

# **Recruitment & Hiring Process Guide Supplement**

- **Resources**
- **Checklists**
- **Templates**

**2021**

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## Search Committee Initial Meeting Checklist

- Official and/or working title of position in question
- EEOC AND OFCCP requirements
- 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

## Search Committee Task Checklist

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

- Review and update job description for vacant position
- Open an action in PeopleAdmin for position approval
- Prepare screening questions
- Hiring Authority selects search committee and search committee chair
- Present “Charge” to the search committee to include expectations, confidentiality, conflicts of interest, and EEO considerations
- Prepare a recruitment plan; develop “ground rules,” recruitment approach, and advertising resources
- Post the position for required amount of time
- Place advertising for the position
- Job Seekers apply for position
- Develop set of position-specific interview questions
- Review and screen applications for minimum qualifications
- Using all qualifications select top applicants for initial interview
- Conduct initial screening interview by telephone or video
- Schedule and invite candidates for on-campus interviews
- Interview candidates, document candidate responses
- Select the top candidate for hire and prepare hiring justification
- Move top candidate to “Recommend for Offer” and begin hiring proposal
- Verify reference list and inform candidate(s) that references will be contacted
- Contact references using reference check questions
- Contact top candidate with contingent offer
- If offer is accepted, request a background check
- Make a final offer after the background check is completed
- Prepare an offer letter and confirm acceptance in writing
- Notify the unsuccessful candidates and express appreciation for their interest
- Move the successful candidate to hired in PeopleAdmin
- Move all applicants and candidates to their final disposition
- Mark position closed in PeopleAdmin then mark “Filled.” Applicants will receive a system-email
- Gather and properly store documents at least 3 years

## Advertising and Active Recruitment FAQ's

Advertising is crucial because the success or failure of identifying, attracting, and maintaining a pool of qualified candidates depends, in part, on the quality and variety of communication and media used to inform potential applicants and the coordination and timely placement of advertisements and other announcements.

The University of Idaho uses auto-enabled centralized advertising (at no additional charge for departments) for faculty and staff job vacancies through Jobelephant with the following paid advertising venues: ChronicleVitae.com, HigherEdJobs.com, InsideHigherEd.com, Higher Education Recruitment Consortium, and Diverse Education.com. No cost auto-enabled advertising venues include Idaho Department of Labor, Association of Public and Land Grant Universities (APLU), and Indeed.com. Additionally, departments are required to advertise in journals, publications and other recruiting media that are relevant to the position. NOTE: your position will be posted automatically on the University of Idaho Job Center Web Site.

The University is committed to running open public searches aimed at attracting qualified, diverse applicant pools. In addition to traditional and technology-based advertising venues, we must engage in “active recruitment” to build our applicant pools. All active recruitment strategies should be noted and retained as part of the search documentation.

### What is Active Recruiting?

The informal exchange of information among colleagues is still one of the most successful practices for identifying qualified job applicants, so long as underrepresented candidates are included. You are actively recruiting if you have:

Networked to make connections to diverse communities, such as:

- Professional organizations representing diverse groups
- Conferences, seminars, job fairs and networking events
- Other professional social networking media, such as LinkedIn and Facebook.
- Joining online groups relevant to your department and taking an active part in them.
- Your own diverse friends, neighbors and colleagues

Asked members of the search committee to call colleagues to see if they know of individuals who might be qualified for and interested in this position.

Called or sent the full position description to relevant professional organizations or networks.

Engaged local networks of people in related fields at the University or area colleges, corporations, and businesses to see if they know of potential candidates.

Had a discussion in a department or search committee meeting to brainstorm other active recruiting strategies early in the search process.

Visit <https://www.uidaho.edu/governance/equal-employment-opportunity-affirmative-action/recruitment-and-hiring/recruitment-advertising-resources> for additional resources including General Diversity Recruitment Resources, Population Specific Recruitment Resources, Individuals with Disabilities Resources, and Veterans Recruitment Resources.

