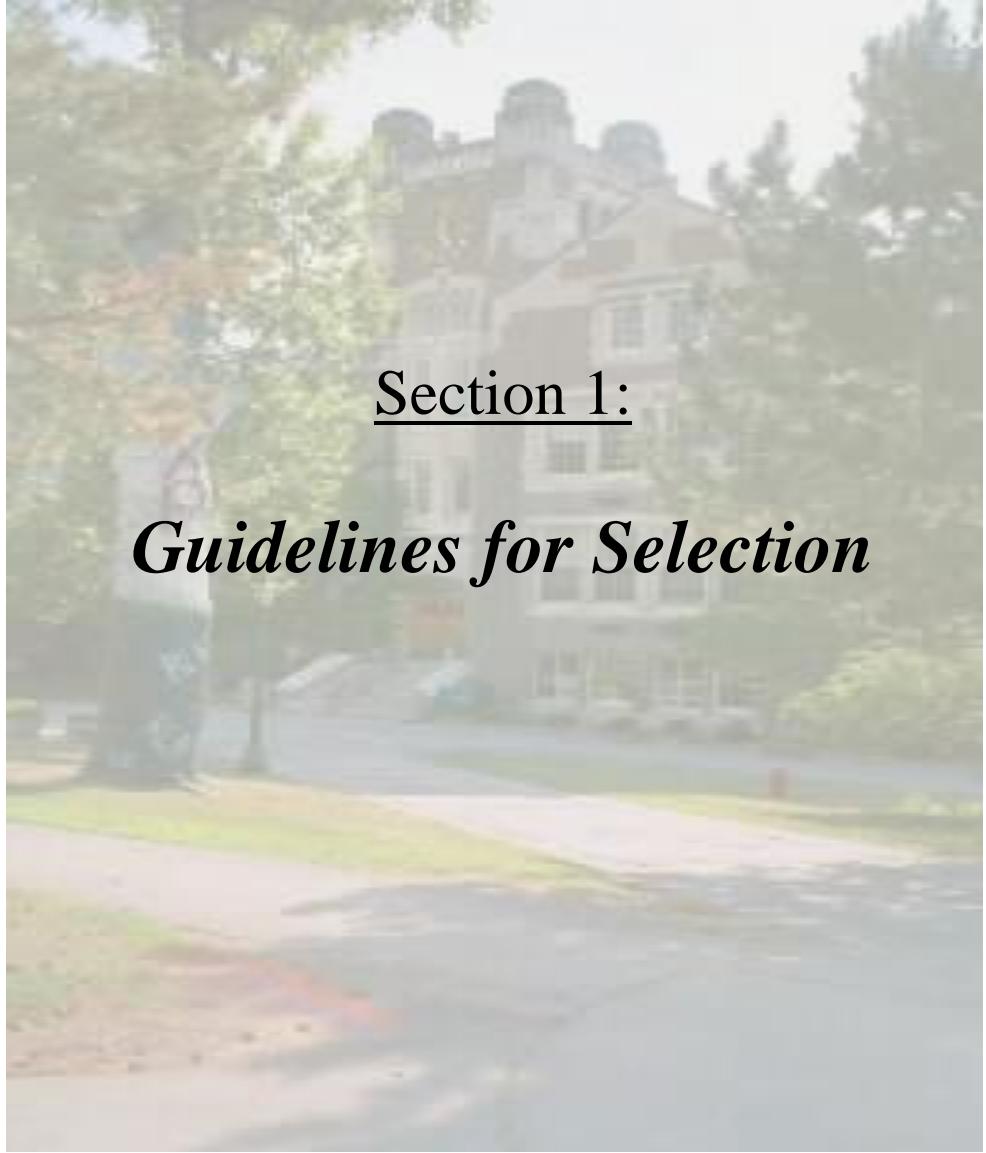# Online Employment and Affirmative Action Search Guide

SUNY Geneseo Human Resources

Table of Contents

Section 1:

Guidelines for Selection

EEOC Uniform Guidelines

 EEOC Uniform Guidelines on Employee Selection Procedures

Anyone involved in the interviewing process should have a basic knowledge of the Equal Employment Opportunity Commission (EEOC) Uniform Guidelines on Employee Selection Procedures.

General Summary

The premise of the Guidelines is that use of any employee selection device that results in the exclusion of a disproportionate number of women, minority applicants, or other protected groups may be unlawful, unless it can be shown that the device is job-related or, in other words, a valid measure of performance on the job. This includes any selection procedure used to make an employment decision. Thus, every effort needs to be made to ensure that all employment selection devices used (such as interviews, application forms, individual questions on application forms, and other screening devices) are directly related to successful performance on the job in question. If the use of any device or question adversely affects the hiring of individuals in any of the protected groups, discrimination can be charged, unless that device or question is validated in accordance with the guidelines or is eliminated.

If you choose to use subjective procedures, you must be able to prove such procedures are job-related. It is extremely difficult to provide such proof, because the procedures must be validated in the same manner as professionally developed tests. If put to a legal test, it is likely that subjective selection procedures will be ruled unlawful. The lack of discriminatory intent is an insufficient excuse. The "bottom-line" defense to a charge of discriminatory hiring practices is also an insufficient excuse. In other words, if a component of the selection process is discriminatory, the university may be found guilty of violating federal anti-discrimination laws, even though the total selection process results in a favorable overall hiring mix or bottom line.

Protected Class Members

Protected Class Members

Protected class members are individuals identified under Title VII of the Civil Rights Act of 1964, as amended, and Executive Order 11246. The following classifications are to be considered "protected" under operative equal opportunity and Affirmative Action legislation:

Minorities - All persons classified as Black, Hispanic, Asian or Pacific Islander, American Indian or Alaskan Native.

Black, Non-Hispanic - A person having origins in any of the black racial groups of Africa (except those of Hispanic origin).

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

Asian or Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This includes people from China, India, Japan, Korea, the Philippine Islands, American Samoa, and Vietnam.

American Indian or Alaskan Native - A person having origins in any of the original peoples of North America, or who maintains cultural identification through tribal affiliation or community recognition.

