IDAHO RECRUITMENT AND SELECTION GUIDE



This guide is a publication of Human Resources – Workforce Diversity, which is a unit of the Division of Finance at the University of Idaho. This document is a “living document” and will be subject to future revisions.

**Elissa Keim, Director**

**Theresa Nuhn, Equal Employment Opportunity Specialist**

**Human Resources-Workforce Diversity**

**Pitman Center, Room 045**

**875 Perimeter Drive, MS 4241**

**Moscow, Idaho 84844-4241**

Email: [hrai@uidaho.edu](mailto:hrai@uidaho.edu)

Website: [www.uidaho.edu/human-resources/equal-employment-opportunity-affirmative-action](http://www.uidaho.edu/human-resources/equal-employment-opportunity-affirmative-action)

## **TABLE OF CONTENTS**

<b>Introduction</b>	<b>3</b>
<b>Equal Employment Opportunity and Affirmative Action</b>	<b>4</b>
<b>Section One: Preparing for a Recruitment and Hiring Process</b>	<b>7</b>
<b>Section Two: Initiating the Recruitment and Hiring Process</b>	<b>11</b>
<b>Section Three: Advertising and Outreach</b>	<b>16</b>
<b>Section Four: The Selection Process</b>	<b>18</b>
<b>Section Five: References and Background Checks</b>	<b>25</b>
<b>Section Six: Documentation and Record Keeping</b>	<b>28</b>
<b>Section Seven: Waivers, Exceptions, and Dual Accommodations</b>	<b>30</b>
<b>Section Eight: Miscellaneous Information</b>	<b>31</b>
<b>Glossary</b>	<b>32</b>
<b>Appendix</b>	<b>35</b>

## Introduction

The University of Idaho (U of I) is committed to attracting, developing, and retaining the best faculty and staff. This guide provides instructions and resources to assist with hiring by search committees. It is designed for administrators who direct the activities of search committees, and the faculty and staff members who serve on these committees. For administrators, it serves as a handy reference manual for assisting search committees in their efforts. For committee members, it serves as a how-to guide for performing all the tasks with which the search committee is charged.

Human Resources-Workforce Diversity, a unit of Human Resources, is charged with planning, developing, implementing and monitoring programs and activities to ensure compliance with laws governing EEO/AA, disability and equity. This charge includes responsibility for overseeing all search committee activity.

The best practices contained in this guide represent some of many strategies designed to support excellence in employee recruitment, hiring and retention. This guide is a work in progress and will be revised and updated as the UI community provides suggestions for its enhancement and improvement, and continues to strengthen its diversity efforts. These best practices are provided as a guide and are not intended to be wholly comprehensive. If you have additional practices or ideas that should be included in the next edition of this document, please contact Human Resources – Workforce Diversity. In the event of any conflict between this guide and University policy, University policy will govern.

# **The Need for Equal Employment Opportunity (EEO) and Affirmative Action (AA)**

## **Equal Employment Opportunity (EEO)**

U of I is an equal opportunity employer committed to providing EEO to applicants and employees without regard to race, ethnicity, creed, color, national origin, religion, gender, sexual orientation, age, the presence of any sensory, mental, or physical disability, use of a trained guide dog or service animal by a disabled person, specially disabled veteran, veteran of the Vietnam era, recently separated veteran, and other protected veteran statuses (ethnic/racial minorities, women, and individuals from other underrepresented groups). U of I has made, and will continue to make, every effort to eliminate barriers to EEO encountered by all and to improve access and outreach to underrepresented groups.

## **Affirmative Action (AA)**

Any institution committed to diversity should welcome, value, and engage people with heterogeneous backgrounds, perspectives, and experiences. U of I recognizes the benefit of diverse perspectives and experiences, and seeks to build and sustain an inclusive community in which all members are valued.

Federal law and policy require positive recruitment efforts be made to increase employment opportunities for members of protected classes when underutilization within a job classification exists. The University demonstrates its commitment to diversity by extending efforts beyond federal and state EEO/AA requirements, and into the strategies described and set forth in these best practices, as well as U of I's Strategic Plan. AA requires an institution to demonstrate a positive recruitment efforts to recruit, employ, and advance in employment qualified women, individuals from ethnic/racial minorities, and persons with disabilities and veteran status. We seek to make it our responsibility to go above and beyond to encourage ethnic/racial minorities, women, veterans, individuals with disabilities to pursue their particular career at the U of I. These efforts may include expanded efforts in outreach and recruitment to increase the pool of qualified applicants.

## **University Policy - Overall Responsibility for Recruitment and Hiring Processes**

President and Affirmative Action Officer (FSH 3060 E-1) Authority and responsibility for implementing, maintaining, and monitoring affirmative action and equal opportunity at UI lie primarily with the president and the affirmative action officer.

Hiring Authority (FSH 3060 E-2) Although the president exercises, in consultation with the affirmative action officer, ultimate authority and responsibility for affirmative action and equal opportunity at UI, the provost and vice presidents are responsible for monitoring and controlling activities within their respective areas of responsibility to ensure full implementation of this policy and program. Deans, directors, departmental administrators, and other officers are similarly responsible within their areas of jurisdiction.

Each Member of the Academic Community (FSH 3060 E-4) Finally, it is the responsibility of each and every member of the academic community to assist in achieving the aims of this policy and to make equal opportunity a functioning condition of life at UI.

### **Role of Affirmative Action Coordinators (AAC's)**

AAC's are staff members appointed by their department administrator. They receive mandatory training from Human Resources-Workforce Diversity to review and approve recruitment and hiring process documentation regarding EEO/AA compliance. AAC's assist their respective administrators, deans, and department chairs in developing and implementing an effective and responsive EEO/AA program. A current list of AAC's is located at [www.uidaho.edu/human-resources/employees/aac](http://www.uidaho.edu/human-resources/employees/aac)

The AAC or another department administrative assistant can give assistance in drafting documents, submitting the job posting online, scheduling meetings and interviews, corresponding with applicants and candidates as needed, and maintaining all records. Correspondence during the recruitment and hiring process reflects the quality of administrative leadership and the attention that the University pays to individual personnel matters and professional development. Therefore, all applicants and candidates should receive prompt responses to correspondence, including notification of the status of their application.

The AAC must maintain a file of copies of each paid and unpaid advertisement, as published, in the departmental file. The hiring department/unit retains all working notes and applicant files (exclusive of supplemental materials that may be returned to the applicant) in the department/unit for five years after the end of the fiscal year. The file must be accessible to Human Resources – Workforce Diversity upon request.

### **Role of Human Resources – Workforce Diversity in the Recruitment and Hiring Process**

Human Resources – Workforce Diversity ensures that the U of I is in compliance with relevant federal and state laws and regulations, as well as University policies and procedures for EEO/AA and non-discrimination. Human Resources-Workforce Diversity works with administrators, faculty and staff members to promote a learning and working environment free from discrimination and harassment by:

- Explaining and clarifying university policies and procedures, and federal and state laws and regulations regarding equal employment opportunity and affirmative action.
- Providing training and resources in best practices for conducting recruitment and hiring processes.
- Supporting diversity in recruitment and hiring by assisting administrative and academic departments in adhering to Affirmative Action guidelines to meet these goals.
- Compiling and analyzing information and data for the university's Affirmative Action Plan, organizational analysis and strategic planning effort. Advising campus constituents on areas of

progress and areas that require ongoing attention.

- Conducting routine and requested audits.

One of Human Resources – Workforce Diversity’s primary responsibilities is to monitor recruitment and hiring processes. . When reviewing the recruitment and hiring processes for faculty, non-faculty exempt, or classified positions, Human Resources – Workforce Diversity’s monitoring activities include attention to the following areas:

- **Recruitment Plan:** Looking for evidence of appropriate recruitment sources used to attract a well-qualified, diverse, and reasonably large applicant pool.
- **Department/Unit-Level Hiring Patterns:** Where underutilization of ethnic/racial minorities, women, and individuals from other underrepresented groups exists, looking for evidence of creative recruitment strategies. Advertising a position in traditional publications frequently results in creating only traditional applicant pools. Positions should be publicized in a manner that will bring them to the attention of individuals from all underrepresented groups, and the search committee should actively seek to identify qualified applicants from such groups. For assistance, call Human Resources – Workforce Diversity and visit online recruitment resources at [www.uidaho.edu/human-resources/equal-employment-opportunity-affirmative-action](http://www.uidaho.edu/human-resources/equal-employment-opportunity-affirmative-action)
- **Applicant Pools:** Looking for evidence of a diverse pool of qualified applicants.
- **Final On-Campus Interview Pools:** Looking for evidence that a positive recruitment effort was made to recruit a diverse interview pool. If members from underrepresented groups are not included in the interview pool, the department/unit should be prepared to provide a description of positive recruitment efforts made to increase the diversity of the applicant pool.
- **Hiring Proposals:** Looking for comparative strengths and weaknesses of the final candidates.

# **Section One - Preparing for a Recruitment and Hiring Process**

## **Why Conduct a Recruitment and Hiring Process?**

Conducting a recruitment and hiring process is a formidable challenge for even the most experienced managers, but this is often most true when hiring is not your principal responsibility. Restricted time and resources encourage hiring managers to complete the process as quickly as possible and to take advantage of any shortcuts available to them. A clearly defined and well thought-out process at the beginning will produce the most effective results, as well as those with the shortest times to hire.

An effective recruitment and hiring process includes several major elements: defining the position, writing a job description, obtaining authorization for and preparing a posting, developing a recruiting and advertising plan, setting up screening and interviewing processes, and making a hire.

## **The Need for Recruitment and Hiring Processes**

To fill a faculty or exempt position, departments/units generally are required to follow the recruitment and hiring processes that are set forth in these best practices. The appropriate scope of advertising depends on the position. It is neither permissible to create a job for, nor to offer a job to, any individual unless the offer follows an announcement of the position and the screening and selection of applicants and candidates by means of a competitive process. Departments wishing to bypass this process must seek written approval from Human Resources-Workforce Diversity through a search waiver or search exception.

A recruitment and hiring process may need to be extended to increase the diversity of the applicant pool with respect to ethnic/racial minorities, women, and individuals from other underrepresented groups. The AAC and search committee chair may discuss this possibility at the time the short list of candidates is being reviewed.

The first step in the process is to prepare a job description and receive authorization to begin a recruitment and hiring process.

## **Preparing a Job Description**

The job description should include the major job functions, duties and responsibilities essential or marginal to the position and the qualifications required of the applicants.

**Essential and Marginal Job Functions.** The Americans with Disabilities Act (ADA) requires employers to make job-related decisions on the basis of whether a person can perform essential job functions, under reasonably accommodating conditions, in an acceptable manner. Job descriptions must identify which functions are essential, a critical, or basic component of that job, and one that is relatively incidental to the reason for the job's existence. Employment decisions are based upon the essential

functions. Other functions, not designated essential, are categorized as marginal and are not to be used as a basis for employment decisions.