## **Additional Advertising and Outreach Strategies**

To reach a broad array of excellent and diverse applicants, successful search committees need to implement active recruiting strategies. Placing job advertisements through various mediums is no longer sufficient in trying to attract a diverse pool. Relationship building plays a major role. To effectively increase diverse representation within a search pool, it is important to incorporate networking within the process. Here are some suggestions to incorporate in addition to advertising.

### **Networking**

As part of a broad and comprehensive recruitment plan, Hiring Managers are urged to identify recruitment strategies that will enlarge the pool of qualified applicants beyond solely relying on traditional means. It is the task of the Hiring Authority to publicize the vacant position, bring it to the attention of qualified potential applicants, including those who are members of underrepresented groups, and actively identify and recruit qualified applicants.

The informal, word-of-mouth approach to recruitment is one of the most successful practices for identifying potential applicants. In addition to advertising the position in publications targeting traditional and underrepresented groups, consider the following ideas to assist in expanding the pool of qualified applicants.

### **Personal Contacts**

- Make direct contact with professional organizations and colleagues in the field, notify them of your unit's open position and request names of potential qualified applicants. Deploy others in your unit to assist and not just rely on members of the search committee.
- Use a personal approach in recruiting applicants. Often outstanding potential candidates do not apply for advertised positions but might be responsive to individual contacts. Contact the potential candidate and invite him/her to apply. If an individual declines a nomination or does not respond to your letter of inquiry, you may wish to call the person to determine if his/her reasons for declining can be addressed and resolved.
- Contact under-represented group members who have received professional recognition. If they are not interested in the position, ask for the names of promising women and minority applicants.
- Target specific underrepresented group members whose work or contributions you admire. Ask individuals for names of others they have mentored.
- Inform alumni publications at universities where women and minorities are well represented of available positions. Contact the Employment Equity and Compliance office to access representation data and availability estimates for women and minorities and for other resources to assist with searches and reaching diverse professional communities. Other resources for diversifying the applicant pool can be found on the website.
- Contact Military and Veterans Services at the University of Idaho. They can assist in identifying organizations and groups where veterans are wellrepresented.

### **Professional Associations**

- Maintain ongoing contact with professional organizations, associations, and agencies that have a job-referral service.
- Encourage staff attending professional conferences or visiting other universities to combine their visits with recruitment efforts for present and future vacancies.
- Keep national higher education associations informed of present and possible future vacancies. Several such associations contain special interest groups (e.g., the [American Educational Research Association](#) has Hispanic and Black caucuses).
- Maintain membership and actively participate in minority caucuses in professional associations.
- Maintain ongoing communication with caucuses comprised of underrepresented groups.
- Request the names of potential candidates from women and minority caucuses within relevant professional and academic associations. Maintain ongoing communication with these caucuses on other issues.
- Consider lobbying professional organizations to develop a national recruitment strategy for members of underrepresented groups.

### **Department/Unit Contacts**

- Ensure publications are representative of the unit's commitment to diversity.
- Conduct unit reviews to enhance minority perspectives that are missing and/or important to the growth of the staff.
- Consider hiring recent women and minority graduates from your own unit or from units related to your administrative area.
- Invite underrepresented group members to participate in an on-campus seminar as a special guest of your unit.
- Designate a staff member to work with the unit head in focusing on affirmative action efforts.
- Establish a working relationship with departments and units at institutions with substantial numbers of women and minorities.
- Request names of potential applicants from women and minorities at University of Idaho, as well as at institutions with relevant disciplines.

### **Expanding Your Contacts**

- Request names of potential applicants from anyone with firsthand knowledge of women and minority job seekers at University of Idaho, as well as from institutions with strong programs in your discipline or administrative area.
- Maintain close contact with women and minority graduates of University of Idaho and encourage them to recommend applicants to the University for graduate training, faculty positions, and administrative opportunities.
- Consider those who have held part-time or temporary positions in your department or administrative unit.
- Publish statements on the unit's commitment to equity and diversity and discussions of





## AA/EEO Guidelines for Using Search Firms

As the job market becomes increasingly competitive, it is becoming more common within the University to retain search firms to locate qualified applicants for vacancies in high demand and/or specialized areas. Use of a search firm, however, often makes it difficult for a hiring authority to document that the recruitment process was following the University's AA/EEO policies and procedures and to provide the data needed to fulfill the University's AA/EEO reporting requirements. The following guidelines were developed to help hiring authorities avoid this problem.