Disabled - A person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment. (For further information, refer to the Americans with Disabilities Act of 1990 detailed under "Laws that Govern Us in Fair Employment Practice.")
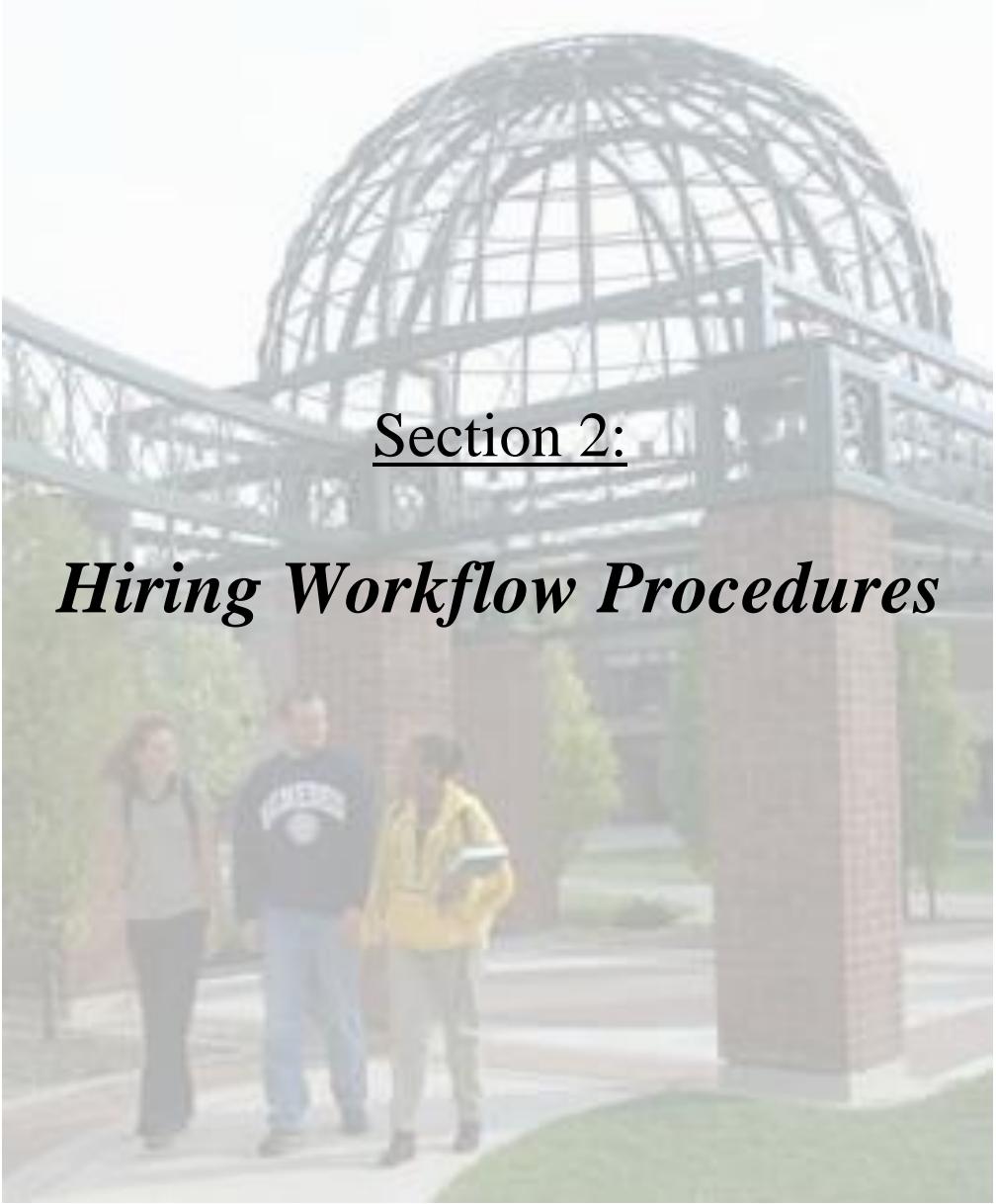
Disabled Veteran and Veteran of the Vietnam Era

Disabled Veteran - A person entitled to disability compensation under laws administered by the Veterans Administration for disability rated at 30 percent or more, or a person whose discharge or release from active duty was for a disability incurred or aggravated in the line of duty.

Vietnam Era Veteran - A person who served on active duty for a period of more than 180 days, any part of which occurred between August 5, 1964, and May 7, 1975, and was discharged or released with other than a dishonorable discharge, or was discharged or released from active duty for a service-connected disability if any part of such active duty occurred between August 5, 1964, and May 7, 1975, and was discharged or released within 48 months preceding the alleged violation of the act.