**Minimum and Preferred Qualifications.** Minimum and preferred qualifications should match the needs of and be bona fide qualifications of the position. Bona fide occupational qualifications are employment qualifications that employers are allowed to consider while making decisions about hiring and retention of employees. The qualification should relate to an essential job duty and is considered necessary for operation of the particular business. Qualifications should be clearly stated and nothing should be assumed when screening an applicant. Each item used as a criterion in the selection process must be listed as a qualification. Beware of qualifications that are too narrow or that cannot be defended as bona fide. Overly restricted qualifications may unintentionally eliminate excellent applicants from further review. When differentiating between the absolutely necessary and preferred qualifications, ask questions like the following: Are ten years of experience really more impressive than eight? Should an applicant have to be a dean currently to be considered for a U of I dean position? Is experience in a Research I University absolutely necessary? Is an MBA really required, or would a liberal arts degree with finance-related experience be acceptable? Is a degree in computer science required, or could significant network systems experience substitute? The minimum qualifications should be that - as minimum as possible to attract the broadest pool of qualified applicants.

Minimum qualifications should be easily measured and are the basis for the initial screening. An evaluator should be able to answer yes or no whether or not the applicant has met the minimum qualifications. Examples of minimum qualifications include amount of education a person has, experience needed and licenses or certifications held.

Preferred qualifications are those not absolutely necessary for the position but which are desired for the position. Assigning more weight to certain preferred qualifications could assist the search committee in deciding who to recommend for interviews.

## **The Position Summary**

Most of the time, the position summary from the Job Description is used to advertise the vacant position. Drawn from the more comprehensive Job Description, it is used to “sell” the open position and promote the University. Careful attention to tone and content will make the difference between an intriguing job description and an uninspiring one.

## **Application Materials**

At appropriate points during the process, applicants and candidates can be asked to provide:

- A letter of application and resume or CV
- Descriptions of disciplinary background, scholarship, teaching, and work experience.
- Writing or portfolio samples

- A personal statement describing the applicant’s experience in working with students of diverse backgrounds, diversifying a department/unit, or increasing inclusiveness in an academic area
- Other pertinent materials, such as offprints, samples of course syllabi, and letters of reference.

When requesting application materials, search committees should ask for enough information to evaluate an applicant’s ability to do the job, but should guard against overburdening them with complex application requirements. Successfully attracting the broadest possible applicant pool starts with a straightforward and efficient application process. For example, asking for the names of three references is preferable to requesting three letters of reference. Recommended practice is to call references rather than require letters. Requesting that portfolios or journal article reprints be included with initial application materials can make it more difficult to apply. Additional information is sometimes requested once a search committee determines an applicant is a viable candidate. The additional information should be requested of all candidates who are moved beyond the application and screening process. .

### **Salary Information**

Salary range information may be provided on the job posting and advertisement. In advertising, the statement “commensurate with experience” or similar language may be used for salary information for specified positions. An offer outside the stated range may affect the applicant pool and must be approved by the appropriate Executive Authority. Documentation with supporting justification must be forwarded to Human Resources – Workforce Diversity.

### **Diversity Requirements of the Position**

The U of I is searching for the best applicant to fill each position, regardless of race, color, national origin, religion, gender, sex, sexual orientation, age, disability, or protected veteran status. Historically, Job Descriptions and notices of vacancy have not systematically addressed the diversity requirements of a position. Search committees and hiring authorities are encouraged to be precise and thorough in discerning a position’s specific diversity requirements. If a diversity requirement is a bona fide qualification of the position, it should be included as minimum or preferred qualifications in job descriptions.

### **Legal Requirements and Diversity Commitments**

The University is required to provide public notice of its status as an equal opportunity and affirmative action employer on all recruitment materials, including bulletins, announcements, publications, and application forms. When advertising costs are a critical consideration, position announcements must include, at least, the following language:

- UI is an equal opportunity and affirmative action employer committed to assembling a diverse, broadly trained faculty and staff. Women, minorities, people with disabilities, and veterans are strongly encouraged to apply. OR

- UI is an equal opportunity and affirmative action employer. Women, minorities, people with disabilities and veterans are strongly encouraged to apply. OR
- UI is an equal opportunity and affirmative action employer. OR
- AA/EO.

The position announcement may also include language strongly expressing the University's commitment to diversity and specifically describing the department's or unit's diversity needs. This language sends a powerful message about U of I's commitment to a diverse and inclusive University community and may result in a larger, more diverse applicant pool.

### **Posting and Advertising**

After proper approvals within our recruitment system, the job vacancy announcement is placed online. The job vacancy announcement must be advertised following advertising guidelines set forth by Human Resources – Workforce Diversity. Please see Section Three for a broader discussion concerning the requirements for advertising and outreach under affirmative action guidelines.

Visit <http://www.uidaho.edu/human-resources/managers/advertising-posted-positions> for current minimum advertising guidelines. All notices must have the U of I EEO/AA statement.

### **Recruitment Period**

The recruitment period is defined as the time period between the commencement of advertising and the application deadline or the screening date for application review. Guidelines for required recruitment periods must be followed. A search exception should be requested for a shortened recruitment period.

### **Recruitment Resources**

For assistance with coordinating U of I's recruitment processes with external recruiting sources (e.g., search firms), contact the Human Resources – Workforce Diversity Office.

## **Section Two - Planning and Initiating the Recruitment and Hiring Process**

### **The Search Committee as University Representative**

The search committee, being perhaps the only contact many applicants and candidates will have with U of I, is in a unique position to enhance the reputation and image of the University. While a search committee is evaluating an applicant, the applicant also is evaluating the search committee, the department/unit it represents, and, ultimately, our University. Most of the applicants for positions here will eventually enter the workforce and work with colleagues and students at other universities. The impression that an applicant receives of us will be amplified to many individuals, thereby influencing our reputation.

To ensure that the impression the applicant receives is a positive one, the search committee should pay attention to details during the entire recruitment and hiring process. Specific aspects that may influence an applicant's perception include being candid and forthright, meeting timelines, being warm and professional in correspondence, politely answering telephone inquiries, conducting interviews that are probing yet cordial, having campus visits that are well planned and executed, and making sure applicants are notified of their final status as soon as possible. As a result of these efforts, applicants will have respect for the search committee and will view the University as a professional, healthy, and positive place to work. [See tips for forming a search committee on page 33.](#)

### **The Hiring Authority**

The University President and those individuals whom the President designates as holding Hiring Authority are sometimes referred to as "appointing authorities." An individual who holds Hiring Authority is authorized to hire and dismiss employees and take additional actions specified for each employee classification—faculty, non-faculty exempt, classified, and temporary/student. Generally, hiring authorities include vice presidents (sometimes referred to as VPs), associate vice presidents, deans, and associate deans.

When a vacancy becomes available, the Hiring Authority or a designated representative selects or approves the composition of the search committee, including the appointment of the search committee chair. The search committee should represent a diverse cross section of the U of I workforce, with knowledge of EEO/AA regulations, and who can identify talented applicants. When the search committee is convened to discuss the hiring procedures for the specific position the Hiring Authority or a designated representative meets with the search committee and indicates without any ambiguity the committee's task, deadline, budget, and the ideal applicant that the hiring manager wishes to attract.

### **The Hiring Authority and the Search Committee Charge**

Search committees should always receive their charge before they begin their work. The charge to the

search committee from the Hiring Authority or designee should be clear and precise. Ambiguity in the charge, the role of the committee, or the extent of its authority, can create confusion that may hamper and delay the selection process at crucial points. Specifically, the charge to the committee should state exactly how applicants should be ranked, if at all, how many finalists it is being asked to recommend, and whether it should make any exploration as to their availability. The charge will vary depending on the type of position being filled. Search committees are convened to facilitate and enable the work of the Hiring Authority; therefore, they should not lose sight of their role and obligation to the Hiring Authority. [For additional information, see the search committee charge checklist on page 34](#)

In the committee “charge” the Hiring Authority or designee relays to the committee how the information collected by the committee will be used. In some cases, the search committee is instructed to make a hiring recommendation. In other cases, the committee is instructed to make the hiring decision. If the committee is instructed to rank candidates for the hiring official, the charge should make clear that the hiring official is not bound by the committee's ranking in making his or her selection. He or she should also clarify how the recommendations of faculty and staff from other department/units outside the committee will be used. The charge will also include concrete recommendations for integrating diversity issues in the evaluation process. See the Appendix for a sample checklist.

### **Role of the Search Committee Chair**

Normally, the first person to be selected for the Search Committee is the Committee Chair, who is usually appointed by the head of the unit to which the selected person will report. The search committee chair acts as the committee’s facilitator, official spokesperson, and liaison to the Hiring Authority. A search committee chair should be a person of integrity, recognized for a commitment to excellence, fairness, and diversity, and should have the capacity to lead under pressure. The deference of subordinates on the committee could diminish committee effectiveness. The committee chair:

- Serves as a contact person with the hiring authority, applicants, and candidates; implements the search committee charge.
- Schedules and directs all search committee meetings.
- Keeps the search committee on track and on task; assures compliance with applicable laws and policies.
- Provides application materials and related instruction to search committee members.
- Serves as liaison between search committee members and candidates.
- Assures completion of administrative tasks of the committee, such as screening and interview forms.
- Delegates or makes travel accommodations for interviewees, if requested.
- Assesses and discusses with hiring authority any conflict of interest issues. For example, applicants may perceive an unfair process when a member of the search committee appears to be in a personal or business relationship with one of the applicants.
- Submits a list of two to five (preferably a minimum of three) candidates to the Hiring Authority.

- Advises the Hiring Authority of finalists' strengths and weaknesses.
- Maintains a record of all search committee meetings.
- Collects all screening and interview forms, records and other search documents from committee members and forwards to the proper administrative assistant, who stores such records for a minimum of five years.

## **Search Committee Size and Composition**

Decisions are made most effectively and efficiently by groups no larger than five to seven people. The search committee should be composed of individuals with a variety of perspectives and sensitivities, including concern for equity and diversity issues. All search committees must reflect gender diversity. Please contact Human Resources – Workforce Diversity in the rare circumstances when gender diversity is not possible. Whenever possible, ethnic/racial minorities and individuals from other underrepresented groups from within the department/unit should serve on all search committees. Such individuals are frequently asked to serve on numerous committees, so employees from other departments or administrative units may be invited to help in the recruitment and hiring process. Students are not usually included in formal candidate interviews, but when appropriate, students should have an opportunity to meet candidates in an informal setting and attend candidate presentations. Student reactions may be useful to search committee deliberations. The search committee should always consult an AAC, who monitors EEO/AA efforts, for assistance with best practices in conducting a recruitment and hiring process.

