

Recruitment and Selection Strategies – BCOE

Presented by Human Resources and Office
of Faculty and Staff Affirmative Action

Objectives

At the end of this workshop, participants will be able to:

- Understand the best practices for BCOE recruitments
- Understand the steps in the hiring process
- Identify laws and policies related to the hiring process
- Compose recruitment postings
- Identify sources for diversity recruitment
- Use candidate screening and selection methods
- Identifying legal interview questions

Agenda

- Introductions
- Laws and Policies Related to Recruitment & Selection
- Roles and Responsibilities
- Recruitment & Selection Process

Laws and Policies

Affirmative Action (AA) and Equal Employment Opportunity (EEO)

Why do we have AA and EEO?

What responsibilities do hiring managers have around AA and EEO?



Laws to Know

Title VII of the Civil Rights Act of 1964 prohibits discrimination based on race, sex, color, religion, and national origin.

Executive Order 11246 forbids employment discrimination based on race, color, religion, sex, or national origin by federal contractors and subcontractors and requires them to develop affirmative action plans and to take positive steps to eliminate employment bias.

Age Discrimination in Employment Act of 1967 prohibits discrimination against employees and applicants who are over 40 years of age. _____

Title IX of the Education Amendments of 1972 prohibits sex discrimination in educational programs or activities that receive federal funds.

The Vocational Rehabilitation Act of 1973 requires federal contractors to take affirmative action to employ and promote qualified handicapped persons (Section 503) and prohibits discrimination against handicapped persons in any program or activity receiving federal financial assistance (Section 504).

Vietnam Era Veterans' Readjustment Assistance Act of 1974 requires employers to take affirmative action to employ and advance disabled veterans and qualified veterans of the Vietnam era.

The Americans with Disabilities Act of 1990 (ADA) protects qualified individuals with disabilities. The Act requires employers to make reasonable accommodation to facilitate employment of disabled individuals unless the employer can show the accommodation would impose undue hardship on the operation of business.

The Civil Rights Act of 1991 expands the scope of relevant civil rights statutes to provide adequate protection to victims of discrimination, and provides appropriate remedies for intentional discrimination and unlawful harassment in the workplace.

California State Proposition 209 prohibits the state from discriminating against, or granting preferential treatment to, any individual or group on the basis of race, sex color, ethnicity, or national origin in the operation of public employment, public education, or public contracting. It does not prohibit action that must be taken to establish or maintain eligibility for any federal program (i.e., Affirmative Action), where ineligibility would result in a loss of federal funds to the state. Its provisions are similar to those of the Regents' Resolution SP-2. Proposition 209 became effective in November 1997.

Additional Protected Categories

Federal – enforced by EEOC

- Race
- Color
- National Origin
- Religion
- Sex
- Disability
- Age (40 and older)
- Citizenship status
- Genetic information

California – enforced by DFEH

- Disability: physical or mental
- Marital status
- Sexual orientation and identity
- AIDS/HIV
- Medical condition
- Political activities or affiliations

What is prohibited?

- Refusal to hire
- Discipline
- Termination
- Denial of training
- Failure to promote
- Paying less or demotion

Top EEOC Complaint Categories

- Retaliation
- Race/Ethnicity
- Gender
- Disability
- Age

Roles and Responsibilities

Hiring Manager

- Identifies hiring need, develops the position description, recruitment plan, organizational chart and other recruitment related documents
- May serve as Search Committee Chair and identifies Search Committee members
- Conducts recruitments showing good faith efforts to broaden diversity
- Ensures understanding of collective bargaining agreements' specific provisions with respect to filling of bargaining unit positions

Search Chair

- Oversees the Search Committee
- Participates in the entire process
- Makes final hiring decision (if they are the hiring manager)

Chair's Associate

- May submit short list
- Assumes the role of the Chair when the Chair cannot participate in the requisition
- Janna and Cherysa should always be in this role

Search Committee Member

- Responsible for reviewing applicants as directed by the Search Committee Chair/Chair's Associate, and providing comments on the qualifications of these applicants
- Participates in the interview process and recommends final applicant

Affirmative Action & Compliance Liaison

- Assigned by the Search Committee with the status and authority to ensure all aspects of the recruitment process are fair and unbiased and in compliance with Affirmative Action and Equal Opportunity laws
- Direct access to the Office of Faculty and Staff Affirmative Action (OFSAA) for assistance as needed
- Cannot be the Search Chair
- FAO may act as the AACL, unless they are the hiring manager, then request Janna, Cherysa or another FAO