Federal Employment Laws

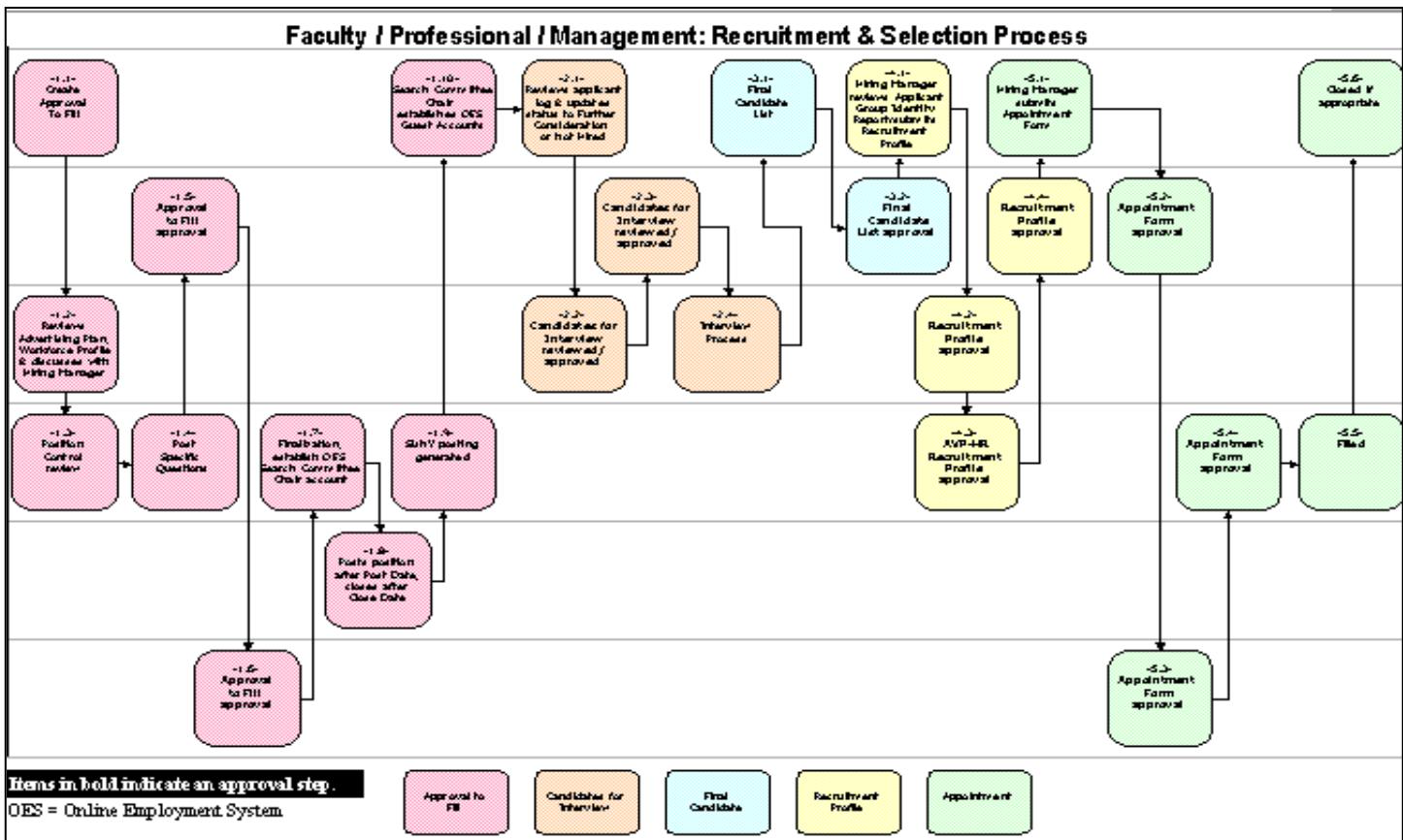| LEGISLATION	GUIDELINES	ADMINISTRATIVE AGENCY	SCOPE
Civil Rights Act of 1866:42(USC 1981)	Prohibits discrimination based on race when making and enforcing contracts, including employment contracts.	Equal Employment Opportunity Commission (EEOC)	All employers in public or private sectors
Equal Pay Act of 1963	Bars discrimination based on sex, mandating equal pay for equal work.	EEOC	All employers with more than 20 employees in public or private sectors
Age Discrimination in Employment Act of 1967 (ADEA)	Bars age-based employment practices that discriminate against people 40 years old or older.	EEOC	All employers that affect interstate commerce and have more than 20 employees
Pregnancy Discrimination Act of 1978	Bars discrimination against applicants and employees who are pregnant.	EEOC	All employers with more than 15 employees in public or private sectors
Civil Rights Act of 1964 (Title VII)	Forbids employment discrimination based on race, color, national origin, sex, or religion. It is unlawful to discriminate against any employee or applicant employees in public or private sectors for employment because of his/her protected class status in regard to hiring, termination, promotion, compensation, job training, or any other term, condition, or privilege of employment. Title VII also prohibits employment decisions based on stereotypes and assumptions about abilities, traits, or the performance of individuals of certain protected groups.	EEOC	All employers with more than 15 employees in public or private sectors

LEGISLATION	GUIDELINES	ADMINISTRATIVE AGENCY	SCOPE
Vietnam Era Veterans' Readjustment Assistance Acts of 1972 & 1974	Requires affirmative action in employment practices involving Vietnam-era veterans.	U.S Department of Labor (DOL)	Employers with federal contracts of 10,000 or more.
Vocational Rehabilitation Act of 1973	Bars discrimination against persons who are physically or mentally disabled and requires affirmative action in employment practices.	DOL	Employers with federal contracts receiving federal financial assistance Veterans
Veterans Re-Employment Act of 1974	Requires reinstatement in employment without loss of benefits for employees who serve in the military and the right not to be discharged without cause for one year following such reinstatement.	DOL	Employers with federal contracts receiving federal financial assistance
Immigration Reform & Control Act of 1986	Makes it unlawful for employer to knowingly hire illegal aliens and mandates detailed record-keeping procedures for any employee hired.	DOL	All employers in public or private sectors
Americans with Disabilities Act of 1990 (ADA)	Prohibits discrimination in employment practices based on a person's disability and requires all business provide reasonable accommodation to applicants and employees with disabilities unless the accommodations result in undue hardship on business operations.	EEOC	All employers with more than 15 employees in public or private sectors
Civil Rights Act of 1991 (CRA)	Provides additional remedies and protections, in additional to those available under Title VII, to applicants, employees, and former employees who contend they are victims of employment discrimination.	EEOC	All employers with more than 15 employees in public or private sectors

Section 2:

Hiring Workflow Procedures

Working Through the Hiring Process

Faculty / Professional / Management: Recruitment & Selection Process

Items in bold indicate an approval step.
OES = Online Employment System

Tracking the Applicant in the On-line System

Workforce Profile

Job Group	Professional, Entry Level
Job Group Component	Staff Assistant
Minorities - Factored Availability	9.85%
Minorities - Workforce Profile (Actual)	14.29%
Minorities - Under Representation	0
Women - Factored Availability	46.78%
Women - Workforce Profile (Actual)	60.00%
Women - Under Representation	0
AAC Recommends	No Response
AAC Recommends (Detail)	Search committee make a good-faith effort to ensure a d... pool, with assistance from the Affirmative Action Officer
Projected Annual Goals - New Hires	0
Projected Annual Goals - Promotions	

Workforce Profile Report

Position Details

Budget Title	Staff Assistant
Local Title	Assistant Research Analyst
Requisition Number	0026
Department	Budget & Sponsored Research
Date	Mar 25 2005 10:15AM

Workforce Profile

Minorities - Factored Availability	9.85%
Minorities - Workforce Profile (Actual)	14.29%
Minorities - Under Representation	0
Women - Factored Availability	46.78%
Women - Workforce Profile (Actual)	60.00%
Women - Under Representation	0
AAC Recommends	No Response
AAC Recommends (Detail)	Search committee make a good-faith effort to ensure a diversified applicant pool, with assistance from the Affirmative Action Officer
Projected Annual Goals - New Hires	0
Projected Annual Goals - Promotions	

| Posting Details | Template Level Questions | Posting Specific Questions | Points | Workforce Profile | Applicants | Candidates for Interview | Recruitment Profile | Appointment Form |

Managing Applicant Workflow

Active Applicants

No Results Found.