See the list of current AAC's at [www.uidaho.edu/human-resources/employees/aac](http://www.uidaho.edu/human-resources/employees/aac)

## **Search Committee Responsibilities**

Effective search committee members should be individuals who are available to participate fully and consistently in the work of the committee. They need to be comfortable engaging in rigorous debate and negotiation to achieve the best outcome. The most effective search committee members:

- Actively engage in the recruitment of applicants.
- Protect confidentiality of applicants and the decision making process.
- Treat search committee members and all applicants in a thoughtful and respectful manner.
- Set aside biases and preconceptions to fully consider all applicants who may be qualified for the position.
- Give fair consideration to all applicants.
- Act promptly and efficiently to ensure that top candidates are not lost to other employers.

The group discusses the affirmative action goals for the vacant position, which were derived from the utilization analysis for the department/unit. The committee should not be satisfied only with those applicants received through the traditional recruitment/advertising methods, but must proactively recruit highly qualified applicants through the use of additional recruitment sources. Roles and

responsibilities of the search committee include:

- Developing a thorough understanding of the Qualifications of the open position and the mission and priorities of the department/unit and the University. Generally, search committees at the U of I function in an advisory capacity, recommending one or more individuals for a position.
- Ensuring compliance with EEO/AA guidelines and promoting diversity and excellence.
- Developing and implementing an advertising plan that provides extensive exposure of the position vacancy, particularly to qualified applicants from ethnic/racial minorities, women, protected veterans, individuals with disabilities and those from other underrepresented groups.
- Screening applicants for minimum and preferred qualifications
- Selecting candidates for initial and on-campus interviews.
- Seeking the advice and opinions of individual faculty, staff, students, and administrators in all phases of the recruitment and hiring process to help ensure commitment to the new colleague.
- Encouraging members of a wide range of University constituencies, including protected groups, to participate actively in the selection process.
- Interviewing the candidates.
- Providing a list of finalists and a recommendation to the Hiring Authority (which may or may not be ranked, at the request of the Hiring Authority).

Human Resources – Workforce Diversity staff are available to meet with the search committee chair or the entire committee, or to serve as a resource at any point in the recruitment and hiring process.

[For additional information, see a sample search committee checklist on page 35.](#)

## **Confidentiality**

Confidentiality is the foundation of a credible search committee and a trustworthy recruitment and hiring process. The importance of maintaining strict confidence throughout the recruitment and hiring process must be understood and upheld by everyone on the search committee, from the first meeting until the conclusion of the process. Information gathered must be kept confidential and shared only with those with a need to know. Resumes, vitae, letters of reference, and cover letters are all confidential material to be used only in determining the selection of the candidates. This material must not be used for any other purpose without the express written permission of the applicant.

A breach of confidentiality threatens a successful outcome in two ways. First, it may result in the immediate termination of the process—a serious loss of time, money, and viable candidates. Second, it may cause the most qualified candidates to withdraw, fearing that a premature disclosure of their candidacy will jeopardize their current position.

The importance of confidentiality should be discussed when the search committee is first convened, and breaches of confidentiality should be brought to the attention of the search chair or hiring authority.

## **Conflicts of Interest**

Search committee members should avoid all conflicts of interest and also the appearance of conflicts of interest while serving on the search committee.

## **Search Committee Members Becoming Applicants**

Occasionally, a search committee member may wish to become an applicant for the same position to which they were assigned as search committee member. A change to applicant status is permissible only if the search committee member did not have access to applicant related information that would give him or her advantage over other applicants. If the recruitment and hiring process proceeds beyond initial formalities, the search committee member can only transition to applicant status if the current recruitment and hiring process is canceled and a new Recruitment opened for that search committee member to apply.

## **Disclosures Among Committee Members**

Search committee members often will know one or more job applicants. A casual personal or business acquaintance does not automatically disqualify a search committee member or require recusal from committee deliberations. Nevertheless, committee members should exercise the highest level of professional judgment and ethics in deciding whether they should recuse themselves or, at the very least, reveal their connection to an applicant to the committee chair and fellow committee members.

Search committee members should not be family members of or write letters of reference for applicants. This obvious conflict will jeopardize the integrity of the process.

## **Public Disclosure of Search Committee Business**

Some parts of the recruitment and hiring process are subject to public disclosure. Regulated by state law, committees must take care to abide by relevant regulations. The names and titles of search committee members are public information and, therefore, subject to public disclosure.

## **Information for Search Committees**

For additional information please go to the Human Resources – Workforce Diversity website at the following link:

<http://www.uidaho.edu/human-resources/equal-employment-opportunity-affirmative-action>

## Section Three - Advertising and Outreach

### Developing a Recruitment Plan

Federal law and policy require that positive recruitment efforts be made to increase employment opportunities for members of protected classes when underutilization within an employee job classification exists. The Office of Federal Contract Compliance Programs (OFCCP) has determined that it is not enough to simply advertise positions, sit back, and expect that affirmative action goals will be met. When recruiting, it is important to actively seek applicants who are members of under-represented groups to fulfill federal positive recruiting requirements.

Generating a diverse and qualified applicant pool requires significant effort to reach those looking for new opportunities as well as capturing the attention of outstanding individuals who are not actively looking for a new job. A recruitment plan should contain strategies for outreach to members of under-represented groups, including individuals with disabilities and protected veterans. The Human Resources – Workforce Diversity Office meets annually with all College and Administrative Units to update them on the results of our affirmative action evaluation and to discuss recruitment goals and outreach plans. [For additional information, see a sample advertising checklist on page 37.](#)

The following list serves as a foundation for a recruitment plan and should be completed during the initial search committee meeting:

- Potential applicants suggested by current department/unit members.
- Names of people acquainted with the field who may be called upon to nominate individuals.
- Journals read by individuals in the discipline/profession.
- Professional associations and organizations in the discipline/profession.
- Web sites visited by people in the discipline/profession.
- The relevant professional or community organizations, advocacy groups, etc. that respond to the needs of ethnic/racial minorities, women, and individuals from other underrepresented groups.
- Places where people in this discipline/profession congregate (professional meetings, concerts, lecture series, etc.), to consider recruiting at these venues.
- Where the best people in this discipline/profession work (strong departments/units at other universities, etc.).
- The department's/unit's web site on which the announcement may be placed.
- Contact information for affinity groups and placement offices at U of I and other universities and institutions.
- A system for obtaining nominations from alumni and members of the University.

See the following link for our extensive list of Recruitment Resources: <http://www.uidaho.edu/human-resources/equal-employment-opportunity-affirmative-action/recruitment-and-hiring>

Currently, federal regulations define the following list as ethnic/racial, disability, and veteran categories:

**Hispanic or Latino** - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.

**White (Not Hispanic or Latino)** - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

**Black or African American (Not Hispanic or Latino)** - A person having origins in any of the black racial groups of Africa.

**Native Hawaiian or Pacific Islander (Not Hispanic or Latino)** - A person having origins in any of the peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

**Asian (Not Hispanic or Latino)** - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

**Native American or Alaska Native (Not Hispanic or Latino)** - A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment.

**Two or More Races (Not Hispanic or Latino)** - All persons who identify with more than one of the above five races.

**Disabled Veteran:** A veteran of the U.S. military, ground, naval or air force who is entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Secretary of Veterans Affairs; or a person who was discharged or released from active duty because of a service-connected disability.

**Recently Separated Veteran:** Any veteran during the three-year period beginning on the date of such veteran's discharge or release from active duty in the U.S. military, ground, naval, or air service.

**Active Duty Wartime or Campaign Badge Veteran:** A veteran who served on active duty in the U.S. military, ground, naval or air service during a war, or in a campaign or expedition for which a campaign badge has been authorized under the laws administered by the Department of Defense.

**Armed Forces Service Medal Veteran:** A veteran who, while serving on active duty in the U.S. military, ground, naval or air service, participated in a United States military operation for which an Armed Forces service medal was awarded pursuant to Executive Order 12985.

**Protected Veterans:** This is a collective reference to Disabled Veteran, Recently Separated Veteran, Active Duty Wartime or Campaign Badge Veteran and Armed Forces Service Medal Veteran.

**Disabled or Disabilities, with respect to an individual:** A physical or mental impairment that substantially limits one or more major life activities for such individual; or a record of such an impairment or being regarded as having such an impairment.

## **Section Four – The Selection Process**

### **Selecting Candidates for Interviews**

When reviewing applicants, use the following guidelines:

- Learn about research on biases and assumptions. Consciously strive to minimize the influence of bias and assumptions when reviewing applicants.
- Develop criteria for evaluating applicants and apply them consistently
- Standardize how the committee will evaluate the applicants by discussing one or two randomly selected resumes or CVs as a group
- Use a screening tool that incorporates the agreed upon criteria
- Evaluate the entire application; don't depend too heavily on only one element such as letters of recommendation or the prestige of the degree-granting institution or postdoctoral program
- Spend sufficient time (at least 15-20 minutes) evaluating each applicant
- If you rank the applicants, also summarize the strengths, weaknesses, and likely contributions to the campus, program, and department for each one. An alternative idea is to create several lists, each ranking the finalists based on one particular criterion. This way you will have several top choices to contemplate.
- Be able to defend every decision for rejecting or retaining an applicant using facts and evidence, not opinions.

### **Initial Screening – Minimum Qualifications**

Applicant screening is based on the minimum and preferred qualification of the posted position. Initial screening determines whether an applicant can be considered at all for an interview. Initial screening asks yes or no as to whether the applicant meets each and every minimum qualification for the position to which that applicant is being considered. If there is even one qualification the applicant does not address or meet within the application materials, then that applicant cannot advance to be considered for interview. The applicant must be marked “Does not meet minimum qualifications.”

### **Intermediate Screening – Preferred Qualifications**

After screening out applicants who do not meet minimum qualifications, the next step is to select the best-qualified applicants for interview. An applicant selected for interview is considered a candidate for the position.

The Hiring Authority should communicate clearly to the search committee the most important qualifications for the position and should be consulted if further clarification is needed at any point in the process. To be considered, a qualification must be included in the application materials, which constitute the application file. Personal information alone is not enough. If the Hiring Authority determines there are certain qualifications that are more important than others, assign extra weight to those more important. Using the weighted qualifications, narrow the pool to the best-qualified candidates for interview.

If there are a large number of well-qualified applicants, and there are only small qualification differences, consider gathering additional information to help you make your selection. Some tools you may consider using are:

- Pre-interview reference checks
- Work samples
- Supplemental questions
- Brief phone interviews

It is best to make your selections through discussion, rather than relying totally on the committee's numerical ratings of a candidate. Using mechanical means may not result in selection of the best-qualified candidates.

The search coordinator should retain all applications and screening documentation until the process is completed. After screening applications, it is recommended that all applicants no longer under consideration receive some type of communication from the hiring manager regarding their status in the recruitment and hiring process. [For additional information, see a sample screening form on page 38 and additional applicant selection information on page 40.](#)

## **Formulating Interview Questions**

The general rule is that all questions asked must be related to the performance of the specific job duties. The search committee should formulate interview questions in advance and submit them for approval through PeopleAdmin. Interview questions should be objective and job-related. Questions should be fact-based, and designed to elicit information about a candidate's background, education, or suitability for the position.