Central Human Resources

- Provides consultation and assistance before and during the recruitment process
- Able to assist with creating a recruitment plan
- May assist with sourcing, screening and phone interviewing of candidates
- Ensures accurate and complete recruitment and selection guidelines and procedures

Office of Faculty Staff & Affirmative Action

- Provides consultation and assistance during the recruitment process
- Works with the AACO to ensure a diverse applicant pool exists
- Provides guidance upon request to the AACL-SC to ensure all aspects of the recruitment process are fair and unbiased and in compliance with Affirmative Action and Equal Opportunity laws
- Provides diversity profile data, availability and placement goals
- Reviews and approves interview short lists

Recruitment & Selection Process

- Step 1: Identify Vacancy and Evaluate Need
- Step 2: Develop Position Description
- Step 3: Develop Recruitment Plan
- Step 4: Select Search Committee
- Step 5: Post Position and Implement Recruitment Plan
- Step 6: Review Applicants and Develop Short List
- Step 7: Conduct Interview
- Step 8: Select Hire
- Step 9: Finalize Recruitment

The Role of Position Descriptions

Position (job) descriptions define:

<input type="checkbox"/> Special requirements of the position	<input type="checkbox"/> The essential functions of the position
<input type="checkbox"/> The purpose of the position	<input type="checkbox"/> Minimum and preferred qualifications

Bona Fide Occupational Qualifications (BFOQs)

A bona fide occupational qualification (BFOQ) is defined as permissible discrimination if legally necessary for an employer's particular business. For example, many companies hiring drivers (i.e. bus drivers) or pilots are legally allowed to have an age limit on the drivers/pilots they hire because eyesight is proven to deteriorate with age. As the business need is to transport passengers safely from place to place, these businesses have a credible reason for discriminating based on age for these positions. If you are concerned about a particular qualification that you feel may discriminate, but is valid, contact campus counsel before you move forward with the qualification.

What are examples of BFOQs?

Minimum Requirements

“Basic qualifications” are those qualifications or criteria which was established in advance and advertised to potential applicants:

- Identify 5-10 minimum qualifications
- Must be relevant and relate to the duties and responsibilities of the job
 - For example, driving requirement should not be listed if it is not part of the responsibilities or duties of the job
- Can be position / department specific (e.g. valid driver license)
- Can be assessed by reviewing the resume
- Must be objective, non-comparative and business related
 - Correct: Bachelor’s degree in Business Administration OR equivalent experience
 - Incorrect: A business degree from a “good school”
- Business Related
 - Correct: 5+ years of experience planning, developing, and fabricating engineering systems
 - Incorrect: Must have experience with volunteering for Habitat for Humanity
- “Soft Skills” can be required qualifications (e.g. , communication / collaboration) and will:
 - Vary among applicants
 - Not be absolutely ascertained in resume
 - Be evaluated in interview

Note: Another option is to include in the job description the possibility of “Degree OR equivalent experience in a related field.” This phrase will allow candidates who have years of experience but do not have a degree, to meet the minimum qualifications.

Preferred Requirements

Preferred qualifications are skills and experience preferred in addition to basic qualifications and can be used to narrow down the pool of applicants. These preferred skills, knowledge, abilities and competencies can describe a more proficient level at which the essential functions can be performed, such as:

- Prior experience with corporate / institutional event planning (prior experience in a related area can be preferred) and knowledge of applicable UC policies and procedures (prior experience within the UC system can be preferred).
- UC experience, higher education experience, certifications and/or advanced degree.

Assessments

If your position requires an assessment, make sure it is noted in the job description. Prior to requesting an assessment, look for interview questions that can address the skills for which you are looking. If you are not able to find appropriate questions, contact Kai Buckner in Staff Employment, so that she can assist you in finding the most appropriate, validated assessment from our third party vendor. We currently use Kenexa, and below are some of the current assessments available. If you need assistance with proctoring and administering the assessment, please let Kai know.

