Search Committee Process

1. Obtain the committee’s charge from the hiring official. Clarify issues such as:
   • Role of the committee: selection of candidate or recommending finalists
   • Budget
   • Timeframe

2. Review composition of the Search Committee to ensure appropriate representation of the following:
   • Peers
   • Faculty and staff
   • Customers
   • University leadership
   • Key working relationships in the University and community
   • Human Resources

3. Review job description for position. University job descriptions can be found at:
   http://www.med.utah.edu/hr/emp_info/comp/comp.htm

   If no job description is available, contact the assigned Human Resources (HR) Service Team. The committee should review the following components of the job description:
   • Minimum Requirements: The knowledge, skills and abilities necessary to prepare someone to successfully perform the essential functions of the job. Includes education, work experience, licenses and certifications.
   • Essential Functions: The duties and responsibilities critical to the purpose of the position.

4. Identify any qualifications beyond the minimum requirements of the job description that are preferred. Think of the ideal or target candidate for the position in terms of the following:
   • Years of experience (beyond minimum requirements)
   • Education (beyond minimum requirements)
   • Specialized experience
   • Professional Certifications
   • Membership or involvement with related professional associations

   These qualifications will become the Selection Criteria: the basis for determining which candidates will be interviewed. The selection criteria should be applied consistently to all applicants.

5. Determine the appropriate market for recruitment. For some positions a sufficient number qualified applicants can be found locally. More specialized positions may require regional or national efforts.
6. Identify appropriate recruitment advertising sources based on the identified market. Options include:

- Newspapers
- Industry, trade or professional publications
- Web sites
- Department of Workforce Services
- Community organizations
- Employment agencies
- Colleges
- Professional associations

A variety of advertising options should be utilized in order to obtain diverse applicant pool according to equal opportunity guidelines (see attachment) Submit all ads, postings, and announcements through the assigned HR Service Team.

7. Select applicants to be interviewed. HR will screen applicants and forward to the Search Committee those who meet minimum qualifications for the position. The Committee will identify which candidates most closely meet the established selection criteria.

The University offers preference in the interview process to permanent staff with five or more years of service at the University whose position is eliminated due to a reduction (RIF) and Veteran applicants. To comply with University policy, the search committee should do one of the following:

- Interview all RIF and Veteran applicants who meet minimum qualifications.
- In cases where a large number of applicants meet minimum qualifications and interviewing all RIF and Veteran applicants is not reasonable, the search committee should contact qualified RIF and Veteran applicants. Contact can be made in the form of a phone or screening interview, or a letter explaining how selection criteria were not met.
- If RIF and Veteran applicants are not interviewed or contacted, the search committee should provide written justification to Human Resources.

8. Develop interview questions (see attachment). Cover all essential job-related functions and qualifications. Avoid questions about age, race, disability, religion, national origin, marital status and sexual orientation.

9. Conduct interviews. Notify all candidates of their status and the decision-making timeframes.

10. Select top candidates and formulate recommendations as requested by the hiring official.
Equal Opportunity, Affirmative Action and Diversity Recruitment: An Overview

Why Should We Care About Diversity?

Diversity is valuable in any academic or job setting. It introduces a wider range of opinions and experiences into classrooms and offices. Increased diversity among faculty and staff translates into a greater number of role models for minority and female students, creating a chain-reaction of accessibility for future generations. In addition, the ever-changing American demographic indicates that diversity is no longer just a desire, but a reality of how we operate.

Affirmative Action

The University mission states: The University is fully committed to the goals of equal opportunity and affirmative action, which are designed to ensure that each individual be provided with the opportunity for full, unhampered, and responsible participation in every aspect of campus life.

The University of Utah has a policy of Affirmative Action with regard to the recruitment, admission, hiring and retention of qualified women and minorities. We have a responsibility to ensure that the many different employment practices, programs and activities at the University provide opportunities for people from diverse backgrounds, particularly for those groups historically denied equal access. A successful Affirmative Action Program enriches the University by providing the diversity essential to a successful educational institution. We are committed to these basic principles—not because they are mandatory laws, but because it is the right of every individual to be treated equally and to be given the opportunity to advance affirmatively within our institution.

The first step to understanding the value of Affirmative Action programs is recognizing that some groups in our society have been historically under-represented in the job force and university community. In other words, many groups have been historically denied an equal opportunity to jobs and education.

Since outreach and recruitment is an essential part of the University’s efforts to increase diversity, this document is designed to provide the guidance to achieve this goal. An Affirmative Action analysis has been conducted that has identified areas of the University where we find significantly fewer women and/or minorities than expected given the composition of the potential applicant pool. Generalists will provide this information to your search committee. In these cases, it is important to make a good-faith effort to address the imbalance. We cannot set quotas or hire people based on their race or gender. Realistically, the only way to reasonably increase diversity among staff at the University is through the active recruitment of qualified individuals from under-represented groups.
to strengthen the diversity of the applicant pool. When a search is conducted, committees cannot reasonably expect to attract a diverse pool of candidates for positions without such focused efforts.

What Can You Do?

It takes commitment to recruit qualified women and minorities where they are under-represented. Contact your Human Resource Generalist or the Office of Equal Opportunity and Affirmative Action for information and access to available resources.

Equal Opportunity Things to Remember

Under federal law, Utah state law, and University of Utah policy, an employee may not be singled out, harmed, or treated differently based on race, color, national origin, sex, pregnancy, age (40 or over), religion, disability, or veteran status. Further, University policy also prohibits discrimination against employees and students based on sexual orientation. (See Attach. A). Therefore, no decisions made during recruitment, hiring, or employment can be based on a discriminatory motive.