Refresh	View Multiple
Minimum Score: [ ]	**VIEW MULTIPLE APPLICATIONS**
Include: ☑ Active Applicants ☐ Inactive Applicants	**VIEW MULTIPLE DOCUMENTS** Applications / documents will open in a new window. To print, select File > Print after documents appear in that window. Documents may take several minutes to load.
REFRESH	

<< RETURN TO PREVIOUS	CONTINUE TO NEXT PAGE >>

CANCEL | **VIEW POSTING SUMMARY >>**

Posting Details	Template Level Questions	Posting Specific Questions	Points	Workforce Profile	**Applicants**	Candidates for Interview	Recruitment Profile	Appointment Form

Candidates for Interview

Posting Details	Template Level Questions	Posting Specific Questions	Points	Workforce Profile	Applicants	**Candidates for Interview**	Recruitment Profile	Appointment Form	Hiring Steps	Guest User	Notes / History

<< RETURN TO PREVIOUS	CONTINUE TO NEXT PAGE >>

*Required information is denoted with an asterisk.

CANDIDATES FOR INTERVIEW
List top candidates and discuss how each meets or does not meet the criteria indicated in the position description. Both objective and qualitative factors should be discussed. The discussion should adequately describe all the factors considered by the committee.

1. Name

Reasons for Interview

2. Name

Reasons for Interview

3. Name

Reasons for Interview

4. Name

If no affirmative action candidates appear in the top group, then list the strongest qualified affirmative action candidates from the total pool and discuss their qualifications as well as the reasons these candidates were not selected for interview.

1. Name

Comments

2. Name

Comments

3. Name

Comments

Affirmative Action Notes

*Required information is denoted with an asterisk.

<< RETURN TO PREVIOUS	CONTINUE TO NEXT PAGE >>

CANCEL | **VIEW POSTING SUMMARY >>**

Recruitment Profile

<< RETURN TO PREVIOUS   CONTINUE TO NEXT PAGE >>

*Required information is denoted with an asterisk.

Date listed in SUNY Central

INTERVIEWED APPLICANTS
List candidates who were interviewed (in rank order) and specify the disposition reason for each (reason hired or not hired).

1. Name of Interviewed Candidate

1. Disposition Reason Hired or Reason Not Selected

2. Name of Interviewed Candidate

2. Disposition Reason Hired or Reason Not Selected

Other Recruitment Profile Information

If minorities were not interviewed, please explain why

If women were not interviewed, please explain why

Efforts exerted to remedy under representation

List any additional advertising sources not listed on the Approval to Fill Posting Details

Will your Affirmative Action goal be achieved?

Will under representation be remedied with this hire?

If not, explain why

Selected applicant ("Finalist")

Is selected applicant a current employee?

Is selected applicant a former employee?

Selected applicant's department

Selected applicant's job title

Selected applicant's employment status

Approximate starting date

List Interviewers, Names and Titles

Compare and contrast the candidates who were interviewed, describing the reasons for recommending the final candidate

Note any interviewed candidates that are unacceptable

AA Notes

AVP HR notes

*Required information is denoted with an asterisk.

<< RETURN TO PREVIOUS   CONTINUE TO NEXT PAGE >>

CANCEL   VIEW POSTING SUMMARY >>

Appointment Form

<< RETURN TO PREVIOUS   CONTINUE TO NEXT PAGE >>

Click "View Posting Summary" to complete the transaction and submit to the next level of approval.

*Required information is denoted with an asterisk.

Name and Address

Name (First Middle Last)

Street Address

City, State, Zip Code

Social Security Number

Department 1

Account

% charged to this account

Department 2

Account

% charged to this account

Appointments

Check All Clear All
- [ ] New Appointment - First Time Hire
- [ ] New Appointment - With Break in Service
- [x] New Appointment
- [ ] Reappointment
- [ ] Chairperson
- [ ] Also Receives
- [ ] Continuing/Permanent
- [ ] Extra Service
- [ ] Revised Appointment (Please enter any

Revised Appointment Reasons
- [ ] Change In Contract Date
- [ ] Assignment/Salary Increase
- [ ] Assignment/Salary Decrease

Revised Appointment - Additional Information (if selected above)

Effective Dates of Transaction (Note: all effective dates must be stated as beginning of business)

Beginning date

Ending Date

Assignment

Annual Salary or Salary For Period

Hourly Rate

Additional Compensation

VP/Provost Processing Information

HR Notes

Offer Letter (Draft)

HR Comments on Offer Letter

*Required information is denoted with an asterisk.

<< RETURN TO PREVIOUS   CONTINUE TO NEXT PAGE >>

CANCEL   VIEW POSTING SUMMARY >>

ON-LINE EMPLOYMENT SYSTEM CHECK LIST

Establishing the Committee

_____ Obtain search chair password for read/write access. If departmental secretary will have access, obtain "point of contact" access.

_____ Notify members of the committee of the group "read only" password.

Organizing the Search

_____ Review Workforce Profile and Goals on-line.

_____ Review application materials on-line.
- Letter of application (cover letter)
- Curriculum vita or resume
- Other attachments

_____ If letters of recommendation are requested separately, retain for a minimum of three (3) years with other search documentation.

_____ Collaborate with Human Resources Affirmative Action to ensure compliance with policy.

_____ Review demographic makeup (in aggregate) of the applicant pool using the Reports Menu during the course of the search to enhance search efforts.

Applicant Status Changes

_____ Screen first for individuals who do not meet minimum qualifications. Change status to "Not Interviewed-Not Hired."

_____ Determine if pre-screening such as conference interviewing or telephone interviewing will be done. Candidates selected for pre-screening can be changed to this status. A report is available on the Reports Menu showing all candidates in pre-screening status.

_____ Change statuses of applicants as you move through the search.

Candidates for Interview Form

_____ Contact Affirmative Action by telephone prior to filling out the Candidates for Interview form on-line.

_____ Submit the Candidates for Interview form on-line which is reviewed by both Affirmative Act8ion and then by the Provost or Vice President.

_____ If there is not appropriate representation of protected groups, consider methods to identify additional qualified candidates.

Final Candidates List Form

_____ Identify on the on-line forms the acceptable candidates that were interviewed. This form is approved only by the Provost or Vice President on-line.

Recruitment Profile Form

_____ Fill out the recruitment profile form on-line.

_____ Provide criteria used to identify and select the finalists.

Appointment Form

_____ This form is generated once an offer has been extended and accepted.

Section 3:

Applicant Recruitment

Applicant Group Identity Data Collection

Pursuant to 29 Code of Federal Regulations 1614.601:

Data on race, national origin, gender and disabilities must be collected by voluntary self-identification. Further data must be collected in the form of gross statistics. The data collected may only be used for the studies and analyses, which contribute affirmatively to achieving equal opportunity objectives.

