GUIDELINES for SUCCESSFUL RECRUITING

Unclassified Professional Staff and University Support Staff
Dear Colleagues,

The University of Kansas can only be successful in achieving its mission of teaching, research and service if we recruit the most qualified individuals to be a part of our diverse university community. This guide is meant to assist you as you seek to help KU meet this goal through the recruiting and hiring process.

As an international research university, KU hires individuals for a number of different positions in a wide range of fields and disciplines. As we recruit and hire candidates, I believe it’s important that we have a comprehensive sense of what diversity means to a university like KU, and a commitment to creating an inclusive environment here on campus.

To me, a comprehensive sense of diversity means both having faculty, staff and students from diverse backgrounds and experiences, as well as encouraging a wide range of intellectual, cultural and religious perspectives to be expressed and celebrated on campus. That is what makes a university truly diverse and truly successful.

Our future as a premier international research university depends on our abilities to learn and work together in an increasingly diverse world.

As the 17th chancellor of KU, I am committed to seeing that our university attracts and retains outstanding undergraduates, graduate students and talented faculty and staff to enrich its quality and its intellectual and human diversity.

Everyone at KU plays a role in creating an inclusive environment. Mutual respect, mutual trust, and collegiality are the bonds of the relationships we seek and they are essential components to our standards of excellence. These bonds are first formed during the recruitment and hiring process.

Thank you for your commitment to making the University of Kansas an inclusive community and for helping create an environment that enables everyone to reach their full potential.

Sincerely,

Bernadette Gray-Little
Chancellor
# TABLE OF CONTENTS

INTRODUCTION .............................................................................................................. 1
Helpful Information ..................................................................................................... 2
Goals of a Successful Recruitment Process ................................................................. 3
Overview of Process Changes ...................................................................................... 3
Overview of the Recruitment Process ......................................................................... 4
**Chapter 1** - Area Administrator/Hiring Authority Responsibilities ...................... 5
**Chapter 2** - Search Committee – Candidate Associations (Conflict of Interest) ........ 6-7
**Chapter 3** - Position Description .......................................................................... 8-9
**Chapter 4** - Recruitment Area/Advertising ............................................................ 10-11
**Chapter 5** - Broadening the Pool of Applicants ..................................................... 12-13
**Chapter 6** - The Screening Process ...................................................................... 14-15
**Chapter 7** - The Interview .................................................................................. 16-18
**Chapter 8** - References ....................................................................................... 19
**Chapter 9** - Selection/Recordkeeping .................................................................... 20-21
**Chapter 10** - Recruitment Exceptions/Salary Increases/Pools ............................... 22-24

**Glossary of Terms** ................................................................................................ 25-28

Appendix A - Search Committee Chair Checklist ...................................................... 29-30
Appendix B - Sample Required Qualifications .......................................................... 31
Appendix C - Sample Screening Instrument ............................................................... 32
Appendix D - Sample Interview Questions .................................................................. 33-35
Appendix E - Guidelines for Inquiries ....................................................................... 36
Appendix F - Sample Interview Evaluation Form ...................................................... 37
Appendix G - Sample Reference Questions ............................................................... 38

Revised September 2015
INTRODUCTION

The University of Kansas is proud of its commitment to helping secure employment for all interested individuals. All university policies and programs allow equal opportunity for employment, conditions of employment, services and participation in university activities regardless of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, status as a veteran, sexual orientation, marital status, parental status, retaliation, gender identity, gender expression and genetic information in the University’s programs and activities.

Each search conducted for a University position should include proactive initiatives for increasing diversity, and provide equal opportunity for all potential applicants. As a premier international research university, the University of Kansas is committed to an open, diverse and inclusive learning and working environment that nurtures growth and development of all. KU holds steadfast in the belief that an array of values, interests, experiences, and intellectual and cultural viewpoints enrich learning and our workplace. The promotion of and support for a diverse and inclusive community of mutual respect requires the engagement of the entire University. Everyone at KU must play a role in creating an inclusive environment.