Asking the same questions of each candidate ensures that consistent information is gathered and the responses of each candidate can be compared and contrasted. Of course, interviewers also should respond to candidates' questions. Information that is volunteered by the candidate but does not address a bona fide occupational qualification (e.g., marital status or religion) should not be recorded.

[For sample behavior-based interview questions, see page 44.](#)

## **Conducting Telephone and Virtual Interviews**

To reduce travel costs and time associated with interviewing out of area candidates, a telephone or virtual interview may provide an alternative method to in-person interview.

To ensure fairness and equity in the interviewing process, invite all candidates to the virtual interview. It is recommended that out of area candidates are provided an opportunity to interview in the same manner as local candidates during each stage of the interview process; however, if a candidate is not able to participate by Skype or another process such as zoom, offer them an opportunity to participate in a telephone interview and get their response via email. It is important to check whether every

candidate has access to the application being used and a good internet connection. A back-up plan should be identified in advance in case there are technical difficulties.

The interview can be conducted by the search committee as a whole, or by designees of the search committee. It is important to ensure consistency in how questions are handled so information gathered may be compared by the search committee. To put candidates at ease, it is recommended that everyone present at the interview be introduced to the candidate.

A room for quiet concentration and suitable for the number of committee members conducting the interview, and one that will accommodate speakerphone or teleconferencing equipment will be needed.

## **Conducting On-Campus Interviews**

The campus visit is an extremely important part of selecting the best finalists. Communication and interaction with the candidate should represent the University in the most positive light possible. Just as search committee members will be evaluating the candidate, the candidate will be evaluating U of I to determine if the position and the institution are a good “fit” for her/him. The candidate’s early impressions of the University play a major role in the decision making process.

## **Candidate Names**

U of I intends to maintain integrity in recruitment and hiring processes by protecting confidentiality. To encourage applications from those reluctant to “go public” with their interest in employment at the U of I, names should be released to the campus or general public only when an individual for a high-level position becomes a finalist. At the time an invitation to interview on campus is extended, the finalist should be informed that her/his name may be made public and that her/his resume or vitae and cover letter may be open for public review.

## **Campus Visit Preparation**

- Make travel and lodging arrangements. Departments may elect to cover the travel costs associated with out of area candidate interviews but are not required to do so. When possible, pay for travel arrangements rather than reimburse candidates.
- Arrange for transportation to and from the airport or have a person available to escort the candidate.
- Be sure to give the candidate an opportunity to request disability-related accommodations.

## **Preparing the Candidate**

[See the candidate experience checklist on page 49](#)

Taking the time to prepare a candidate for his or her visit sends an important message about U of I as a potential employer. The following items should be sent to each final candidate prior to the visit:

- Letter of welcome confirming the day and time of the visit, travel and lodging arrangements, list of expenses that are reimbursable, and contact information.
- Itinerary for the visit including a complete schedule of events and the names and titles of individuals who the candidate will meet.
- Provide another opportunity for the candidate to request disability-related accommodations.
- Brochures and information about the University, U of I's benefits, diversity efforts, and the community.
- Information about the department/unit, including its mission and goals.

## **Welcoming the Candidate for Interviews**

- Arrange for someone to meet and greet the candidate at the airport.
- Arrange for a host to give the candidate a tour of the campus and accompany the candidate to and from interview and open forum locations.
- Schedule open forums at an accessible location and invite students, staff, faculty, and interested members of the community.
- Allow candidates ample time (1-2 hours) for visits with special interest groups or employees with whom she or he may have a particular affinity. A list of faculty and staff associations and ethnic groups and multicultural alliances includes, but is not limited to, Athena, the Office of Multicultural Affairs, the Women's Center, the Native American Center, and the LGBTQA. Contact information is available from Human Resources – Workforce Diversity. Copies of the list should be provided to all interview candidates.
- Arrange for the candidate to attend campus events.
- Host a meal with the candidate and key representatives at an accessible location.

## **Interviewing the Candidates**

The interview schedule usually includes four components:

- Formal interviews, held by the search committee, the person to whom the candidate would report, and the Hiring Authority.
- Semi-formal interviews, chaired by members of the search committee and open to colleagues/peers, supervisors, students, department/unit staff, and interested constituencies.
- Informal interviews.
- Personal time for candidates.

The formal interviews should allow for some common questions or basis for evaluating all candidates. Interviews with each candidate also should provide opportunity to fill gaps in the materials already collected in the individual's file. Interviewers must avoid asking questions that could be viewed as discriminatory; careful preparation of questions before the interview minimizes the risk. The search committee may determine, prior to the interview, which committee member will ask each question and

who will be the recorder. If there is one recorder, the names of all committee members who participated in the interview should be included with the interview notes.

The semi-formal interviews, which may be chaired by members of the search committee, provide opportunity for interested persons from within and outside the hiring department/unit to meet the candidate and contribute to the hiring decision. Participants are expected to be consistent in their participation and submit a review form at the close of the interviews. Evaluator names should be printed on all forms and signed by the evaluator. Semi-formal interviews may include meals. The structure is one of question and answer, and the candidate should be encouraged to seek information from these interviews, as well as provide it.

The informal interviews provide opportunities to discuss qualities of the candidate, the University, and the community, and to explore other relevant issues. The format might be conversation during transport to and from the airport, a reception for the department/unit members and their guests, or a tour of the community by someone other than the Hiring Authority or future supervisor.

During the interviews, some inquiry about the candidate's experience in promoting the professional development of ethnic/racial minorities, women, and individuals from other underrepresented groups should be included, especially if the Job Description or Job Posting contains particular diversity content. Likewise, information should be given to all candidates about U of I's commitment and activity to promote the careers of ethnic/racial minorities, women, and individuals from other underrepresented groups.

### **Selecting the Finalist or List of Finalists**

Prepare a list of finalists or make a recommendation on which candidate to hire, depending on what was requested by the hiring authority. It is best to decide on the finalist or finalists by discussing each candidate's qualities and qualifications and come to consensus as a group rather than by using a purely quantitative method for selection. Using a quantitative method alone might cause important information and or opinions from search committee members to be overlooked.

### **Unconscious Bias in the Selection Process**

Unconscious biases are mental associations that are so well-established as to operate without awareness, without intention, or without control. They are not only hidden from public view, but in many cases, are also hidden from the person who holds them. Unconscious bias is also known as implicit bias, hidden bias and implicit association. Biases are pervasive, and do not necessarily align with our declared beliefs. The best way to overcome unconscious bias in recruitment and hiring is to have strong recruitment processes and procedures in place to override and prevent hidden biases from overwhelming a recruitment and hiring process.

Some common forms of bias are:

- **Positive and negative stereotypes** - presumption of innate competence/incompetence, ability/lack of ability to fit in, etc., based on race, gender, and other personal characteristics
- **Raising or lowering the bar** - setting higher/lower standards for some candidates based on negative/positive stereotypes
- **Provincialism** - limiting a definition of excellence to those schools/individuals/ geographic areas one knows
- **Seizing a pretext** - giving excessive weight to a relatively minor point, in order to justify disqualifying a candidate
- **Good fit / bad fit** - may refer to the disciplinary niche or programmatic needs of the department, but it also may be an indicator of how comfortable or culturally at ease we feel about the candidate

## Equal Opportunity Issues in Interviewing

Interviews typically involve interactions with multiple employees in a variety of settings. Administrators or peers inside or outside the hiring department/unit, internal and/or external constituent groups, students, and others may participate in the interview process in addition to the search committee and Hiring Authority. Equal opportunity issues of concern in conducting interviews include the following:

- Treat the entire time with candidate as part of the interview process, not just the “formal” interview with the search committee. This includes any lunch meetings, escorting the candidates to the airport or hotel and back, and to and from meetings.
- The interview method and agenda must be the same for all candidates interviewed. The method or agenda of an interview may change depending on whether it is a preliminary interview, initial campus interview, or final campus interview. Nevertheless, the consistency of treatment of candidates must be maintained.
- Internal candidates who are interviewed must be treated the same as external candidates who are interviewed.
- The same set of questions should be asked of each candidate interviewed by the search committee.
- The search committee and anyone else who will be interviewing the candidates, including other members of the department/unit or any external constituents, must be aware of the questions that you can and cannot ask the candidates. EEO recommends that the search committee chair remind everyone present at the interviews to keep questions as objective and job related as possible.
- Public forums or department/college open forums for candidates may have different individuals attending for each candidate without creating inequities. It is usually impossible to guarantee participation in these situations, and attendees do not have the same role in the process as members of the search committee.

## Section Five – References and Background Checks

Reference checks are used to identify strengths and weaknesses that indicate whether the candidate will fit the demands of the position. Reference checks are an integral part of the recruitment process. When conducted properly, they can assist in determining who the strongest candidate is, and they may help to identify weaknesses or problem areas not otherwise uncovered previously in the interviews. A failure to conduct reference checks could expose the search committee and the University to charges of negligent hiring if a troubling issue follows a new employee into the workplace, which could have been uncovered with proper reference checking. The committee may choose to contact the references of all viable candidates, or only the references of the finalist.

It is an important professional courtesy to inform the candidate before contacting references, especially with respect to additional individuals who are not on their list of references, if the committee decides to contact such individuals. No specific number of references must be contacted by phone or by letter, but at least three are recommended as best practice to assure a complete record.

A single response, whether positive or negative, should not determine the survival of the candidate. Elimination from further consideration as a result of negative reports must be handled the same for all qualified candidates.

### Requesting Letters of Recommendation

The recent literature on recruitment, including recruitment in higher education, encourages search committees to abandon the traditional practice of procuring letters of recommendation in the initial stages of a recruitment and hiring process. Rather, the committee may request a short list of candidates to provide letters of recommendation by a specific deadline. **Please Note:** Search committee members should not write letters of reference for applicants. This will jeopardize the integrity of the process. Candidates should be notified if letters are not received.

When the search committee chooses to contact the references to request the letters of reference, the committee should:

- Provide a job posting to the reference.
- Request that the reference identify relationship to the candidate.
- Indicate the deadline date for the letter.
- Acknowledge receipt of letter. If a candidate is eliminated from further consideration based upon a reference check, the source and the specific information procured should be documented in the candidate's file. Upon the candidate's request, federal law requires disclosure of all information received or procured regarding the candidate.
- Letters of reference do not replace reference checks. The search committee or relevant administrator will contact references for candidates selected for hire.

## Reference Checks

Telephone reference checks after receipt of applications allow the committee to ask questions about information not provided in the candidate's application, such as how the candidate completes specific tasks enumerated in the resume or vitae.