Note: Writing samples and presentation assessments are not considered tests and can be evaluated using a scoring rubric. The scoring rubric is similar to the tool used to evaluate a candidate during an interview. Writing and presentation scoring rubrics are used to evaluate the applicant’s writing and/or presentations skills based on certain predetermined criteria. To

obtain a writing or presentation scoring rubric, contact your departmental Human Resources Coordinator or Human Resources. Tests, work samples and presentations should only be required of short list candidates



Tests Currently Available on proveit.com

[Click to view all tests available in alphabetical order.](#)

Accounting Titles	Microsoft Office 2003 Titles
Call Center Titles	Microsoft Office 2007 Titles
Dutch Microsoft Office 2000 Titles	Microsoft Office 97 Titles
Financial Titles	Microsoft Office XP Titles
French Microsoft Office Titles	Office/Professional Titles
German Microsoft Office Titles	Portuguese Microsoft Office 2000 Titles
Healthcare Titles	Software Titles
Industrial Titles	Spanish Microsoft Office Titles
Italian Microsoft Office 2000 Titles	TechTest Titles
Legal Titles	U. K. Microsoft Office Titles
Microsoft Office 2000 Titles	

Salary Range

The best practice for posting of salary range depends on the position and the department. Budget constraints may limit the department's ability to pay up to the maximum advertised rate. Below is a general guideline of posting ranges:

Minimum to first quartile: If the department is looking to fill the position with a lesser qualified employee and is willing to do some training

Minimum to midpoint: If the department wants to try to hire someone with more experience and thus require less training and supervision. Hiring at the midpoint would be appropriate for candidates that meet all minimum requirements AND have an additional 7-10 years of experience (e.g. a journey level employee).

Minimum to third quartile / maximum / commensurate with experience: If the department is seeking seasoned candidates; just to make sure if the right candidate is found but cannot be hired at or below midpoint; they can ask HR to approve an above midpoint hire.

Internal candidates can be hired above midpoint without HR review if they are offered less than a 15% increase, but would still need to be within the advertised range. Offers cannot be made (for internal or external candidates) that are above the posted range.

Recruitment Plans

- Affirmative Action Placement Goals
- Advertising & Sourcing
- Diversity job sites
- BCOE Best Practices

- Under recruitment tab – fill out appropriate information for AA goals and advertising

Understanding Placement Goals

How are goals established?

- Percentage of qualified women and ethnic/racial group members within a job group falls below their availability
- Availability is determined by percentages of women and minorities:
 - With established qualifications, degrees and training
 - In the geographic (recruiting) area likely to attract such candidates
 - Employed at UCR and qualified to apply for the position

Does your unit have Placement Goals?

- YES if, your unit's job group profile (<) availability in labor market. A placement goal is set for qualified women and ethnic/racial members. Corrective action is required:
 - Must show good faith effort to eliminate discrepancy (re: women and race/ethnicity group members)
 - Targeted, action oriented outreach shows good faith
- NO if, your unit's job group profile = availability in the labor market, no placement goals are needed.

Example – Applicant Pool Statistics (Analyst V)

- Department goal = 1 Hispanic (affects short list approval)
- Org and Campus goals = 5 Asian/Pacific Islanders (does not affect short list approval but important for campus wide diversity goals)

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https://irecruitportal.ucr.edu/irecruit/Controller?action=affirmative_template&page=affin UCR Requisition

Requisition: 201304238230

Department: ORG39A - FBO Service Center

Working Title: 0730 - ANALYST V

Applicant Pool Statistics (Download Excel)

What are Applicant Pool Statistics?

	White	Black	Hispanic	Asian - Pacific Islander	American Indian	Unknown	Total	Percentage
Male	2	1	1	0	0	0	4	15.4%
Female	10	5	3	3	0	1	22	84.6%
Sex not stated	0	0	0	0	0	0	0	0%
Total	12	6	4	3	0	1	26	100%
Percentage	46.2 %	23.1 %	15.4 %	11.5 %	0 %	3.8 %	100%	

Placement Goals

What are Placement Goals?

	Female	Black	Hispanic	Asian - Pacific Islander	American Indian
D01103 -- HUMAN RESOURCES	0	0	1	0	0
ORG39 -- VC FINANCE & BUS OPERATIONS	0	0	0	1	0
CAMPUS -- JOB GROUP A03	3	4	0	4	0

Recruitment Plan

Let's consider the example below. You are hiring a Facilities Planner and Safety Coordinator. The placement goals were pulled for Analyst V:

Department	Females	Black	Hispanic	API	AmerInd
	1	1	2	0	0
Organization	Females	Black	Hispanic	API	AmerInd
	0	2	4	0	0
Campus-wide	Females	Black	Hispanic	API	AmerInd
	1	2	8	0	0

These goals indicate that the department needs to target recruitment to Females, Blacks and Hispanics in this job category, and that org and campus-wide, the focus needs to be on Hispanics.