As a federal contractor and an educational institution, the University is required by law (Title VI and Title VII of the Civil Rights Act of 1964) to ensure that recruitment for positions within the University follows federal laws, executive orders, and regulations concerning equal opportunity and affirmative action. It is the responsibility of the hiring authority to ensure that a search conducted by an outside firm complies with University of Idaho's policies and procedures governing recruitment and hiring. This responsibility includes:

- Inviting the AA/EEO Officer or designee to the initial meeting of the search committee
- Notifying the search firm of the University of Idaho's Affirmative Action/Equal Employment Opportunity Policy, including the use of required Hiring Procedures, University forms, and reasonable accommodations language in advertisements
- Instructing the firm to actively seek a diverse pool of candidates who meet all the necessary qualifications
- Replacing a search firm, or supplementing its recruitment efforts, if that firm fails to produce a representative applicant pool
- Ceasing to use a firm that fails to produce applicant pools with qualified minority and female applicants.

To evaluate the recruitment process and fulfill the University's AA/EEO reporting requirements, the search firm should confer periodically with the AA/EEO Officer to update on the status of the search. Hiring authorities will need information from the search firm. Any agreement should require the following information:

- The name, sex and race/ethnicity of applicants referred to the hiring authority/search committee as most qualified for the position
- The name, sex and race/ethnicity of applicants who were considered for the position by the search firm, but not referred to the hiring department/search committee
- A description of the "good faith" efforts made by the search firm to locate qualified minority and female applicants
- Copies of the resumes of all applicants considered for the position, whether or not they were referred to the hiring authority
- Copies of all advertisements, correspondence, and other search materials

Candidate information must be retained in compliance with UI record-keeping regulations.

### **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. 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 preferred qualifications of the applicants. 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 at least three 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 their 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 the 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 narrowing them down to a manageable number.

## Guidelines for Interviewing at Professional Meetings

Search committees may actively promote position vacancies by meeting prospective applicants at professional meetings and distributing materials about the position, the department/unit, and the University; however, several general considerations should be kept in mind when attempting to enlarge the applicant pool or assist in the selection of promising candidates.

At all times, equity in the search process must be assured. No applicant can be eliminated from consideration because the person cannot accept an invitation to interview at a conference.

Several useful procedures have been identified by departments/units that have conducted interviews at conferences. Search committees must prepare a list of questions in advance to use in all interviews, which helps assure equitable treatment. With consent of the candidate, the interview can be recorded to be heard by the committee members not in attendance at the conference. If the interview is not recorded, the U of I representative makes notes immediately following each interview. If more than one U of I representative meets the candidates, they should compare notes soon after the interviews.

The approach preferred to allow maximum equity for all applicants and to assure an unassailable search procedure is to secure approval of the applicant pool from the EO-AAC prior to any meeting with candidates at conferences. In these instances, a search committee should advertise the application deadline to precede the conference and indicate that those interested in a screening interview must meet the application deadline, schedule interview appointments at the conference with qualified candidates, and accept no new resumes at the conference nor offer any walk-in interviews from those whose applications have not been reviewed and approved by AA-EEO.

If the search committee wishes to take advantage of a conference held prior to the application deadline to increase the size or quality of the applicant pool, care should be taken to avoid potential challenges by advertising that representatives will hold information session(s) at the professional meeting and providing information about the position to all interested applicants, distributing the Job posting, and directing all interested applicants to the University of Idaho job site to apply for the position.

**Caution:** At a conference, committee members must disregard information gained during the conference that may be used to prejudice the evaluation of any applicants.