For consistency, telephone references for each candidate should be conducted by the same person or team of people. The reference checkers should use a standardized protocol of questions, record the answers, and include the notes in the candidate's file. Candidates should be informed as early as possible in the recruitment and hiring process that references will be called if the candidate becomes a finalist, including individuals who may know the candidate or their work, but may not appear in the candidate's list of references. A candidate's request that his or her current employer not be contacted should be respected. Otherwise, a candidate's current employment could be jeopardized. The reason a request not to contact a reference is made may be discussed. Suggestions for effective reference checks are as follows:

- It is helpful in some cases to make a telephone appointment in advance.
- Make a checklist of specific questions and topics to be discussed.
- Identify who is calling, the institution and department/unit, and the reason for the call. Assure the individual that references are confidential. Try to establish a rapport. Make sure the references know the specific position, general responsibilities, and qualifications requested for the position.
- Allow time for responses. Follow up and probe if it seems that the person is reluctant to discuss certain topics.
- Make every effort to be open minded and objective.
- Document the reference checks (employer, name of individual who provided the reference, questions asked, and responses).
- Ask follow-up questions if the reference is not forthcoming or if information is unfavorable. Ask for an example or if the reference can elaborate. If you get a positively glowing reference with no areas of improvement or growth, ask "If you had to pick one area of his work performance that you would have liked to have seen improved, what would it be?"

For a list of sample telephone reference check questions, see page 50

## Background Checks

University policy dictates that all faculty, exempt staff, classified staff, teaching and research assistants and many temporary staff receive a criminal background check before they are approved for hire. If an initial offer of hire is made before the background check, the offer must be contingent upon the successful completion of a criminal background check. This policy is contained in the **Faculty Staff Handbook, Section 50:16** at <http://www.uidaho.edu/apm/50/16> .

## **Section Six – Making the Offer**

### **Offering the Selected Candidate the Position**

Once a candidate is selected for hire, after the background check clears, proper authorizations must be obtained in the hiring proposal. In the hiring proposal documents section, enter a comparison of the candidates based upon business strengths and weaknesses with a rationale as to why a particular candidate is selected. [See page 52 for a strengths and weaknesses template.](#) After the proper authorizations are obtained, the hiring authority may contact the candidate and offer the position contingent upon the successful results of a criminal background check. After the criminal background check and any other contingencies are met, a final offer may be made to the candidate. An offer letter should then be sent to the candidate for signature and uploaded into the Hiring Documents section of Hiring Proposal in PeopleAdmin. See the following link for Offer letter templates:

<http://www.uidaho.edu/human-resources/forms>

### **Extending or Reopening a Recruitment and Hiring Process**

When an applicant pool does not contain qualified persons to fill a vacancy, or when candidates decline offers for interviews and/or employment, it may become necessary to extend or reopen the recruitment and hiring process. Current applicants and candidates not selected should be notified, by email or letter, that the process has been extended. Such notice should provide information about the new application deadline. Individuals who are included in the applicant pool at the time the process is extended are ordinarily not expected to resubmit credentials.

Some things to consider when reopening or extending a recruitment and hiring process are: Did the original advertisement accurately describe the qualifications of the position as expected by the Hiring Authority? Would rewording the advertisement yield a better pool? Is advertising required in different places, e.g., professional journals or regional professional meetings, or advertising at a different time of the year, to yield a more satisfactory pool?

### **Onboarding New Hires**

Onboarding helps keep employees engaged, shortens the time it takes to get acclimated, and improves long-term retention rates. Before the employee arrives, offer them assistance with their transition. If they are relocating to the area, offer to connect them with the Chamber of Commerce, bankers, real estate agents, local schools, etc. depending on their individual needs. The manager should meet with his direct supervisor early on the first day, reviewing responsibilities and expectations for the first 30, 60 and 90 days.

## **Section Seven - Documentation and Record Keeping**

### **Recruitment and Hiring Documentation and Records Retention**

In the course of conducting a recruitment and hiring process, the issue of public disclosure of process-related information or documentation may arise. Documents prepared by University employees while performing work-related duties are, with some exception, public records. Reports or records produced during the recruitment and hiring process such as screening matrices, interview questions, and committee notes, should remain confidential among search committee members and other key individuals on a need-to-know basis only. Under no circumstances should members of the committee or other departmental personnel release information or documentation to unauthorized individuals.

U of I requires maintenance of all recruitment and hiring files, including paper and electronic files with supporting documentation, for a period of five years. In response to a complaint or litigation, records may need to be maintained beyond the five-year period. [For a Recruitment and Hiring Documentation checklist, see page 54.](#)

### **Maintaining Pre-Employment Files**

In compliance with federal civil rights record-keeping regulations, departments/units must maintain the pre-employment records of all applicants for all positions. It is most important that, at minimum, the following records be retained in compliance with University requirements:

- The application and all material submitted as part of the application
- The completed screening forms.
- Interview feedback form.
- All other materials used during the interview.

### **Documenting Interviews**

All phases of the recruitment and hiring process, and especially interviews should be documented. Indicate who attends the interviews, and, when interview forms are used, indicate on each sheet the printed name and signature of the note-taker.

## **Section Eight – Waivers, Exceptions, and Dual Accommodations**

### **Waivers**

The U of I values a diverse workforce. In accordance with state and federal laws and university policies, UI is committed to providing equal opportunity in employment through open, competitive recruitment. Exceptions to open, competitive recruitment may be made under very specific guidelines and when the situation warrants it, with the approval of the director of Employee Development & Workforce Diversity. Specific factors that will be considered when reviewing a request to waive an open, competitive recruitment and hiring process include but are not limited to:

- The qualifications of the proposed appointee relative to the position opening
- Hiring department's past hiring practices with respect to competitive hires and waivers
- Opportunities for internal promotions and growth opportunities within the UI
- Unavailability of qualified applicants based on previous recruitment efforts
- Unanticipated and emergency time constraints
- Highly specialized qualifications for a particular position

In some cases, a waiver may be granted for a limited duration, to allow the position to be filled while an open, competitive recruitment and hiring process is being conducted. Waiver requests for existing staff may take place in position management during the approval phase of the hiring process in an action.

Waiver information and the University Staff Waiver Request Form may be found at the following link:

<http://www.uidaho.edu/human-resources/equal-employment-opportunity-affirmative-action/waivers>

Faculty waiver information may be found at the following link:

<http://www.uidaho.edu/provost/policy-guidelines/appointment> under University Faculty/University Faculty Waiver Request Form.

### **Exceptions**

An exception is a request to eliminate part of the requirements for conducting a full and open recruitment and hiring process, so it is important assist the Human Resources-Workforce Diversity staff in understanding why this exception should be granted. The three most common exception requests are a request to limit the recruitment and hiring process to internal candidates within the U of I, a request to shorten the posting and advertising time, and a request to reduce the required advertising. Exceptions will be determined on a case by case basis based on the reasons given for the request.

### **Dual Accommodations**

Are outlined in FSH 3085 and will be reviewed by the Workforce Diversity Office.

## **Section Nine - Miscellaneous Information**

### **Acceptable and Unacceptable Pre-employment Inquiries**

For a list of acceptable and unacceptable pre-employment inquiries, see page 55.

### **Nepotism**

U of I seeks to employ qualified persons in all positions without regard to a person's relationship with other University employees. However, under University policy, no employee shall supervise, vote, make recommendations, or in any other way participate in the decision of any matter that may directly affect the appointment, tenure, promotion, salary, or any other status or interest of such employee's parent, child, spouse, partner, sibling, in-law, or close relative. A link to this policy can be found at:

<http://www.webpages.uidaho.edu/fsh/6241.htm>.

### **Appointments Exempt from the Recruitment and Hiring Process**

Appointments that are exempt from conducting a full recruitment and hiring process can be found at <http://www.uidaho.edu/human-resources/managers/peopleadmin> under PeopleAdmin Resources/Temporary Hires.

### **International Applicants and Tenure-Track Teaching Faculty Positions**

The International Programs Office (IPO) contributes to a world-class environment in research and scholarship by facilitating the hiring of permanent and temporary teaching and research faculty and hosting visiting scholars from around the world. U of I sponsors applications for permanent residence on behalf of faculty at the assistant professor/research assistant professor level and above. International faculty (including research faculty) who have classroom teaching responsibilities are generally eligible for expedited labor certification processing (first step in the permanent residence process) based on the results of a national competitive recruitment campaign in which they were found to be more qualified than any of the available U.S. workers who applied for the advertised position.

If a department is hiring for a tenure-track teaching faculty position, both the advertisement and vacancy announcement must have appropriate information regarding the expected duties and qualifications. When placing advertisements, particular care must be taken to anticipate Department of Labor (DOL) labor certification requirements. The DOL can require the department to re-advertise the position and conduct a second full recruitment and hiring process if it deems the advertisement unacceptable. Please contact IPO for more information and/or review.

# Glossary

## Affirmative Action (AA)

Federal law and policy require positive recruitment efforts (see definition below) be made to increase employment opportunities for members of protected classes when underutilization within that class in a job classification exists. Underutilization is determined by comparing current utilization in the U of I workforce and availability in the broader relevant workforce. Existing gaps create the goals for the following year's AA Plan. AA requires an institution to demonstrate a positive recruitment effort to recruit, employ, and advance in employment qualified women, individuals from ethnic/racial minorities, and persons with disabilities and veteran status. These efforts may include expanded efforts in outreach and recruitment to increase the pool of qualified candidates.

## Affirmative Action Coordinators (AAC's)

AAC's are staff members who are trained by Human Resources to review and approve recruitment and hiring process documentation regarding EEO/AA compliance. AAC's assist their respective administrators, deans, and department chairs in developing and implementing an effective and responsive EEO/AA program. In addition, they assist EEO in designing and providing educational materials and workshops that address EEO, diversity, and unlawful discrimination. A current list of AAC's is located at [www.uidaho.edu/human-resources/employees/aac](http://www.uidaho.edu/human-resources/employees/aac).

## Applicant

An applicant is someone who expresses interest in an advertised position for employment. In order for an individual to be considered an applicant in the context of the internet and related electronic data processing technologies, the following three criteria must be satisfied:

- The employer has acted to fill a particular position;
- The individual has followed the employer's standard procedures for submitting applications;
- The individual has indicated an interest in the particular position.

## Applicant Pool

The applicant pool refers to all applicants who have fulfilled all the requirements for applying to a particular job opening from which a hire may be made.

## Availability

Availability refers to the percentage of ethnic/racial minorities, women, and individuals from other underrepresented groups among persons in the relevant labor area and/or internal feeder pools having the requisite qualifications to perform the positions included in the job group. The term is broad enough to include any factor that is relevant to determining the availability of individuals for the jobs in the job group. Availability figures are used in determining whether underutilization exists, and, where a goal is established, in determining the level of the goal.

## **Candidate**

A candidate for a position is an applicant who has been selected for an interview.