The University generally expects units to conduct external searches for all unclassified professional and university support staff appointments, including appointments for visiting and part-time positions. Internal searches may be conducted in those instances where institutional experience is necessary at the onset of the appointment in order to successfully meet the objectives of the position. However, all appointments must conform to equal opportunity and affirmative action guidelines for inclusion. Any waiver from the suggested recruitment guidelines must be approved by the Office of Institutional Opportunity and Access (IOA) and the Department of Human Resources Management (HRM) before an offer of employment is extended.

These guidelines have been compiled to assist university personnel in conducting searches for unclassified professional staff and university support staff. While staff recruitment is the primary focus of this training, student hourly recruitment will also be touched upon. The recommendations contained in these guidelines are intended to further the university’s efforts to eliminate discrimination, take affirmative action, and to fully engage in equal opportunity principles.

Persons with inquiries related to discrimination should contact the Director of the Office of Institutional Opportunity and Access, IOA@ku.edu, 1246 W. Campus Road, Room 153A, Lawrence, KS, 66045, (785) 864-6414, 711 TTY.
HELPFUL INFORMATION
Unclassified Professional Staff and University Support Staff

HR Website: http://www.humanresources.ku.edu
Email: employ@ku.edu

Applicant Website: https://employment.ku.edu

Contacts:
- Angie Loving  Assistant Director       aloving@ku.edu  864-1770
- Cindy Nitcher  Sr. Recruitment Coordinator cnitcher@ku.edu  864-2256
- Terri Osborn  Sr. Recruitment Coordinator tosborn@ku.edu  864-7140
- Robin Torez  Sr. Recruitment Coordinator rtorez@ku.edu  864-1265
- Jessica Webb  Sr. Recruitment Coordinator jessicawebb@ku.edu  864-1266

Key Information:

- **Search Committee System Access:** To view application materials go to the main HR Management webpage and select “Search Committee Login” under the quick links or go to https://trm.brassring.com/ku. Under quick links you can also select “Hiring Process” then “BrassRing” to view a Quick-Start video and User Guide. Applicants for staff and student positions must apply to the online system.

- **Classification & Compensation:** For a current list of job titles, job title summaries, minimum qualification and salary ranges that were created during the Compensation & Market Study Project, visit the main HR Management webpage and select “Services” and then go to “Compensation” or go to http://humanresources.ku.edu/compensation.

- **Refilling Vacant Staff Positions:** Except for USS positions covered by a bargaining unit, all vacant positions will be filled as Unclassified Professional Staff (UPS).

- **Shared Service Centers SSC’s:** KU wants all new employees to feel welcomed to campus and be prepared for their positions. These Centers help make onboarding a quick and simple process for new employees to complete necessary hiring documents and to learn about available services and trainings offered by the University. For more information about services, go to http://humanresources.ku.edu/new-employee-onboarding.

- **Recruitment Guidelines:** A copy of these guidelines can be found at http://humanresources.ku.edu/sites/humanresources.ku.edu/files/docs/UPS_USS_Recruit_Guidelines.pdf.

- **Moving Expenses:** For guidelines on moving expenses go to: https://documents.ku.edu/policies/comptroller/Comptroller-CAS-MovingExpenses.htm.

- **Background Checks:** Background checks are required on all newly hired or rehired (after a break in service of one year or longer) faculty and staff appointed to regular positions, current or newly hired faculty/staff appointed to “serve at the pleasure of” positions, temporary/regular lecturers, salaried student employees, and temporary or limited-term appointments. Those holding a graduate salaried appointment (GTA/GRA/GA) moving to a different graduate appointment are required to complete a background check if one has not previously been done. Student hourly employees are required to have a background check through the National Sexual Offender Registry. Any student hourly working with non-KU minors is required to complete a full background check. For more information about these guidelines go to: https://documents.ku.edu/policies/Human_Resources/BackgroundCheck.htm.