## Guidance on Linguistic Characteristics and National Origin in Hiring

Under the Civil Rights Act of 1964, it is illegal to discriminate against anyone applying for employment based on their national origin. The Code of Federal Regulations 29 CFR 1606.1 defines national origin discrimination as:

...the denial of equal employment opportunity because of an individual's, or his or her ancestor's, place of origin; or ***because an individual has the physical, cultural or linguistic characteristics of a national origin group***. The Commission will examine with particular concern charges alleging that individuals within the jurisdiction of the Commission have been denied equal employment opportunity for reasons which are grounded in national origin considerations, such as (a) marriage to or association with persons of a national origin group; (b) membership in, or association with an organization identified with or seeking to promote the interests of national origin groups; (c) attendance or participation in schools, churches, temples or mosques, generally used by persons of a national origin group; and (d) because an individual's name or spouse's name is associated with a national origin group. In examining these charges for unlawful national origin discrimination, the Commission will apply general title VII principles, such as disparate treatment and adverse impact.

The following information is from the U.S. Equal Employment Opportunity Commission

website: <https://www.eeoc.gov/laws/types/nationalorigin.cfm>

National origin discrimination involves treating people (applicants or employees) unfavorably because they are from a particular country or part of the world, ***because of ethnicity or accent***, or because they appear to be of a certain ethnic background (even if they are not)....

The law makes it illegal for an [employer or other covered entity](#) to use an employment policy or practice that applies to everyone, regardless of national origin, if it has a negative impact on people of a certain national origin and is not job-related or necessary to the operation of the business....

*An employer can only require an employee to speak fluent English if fluency in English is necessary to perform the job effectively. An "English-only rule", which requires employees to speak only English on the job, is only allowed if it is needed to ensure the safe or efficient operation of the employer's business and is put in place for nondiscriminatory reasons.*

***An employer may not base an employment decision on an employee's foreign accent, unless the accent seriously interferes with the employee's job performance.***

Accordingly, an applicant's accent or level of English ability should not be listed as a weakness on a hiring justification or as a reason for not selecting a person for hire or advancement in employment. Basing a decision on this characteristic can be the basis of a lawsuit against the University.

## Sample Screening Forms

### PRELIMINARY SCREENING - MINIMUM QUALIFICATIONS

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.**

Bachelor's Degree

Yes [ ] or No [ ] Comments:

---

Experience compiling and analyzing information

Yes [ ] or No [ ] Comments:

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Experience identifying and defining problems/alternatives and developing recommendations.

Yes [ ] or No [ ] Comments:

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Experience presenting information to groups

Yes [ ] or No [ ] Comments:

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Experience delivering student-centered customer service

Yes [ ] or No [ ] Comments:

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

Yes [ ] or No [ ] Comments:

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

**INTERMEDIATE SCREENING - PREFERRED QUALIFICATIONS**

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.**

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)**



## 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 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 you have 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 evaluate various performance factors)

#### **Initiative** (individual's ability to identify tasks without 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** (individual's performance under pressure)

- What pressures do you feel in your job? How do you deal with them?
- Describe the highest-pressure situations you have been under. How did you cope with them?

- Tell me how you maintain constant performance while under time and workload pressures.
- 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?
- Tell me about some situations in which you became frustrated or impatient when dealing with (customers, co-workers, and boss). What did you do?
- 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** (individual's ability to schedule work and multi-task)

- How do you organize your workday?
- How often is your time schedule upset by unforeseen circumstances? What do you do when that happens? Tell me about a specific time.
- Describe a typical day ... a typical week. (Interviewer, listen for planning.)
- How do you establish priorities in scheduling your time? Give examples.
- What is your procedure for keeping track of items requiring your attention?
- 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?
- Tell me how you establish a course of action to accomplish specific long- and short-term goals.
- Do you postpone things? What are good reasons to postpone things?
- How do you catch up on an accumulated backlog of work after a vacation or conference?