Automatic Posting

UCR Sponsored Job Boards	
Southern California HigherEdJobs InsideHigherEd.com Diverse Issues in Higher Education — must be launched via JobTarget	AJE National Exchange AJE Veteran Exchange AJE Women Exchange AJE Disability Exchange AJE Hispanic Exchange
Outreach Partner Networks	
Veteran Job Boards www.VeteranJobs.Net www.Jofdav.com www.allveteranjobs.com Disability Job Boards www.disabilityjobs.net www.disabledperson.com	Diversity Job Boards www.asianhires.com www.africanamericanhires.com www.alllgbtjobs.com www.allhispanicjobs.com www.diversityjobs.com
State Job Banks	
State One-Stop Career Centers (LVER) (DVOP) (DPN)	Community Partner Networks (Local Chapters) Goodwill Easter Seals The Arc Department of Rehabilitation U.S. Dept. of Veterans Affairs

Additional Advertising

Web sites	<ul style="list-style-type: none">• UCR Job Board and UCR contracted sites• Niche and Diversity Sites (via JobTarget)
Social Media	<ul style="list-style-type: none">• LinkedIn Niche Groups• LinkedIn Diversity Groups
Outreach	<ul style="list-style-type: none">• Outreach Events (Job Fairs)• Diversity Groups
Job Fairs/Trade Shows	<ul style="list-style-type: none">• Campus and Diversity Job Fairs• Industry conferences/trade shows
Trade journals	<ul style="list-style-type: none">• What are the experts in the field reading?
Newspapers	<ul style="list-style-type: none">• Local• National
3 rd Party	<ul style="list-style-type: none">• Temp Agencies• Executive Searches
Networking	<ul style="list-style-type: none">• Associations• Contacts

Sample Recruitment Plan (Contract & Grant Project Analyst)

LinkedIn Groups

<u>Industry Related</u>	<u>Number of Members</u>
Administrative Assistant Office Professionals (All Levels)	75477
Higher Education Management	59984
Administrative Assistant	44674
The Effective Admin-- Administrative Assistant and Executive Assistant Group	20814
Clerical and Administrative Staffing	15465
Administrative Assistant Employment Network	15425
American Society of Administrative Professionals (ASAP)	11876

LinkedIn Groups

<u>Diversity Related</u>	<u>Number of Members</u>
Diversity- A World Change	17649
Hispanic Professionals	15789
National Black MBA Association	13021
National Association of African Americans in Human Resources	10375
Diversity Professionals	9649
GLBT Professionals	9347
National Association of Professional Women	8513
The Diversity and Inclusion Group	6214
Business and Professional Women	4967
Native Americans in Business	4544
National Association of Asian American Professionals	4179
WomenSuite	3752
National Society of Hispanic MBA	2858
LGBT HR Professionals	981
Women Administrators in US Higher Education	11

Other Websites

Admin Job Board Network: \$250/30 days
 Admincareers.com :\$99/60 days
 Association of Executive and Administrative Professionals
 thecareerboards.com
 International Association of Administrative Professionals \$200/30 days
 Latinos in Higher Ed.com : \$175/90 days
 adminhelpwanted.com :\$99/30 Days
 clerical and Administrative Jobs- JKLjobs.com
<http://www.administrativejobs.com/> Price not listed

The Search Committee

What are their responsibilities and duties?

<input type="checkbox"/>	Ensure equal employment opportunity	<input type="checkbox"/>	Be aware of the job-related criteria relevant to the position and identify transferable skills
<input type="checkbox"/>	Adhere to the evaluation criteria stated in the position description	<input type="checkbox"/>	Develop a means to evaluate candidates according to job related criteria and standards, without regard to stereotypes, presumptions regarding ability, etc.
<input type="checkbox"/>	Review applications to identify candidates who meet minimum quals/record notes	<input type="checkbox"/>	Interview candidates
<input type="checkbox"/>	Develop and consistently use a core set of job-related questions	<input type="checkbox"/>	Answer candidates' questions about the position and University

Confidentiality: Protecting candidate confidentiality is one of the committee's most important responsibilities throughout the search process. Other University employees outside of the committee are also expected to honor these confidentiality guidelines. The following confidentiality guidelines should be followed:

- Do not disclose the names of the applicants/candidates.
- All discussions among committee members are confidential.
- Do not discuss the interview process, results or deliberations outside of the committee.
- Keep candidate information in a confidential file that can be locked.
- Committee members are not to contact anyone they may know to get an informal reference about a candidate.
- Confidentiality breaches should be disclosed to the committee chair or Human Resources Representative immediately.