- **Probation:** There is a six-month probationary period for staff that are newly hired or rehired into regular positions. The policy also provides for an extension of the probationary period and for the initiation of a new probationary period in the event that an employee serving a probationary period accepts a different position that is substantially different in job duties or requires different qualifications.
GOALS OF A SUCCESSFUL RECRUITMENT PROCESS

- To attract and retain highly qualified individuals to the University of Kansas
- To engage in active recruitment of members of traditionally underrepresented groups
- To provide potential applicants an equal access to apply and compete for vacancies
- To comprehensively gather information about each applicant’s qualifications for a vacancy
- To attract a pool of qualified diverse applicants
- To interview a pool of qualified applicants that includes representation of underrepresented groups
- To select a candidate that has the potential for succeeding in an inclusive and supportive environment

OVERVIEW OF PROCESS CHANGES

In accordance with the Changing for Excellence initiative, and the ongoing goal to reduce the administrative burdens during the hiring process, the following changes were enacted in 2012.

- Recruitment and onboarding activities will be facilitated by the establishment of Shared Service Centers (SSC's) by developing experts in search and HR/Pay guidelines
- Search training is now optional, but encouraged
- ImageNow will be used to update and retain online position descriptions
- Decreased Human Resources Management (HRM) oversight in order to streamline hiring: HRM no longer approves interview pools; Departments no longer need HRM approval to make offers within the hiring range; and Equal Opportunity oversight has shifted from a comprehensive review during the search to post-offer audits
- Optional Use of Search Committees: Hiring departments may opt to forgo search committees for non-faculty searches
- There is no minimum number of applicants required to be interviewed for staff or student positions
- All new hires need to visit their assigned SSC on or before their first day of work to complete hiring documents
- Probationary period required for all newly hired and rehired regular staff
- Student hourly hiring administration shifted from HRM to SSC’s to manage
**OVERVIEW of the STAFF RECRUITMENT PROCESS**

| **STEP 1**  
BEGIN THE SEARCH | ✓ Verify through administrative channels permission to begin a search  
✓ Select a search committee (optional)  
✓ Determine job related criteria and documents to be collected from applicants  
✓ Develop and/or update the position description and complete the SSC’s check sheet OR go to [https://my.ku.edu/uPortal](https://my.ku.edu/uPortal) - “Employee Info” and then “Recruitment Toolbox” for the necessary links to launch a recruitment  
✓ A SSC staff member submits the requisition to Central HRM for review and final approval for staff positions  
✓ Student hourly jobs are posted by the assigned SSC (3-day posting minimum)  
✓ The SSC can assist in writing and placing ads  
✓ All jobs are posted to the University’s employment website at [http://employment.ku.edu](http://employment.ku.edu) |
| **STEP 2**  
SCREEN AND RECOMMEND FOR INTERVIEW | ✓ Accept applications through the online applicant system  
✓ Prepare a screening instrument to evaluate each applicant. The SSC can provide hiring departments with a standardized screening tool or departments may create their own  
✓ Once the application review date or deadline has passed, rank applications based upon required and preferred qualifications listed in the position description (optional for student jobs)  
✓ If additional information needs to be collected to help evaluate applicants a phone interview may be scheduled  
✓ HRM no longer approves applicants for interview and departments are expected to provide a summary of applicant statuses prior to making a final offer  
✓ Collect and place in departmental search file copies of ads, correspondence with applicants and completed screening instruments or submit the entire file to your SSC representative for document scanning and retention at the conclusion of the search |
| **STEP 3**  
INTERVIEW AND SELECTION | ✓ Schedule interviews - the SSC can assist departments with this step  
✓ Prepare interview questions  
✓ Conduct interviews in a consistent manner using permissible inquiries  
✓ Check references before making an offer  
✓ Provide a final statement on the screening tool for each applicant interviewed, as well as a final status for any applications received after the initial review date  
✓ Make a verbal offer to the desired candidate and contact the SSC to enter the online offer (Verify with administrative hierarchy final approval to make an offer)  
**NOTE:** Appointments can no longer be backdated and no one should start working before they have been onboarded |
| **STEP 4**  
HIRE | ✓ Applicant accepts online offer  
✓ All hired candidates should go to the SSC to be onboarded on or before the date of hire. Those working outside the Lawrence area can make arrangements to be onboarded on-site or remotely.  
✓ If hiring someone new, those with a break in service of more than 12 months, or those whose position is designated as “serve at the pleasure of”, HRM will place a background order with HireRight  
✓ Ask the SSC to notify unsuccessful candidates  
✓ Close out the search by sending the search materials to the SSC for scanning and record retention |
AREA ADMINISTRATOR RESPONSIBILITIES