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

- What training have you received in \_\_\_\_\_?
- Describe your experience with the following tools and equipment. (Interviewer, list job-related tool.)
- Walk me through the procedures you would follow to \_\_\_\_\_.
- What equipment have you been trained to operate? When/where did you receive that training?
- What equipment did you operate in your job at \_\_\_\_\_?
- Describe your experience performing the following tasks. (Interviewer, list job-related tasks.)
- What job experiences have you had that would help you in this position?
- How do you follow the prescribed standards of safety when performing (task)?
- Being a \_\_\_\_\_ certainly requires a lot of technical knowledge. How did you go about getting it? How long did it take you?

**Work Standard** (individual's personal standard of performance)

- What are your standards of success in your job? What have you done to meet these standards?
- What do you consider the most important contribution your department has made to the organization? What was your role?
- What factors, other than pay, do you consider most important in evaluating yourself or your success?
- When judging the performance of others, what factors or characteristics are most important to you?

- Describe the time you worked the hardest and felt the greatest sense of achievement.
- 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** (individual's ability to work and get along with others)

- 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?
- 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.
- How do you go about developing rapport (relationships) with individuals at work?
- Give me some examples of when one of your ideas was opposed in a discussion. How did you react?
- Tell me, specifically, what you have done to show you are a team player at \_\_\_\_\_.
- 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?
- How do you keep your employees informed as to what is going on in the organization?
- What methods do you use to keep informed as to what is going on in your area?

**Communication Skills** (individual's communication skills)

- 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?
- What kind of reports/proposals have you written? Can you give me some examples?
- Give an example of when you told someone to do something, and they did it wrong.
- What was the outcome?
- What reports that you are currently preparing (or recently prepared) are the most challenging and why?
- What kinds of presentations have you made? Can you give me some examples? How many presentations do you make in a year?
- 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.
- What different approaches do you use in talking with different people? How do you know you are getting your point across?
- What is the worst communication problem you have experienced? How did you handle it?

**Leadership** (individual's utilization of style and method for guiding individuals or a group toward task accomplishment)

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

- Tell me about a time you had to win approval from your co-workers for a new idea or plan of action.
- 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.
- Describe any supervisory or leadership training, schooling, or work experience you have had and its relevance to this position.
- What leadership skills and experience do you have that would qualify you as an effective leader? Be specific.

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

- What did/do you like best (least) about your job as a \_\_\_\_\_?
- What were/are your reasons for leaving \_\_\_\_\_?
- Give me some examples of experiences in your job at \_\_\_\_\_ that were satisfying? Dissatisfying? Why?
- What gave you the greatest feeling of achievement in your job at \_\_\_\_\_? Why?
- All jobs have their frustrations and problems. Describe specific job conditions, tasks, or assignments that have been dissatisfying to you. Why?
- Give me some examples of past work experience that you have found personally satisfying.
- What are some recent responsibilities you have taken on? Why did you assume these responsibilities?
- Tell me about a time when the duties and responsibilities available in a specific position overlapped with duties and responsibilities that have brought you personal satisfaction.
- Why do you want to be a (title of position)?
- 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 and 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

## Sample Behavior Based Reference Check Questions

Listed below are reference check questions that can be used for all positions. Make sure all questions are job related and keep in mind that all information received is **confidential**.

### Standard Questions

- What is/was your working relationship with the candidate?
- How long have you known the candidate?
- How would you describe his/her performance?
- What do you think are his/her strengths?
- In what areas do you believe this individual could improve?
- Describe the candidate's technical skills.
- Explain his/her supervisory style, if applicable.
- Have you had to resolve any conflict related to this candidate?
- Are you aware of any problems related to attendance or punctuality?
- Describe the candidate's organizational skills including their ability to follow through.
- Has the candidate demonstrated the ability to work in a high volume/fast paced environment?
- How would you describe the candidate's interpersonal skills (i.e. positive, enthusiastic energetic, etc.)?
- Is there anyone else you would recommend we speak with to conduct an additional reference check?
- Is there anything I haven't asked that you think is important for me to know?
- Are you aware of any instances of inappropriate behavior including violence?
- Do you know why he/she is leaving his/her current employment?
- Would he/she be eligible for re-employment?
- Would you hire this individual for a position like this?