Racial/ethnic identification:
"Race/ethnic designations, as used by the federal civil rights agencies, do not denote scientific definitions of anthropological origins. For the purposes of an Executive Order 11246 AAP, a contractor may include an employee in the group to which he or she (a) should belong, (b) identifies, or (e) is regarded in a community as belonging." (Fenwick and West, Section 9, p. 72)

Since the purpose of such identification is to correct for societal discrimination, judgment based upon how the person is likely to be perceived is appropriate. Designations may be arrived at by visual surveys or by voluntary self-identification, when the affirmative use of the response has been explained and the contractor has advertised that it is an affirmative action employer. Identification should not be sought by direct inquiry of applicants. In the case of multi-racial persons, "the category which most closely reflects the individual's recognition in his community should be used.

Applicant Pool:
All people who have applied and met the employer's definition of applicants for particular jobs during the Affirmative Action plan year or other predetermined period of time.

In order to complete the Recruitment Profile Form:

Review the <u>Workforce Profile</u>.

The hiring department will first review the **Workforce Profile** that summarizes the hiring department utilization of women and minorities.

What is a Job Group?

Job Group - One or more positions having similar content, wage rates, and opportunities.

Category or Code - The nine broad job categories used on the EEO-1 Report. These are Officials and Managers, Professionals, Technicians, Sales Workers, Office and Clericals, Craft Workers, Operatives, Laborers, and Service Workers.

Job Category - A grouping or aggregation of job classifications for purposes of analysis or official reporting. For example: Officials and Administrators; Instructional; Professional Non instructional; Clerical/Secretarial; Technical/Paraprofessional.

What Is Utilization Analysis?

Utilization Analysis - The comparison of the number of minorities and women in the employer's workforce and the jobs that they occupy, to the availability of minorities and women in the contractors labor area, and, in the case of promotional jobs, those promotable employees in the contractor's own workforce.

A Utilization Analysis consists of two parts and components:
1. Availability analysis
2. Identification of underutilization

Availability Analysis - Availability percentages are developed for each job group by factoring raw employment statistics with a weighted factor that is designed to consider the employer's particular needs.

Availability - Availability figures are determined in a complex availability analysis and are used to determine whether an employer is adequately utilizing minorities and women in specific job groups. "The percentage of minorities or women who have the skills required for entry into a specific group or who are capable of acquiring them." (1978 FCCM Sec. 1-60.15)

Available Labor Market (ALM) - The composition of the labor force that has the requisite skills for a specific position, a class of positions, or an EEO job category as determined by each agency.

Underutilization - Groups designated for affirmative action by the government are "under-utilized" when they fall significantly short of being employed at the level of availability. (2) By comparing the percentages of women and minorities available (as determined by an availability analysis) and having fewer women or minorities in the employer's workforce than could reasonably be expected based on their availability in the labor area. Federal government contractors must conduct this comparison on a job group by job group basis.

Components

Under representation - Fewer women or minorities in a job group than their proportion in the contractors' workforce.

Goals

Goals - The standards by which we judge the effectiveness of our performance. Goals are not rigid numerical quotas, but serve as a means of guiding and monitoring good faith efforts. The federal "contractor's obligation is to set an annual percentage goal equal to availability for job groups in which underutilization exists. (2) Employer's annual percentage rate of selection or internal promotion in areas of underutilization.

Goal Achievement - An employer's meeting of its employment or promotion targets set to correct the underutilization of protected-class members. Timetables - An employer who underutilizes women or minorities are required to make numerical projections in efforts to hire or promote protected classes, (These are called goals.) The current timetable framework for affirmative action plans is a one-year period. Goals and timetables are not quotas.

Annual Goal - Referred to in the goals and timetables section of the affirmative action plan, the annual goal is an annual target (annual in that it is the one-year life of the AAP) for placing underutilized groups of protected class members in those job groups where underutilization exists.

1. Categorize titles into job groups

Job Group Analysis: Organizes job titles into job groups using such criteria as job content, wages, and opportunities for advancement.

2. Derive availability data

Availability Analysis: Provides percentages of qualified minorities and women available for work for each job group based on the relevant labor market where UCB normally recruits.

3. Summarize work force data

Work Force Analysis: Summarizes the percentages of men, women, Whites, Blacks, Hispanics, Asians, and American Indians within each staff job group at UCB.

4. Compare availability data with work force data

Underutilization Analysis: Within each job group, compares the availability percentages of minorities and women with their percentages in the UCB work force.

5. Determine underutilization

Underutilization exists. The placement goal for the group that is underutilized is set equivalent to its availability percentage. ← Yes — Availability % is greater than UCB work force % — No → No underutilization.

6. Establish goals

Underutilized areas for the control unit are summarized in AA Plan.

Diversity Recruitment

Diversity Recruitment

To increase diversity recruitment, carefully select publications and/or Internet sites in which to advertise. It is possible to target recruitment to attract individuals with highly specialized technical, scientific, or professional training and experience, and underutilized women, minorities, and other groups. Contact the Human Resources Affirmative Action Office for information and assistance if you have specific recruitment needs or anticipate difficulty in attracting qualified applicants.

Affirmative Action
Recruiting
Hiring
Advancement

Diversity
Recruiting
Comprehensive
Talent Strategy
Retention
Welcoming Climate
Reciprocal Empowerment

1. Establish formal relationships with colleges or universities that have great diversity in their student body. This measure will ensure that you are always cultivating talent for your future talent pool.

4. Make sure that all members of the search committee have received information on the search process. Contact the Human Resources Affirmative Action office for more training information, extension 5616.

5. Cultivate partnerships with groups catering to the needs and interests of minorities, women, and people with disabilities.

6. When using an interview panel, make sure that it is culturally diverse to minimize potential bias.

7. Review the job qualifications established for a given position to ensure they are not based upon historical assumptions.

8. Understand your own beliefs and attitudes about the positions that you are filling and the populations that you are targeting. Be aware of how this could affect both the way you screen and interview.

9. Incorporate nontraditional networking channels to produce a diverse applicant pool. A strong diverse, informal network is a critical part of any successful diversity recruitment effort.

10. Encourage minorities, women, and people with disabilities in your organization to assist in recruiting efforts.

Sample Applicant Appraisal Form

Applicant Appraisal Form

Name of
Applicant_____Date_____

Position_____

Interviewer_____Division_____

(Rate applicants based on criteria below from 1 (lowest) to 10 (highest).