Generally the Area Administrator, or Hiring Authority, is the person(s) who ultimately makes the final hiring decision, and is therefore responsible for the following:

- Ensures that the search process is conducted in accordance with University guidelines and procedures, including policies related to equal opportunity and affirmative action.

- Refers to the University's Affirmative Action Plan and reviews the statistical analysis for the position to be filled. This analysis should assist in determining the scope of the search, outreach efforts, newspapers and journals for advertisements, and give a benchmark for the number of underrepresented persons which might be expected in the applicant pool.

- Ensures that there is a position description for each Unclassified Professional Staff (UPS) and University Support Staff (USS) position in the unit. An updated position description is required and will provide basic information needed to begin the recruitment process.

- Ensures that the search committee understands:
  - What is expected of them and their role in the search process
  - The position responsibilities
  - What they are looking for in an ideal candidate
  - What specific skills, abilities, experiences are necessary to perform the job
  - That all information related to the search process is confidential
  - How to respond to and manage candidate associations

- Ensures that the search committee membership is diverse.
- Ensures the equitable treatment of all applicants throughout the entire recruitment process, which includes the screening, interview, and reference checking.
SEARCH COMMITTEE

Beginning October 2012 search committees are no longer required; however, as the recruitment process can be subjective, utilizing a search committee can add objectivity to the process. See Appendix A for a Search Committee Chairperson Responsibilities Checklist.

- Throughout the entire hiring process, the search committee needs to maintain confidentiality and not discuss any aspect of the search outside of the search committee meetings. Overheard conversations can lead to misunderstandings and misinformation.

- In the event that a member cannot participate in all stages of the process consult HRM. If the committee membership changes, notify HRM or the SSC so the search record can be updated.

- The size of the search committee membership can affect the progress of the search. Calendaring for multiple members is complicated and may draw the search out too long. In some cases, the top candidate(s) may be forced to accept other positions.

- Search committees should include members of underrepresented groups or other individuals who can bring a diverse point of view to the proceedings. It is helpful to include persons who have different perspectives due to their various roles in the University community. Undergraduate students, graduate students and other University community personnel may serve on search committees.

- Search committee members should gain a full understanding of their charge and the limits of their authority and responsibility at the beginning of the process. To be most effective it is recommended that search committees be charged by the Area Administrator for a clear understanding of their role in determining applicants’ qualifications, interview guidelines, reference contacts, and expectations for making final candidate recommendations (ranked versus unranked).

- Search committees are encouraged to consult with a representative from HRM or their SSC representative at any time to discuss screening, appropriate interview questions, diversity issues, confidentiality, reference checks, or any other information related to the recruitment process.

- Questions from applicants regarding perceived inequities in the recruitment process should be referred to the Office of Institutional Opportunity and Access (IOA). Questions from applicants regarding their status within the search that are procedural should be referred to the search committee chair or to HRM.
CANDIDATE ASSOCIATIONS

It is not that unusual for search committee members to know one or more of the applicants applying for their opening and such associations might cause other applicants to feel the selection process was not equitable. The perception of fairness and transparency is essential to the success of each search. The following guidelines are a starting point from which to have a discussion with those involved, including the Area Administrator, search committee membership, IOA and/or HRM.