### Team Builder

- How would you describe the individual's relationships with co-workers, subordinates, and supervisors?
- Does the individual always conduct his/her dealings with others in a tactful manner? Please explain.
- Please describe the individual's role and outlook on team/group interactions.
- Was the individual a valuable member of the team? Why or why not?
- What strategies would you say this individual used to motivate their team or team members?
- Can you tell me about a time that this individual was part of a team and the project/initiative they were working on succeeded/failed? How did this individual influence that outcome?
- Can you share an example when the individual successfully inspired a team?
- What types of people work well with this individual? What types of people do not?

### Thoughtful, Open Communicators

- How proficient is the individual with delegation and information sharing with his/her supervisor, work group, and/or team?
- How would you describe the individual's verbal/written communication style? Does the candidate excel in one over the other?

- Can you provide an example of how the individual communicates internally and externally to the organization?
- Can you give an example of a time when this individual had to deliver difficult information to a higher-level administrator or team?
- Describe your comfort level with this individual giving presentations to your board, funders, political officials, media, etc.?
- Can you describe the effectiveness of this individual's communication with customers?

#### **Service-Oriented**

- Can you provide an example of a time the individual went "above and beyond" to assist a customer?
- Do you know of an instance in which this individual altered/improved a process for the sole benefit of customers?
- Overall, how would you describe the individual's interactions with customers/clients?
- Describe this individual's experience and effectiveness in training new employees.
- Explain what your thoughts are on this individual's ability to be flexible and understanding of other cultures.
- How comfortable is the individual working in a diverse environment?

#### **Proactive, Responsible and Accountable**

- Can you provide an example of a time when this individual took ownership or blamed others during a particular situation?
- How does he/she respond to criticism and resolving interpersonal conflicts?
- How have you observed this individual holding themselves and others accountable?
- How has this individual responded when communicated to about areas of growth and development (i.e. accepting, defensive, etc.)?
- Can you explain how this individual works under tight deadlines?
- Has this individual ever missed a deadline that was critical to the organization/department?
- Describe this individual's ability to set priorities and follow through.
- How would you describe this individual's honesty and integrity?
- What kind of situations/projects have you placed this individual into without hesitation versus ones that would cause you pause or concern?

#### **Courageous and Effective**

- What are the individual's key accomplishments or impact on the organization?
- In stressful situations, describe how this individual has reacted.
- How does he/she handle difficult people?
- How does this individual resolve conflict?
- Can you explain how this individual has been effective in supporting other's successes?
- Can you describe a time that this individual needed to seek guidance? Did they take the initiative or did you or another individual need to reach out to lend that additional guidance?
- Give an example of a time when this individual had to handle a difficult/sensitive issue.
- How does this individual react to change?
- How does this individual handle differing opinions when they are very passionate about a topic/policy/etc.?
- How would you describe this individual's values and ethics?
- What would you say is his/her most positive/negative characteristic as a leader?

## SAMPLE Strengths and Weakness/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

Master's 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:



**Provided by:**

**Position Title and Search Number:**

**Request to Offer:**

**Date:**

Applicant 1 (Insert Names) – applicant has strong experience working in higher education specifically with alumni and current students (target audiences for this position); strong responses to questions during the interview process related to social media with experience managing multiple social media accounts; references contacted provided positive feedback. Hiring authority would like to proceed with an offer.

Applicant 2 – applicant demonstrated strong communication skills during the interview process with specific examples; researched position and university; experience with brand management and media relations but does not possess the level of experience of top candidate with social media – experience is more limited to current position with a small and narrow audience; references contacted provided positive feedback. Hiring authority would like to hold candidate for further consideration if top candidate declines (additional reference will be needed as they were not able to connect with a 2<sup>nd</sup> reference for this candidate due to the time difference)

Applicant 3 – applicant’s overall experience with social media is more limited than top candidates – has not managed social media accounts or created content; responses to questions lacked detail; references were contacted. Hiring authority will not consider further.