Please comment on the following items	Rate from 1 to 10
Knowledge and Experience – How does previous knowledge and experience relate to current open position? _____ _____	
Mental and Physical Capabilities as They Relate to This Job – Verbal ability, judgment, analytical, logical, decisive, resourceful, imaginative, can/cannot meet specific physical requirements of this job. Explain. _____ _____	
Interpersonal Skills – Does applicant communicate with credibility and confidence? _____ _____	
Supervision and Management Experience – Discuss indepth management Training and experience, including managing a diverse workforce. _____ _____	
Rate Applicant on Other Factors Relevant to This Job. Other factors must be specified before interview. *Other:* _____ _____	

This form should be maintained for three (3) years.
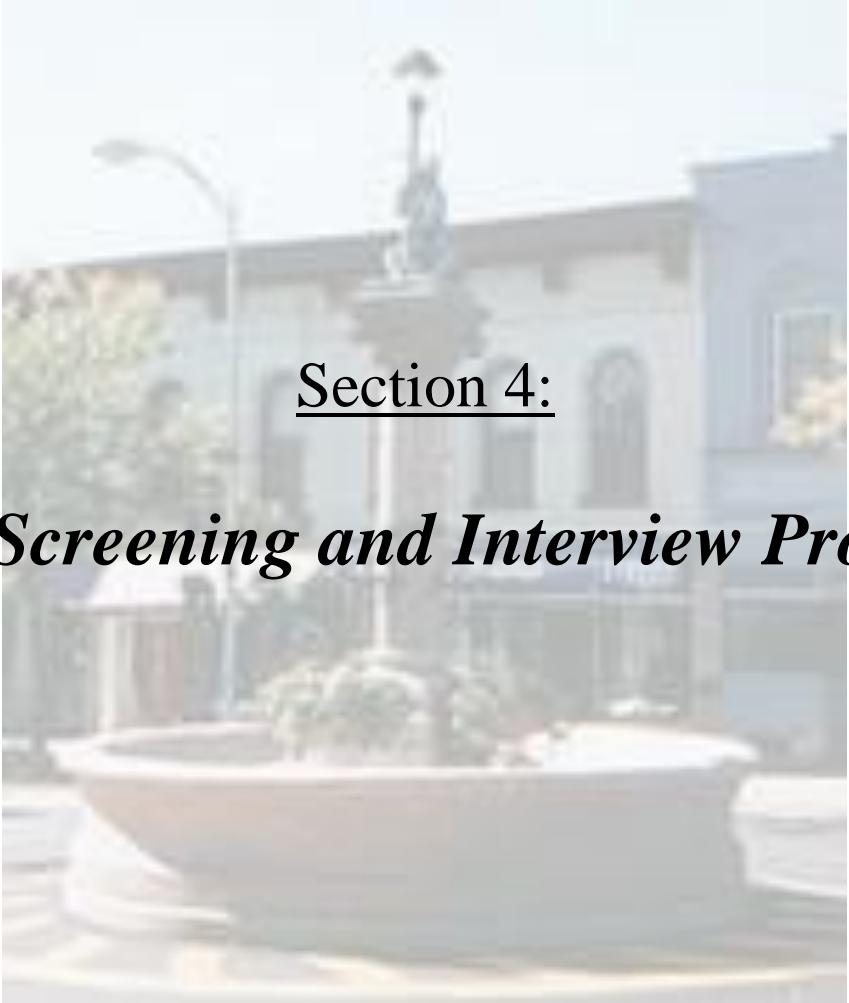
Section 4:

The Screening and Interview Process

Developing Questions

Questions should be formulated to reveal and provide specific information concerning skills, knowledge, and abilities required for a new employee to be successful on the job. Listed below are the major types of interview questions and when each is best used:

- Direct Questions are used to obtain very specific information.
  Example: What computer courses have you had?
  Applicants can respond in depth or on topics, which are brought up by candidates' responses to open-ended or situational questions.

- Open-Ended Questions encourage applicants to express ideas and information they feel is important.
  Examples: Tell me about your supervisory experience.
  Can you give some examples of innovative ways you have achieved cost advantages and/or additional services?

- Situational Questions pose job-related situations, which applicants will have to deal with on the job.
  Example: What would you do in a situation in which...?
  This can be used to evaluate an applicant's ability to recognize important aspects of situation or problems, analyze them, and provide reasonable options.
  Note: In designing such questions, be sure they consist of actual job situations and are sufficiently complex.

Questions to Avoid

Listed below are major types of questions to avoid and the reason(s) to avoid them:

▪ <u>Multiple Questions</u> require the applicant to answer a long, confusing series of questions.
> Example: What duties performed in the past have you liked best/least and why?

▪ <u>Loaded Questions</u> suggest a correct answer.
> Example: Our department wants hard-working employees. What kind of employee are you? Such questions often reveal an interviewer's attitudes and may help applicants to create answers to fit those attitudes.

▪ <u>Negative Questions</u> reveal an unfavorable attitude toward an applicant or topic and may cause the applicant to develop a defensive attitude.
> Example: You don't have much relevant supervisory experience, do you?

▪ <u>Non-Job-Related Questions</u>, especially those regarding:

- Birthplace, nationality, race, color, religion, or sex

- Gender (if you would not ask a question of a man, do not ask it of a woman, and vice versa)

- Age

- Disability; medical condition

- Pregnancy; number and ages of children; child care arrangements

- Veteran status

- Marital status; maiden name or prior married name

- Arrest records

- Financial status (i.e., loans, bankruptcies, garnishments); whether renting or buying residence

- Receipt of workers' compensation clarification in the interview, such as: unexplained gaps in employment; lack of detail regarding experience; the meaning of job titles, which can vary considerably between companies.

Screening Applications

The purpose of application screening is to select the most highly qualified individuals for referral to the next step of the selection process and then the interview. It is the first opportunity to begin assessing applicants against the established minimum and preferred requirements for the position. To improve the application screening process:

1. The first review of applicants by the Search Committee should be to determine which applicants meet the job requirements of the position. Use the advertisement as written as solid measure.

2. A second review should focus more closely on the individual qualifications of each applicant.

   When reviewing the pool of applicants, it is important to have good representation in the applicant pool. For example, in order to be effective in achieving SUNY Geneseo's affirmative action goals, it is necessary to attract qualified underrepresented women and minorities. Review your Workforce Profile information.

1. Review all materials presented by the applicant. Often a resume provides more detail than an application; and may highlight or contradict what is contained in the formal employment application.

2. Check the internal consistency of the information.

3. Be careful not to make unwarranted inferences.

4. Remember that it is almost impossible to make fine distinctions between applicants on the basis of application/resume information alone, since the data on the form is limited and may be subject to distortion. At this stage of the selection process, it is best to group applicants into only a few categories such as unqualified (doesn't meet minimum qualifications), marginal (meets minimum qualifications only), and qualified (exceeds minimum qualifications) based on an evaluation of the job requirements and each applicant's qualifications.