Who should be on the search committee?



Implement Recruitment Plan

- Automatic Job Postings
 - UCR Job Board
 - UCR Sponsored Job Boards
 - Outreach Partner Networks
 - State Job Banks
- Department posts on Job Target
- Department posts on LinkedIn Groups
- Contact Staffing to post on LinkedIn Job Slots
- Chair & AACL monitor applicant pool and statistics

Department's Responsibilities

- Develop recruitment plan
- Post on selected websites
- Contact Staff Employment for posting on LinkedIn
- Cost of implementing the recruitment plan

Staff Employment / Human Resources:

- Assist with recruitment plans
- Post on LinkedIn
- Share with LinkedIn groups

Review of Applicant Pools

Applicant pools are reviewed and screened in iRecruit.

- **Applicant** – and individual has submitted an application within the initial review period.
- **Expression of Interest** - and individual has submitted an application after the initial review period. These expressions can be downloaded at the discretion of the chair. Please note that all expressions must be downloaded; you cannot pick and choose who to view.
- All applicants must have a decision code (Chair/Chair's Associate)
- Short list approval requires decision codes for all applicants AND Interview decision

Review Applicants and Develop Short List

- Applicant reviews are conducted after recruitment period
- All applicants must be reviewed and considered
 - Applicants = Applications received during initial recruitment period
 - Expressions of Interest = Applications received after initial recruitment period
- All applicants must have a decision code
- Short list approval required by OFSAA

Applicant Screening

More than one committee member should participate in the initial screening of all applicants.

Screen out applicants that do not meet the minimum requirements. If the job description has a degree as a minimum requirement, then it will be required.

Note: Staff Employment discourages the use of social media sites such as Twitter and Facebook to be used as a means to screen candidates out. The information candidates may post on their social media pages may have no bearing on how they perform as employees.

Minimum and Preferred Requirements

- Long List
 - ALL applicants who meet ALL of the minimum requirements
- Short List
 - Applicants who meet ALL of the minimum requirements
 - Applicants who meet SOME of the preferred requirements
 - (e.g. meet 2-3 out of 5 of the preferred requirements)
- BCOE Best Practices
 - Once short list is determined, email Janna or Cherysa (depending on which department) that shortlist selections have been made. CPSU will submit the short list.
 - Chair or AACL should be entering decision codes
 - Do not use comment area within system

Short List

When your short list is still long

- Are we required to interview all who meet the minimum and preferred qualifications?
- How can I further narrow down the list?

ANSWER:

- The committee can determine those who best meet the qualifications
 - e.g. Experience supporting a large department vs. one person
- Phone screens (does not require short list approval)
 - Should be conducted by at least 2 members
 - No longer than 30 minutes
 - Knock-out questions to further reduce long list
- BCOE Best Practices
 - If you choose to do phone screenings, you must contact CPSU for further direction

Short List Approval Process

- Short List Review Process (OFSAA)
 - Short lists are typically **evaluated and returned within 48 hours** from submission
 - OFSAA approval required before scheduling interviews

- If the short list is deemed to represent a **sufficiently diverse applicant pool**, the short list will be approved.
 - Once approved, the applicants can then be contacted for interviews.
- If the shortlist is **not sufficiently diverse** in light of the department's placement goals, the OFSSA will contact the AACO to discuss how the pool might be diversified
 - Ideally, this is a rare or non occurrence as the AACO, in collaboration with the Hiring Manager and BAS HR Staff continuously review applicant pool performance during and immediately after the minimum posting period to identify and develop contingency plans to address underperforming recruitments.
 - Additionally, recruitment plans with placement goals are evaluated to ensure broad outreach to diverse applicants, so that such good faith efforts are balanced against below availability indicators to ideally obtain OFSAA's approval

Example – Applicant Pool vs. Availability Statistics (Analyst V)

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CAMPUS -- JOB GROUP A03 3 4 0 4 0

Applicant Pool/Availability Comparisons
[What do These Comparisons mean?](#)

Ethnicity

Applicants	Ethnicity	Appl. Pool%	Avail	Difference between Applicant Pool% and Avail	
12	White	46.2%	n/a	n/a	
6	Black	23.1%	7.5 %	15.6%	Above Availability
4	Hispanic	15.4%	14.7 %	.7%	Above Availability
3	Asian-PI	11.5%	13.5 %	-2%	Below Availability
0	Amerind/AN	0%	.3 %	-.3%	Below Availability
1	Unknown	3.8%	n/a	n/a	
26	Total				