## **Diversity**

Any institution committed to diversity should welcome, value, and engage people with heterogeneous backgrounds, perspectives, and experiences. U of I recognizes the benefit of diverse perspectives and experiences, and seeks to build and sustain an inclusive community in which all members are valued and appreciated. The University demonstrates its commitment to diversity by extending efforts beyond federal and state EEO/AA (see definitions above and below) requirements, and into the strategies described and set forth in these best practices, as well as U of I's Strategic Plan.

## **Equal Employment Opportunity (EEO)**

U of I is an equal opportunity employer committed to providing EEO to applicants and employees without regard to race, ethnicity, creed, color, national origin, religion, gender, sexual orientation, age, the presence of any sensory, mental, or physical disability, use of a trained guide dog or service animal by a disabled person, specially disabled veteran, veteran of the Vietnam era, recently separated veteran, and other protected veteran statuses (for brevity, herein referred to as "ethnic/racial minorities, women, and individuals from other underrepresented groups"). U of I has made, and will continue to make, every effort to eliminate barriers to EEO encountered by all and to improve access and outreach to underrepresented groups.

## **Goals**

U of I maintains AA goals that are targets for employment and promotion activities. The targets are intended to ensure that employment discrimination does not exist and eliminate the effects of past discrimination, if any. A goal exists for each of the protected groups of employees and applicants. A protected group is identified as a group that is underrepresented when compared to the availability of each of the job units. Goals are not unlawful preferences, sometimes referred to as quotas. Quotas, in law, are ratios that can only be ordered by a court, and which are used to correct only the most stubbornly resistant situations. Quotas are not in use at U of I.

## **Positive Recruitment Efforts**

Positive Recruitment efforts are actions voluntarily developed by federal contractors, including U of I, to achieve compliance with EEO/AA. The basic components of positive recruitment efforts are: (1) outreach and recruitment measures to broaden candidate pools to include ethnic/racial minorities, women, and individuals from other underrepresented groups; and (2) systematic efforts to ensure that hiring selections are made without regard to race, sex, or other prohibited factors. Results of these efforts are measured in terms of their effectiveness in assisting the contractor in meeting or making progress toward targets set to correct underutilization.

## **Hiring Authority**

The University President and those individuals whom the President designates as holding Hiring Authority are sometimes referred to as "appointing authorities." An individual who holds Hiring

Authority is authorized to hire and dismiss employees and take additional actions specified for each employee classification—faculty, non-faculty exempt, classified, and temporary/student. Generally, appointing authorities include vice presidents (sometimes referred to as VPs), associate vice presidents, deans, and associate deans.

### **Human Resources – Workforce Diversity**

Human Resources – Workforce Diversity supports the university’s compliance with federal and state laws regarding discrimination and harassment, affirmative action and equal employment opportunity.

Workforce Diversity works with administrators, faculty and staff members by:

- Promoting a learning and working environment free from discrimination and harassment.
- Explaining and clarifying university policies and procedures, and federal and state laws and regulations regarding equal employment opportunity and affirmative action.
- Supporting diversity in recruitment and hiring by assisting administrative and academic departments in meeting these goals and adhering to Affirmative Action guidelines.
- Compiling and analyzing information and data for the university’s Affirmative Action Plan, organizational analysis and strategic planning efforts.
- Advising campus constituents on areas of progress and areas that require ongoing attention with regard to affirmative action and equal employment opportunity.

### **Underrepresentation**

Underrepresentation occurs when fewer ethnic/racial minorities, women, or other individuals from underrepresented groups are in a particular discipline or job category than could be reasonably expected based on their availability.

# Appendix

## Tips for Forming a Search Committee

- Committee chairpersons should hold positions at the same level as or higher 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.
- The size of the committee should reflect the importance of the vacant position. The more important the position, the greater number of committee members there should be.
- Ensure the committee is diverse in terms of gender and race.
- Appoint a Chair who has performed or held the vacant position or a similar position
- Think about appointing ex-officio members who may be able to help
- Appoint an individual to the search committee who has supervised the vacant position or a similar position
- Determine whether each potential appointee has sufficient time to devote to search committee duties
- Ensure that the committee possesses technical expertise sufficient to make astute comparisons among applicants.
- Appoint stakeholders – for example, students placed in a recruitment and hiring process for a director of Student Services, faculty in a recruitment and hiring process for a librarian, or members of the president's cabinet in a recruitment and hiring process for a vice-president.

## Search Committee Charge Checklist

- Official and/or working title of position in question
- Position (job) description and a copy of the advertisement or position announcement.
- Essential and preferred criteria for selection; criteria that are important to the department and to the University; and the hiring official's view of the position's scope and short- and long-term challenges and opportunities.
- Time frame for completing the recruitment and hiring process (the committee should formulate and distribute a timetable to appropriate constituencies).
- Policy for handling late or incomplete applications.
- University's policy on diversity or affirmative action issues.
- Duties of the search committee chair and individual committee members
- Hiring official's involvement in the recruitment and hiring process.
- Preferred number of finalist candidates to visit the campus and a general idea of the conduct of the campus visit.
- Form in which the committee's final recommendations are to be brought forward (for example, single candidate, ranked candidates, narrative)
- Where and how the committee will receive administrative and logistical support (for example, from the department with the vacancy and Human Resources)
- How Human Resources will support and monitor the process
- Funds available for advertising and for candidates' travel, hotels, and meals
- EEOC AND OFCCP requirements.

## Search Committee Checklist

Completed	Task	Responsible Party(ies)*
<input type="checkbox"/>	Review and update job description for vacant position	Hiring Authority and HR
<input type="checkbox"/>	Open an action in PeopleAdmin for position approval	AAC or PA Supervisor/Manager
<input type="checkbox"/>	Prepare screening questions	AAC or Department Admin
<input type="checkbox"/>	Select search committee and search committee chair	Hiring Authority
<input type="checkbox"/>	Present "Charge" to the search committee to include expectations, confidentiality and conflicts of interest	Hiring Authority
<input type="checkbox"/>	Prepare a recruitment plan; develop "ground rules," recruitment approach, and advertising resources	Search Committee
<input type="checkbox"/>	Post the position for required amount of time	Human Resources
<input type="checkbox"/>	Place advertising for the position	AAC or Department Admin
<input type="checkbox"/>	Job Seekers apply for position	Job Seekers
<input type="checkbox"/>	Develop set of position-specific interview questions	Hiring Authority/Committee
<input type="checkbox"/>	Review and screen applications for minimum qualifications	Search Committee
<input type="checkbox"/>	Using preferred qualifications, review and select top applicants for initial screening interview	Search Committee
<input type="checkbox"/>	Conduct initial screening interview by telephone or Skype	Search Committee
<input type="checkbox"/>	Schedule and invite candidates for on-campus interviews	Search Committee or Dept Admin
<input type="checkbox"/>	Interview candidates, document candidate responses	Search Committee
<input type="checkbox"/>	Select the top candidate for hire based on pre-established job-related criteria	Hiring Authority
<input type="checkbox"/>	Move top candidate to "Recommend for Offer" and begin hiring proposal in PeopleAdmin	AAC or Search Coordinator
<input type="checkbox"/>	Verify reference list with top candidate and inform him/her that references will be contacted	Search Committee Member

- |  |                                |
|--|--------------------------------|
| <input type="checkbox"/> Contact references  | Hiring Authority or Committee  |
| <input type="checkbox"/> Contact top candidate with contingent offer   | Hiring Authority               |
| <input type="checkbox"/> If offer is accepted, request a background check  | Affirmative Action Coordinator |
| <input type="checkbox"/> Conduct Criminal Background Check   | Human Resources                |
| <input type="checkbox"/> Make a final offer after the background check is completed  | Hiring Authority               |
| <input type="checkbox"/> Confirm acceptance in writing with an offer letter  | AAC or Department Admin        |
| <input type="checkbox"/> Notify the unsuccessful candidates and express appreciation for interest in the U of I            | Search Committee Chair         |
| <input type="checkbox"/> Move the successful candidate to hired in PeopleAdmin   | Affirmative Action Coordinator |
| <input type="checkbox"/> Move all applicants and candidates to their final disposition                                     | Search Coordinator/AAC         |
| <input type="checkbox"/> Mark position closed in PeopleAdmin then mark "Filled."<br>Applicants will receive a system-email | Affirmative Action Coordinator |
| <input type="checkbox"/> Gather and properly store documents at least 5 years  | AAC or Department Admin        |
| <input type="checkbox"/> Onboard new hire  | Hiring Authority               |

The Search Committee Chair should oversee the entire process to ensure all tasks are completed, especially notification of applicants and candidates.

## Advertising Checklist

- Use Jobelephant to suggest sites and post the position for you ([andy@jobelephant.com](mailto:andy@jobelephant.com))
- Post in general publications for higher education such as Higher Ed Jobs and the Chronicle of Higher Education
- Post on professional/academic websites and in journals read by individuals in profession
- Recruit people from minority, women's, veterans, and organizations that represent individuals with disabilities
- Use diversity websites found in the U of I Recruitment Resources Guide
- Send to institutions and universities with programs in targeted fields
- Send to Human Resources departments of similar institutions
- Send to job clearinghouses of university systems
- Career Placement job boards and at other campus locations
- Job boards of associations and other organizations serving professionals in targeted field
- Participate in/post at Career fairs
- Post and/or recruit at conferences/professional meetings of professionals in targeted field
- Mail to targeted populations
- Seek names from current department/unit members, directors, division chairs, deans, vice presidents, the president, and alumni as appropriate
- Contact professional associations and organizations in the discipline/profession
- Consult with and recruit retirees, former employees, and consultants
- Recruit people from competitors
- Contact the relevant professional or community organizations, advocacy groups, etc. that respond to the needs of underrepresented groups

# Sample Screening Form

Applicant Name \_\_\_\_\_

Evaluator Printed Name \_\_\_\_\_ Date \_\_\_\_\_

**All applicants must meet minimum qualifications. All evaluations must be completed in ink. Changes are permissible, but should be initialed and dated.**

## PRELIMINARY SCREENING - MINIMUM QUALIFICATIONS

Bachelor's Degree

Yes [ ] or No [ ] Comments:

---

Experience compiling and analyzing information

Yes [ ] or No [ ] Comments:

---

Experience identifying and defining problems/alternatives and developing recommendations.

Yes [ ] or No [ ] Comments:

---

Experience presenting information to groups

Yes [ ] or No [ ] Comments:

---

Experience delivering student-centered customer service

Yes [ ] or No [ ] Comments:

---

Good knowledge of the structure and chain of responsibilities within a university

Yes [ ] or No [ ] Comments:

---

If the applicant meets all of the minimum qualifications, move to screening the preferred qualifications:

**INTERMEDIATE SCREENING – PREFERRED QUALIFICATIONS**

**All evaluations must be in ink. Changes are permissible, but should be initialed and dated.**

Ability to operate independently, exercising independent judgment and discretion with little or no guidance, display strong organizational skills.