The Interview

Preparing for the Interview

Short List

The search and screening process is directed toward the production of a list of those qualified candidates who appear to be best suited to fill the vacancy. This step can present difficulty, and a long delay in compiling a short list may result in losing the best candidates available.

If one person or a few members on the committee can be persuaded to screen all of the applications as they arrive according to the criteria that have been set, the work of a Search Committee can begin almost immediately following the closing date for applications.

A short list of names is prepared and submitted via the on-line Candidates for Interview Form. Prior to completing the short list, please contact the Human Resources Affirmative Action Officer at extension 5616. The Candidates for Interview Form must be approved by the Affirmative Action Officer and the Provost or divisional Vice President before any invitations to visit the campus are extended to applicants. It may be useful to arrange preliminary telephone interviews to help determine the final candidates for the short list.

At the time job applicants reach the actual selection interview, they have already passed a careful evaluation of their education and experience and are considered to possess at least minimum qualifications for the particular job. The purpose of the interview is to collect additional information on the applicants' job-related skills, knowledge, and abilities, which should be helpful in selecting the individual best qualified for the position. Your goal as the interviewer is to assist each candidate in effectively presenting all pertinent information concerning his or her qualifications.

The Interview

Interview Formats
BEHAVIORAL BASED INTERVIEWING
The Theory: Seven Steps for Conducting a Successful Interview

Hiring is often done based on assumptions and intuition. Behavior-based interviewing is a process that uses questions about a person's past behavior in order to help employers predict a candidate's future behavior. Interviews that probe for past behavior are more reliable and accurate than those that focus on personality traits, such as an individual's dependability or organizational ability, Interviewers have discovered that the way a person handled a situation in the past is a valid predictor of how that person will approach a similar situation in the future. The goal is to use behavior-based

interviewing to make a match between the skills needed for a position and the skills of an individual candidate. Identification of skills needed to perform in a job and careful and deliberate planning and preparation provides employers with the keys to a successful interview.

1.   Establish Rapport With the Candidate - 5 minutes

      a.   Address the candidate by name
      b.   Tell him/her you are taking notes
      c.   Rapport-building questions put candidates at ease, gain their confidence, and demonstrate that this is a good place to work.

The first words set the mood of the interview. Encourage the candidate to talk about something he or she is interested in or that the two of you may share in common. This will make it easier for the candidate to start talking. Using the candidate's name helps put the person at ease.

2.   Ask Questions About Past Job Performance - 30 minutes
      a.   Begin with general questions and move to more specific ones.
      b.   Stay in control of the interview.
      c.   Avoid asking questions that can be answered by a single word, usually a simple "yes" or "no".
      d.   Use open-ended questions that ask for specific examples of past job behavior.

          Instead of asking hypothetical questions about how the candidate might handle some future task, ask specifically how the candidate handled something similar in his or her past or present position. The information you are looking for is detailed descriptions of how the person has handled tasks, responsibilities, and challenges in actual on-the-job situations. Develop these questions around problems, responsibilities, and tasks that are similar to those encountered on the job for which you are hiring.

      e.   Keep questions focused so the candidate provides specific information without rambling.

          Instead of "Tell me about your experience in training," say "Think back to when you trained a new employee - tell me exactly what you did to train that employee and bring the person up to the job's performance standards."

      f.   Non-question questions involve making candidates more comfortable by asking for information using language that doesn't end in a question mark. Instead of "What are your best skills?" say "It will help me get to know you better if you can tell me what you believe are your best skills."

      g.   Allow for silence during an interview. Sometimes a candidate may have trouble thinking of a specific instance of the kind of behavior you have asked about. Don't hesitate to let the person know that silence is okay and that you don't mind waiting for them to think of an example.

h.   Some areas to explore:

Current and previous experience Education and training Work style, habits, and preferences Motivation and interest Career plans and goals.

3.   Ask probing questions to clarify understanding.

    a.   Examples of probing questions:

"Tell me about a time "Describe a situation "Tell me exactly how you dealt with "It will help me if you can describe in more detail how you handled "Think of a specific time you ... and then tell me about what you did."

    b.   Probing questions are asked when you need more specific information.

Sometimes the candidate is nervous to think about too many details without prompting. The person may not understand your question or may only partially answer a question

4.   Seek Contrary Evidence

Ask the candidate for contrary evidence. If you begin to realize that you've formed a one-sided view of the candidate (all good or all bad) ask the person for contrary evidence. Asking for this can prevent erroneous first impressions and from basing your hiring decisions on them. If you are consistently impressed with how the candidate has handled all the difficult situations you have talked about, ask he or she to describe a situation in which things didn't work out as planned.

5.   Allow the Candidate to Ask Questions - 15 minutes

Questions may vary depending on how much information the candidate received prior to the interview and on whether the candidate did any background homework.

6.   Close the Interview - 10 minutes

    a.   Thank the candidate for his or her interest in the organization and the position.

    b.   Make certain that you don't make any remark that can be construed as an indication that you definitely plan to hire this individual.

    c.   Summarize the next action steps.

    d.   Escort the candidate to the exit.

7.   Review your notes and summarize your findings.

    a.   Review your notes.

    b.   Evaluate the candidate's suitability, comparing his or her skills with previously identified skills needed for the job.

    c.   Summarize your findings in detail so you can review all candidates at a later time.

Guidelines For Conducting A Successful Interview

1. Create a relaxed interview setting. In a job interview, the applicant's apprehensiveness can impede the flow of useful information. The interview setting should be quiet, comfortable, and free from distractions and interruptions. Ask that all phone calls be intercepted. Keep on schedule, as candidates become anxious when asked to wait.

2. Let the candidate do the talking. It is extremely important to listen and concentrate on what the applicant is saying. The applicant should carry 80 to 85 percent of the total conversation. Your input should be limited to asking your prepared questions, probing deeper and asking follow-up questions as needed, and keeping the applicant talking and on track. Allow silence after asking a question so that you don't interrupt the candidate's thinking process. Use facial expressions (i.e., smiling), eye contact, and gestures (i.e., nodding) to assure the candidate that you are interested and listening to what he or she has to say. Note-taking can be helpful, especially if you have several interviews scheduled, and it helps ensure accuracy. Explain to the candidate ahead of time that you will be taking notes so that you will not have to rely on memory. Make your notes brief by writing down only key words and phrases. Be sure to maintain some eye contact while you are writing. It may be helpful to develop a rating guide before the interview for taking notes.