In the course of recruitment and hiring, it is essential that all prospective employees are treated consistently. This includes using the same standards in evaluating each applicant, asking each applicant the same or similar interview questions, and having the same interviewers participate in each interview. See the attachments for guidance regarding interview questions.

Under the Americans with Disabilities Act (ADA), prospective employees may request a reasonable accommodation during the application process. This may include accessibility to facilities, extra time on tests, or a sign language interpreter. It is important that you not ask questions about an individual’s disabilities or potential accommodation needs; it is up to them to offer this information. You may ask all candidates if there is anything that would prevent them from performing the essential functions of the job. For information about accommodations, please contact the OEO/AA at 581-8365.
Interviewing

The employment interview is a vital component in the hiring process. In order to recommend the most qualified applicant, search committee members must be well versed in how to effectively conduct interviews. In addition, we must be aware of federal and state legislation that precludes asking certain questions during an interview.

Interviewing Styles

There are different types of interviewing styles. Structured interviewing involves approaching the interview with a pre-planned agenda. The interviewer knows ahead of time what he/she will ask the applicant and tries to stick to the agenda. Some interviewers will ask the questions in order and others will take a more relaxed approach but are still sure to address all of the pre-planned questions. This type of interviewing style generally provides the interviewer with the information needed to make the hiring decision. It is also important as a defense against discrimination in hiring and selection, because all applicants are asked the same questions.

In an unstructured interview, the interviewer does not have a prepared agenda, but rather allows the applicant to set the pace of the interview. This style of interviewing does not always provide the interviewer with the necessary information. In addition, the lack of structure makes it difficult to compare and rank applicants because they are not responding to the same questions.

In a panel interview, more than one person interviews the applicant. Generally, the interviewers take turns asking questions. Panel interviews can be either structured or unstructured.

Behavioral/Competency Based Interviewing

The behavioral or competency based interviewing technique is used by employers to evaluate a candidate’s experiences and behaviors in order to determine their potential for success. The interviewer identifies desired skills and behaviors, then structures open-ended questions and statements to elicit detailed responses. A rating system is developed and selected criteria are evaluated during the interview.

Facilitating Open Discussion

Interviewers try to gain as much information as possible from the applicant. The easiest way to accomplish this is by creating an atmosphere that allows the applicant to speak freely. The following are suggestions for fostering an atmosphere that is conducive to open discussion:

1. Try to put the applicant at ease at the beginning of the interview. If the applicant feels comfortable he/she will be more likely to share information with you.
2. If you find that the applicant freezes on a particular question, you may want to go on to the next question. It takes time for some applicants to relax and feel comfortable with the interviewing process.

3. Try to ask questions that will facilitate discussion. Avoid questions that require a yes or no answer.

4. Don't ask leading questions. Keep the questions open-ended so that the employee has the opportunity to speak freely.

5. Be sure to ask only job-related questions.

6. Listening skills are essential in an interview. It is important to let the applicant speak without being interrupted. Remember, the purpose of the interview is to obtain as much information as possible.

7. While the applicant is speaking, watch his/her body language and facial expressions. These expressions will provide you with additional insight about what is being discussed at the time.
PERMITTED AND PROHIBITED PRE-EMPLOYMENT QUESTIONS

Race/Ethnicity
A candidate may not be asked questions concerning ethnic background. Information required for federal reporting is collected by use of postcard responses.

Age
A candidate may not be asked questions concerning age. To comply with federal regulation, records regarding age must be kept but are obtained following hiring and maintained in the Personnel Office.

Disability Status
Prior to a job offer, a candidate may not be asked questions concerning whether he/she has a disability or health problem which may affect job performance, or which the University should consider in determining the need for accommodation. A candidate may be asked only if he/she can perform the essential functions of the job or if there is anything that would prevent he/she from performing the job. It is the responsibility of the candidate to inform the University that he/she has a disability and to request reasonable accommodations. In light of the Americans with Disabilities Act, it is important to consult with the EO/AA Office if any questions arise regarding disabilities.

Religion or Creed
A candidate may not be asked questions concerning religious denomination, religious affiliations, and/or church attendance. A candidate may be advised of normal hours or days of work required by the position to avoid possible conflict with religious or other personal convictions.

Marital or Parental Status
A candidate may not be asked questions concerning whether the candidates are married, single, divorced, or engaged. Questions regarding the number and age of children, pregnancy or future pregnancy is also prohibited. The candidate may be asked if he/she can meet specific time schedules or if he/she has activities, commitment or responsibilities that may hinder meeting attendance requirements. A candidate may be asked about expected duration in the position or anticipated absences if the questions are asked of all candidates and weighted equally for males and females.

Character
A candidate may not be questioned about whether they have ever been arrested, or about personal habits in private life. A candidate may be questioned as to whether they have been convicted of a crime and, if so, when, the nature of the crime, and the disposition of the case.

Credit Rating
A candidate may not be questioned regarding credit rating or financial commitments.
Organizational Membership
A candidate may be questioned regarding organizational memberships, which would be associated with ability to discharge the responsibilities of the position, but excluding any organization that might indicate the race, religion, national origin or ancestry of its members.

References
A candidate may be asked as to who suggested that the candidate apply for a position with the University. Names and address of persons willing to give references may be requested.

Military Experience
A candidate may be asked about military duty, and the type of education and experience obtained in military service as it relates to a particular position. A candidate may not be asked what type of discharge was received.

Relative
A candidate may be asked if he/she has a relative employed by the University.