Comments:

---

Ability to display a strong work ethic.

Comments:

---

Ability to communicate effectively both in writing and orally.

Comments:

---

Ability to work cooperatively as part of a team with a variety of people.

Comments:

---

Ability to serve as liaison with other departments/institutions.

Comments:

---

Do not select candidates for interviews based only on rank. Candidate selection should come after discussion, and hopefully consensus, among all of the committee members.

Recommend for Interview

Yes [ ] or No [ ] Comments:

---

---

Evaluator Signature \_\_\_\_\_

**(If ranking applicants, the following language is acceptable: Provide comments to explain numerical ratings. Please rate the applicant on each qualification using the following scale: 1 = very weak; 2 = weak; 3 = average; 4 = strong; 5 = very strong)**

## **Additional Applicant Review and Selection Information**

### **What process works best?**

- A process that includes people evaluating applications alone and people discussing their judgments together.
- Most people find it easiest to do a quick screening to eliminate applicants who don't have the absolute necessary qualifications, then take a more careful look through the rest. As extra insurance, you can have someone else look through the "rejects" with the sole goal of identifying people who might have been overlooked because their background isn't typical.
- Do use the criteria as a guide, to make sure you are consistent, evaluating each applicant against the same criteria (some people like to use a rating matrix, to record which applicants have which qualifications; others just take notes).
- If you have a large search committee, you may want to have two people volunteer to do the first screening, and everyone involved in more carefully evaluating the rest. If you have a large pool, it's fine to split up the applications among pairs of people, who take responsibility for presenting them to the rest of the group.

### **Deciding on a 'short list' (interviewees and alternates)?**

- You will make better decisions if you use a search committee to discuss the applicant's qualifications, rather than just averaging numerical ratings. If you cut off debate too quickly, you waste the benefit that different perspectives can bring to the difficult task of evaluating qualifications.

### **How should the process be documented?**

- The chair is responsible for ensuring that the group's judgment is recorded on the screening forms.
- In addition, the search committee chair should record briefly what the process was (who did what when) including decision points (e.g., "we decided to interview only people who had both the computer skills and experience with implementation of a new system".)
- All records of recruitment, including interview notes taken by all search committee members and reference check notes, will be retained for five years by the appropriate department.

### **How can you tell if people really have the abilities that they claim to have?**

- At the application screening stage, you have to take their word for it. You may get a better idea in an interview or a reference check. If a person is hired and is unable to perform their assigned tasks because they lack the necessary qualifications, they can be released during their probationary period or through corrective action.

### **To what extent can one assess interpersonal skills from a written application?**

- At best, you may see that an applicant has done work that probably required those skills. Interpersonal skills are best assessed through interviews and reference checks.

**Does the time lapse between hiring and a person’s education or job experience matter?**

- It may, but only in fields that have changed significantly in recent years, and remember that the applicant may have kept him or herself current in other ways.

**When is more experience better?**

- It depends, and you can’t always tell. More isn’t always better -- twenty years of experience may mean a person is extremely knowledgeable and skilled, or it may mean the person got stuck and couldn’t move out of that job.

**What should be done with an “overqualified” person?**

- There are good reasons why a person might choose to take a job with a lower level of responsibility than they’ve had in the past. If you find yourself making assumptions about the person’s motivation, check them out at the interview, or call the person and make sure they understand that the job will not be at a higher level than advertised.
- Don’t assume that holding a higher-level job necessarily means that a person can do lower-level tasks. You need to assess each person’s qualifications for this position. If the person’s application suggests that they can do the job, hire the best-qualified person.

**What is “equivalent” to a college degree?**

- Evidence of course work or work experience that would give the applicant the knowledge or skills you need. It’s the applicant’s responsibility to explain or demonstrate that s/he has equivalent knowledge or abilities.

**Is it appropriate to make judgments about a person’s skills from the way they fill out the application (or other application materials)?**

- If the job requires good spelling and grammar and the application is filled with errors, it’s appropriate to assume they don’t have these skills. But don’t screen out applicants for trivial reasons just to reduce the pile -- you may be missing a great employee.

**How should patterns in a person’s job history be evaluated?**

- Be careful not to make unwarranted assumptions. People may have reasons for changing jobs or taking time between jobs that have nothing to do with how good they are as an employee. When checking references, check whether the reason for leaving stated on the application is consistent with that given by the reference.
- Progressively responsible job experience can be a positive indication of the applicant’s ability to adapt to new situations and grow within a job.

**When is it appropriate to favor an applicant who has done very similar work over one who has done less similar work -- e.g. to favor a person with internal experience over one with similar experience elsewhere?**

- When you absolutely can't afford (in time or other resources) to let the person learn on the job, e.g. for a short casual job or one which requires complex knowledge they wouldn't otherwise have. If it's just a matter of learning something about internal procedures or systems, it's probably better to invest in the person who will be able to do the best job in the long run.

**How do you evaluate transferable skills versus actual experience?**

- Think through whether the experience the person has had required the same sorts of skills that you will require. Look for or try to obtain evidence of the strength of that person's skills to help you assess how successful they might be in applying those skills in your job.

**What should you do when you have more information about one applicant than another? -- e.g. if one person submits a lot of extra material with their application?**

- Just remember that having more evidence about a person's qualifications doesn't necessarily mean they are better qualified. You can always take steps to get more information on applicants -- e.g. with a phone call or request for more written information -- as long as you don't give anyone an unfair advantage.

**How much weight should letters of reference be given?**

- Letters of reference should not be taken at face value. Letters of reference, which speak to an individual's specific accomplishments, can generally be given more consideration. Remember that a letter of reference does not replace the need for a reference check, should the candidate be selected.

**Do I have to consider out of town applicants?**

- The location of a candidate's residence shouldn't be used as a selection criterion. If you are unable to pay travel expenses, consider doing the first interview by telephone or asking the candidate to pay his/her own travel expenses.

**What if the applicant is currently making a higher salary than you are able to offer?**

- If you are concerned that if selected, the applicant may not accept the position because of salary limitations, you may advise the applicant when they are contacted for an interview that you are concerned about a potential salary issue and then reiterate the salary. This allows the applicant to make the decision as to whether s/he is still interested in the position.

**What if the applicant has a disability?**

- It is illegal to discount an otherwise qualified individual because s/he has a disability. The Americans with Disabilities Act requires that the University take steps to reasonably accommodate individuals with disabilities so they may perform the essential functions of a position. Keep the focus on whether the individual has the skills to perform the position.

**What if a current employee applies for the job and you know more about them (positive or negative)?**

- You don't need to try to forget what you know, but only reliable information (not rumors or reputation) about their actual job performance is appropriate to use.
- You should evaluate the information in terms of the qualifications established for the position.
- Keep in mind that you can also call a current or past supervisor for a reference check, just as you would someone who works outside the University. If you have concerns about a candidate who remains among your top candidates after the initial screening, consider doing pre-interview reference checks on all your top candidates.

**What should units do with perceived pressure for a “courtesy interview”?**

- It is important to apply the criteria selected for evaluating applicants consistently to all applicants. Interviewing someone who is not as qualified as other applicants on a ‘courtesy’ basis can raise unrealistic expectations on the part of the interviewee and may form a basis for a complaint of discrimination by other applicants. This includes internal applicants that you know are not qualified based on personal prior knowledge of the applicant’s performance.
- You may wish to offer an informal meeting with the individual to discuss their interest in the position and explain why they were not selected for an interview.

**How many applicants should I select for Interview?**

- The number of applicants you select for interview will depend on many things: how large to pool is, how qualified the applicants are and how much time you can make for interviews, etc. If you find that you have too many well-qualified candidates to interview, consider using tools in FAQ #21 to narrow them down to manageable number.

## Behavior-Based Interview Questions

The following sample interview questions provide search committees and hiring managers with a resource from which to select questions that will help identify the candidate who will be most successful in a position. The same set of questions should be used to interview all candidates.

**Candidate Background Review** (Questions are designed to confirm information on the candidate's resume)

### Educational Background

- What is the highest level of education you have received?
- List any other education or training relevant to the (position title) position.

### Employment Background

- Who is your present or most recent employer?
- What are/were your major responsibilities at (present/most recent job)?
- Ask questions to discuss/determine skills and level of expertise related to (position title).
- What do/did you like best about that position? What do/did you like least?
- Why are you planning to/did you leave that position?

**Interview Questions** (Questions may be used to evaluate various performance factors)

**Initiative** (the ability to identify tasks that need to be done without specifically being told to do them)

- What ways have you found to make your job easier or more rewarding?
- Have you ever recognized a problem before your boss or others in the organization? How did you handle it?
- We've all had occasions when we were working on something that just "slipped through the cracks." Can you give me some examples of when this happened to you? Cause? Result?
- In your past experience, have you noticed any process or task that was being done unsafely (incorrectly)? How did you discover it or come to notice it? What did you do once you were aware of it?
- Give me some examples of doing more than required in your job.
- Can you think of some projects or ideas (not necessarily your own) that were carried out successfully primarily because of your efforts?
- What new ideas or suggestions have you come up with at work?

**Stress Tolerance** (information related to an individual's stability of performance under pressure)

1. What pressures do you feel in your job? How do you deal with them?

2. Describe the highest-pressure situations you have been under in your job recently. How did you cope with them?
3. Tell me how you maintain constant performance while under time and workload pressures.
4. Describe the last time a person at work (customer, co-worker, and boss) became irritated or lost his/her temper. What did they do? How did you respond? What was the outcome?
5. Tell me about some situations in which you became frustrated or impatient when dealing with (customers, co-workers, and boss). What did you do?
6. Give me an example of when your ideas were strongly opposed by a co-worker or supervisor. What was the situation? What was your reaction? What was the result?

**Planning and Organizing** (Gather information relating to an individual's ability to schedule work and multi-task)

1. How do you organize your work day?
2. How often is your time schedule upset by unforeseen circumstances? What do you do when that happens? Tell me about a specific time.
3. Describe a typical day ... a typical week. (Interviewer, listen for planning.)
4. How do you establish priorities in scheduling your time? Give examples.
5. What is your procedure for keeping track of items requiring your attention?
6. We have all had times when we just could not get everything done on time. Tell me about a time that this happened to you. What did you do?
7. Tell me how you establish a course of action to accomplish specific long- and short-term goals.
8. Do you postpone things? What are good reasons to postpone things?
9. How do you catch up on an accumulated backlog of work after a vacation or conference?

**Technical and/or Position Specific** (Gather information relating to past work experience, duties, working conditions that are similar to those of the position for which the individual is being considered)

1. What training have you received in \_\_\_\_\_?
2. Describe your experience with the following tools and equipment. (Interviewer, list job-related tool.)
3. Walk me through the procedures you would follow to\_\_\_\_\_.
4. What equipment have you been trained to operate? When/where did you receive that training?
5. What equipment did you operate in your job at \_\_\_\_\_?
6. Describe your experience performing the following tasks. (Interviewer, list job-related tasks.)