Gender

Applicants	Gender	Appl. Pool%	Avail	Difference between Applicant Pool% and Avail	
4	Male	15.4 %	n/a	n/a	
22	Female	84.6 %	48.9 %	35.7%	Above Availability
0	Sex Not Stated	0 %	n/a	n/a	
26	Total				

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Interviews

- Prepare
- Accommodate
- Phone Interviews
- Panel Interviews
- Interview Questions
- Validated Assessments
- Evaluate Interviewee
- Committee interview notes/evaluations

BCOE Best Practices

- Ensure panel members are familiar with resumes / applications
- Send interview questions to CPSU for approval
- When scheduling interviews, ask for any accommodations
- Explain the interview process to the candidate so they know what to expect
- Invite all candidates to arrive 15 minutes prior to interview to review interview questions and job description if they choose

Accommodate

- Inquire if applicant needs an accommodation for the interview
 - First floor conference room
 - Parking
 - Translator
 - Handouts / materials provided prior to interview
- Contact Marsha Marion
 - 951-827-4785
 - Marsha.marion@ucr.edu

Interview confirmations

Confirm scheduled interviews with candidates. When doing so, make sure you provide them with additional information, such as how long to expect the interview process to last; information on where to park and where to obtain a parking permit; what items they will need to bring with them, if any; ask if they need any accommodations for the interview. A sample email confirmation is below, and can be modified for a telephone confirmation:

*I would like to confirm your interview for the Contract & Grant Project Analyst position, in the Chemical/Environ. Engineering department. Your interview is scheduled on **Monday, September 29, 2014 at 8:30am**. You may arrive 15 minutes prior to your scheduled time to review interview questions and the job description. Please allow approximately one hour for the interview. You will be interviewing in the Human Resources Department which is located at 1160 University Avenue, right outside our main campus. See the directions below and please contact me if you have any questions or need accommodations for the interview. For accommodations, please contact Marsha Marion at 951-827-4785. Best of luck!*

Interview Checklist

All interviews, screening or selection, should be structured. A structured interview asks the same questions of all candidates and contains questions derived from a job analysis. A formal scoring mechanism is recommended and all interviewers should be trained.

<input type="checkbox"/>	Put the person at ease to establish rapport.
<input type="checkbox"/>	Explain the interview structure.
<input type="checkbox"/>	Ask your questions and really listen to the candidate's responses.
<input type="checkbox"/>	Take notes.
<input type="checkbox"/>	Describe the job and sell the organization.
<input type="checkbox"/>	Answer candidate's questions.
<input type="checkbox"/>	Discuss the next steps.
<input type="checkbox"/>	Avoid being distracted.
<input type="checkbox"/>	Spend at least 80 percent of the time listening and 20 percent talking.
<input type="checkbox"/>	Don't interrupt the candidate (unless they are rambling).
<input type="checkbox"/>	Ask follow-up questions to get clarity.
<input type="checkbox"/>	Observe the candidate's nonverbal expressions.
<input type="checkbox"/>	Use nonverbal expressions to show interest.
<input type="checkbox"/>	Listen for "free" information.
<input type="checkbox"/>	Do not use signs, symbols or words that indicate race, gender, age, disability, sexual preference or religion.
<input type="checkbox"/>	Record specifics as they relate to job responsibilities.
<input type="checkbox"/>	Record favorable and unfavorable responses to create a balanced image.
<input type="checkbox"/>	Spend some time after the interview polishing your notes.
<input type="checkbox"/>	Take notes consistently.
<input type="checkbox"/>	Describe the decision-making process and time frame.
<input type="checkbox"/>	Ask: "Is there anything else you would like me to tell you about the position or the organization?"
<input type="checkbox"/>	Explain that a background check will be conducted if the candidate is considered further.
<input type="checkbox"/>	Give the candidate your business card and encourage them to call if they have questions.
<input type="checkbox"/>	Thank the candidate.

Types of Interview Questions

Interview questions should fall into three major categories: job knowledge, social interaction, and corporate citizenship.

Competency –Based Behavioral Questions

- Applicants are asked to give specific examples of how they have performed a certain task or handled a problem in the past.
- Example:
 1. Can you describe a time when you had to manage a heavy workload or a number of conflicting priorities?
 2. Can you tell me about a time when you improved a process or made a system work better?