3. Close on a proper note. After you have explored all performance factors, ask the candidate if he or she has any questions, needs clarification, or has anything to add. Well-prepared candidates will want to ask relevant questions about the job. You may also want to introduce the candidate to others in the office and/or give a tour of the work setting. Thank the candidate for coming and explain your notification process - when a decision will be made, whether a second interview will be conducted, and how candidates will be notified.

After The Interview

Assess each applicant immediately following the interview on the specified job-related skills, knowledge, and abilities. Information that cannot be related to an applicant's ability to perform satisfactorily should be eliminated. Evaluate the applicants on each selection criterion separately. You do not have to rate an applicant the same on all criteria; everyone has strong and weak points. Be careful to balance out strong and weak points about the applicants. There is a tendency to give negative information too much importance. Write specific comments about observed applicant behaviors and responses to substantiate your judgments.

Mistakes to Avoid When Evaluating The Candidates

- **Gut Feeling** - an intuitive judgment about an applicant without substantiating facts.

- **Halo Effect** - allowing favorable traits of an applicant, such as nice appearance, to bias your judgment favorably on unrelated skills, knowledge, and abilities.

- **Stereotyping** - standardized mental image of the members of a particular group. Example: thinking that all individuals with a firm handshake are decisive.

- **Similar-to-Me Effect** - evaluating certain applicants higher, regardless of their qualifications, because they resemble you in some way (e.g., member of the same fraternity), or evaluating applicants lower because they are dissimilar to you in some way (e.g., come from a different part of the country).

- **Contrast Effect** - comparing an applicant against another applicant rather than to the specific requirements of the job. Example: allowing the first applicant to be the standard against which all subsequent applicants will be evaluated.

- **First Impressions** - forming a favorable or unfavorable judgment about an applicant during the first few minutes of the interview.

Checking References

Checking References and Documentation Of Selection

Background Check
It is critical that a partial background check be done. The basis for the reference check is to verify suitability for position, but also serves to confirm educational and experiential work and demonstrated ability to perform the job. The process also serves the purpose of protecting the university and its employees from harm and liability.

Confidentiality
Reference checks are only done with those contact names provided by the applicant. If these are not adequate for addressing work performance, the candidate should be asked to submit additional names. If applicant requests confidentiality, consult with them before calling references.

Assessing candidates can be conducted before or after their campus visit or following the interview.

The best way to confirm completion of the highest earned degree is to see an official transcript. You can request this of all finalists, or have the selected applicant submit it before the appointment is finalized. Another option is for a screening committee member to call the registrar's office of the institution granting the listed degree and have them confirm verbally.

Note: a recent study revealed that about 10% of job applicants fudge their educational background on professional applications.

The Three Basic Reasons For Checking References

- To verify employment.

- To verify what you have learned during the interview.

- To obtain employment recommendations. Before checking references, develop a list of job-related questions to ensure consistency and fairness to all applicants Reference checks are to be conducted on all external applicants prior to hiring. A minimum of three references should be contacted. Verify the applicant's authorization to contact current and former employers on the employment application.

When checking by phone, call ahead to set up a time to talk to the referenced individual. Be sure to call at appointed time. Give full name, university, and location: (city, state), phone number, and the name of the person who used them as a reference. Let them know the interview is confidential.

Selection

Taking into account what you learned in the interview and information gathered during the reference check, select the candidate who has the qualifications to perform the duties of the position most effectively. In making your final choice, keep in mind College policies and procedures for receiving authorization to extend an offer of employment.

NOTE: The Affirmative Action Recruitment Profile Form must be reviewed on-line by the Assistant Vice President for Human Resources and the Provost or Vice President. No formal offer of employment can be extended unless authorized by the President.
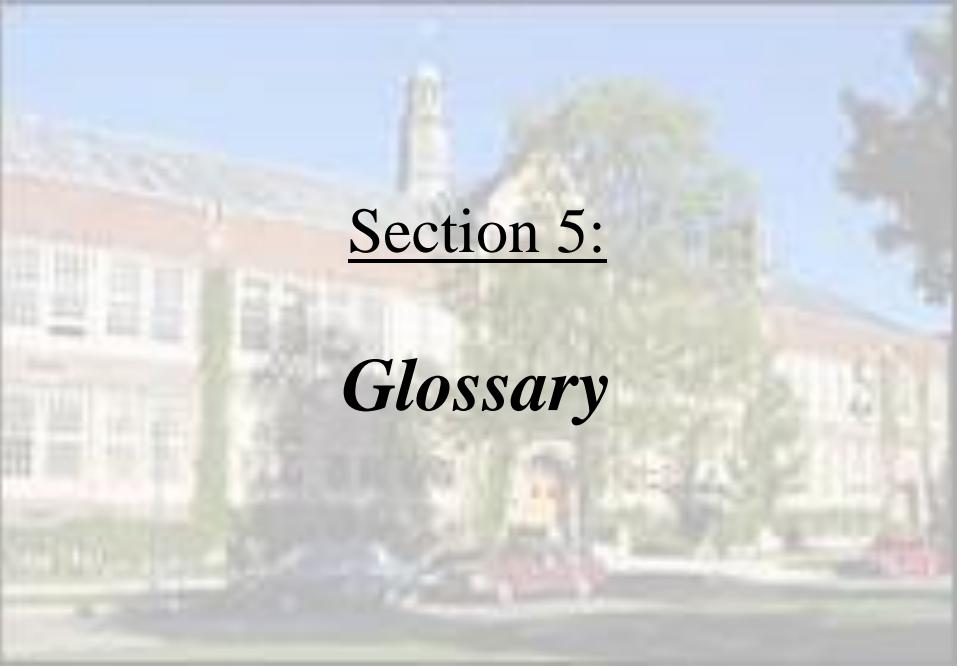
Section 5:

Glossary

Glossary

Nondiscrimination - The absence of either overt or intentional discrimination, or discrimination resulting from actions that have greater adverse impact on a protected class.

Any inquiry should be avoided that, although not specifically listed here, is designed to elicit information as to race, color, ancestry, age, gender, religion, disability, or arrest and court record unless based upon a bona fide occupational qualification.

Policy and Procedures
Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor: 41 Code of Federal Regulations 60.

Code of Federal Regulations (CFR) - Federal statutes and executive orders are broad, general statements of law. Federal regulations, on the other hand, fill in the details. For example, Executive Order 11246 requires federal contractors to take affirmative action. The federal regulations issued under that executive order specify exactly how the contractor should do that.

Affirmative Action Plan (AAP) - The written plan incorporating a set of specific and results-oriented procedures to which the employer (government contractor) commits itself to apply every good-faith effort to achieve. It is intended to eliminate and remedy past discrimination against or underutilization of minorities and women.