7. What job experiences have you had that would help you in this position?
8. How do you follow the prescribed standards of safety when performing (task)?
9. Being a \_\_\_\_\_ certainly requires a lot of technical knowledge. How did you go about getting it? How long did it take you?

**Work Standard** (Gather information relating to an individual's personal standard of performance)

1. What are your standards of success in your job? What have you done to meet these standards?
2. What do you consider the most important contribution your department has made to the organization? What was your role?
3. What factors, other than pay, do you consider most important in evaluating yourself or your success?
4. When judging the performance of others, what factors or characteristics are most important to you?
5. Describe the time you worked the hardest and felt the greatest sense of achievement.
6. Tell me about a time when you weren't very pleased with your work performance.

Why were you upset with your performance? What did you do to turn around your performance?

**Teamwork** (Designed to gather information relating to a person's ability to work and get along with others)

1. We've all had to work with someone who is very difficult to get along with.

Give me an example of when this happened to you. Why was that person difficult? How did you handle the person? What was the result?

2. When dealing with individuals or groups, how do you determine when you are pushing too hard? How do you determine when you should back off? Give an example.
3. How do you go about developing rapport (relationships) with individuals at work?
4. Give me some examples of when one of your ideas was opposed in a discussion. How did you react?
5. Tell me, specifically, what you have done to show you are a team player at \_\_\_\_\_.
6. We all have ways of showing consideration for others. What are some things you've done to show concern or consideration for a co-worker?
7. How do you keep your employees informed as to what is going on in the organization?
8. What methods do you use to keep informed as to what is going on in your area?

**Communication Skills** (gather information relating to an individual's communication skills)

1. We've all had occasions when we misinterpreted something that someone told us (like a due date,

complicated instructions, etc.). Give me a specific example of when this happened to you. What was the situation? Why was there a misinterpretation? What was the outcome?

2. What kind of reports/proposals have you written? Can you give me some examples?

3. Give an example of when you told someone to do something and they did it wrong.

What was the outcome?

4. What reports that you are currently preparing (or recently prepared) are the most challenging and why?

5. What kinds of presentations have you made? Can you give me some examples? How many presentations do you make in a year?

6. Give me an example from your past work experience where you had to rely on information given to you verbally to get the job done.

7. What different approaches do you use in talking with different people? How do you know you are getting your point across?

8. What is the worst communication problem you have experienced? How did you handle it?

**Leadership** (Gather information relating to an individual's utilization of appropriate interpersonal styles and methods guiding individuals or a group toward task accomplishment)

1. Tell me about a time you had to take a firm stand with a co-worker. What was the situation? What was difficult about the co-worker? What was the firm stand you had to take?

2. Describe how you instruct someone to do something new. What were you training them to do? Walk me through how you did it.

3. Tell me about a time you had to win approval from your co-workers for a new idea or plan of action.

4. Tell me about a new idea or way of doing something you came up with that was agreed to by the boss. What did you do to get it to the right person? What did you do to get the boss to agree? Be specific.

5. Describe any supervisory or leadership training, schooling, or work experience you have had and its relevance to this position.

6. What leadership skills and experience do you have that would qualify you as an effective leader? Be specific.

**Job Motivation** (identify a candidate's motivation to do the type of work the position requires)

1. What did/do you like best (least) about your job as a \_\_\_\_\_?

2. What were/are your reasons for leaving \_\_\_\_\_?

3. Give me some examples of experiences in your job at \_\_\_\_\_ that were satisfying?  
Dissatisfying? Why?
4. What gave you the greatest feeling of achievement in your job at \_\_\_\_\_? Why?
5. All jobs have their frustrations and problems. Describe specific job conditions, tasks, or assignments that have been dissatisfying to you. Why?
6. Give me some examples of past work experience that you have found personally satisfying.
7. What are some recent responsibilities you have taken on? Why did you assume these responsibilities?
8. Tell me about a time when the duties and responsibilities available in a specific position overlapped with duties and responsibilities that brought you personal satisfaction.
9. Why do you want to be a (title of position)?
10. Why did you choose this (career, type of work)?

## Candidate Experience Checklist

During entire interview process remember the candidate experience. While we evaluate the candidates, they are also evaluating us.

Prior to arrival on campus:

- Assign someone to be the contact person for the candidate
- Send a letter of welcome confirming date and time, travel and lodging arrangements
- Provide an itinerary of the visit, allowing ample time for all events and visits with special interest groups
- Prepare a welcome packet with campus, city, and region information, including information about the University and the department
- Arrange for a tour of the area
- Arrangements to get to campus and provide a campus map/directions to the interview
- Provide a parking permit for the candidate if needed

Before the interview:

- Consider giving the candidate the names/titles of interviewers
- Copy of the job description
- Additional expectations for the interview, if any

During the interview:

- Make sure the candidate has everything he/she needs
- Offer something to drink
- Introduce the committee and help her/him feel comfortable
- Include personal time between events

After the interview:

- Thank the candidate for meeting with you
- Follow up with offer/rejection in timely manner

## Telephone Reference Check Questions

**Position Title/Number:**

**Candidate Name:**

**Inquirer Name:**

- What is your relationship to the applicant?
  
- What was the nature of his/her job?
  
- What were the dates of employment?
  
- Was he/she a good team player?
  
- What are his/her strong points?
  
- What are his/her weak points?
  
- How did he/she get along with other people?
  
- Would you comment on his/her:
  - Attendance
  
  - Dependability
  
  - Ability to take on responsibility
  
  - Ability to follow instructions
  
  - Degree of supervision needed
  
  - Overall attitude
  
  - Quality of work
  
  - Quantity of work

- Did he/she ever violate company policy?
- Why did he/she leave the position?
- Would you reemploy? If not, why not?
- Is there anything else you would like to comment on regarding (applicant's name) employment or job performance?

Additional comments:

Inquirer Signature \_\_\_\_\_

## Strengths and Weakness Document/Demonstrated Skills Template

**Position Title:**

**Department:**

**Submitted by:**

Listed strengths and weakness for each qualification must be taken from submitted application materials and interviews. Evaluate every applicant interviewed (add rows to the tables if necessary) and add the hiring request rationale, explaining why you have chosen one candidate over the others for hire under the Hiring Request Rationale section.

Please upload the documents into the Hiring Proposal Documents section in PeopleAdmin.

### Minimum Qualifications

Masters Degree

Name	Strengths	Weaknesses

Minimum five years of progressive leadership experience

Name	Strengths	Weaknesses

Evidence of experience working in and/or leading similar programs

Name	Strengths	Weaknesses

Demonstrated experience with strategic approaches to planning and implementation in online programs

Name	Strengths	Weaknesses

### Preferred Qualifications

Doctoral degree

Name	Strengths	Weaknesses

Prior experience working with program management partners

Name	Strengths	Weaknesses

Demonstrated experience supervising personnel in a higher education setting

Name	Strengths	Weaknesses

Demonstrated ability to work collaboratively in a complex organization

Name	Strengths	Weaknesses

Excellent communication skills

Name	Strengths	Weaknesses

Hiring Request Rationale (comparison of the candidates):

Additional Comments:

## Search Documentation Checklist

Included	Documentation	Responsible Party(ies)
<input type="checkbox"/>	List of Announcements and Advertisements	See below*
<input type="checkbox"/>	Copy of actual announcements and advertisements	
<input type="checkbox"/>	Documented job description	
<input type="checkbox"/>	All application materials	
<input type="checkbox"/>	All evaluation materials used in the recruitment and hiring process, name of evaluator	
<input type="checkbox"/>	All ancillary documents associated with the recruitment and hiring process, such as itineraries, resumes/CVs, copies of relevant additional documents	
<input type="checkbox"/>	All supervisor and search committee interview forms/questions, notes, and evaluation instruments	
<input type="checkbox"/>	Waiver/internal search request information, if applicable	
<input type="checkbox"/>	Reference checks forms and notes	
<input type="checkbox"/>	Offer letter and acceptance of offer	
<input type="checkbox"/>	Documentation of background check	
<input type="checkbox"/>	Documentation of rejection(s)	
<input type="checkbox"/>	Employment Contracts, if applicable	
<input type="checkbox"/>	Notification of unsuccessful applicants and interviewees	
<input type="checkbox"/>	Any other necessary documentation, such as reasons for not hiring a reduction-in-force candidate	

\* All paper and electronic files must be retained. The Affirmative Action Coordinator or a departmental employee designated by the hiring authority shall be responsible for retaining the documentation for retrieval for at least 5 years after the recruitment and hiring process is completed.

## Acceptable and Unacceptable Pre-employment Inquiries

Subject	Acceptable	Unacceptable
Race or Color	None	Any inquiry involving race, complexion, color, or ethnic affiliation.
Birthplace	None	Birthplace of applicant, birthplace of applicant's spouse, parents or other close relatives.
Religion	Willingness to work required work schedule.	Inquiry into an applicant's religions denominations, affiliations, Church, parish, pastor or religious holidays observed.
National Origin	None	Inquiry into applicant's lineage, ancestry, national origin, descent, parentage, or nationality. Nationality of applicant's parents or spouse.
Citizenship	Is U.S. the legal residence of applicant? If hired, can you show proof of authorization to work in the United States?	If applicant or applicant's parents are native-born or naturalized. Require proof of citizenship before being hired.
Organizations	Inquiry into organizational membership and offices held. Exclude organizations that indicate race, creed, color, or nation origin of its members.	Listing all clubs, societies, and lodges to which you belong.
Military Experience	Inquiry into the service in the U.S. Armed Forces, including branch and rank or any job related experience.	General military experience, such as inquiry into military service records or types of discharge.

Sex	None	A pre-employment inquiry as to sex on an application form is unlawful.
Marital Status	None	Are you married? Where does your spouse work? Ages of children?
Age	Are you at least 18 years of age?	How old are you? What is the date of your birth?
Disability	If the applicant can perform the essential functions of the job with or without reasonable accommodation.	Do you have a disability? What diseases are you being treated for?
Name	For access purposes, are the applicants work records are under another name?	To ask if a woman is a Miss, Mrs., or Ms., or to ask for a maiden name.
Residence	Applicant's length at current and previous address and phone number.	None
Relatives	Names of relatives already employed by the company.	Information concerning applicant's children or other relatives not employed by the company.
Photograph	None	Requirement that an applicant affix a photograph to employment application before hiring.
Language	Inquiry into language applicant speaks, writes or reads fluently.	Inquiries into how applicant acquired ability to speak, write or read a foreign language.
Education	Inquiry into the academic, vocational or professional education of an applicant and the schools the applicant has attended.	Nationality, racial or religious affiliation of schools attended.
Criminal Record	Have you ever been convicted of a crime?	Have you ever been arrested? Inquiry into arrest record.