Situational Questions

- Applicants are asked how they would respond to a specific job situation related to the content of the job they are seeking.
- Example:
 1. A work colleague told you in confidence that she suspects another colleague of stealing. What would your actions be?
 2. How do you respond to a peer who is preventing your team from completing its project?

Emotional Intelligence Questions

- Match skills with minimum requirements for the position.
- Example:
 1. Share with me an experience where you found you had to adapt your personality to work well with someone else.
 2. Tell me about an experience when you had a new team to work with. How did you assimilate yourself to the group?

Questions to Avoid

- Leading Questions - Leading questions suggest the answer the interviewer wants, and attempt to guide the respondent to answer in a specific way.
- Example:
 1. It's important that people work collaboratively with others on projects. Are you a team player? Do you work well with others?
 2. We like to have employees who are on time to work and meetings. Do you arrive to work on time? Do you find it difficult to make it to meetings on time?
- Any illegal questions should be avoided, even if the applicant references information that you cannot ask about during the interview.
- Closed-ended questions that demand one-word answers.

Interview Questions

Can these questions be legally asked in an interview?	Yes	No
1. What country are you from?	<input type="checkbox"/>	<input type="checkbox"/>
2. What clubs do you belong to?	<input type="checkbox"/>	<input type="checkbox"/>
3. What year did you finish high school?	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you have the legal right to work in the U.S.?	<input type="checkbox"/>	<input type="checkbox"/>
5. Have you ever been arrested?	<input type="checkbox"/>	<input type="checkbox"/>
6. Have you ever worked for the University before?	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you have any medical problems we should know about?	<input type="checkbox"/>	<input type="checkbox"/>
8. Could you perform all of the essential functions of the job with or without reasonable accommodation?	<input type="checkbox"/>	<input type="checkbox"/>
9. Do you own or rent your home?	<input type="checkbox"/>	<input type="checkbox"/>
10. What would you do if your spouse was offered a job in another state?	<input type="checkbox"/>	<input type="checkbox"/>
11. Our people rotate weekend shifts. Would this be a problem for you?	<input type="checkbox"/>	<input type="checkbox"/>
12. How many times were you absent from your previous position due to illness?	<input type="checkbox"/>	<input type="checkbox"/>
13. What schools have you attended?	<input type="checkbox"/>	<input type="checkbox"/>
14. How would you feel about working for someone half your age?	<input type="checkbox"/>	<input type="checkbox"/>
15. May I contact your prior employers about your work performance?	<input type="checkbox"/>	<input type="checkbox"/>
16. Are you a U.S. citizen?	<input type="checkbox"/>	<input type="checkbox"/>
17. What is your maiden name?	<input type="checkbox"/>	<input type="checkbox"/>
18. What is the origin of your last name?	<input type="checkbox"/>	<input type="checkbox"/>
19. When is your birthday?	<input type="checkbox"/>	<input type="checkbox"/>
20. You indicated that you were in the military. What type of discharge did you receive?	<input type="checkbox"/>	<input type="checkbox"/>
21. Do you have any language abilities that would be helpful in doing this job?	<input type="checkbox"/>	<input type="checkbox"/>

- Must be job related
- Legal vs. illegal questions
- Behavioral based
- Competency based
- Use the same set of questions for all candidates
- Probing / follow-up questions
- BCOE Best Practices
 - All interview questions must come to CPSU for approval prior to interviewing

Sample Interview Questions (Contract & Grant Project Analyst)