Applicant 4 – applicant’s interview was not as strong as top candidates – answers to the questions were brief and lacked examples; overall experience is broad, but candidate focused on more traditional communication tools rather than new media; concern was noted with one of the references contacted. Hiring authority will not consider further.

**Request to Proceed w/ In Person Interviews:**

**Date:**

Applicant 1 – overall strong breadth of experience including strategic planning, social media campaigns and overall broad experience as administrator; experience working higher education specifically with alumni and current students

**Request to Proceed w/ Phone Interview:**

\*At the request of the hiring authority requesting to move forward the top reserve candidate for additional consideration for possibly strengthening the final pool of candidates.

Applicant 1 – applicant met minimum qualifications, overall experience is good; experience working with

advancement and development professionals and working in higher education

**Request to Proceed w/ In Person Interviews:**

**Yes:**

Applicant 2 – overall strong experience including storytelling-interviewing, video media campaigns, creating collateral, working with remote audiences, brand management, internal communications; prepared for interview by researching and strong responses overall with detailed examples; extensive experience with broad scope in social media/web and social media management tools; strong response to question #7

Applicant 3 – overall good experience including higher education, working with internal/external clients, social media campaigns; strong responses to questions #5 and #7 (detailed example); demonstrated strong communication skills during the interview

Applicant 5 – overall strong experience including some higher education, public relations, strategic messaging, strong/broad scope of writing experience, social media – working with different interest groups w/ competing ideas; strong responses to questions #4 and #5 (detailed examples of campaign work). **\*Candidate was invited to participate in an in-person interview but declined as they have already accepted another position.**

Applicant 4 – candidate was initially placed in reserve following phone interview, but moved forward when another candidate declined invitation to participate in an in person interview due to more limited knowledge of higher education and not as prepared for the interview with the research done by other candidates; overall experience is good including experience with pivot strategy, managing stakeholders' priorities; strong response to question #7

**Request to Proceed w/ Phone Interviews:**

**Date:**

**Yes:**

Applicant 5 – applicant met minimum qualifications, very strong overall experience; in addition to meeting the minimum qualifications, met all but one of the preferred qualifications – lacks experience working with advancement and development professionals

Applicant 4 – applicant met minimum qualifications, strong overall experience; in addition to meeting the minimum qualifications, met most of the preferred qualifications

Applicant 3 – applicant met minimum qualifications, strong overall experience; in addition to meeting the minimum qualifications, met all but one of the preferred qualifications – lacks experience working with advancement and development professionals

Applicant 2 – applicant met minimum qualifications, overall strong experience that demonstrated broad experience related specifically to position (direct experience) over numerous years, including maintaining/editing web pages, creating promotions, writing/editing copy for print, digital & video promotions

**Reserve:**

Applicant 1 – applicant met minimum qualifications, overall experience is not as strong as top candidates; experience working with advancement and development professionals and working in higher education. Committee has identified candidate as the top reserve candidate in pool.

Applicant 6 – applicant met minimum qualifications, overall experience was more limited in duration and focus than top candidates, but still within related areas; does possess experience working in higher education

Applicant 7 – applicant met minimum qualifications, overall experience is not as strong as top candidates, not as directly related, but does possess related experience including writing/editing both written and digital copy

Applicant 8 – applicant met minimum qualifications, overall experience is not as strong as top candidates, not as closely related as others; does possess experience designing, developing and managing social media content and channels using web analytics tools; experience working in higher education

Applicant 9 – applicant met minimum qualifications, overall experience is not as strong as top candidates, not as closely related as others; does possess experience working in higher education and working with advancement and development professionals

Applicant 10 – applicant met minimum qualifications, overall experience is not as strong as top candidates, more limited in duration and breadth of experience; does possess experience designing, developing and managing social media content and channels using web analytics tools; some experience working in higher education

**No:**

Applicant 11 – applicant met minimum qualifications, but lacked detail in the application materials in reference to work history; overall experience is not as strong or closely related as top candidates, more focused on web development and does not possess a related degree

**Did not meet MQs:**

Applicant 12 – applicant did not meet minimum qualifications, lacks bachelor's degree or 8 years combination of education/experience

Applicant 13 – applicant did not meet minimum qualifications, lacks 4 years of professional experience

Applicant 14 – applicant did not meet minimum qualifications, lacks related bachelor's degree or 8 years combination of education/experience

Applicant 15 – applicant did not meet minimum qualifications, lacks related bachelor's degree or 8 years combination of education/experience

Applicant 16 – applicant did not meet minimum qualifications, lacks related bachelor's degree or 8 years combination of education/experience

Applicant 17 – applicant did not meet minimum qualifications, lacks 4 years of professional experience

Applicant 18 – applicant did not meet minimum qualifications, lacks related bachelor’s degree or 8 years combination of education/experience

Applicant 19 – applicant did not meet minimum qualifications, lacks experience designing, developing and managing social media content and channels using web analytics tools

Applicant 20 – applicant did not meet minimum qualifications, lacks related bachelor’s degree or 8 years combination of education/experience

Applicant 21 – applicant did not meet minimum qualifications, lacks bachelor’s degree or 8 years of professional experience

Applicant 22 – applicant did not meet minimum qualifications, lacks related bachelor’s degree or 8 years combination of education/experience

Applicant 23 – applicant did not meet minimum qualifications, lacks experience designing, developing and managing social media content and channels using web analytics tools

Applicant 24 – applicant did not meet minimum qualifications, lacks experience designing, developing and managing social media content and channels using web analytics tools

## Search Documentation Checklist

- List of Announcements and Advertisements
- Copy of actual announcements and advertisements
- Documented job description
- All application materials
- All evaluation materials used in the recruitment and hiring process, name of evaluator
- All ancillary documents associated with the recruitment and hiring process, such as itineraries, resumes/CVs, copies of relevant additional documents
- All supervisor and search committee interview forms/questions, notes, and evaluation instruments
- Waiver/internal search request information, if applicable
- Reasons for selection of candidates for interview and hire
- Reference checks forms and notes
- Offer letter and acceptance of offer
- Documentation of background check
- Documentation of rejection(s)
- Employment Contracts, if applicable
- Notification of unsuccessful applicants and interviewees
- All emails, itineraries, notices, and correspondence
- All other search documentation, such as reasons for not hiring a reduction-in-force candidate

All paper and electronic files must be retained. The EO/AA 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
<b>Race or Color</b>	None	Any inquiry involving race, complexion, color, or ethnic affiliation.
<b>Birthplace</b>	None	Birthplace of applicant, birthplace of applicant's spouse, parents or other close relatives.
<b>Religion</b>	Willingness to work required work schedule.	Inquiry into an applicant's religions denominations, affiliations, Church, parish, pastor or religious holidays observed.
<b>National Origin</b>	None	Inquiry into applicant's lineage, ancestry, national origin, descent, parentage, or nationality. Nationality of applicant's parents or spouse.
<b>Citizenship</b>	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.
<b>Organizations</b>	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.
<b>Military Experience</b>	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.
<b>Sex</b>	None	A pre-employment inquiry as to sex on an application form is unlawful.
<b>Marital Status</b>	None	Are you married? Where does your spouse work? Ages of children?
<b>Age</b>	Are you at least 18 years of age?	How old are you? What is the date of your birth?
<b>Disability</b>	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?
<b>Name</b>	For access purposes, are the applicant's work records are under another name?	To ask if a woman is a Miss, Mrs., or Ms., or to ask for a maiden name.
<b>Residence</b>	Applicant's length at current and previous address	None



	and phone number.	
<b>Relatives</b>	Names of relatives already employed by the company.	Information concerning applicant's children or other relatives not employed by the company.
<b>Photograph</b>	None	Requirement that an applicant affix a photograph to employment application before hiring.
<b>Language</b>	Inquiry into language applicant speaks, writes or reads fluently.	Inquiries into how applicant acquired ability to speak, write or read a foreign language.
<b>Education</b>	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.
<b>Criminal Record</b>	Have you ever been convicted of a crime?	Have you ever been arrested? Inquiry into arrest record.