General	Job Related	Core Competency
<p>What interests you about this position/ Why do you want to work for our department/ UCR?</p> <p>Have you interviewed with any other departments at UCR?</p>	<p>Provide an example of when you made a decision regarding the best course of action by interpreting and adhering to policies and procedures.</p>	<p><u>Communication</u>: Describe a situation in which you had to work with a difficult customer or coworker. Explain how you dealt with the issue.</p>
<p>Describe two major projects and your specific involvement.</p>	<p>Tell us about a time you exercised discretion and sound judgment.</p>	<p><u>Communication</u>: Describe how you go about developing relationships with your coworkers and supervisors.</p>
<p>Tell us about your current/ last position and what you did. What is the biggest percentage of your time spent on?</p>	<p>Tell us how you maintain accurate records and how you keep documents and materials efficient and accurate.</p>	<p><u>Diversity & Inclusion</u>: UCR is known for having a commitment to inclusion and diversity. Tell us about your experience and approach to creating a positive work environment with diverse populations.</p>
<p>Tell us about a project that got you really excited. What made it exciting for you?</p>	<p>Tell us about your experience maintaining an accurate and detailed record filing system.</p>	<p><u>Diversity & Inclusion</u>: What efforts have you made to foster diversity understanding?</p>
<p>What is your most significant professional accomplishment?</p>	<p>Tell us about your experience in maintaining confidentiality.</p>	<p><u>Employee Engagement</u>: Think of a time when you had many demands placed on your time. How did you ensure that you were available to meet the needs of your customers, coworkers, supervisors, and subordinates?</p>
<p>Provide an example of how you prioritize assignments to complete your work in a timely and accurate manner.</p>	<p>Tell us about your experience drafting correspondence, letters, memos, and other documents as well as proofreading, editing and formatting them.</p>	<p><u>Employee Engagement</u>: Describe one service, activity, or process for which you have been held accountable. How did you make sure you achieved results for this process or activity?</p>
<p>How do you organize and plan for major projects and ensure you stay on task?</p>	<p>How do you organize and process data for analyses and summarize it into clear, comprehensive format.</p>	<p><u>Innovation & Change Management</u>: Tell us about a time that you had to quickly adjust to an organizational change. What did you do?</p>
<p>Tell us about your software skills. What types of software are you familiar with?</p> <p>How would you rate your Microsoft Word, Excel, PowerPoint, Outlook skills?</p>	<p>Tell us about your experience using financial systems to query information?</p>	<p><u>Innovation & Change Management</u>: Discuss a time that you had to face an issue that could have had an impact on the organization. How did you approach the problem?</p>

Assessment Tools

- Only 3rd party validated assessments are to be used
- Work Samples and Presentations are not assessments
 - Scoring rubrics must be used
- Contact Kai Buckner in HR for assistance
- Schedule candidate for assessment
 - Proctor
 - Distraction-free location

Evaluating Interviewees

An evaluation form must be completed for each interviewee, by each search committee member. The evaluation sheets should have the questions identified by their priority, and weight for each question should be assigned by the hiring manager. Each committee member will evaluate the candidates' skills and experience. Omit any comments on the evaluation sheet that are not job related. Once completed, the evaluations sheets should be uploaded onto the iRecruit system.

BCOE Best Practices

- Use the ranking sheets provided by CPSU with weights
- Chair should obtain notes from all committee members for all interviews (1st and 2nd) and upload onto iRecruit

References

Checking references is an important step in the hiring process. References can confirm information given to you by the applicant in a resume or during the interview. They can clarify information that you were not sure of. This due-diligence step is important to help you determine if the person has accomplished what they said they have or not. *References are likely to be more useful in predicting employee success when completed by an applicant's previous immediate supervisor.*

Reference checks can provide information on:

- A candidate's role in a major project cited during the interview
- Verification that any work samples provided were actually developed by the candidate
- Working relationships with colleagues
- Attitude on the job
- Communication skills with colleagues and customers
- Educational background
- Management styles and practices
- Achievements
- Development areas
- Major strengths

Things to remember when checking references:

- Ask the candidate's permission before contacting the reference
- Do not solicit any illegal/discriminatory information from the reference
- Prepare your questions ahead of time
- Keep the questions job-related; use your interview questions as a guide
- **If the candidate is a current UC employee, you may request to see their personnel file**
- BCOE Best Practices
 - If UC employee, always review personnel file
 - Contact current supervisor by phone and may contact others by phone or SkillSurvey

Reference checks can be conducted using the on-line tool, SkillSurvey, or by telephone. The best practice for conducting reference checks is to contact the candidate's current supervisor /manager by telephone (after you have received the candidate's permission), and the candidate's other references by using SkillSurvey.



Finalizing the Recruitment

Note: A verbal offer of employment and the finalist's verbal acceptance creates a contractual relationship, therefore, ensure the offer has been approved prior to verbally offering the position.

BCOE Best Practices:

- Always contact CPSU prior to making any offer, with the offer amount for approval
- Always follow up verbal offer with an offer letter
- Anyone interviewed needs to be contacted as soon as candidate has accepted offer prior to closing out the search

UCR Training Resources

- Affirmative Action & Compliance Liaison (AACL) Webinar (Tutorial)
- Applicant Pool Statistics and Creating Diverse Applicant Pools (Tutorial)
- Training workshop - Affirmative Action 101
- Recruitment Advertising & Affirmative Action (Webinar)
- Diversify and Train the Search Committee (Tutorial)