- CASUAL Association: might include having served on a committee with the applicant or knowing the applicant through a non-work related association. In this instance, simply disclose to the search committee the nature of the association.

- PROFESSIONAL Association: might involve working together as colleagues or co-workers. In this instance, it is recommended that the committee member not actively participate in the discussion of this applicant. If it is critical that the committee member participate in discussions, then any information (negative or positive) should be substantiated by outside references that can lend additional objectivity.

- CLOSE PROFESSIONAL / PERSONAL Association: might involve an applicant that is a family member, someone with whom there is or has been a past consensual relationship, or a committee member who supervises, or has supervised the applicant previously. In such instances, it is recommended that the search committee member resign from the committee or at least not participate in any discussion about that applicant. However, in the case of a family member, or a consensual relationship, the search committee member must resign from the committee to eliminate any possibility of a conflict of interest.

- Should an applicant name a search committee member as a reference, it is recommended that the committee member consider in which capacity he/she will serve since one cannot objectively be both. In the event the search committee member declines to serve as a reference, ask the applicant to name a replacement. If a search committee member is familiar with an applicant from a previous search, the committee member should avoid discussing the previous search details. The previous information may have changed and should not be used, especially in a decision making manner. If the previous search revealed items of concern, they must be relevant and substantiated.
POSITION DESCRIPTION

Position descriptions are critical for providing consistency and equal opportunity in the recruitment process. They are therefore required of all unclassified professional staff and university support staff positions. During the recruitment process, a current position description provides the framework for advertisements, screening criteria, interview questions, salary determinations and job expectations. A well-thought-out position description defines the position, outlines the detailed and essential functions, as well as the required and preferred qualifications.

Position descriptions are also used to determine the status of the position under the Fair Labor Standards Act (FLSA). An FLSA determination will indicate how the wages for the position are paid. Positions are exempt (salaried) or non-exempt (hourly). Following the recruitment process, position descriptions provide the basis for evaluating the work of the employee and establishing goals. Position requirements such as travel, overtime and/or required meetings outside the normal work schedule alone are not sufficient reasons for determining a position to be exempt.

Outlining Job Duties:

When developing a position description, describe in detail the main responsibilities and duties which are expected to be performed. These duties should be described in such a way that an employee can be evaluated from this list. Primary responsibilities should be listed first, with percentages assigned to each duty statement. Group duties in meaningful categories and use separate paragraphs to describe assigned duties. The average number of duties is between 5 and 8. Do not make a long listing of unrelated tasks; instead focus on the major duties and essential functions of the job. Use duty statements, beginning with action verbs (e.g. responds, develops, repairs, manages, interprets, etc.) A well written duty statement will answer the following questions:

• WHAT IS HAPPENING? The first word in the statement should be an action verb describing the action taking place. Avoid using action verbs which are unclear and ambiguous.

• TO WHOM/WHAT IS THE ACTION BEING DIRECTED? Next part of the statement describes the person or object that receives the action.

• WHY IS THE ACTION BEING DONE? The third part of the statement describes the purpose of the action. Often this part begins with the phrase “in order to “.

• HOW IS THE ACTION COMPLETED? (optional) The final part of the statement lists the necessary methods used to do the work. Often this part of the statement begins with phrases such as “through the use of” or “by using”.

Qualifications:

University guidelines stipulate required qualifications be limited to those fundamental to perform the position responsibilities. Well written required qualifications should make it apparent to any potential applicant whether they are minimally qualified to perform the duties
of the vacancy. Vague qualifications tend to lend themselves to various interpretations, not only by applicants, but also by search committees.

Federal guidelines stipulate that required qualifications be objective and therefore should be clearly measurable and quantifiable (See Appendix B for Sample Required Qualifications). The more specific a qualification the easier it can be measured. For example, “two or more years of student advising experience” is objective while “ability to meet deadlines” is subjective. Since it is essential to be able to clearly identify which applicants meet the minimally required qualifications from their applications, subjective qualifications are better served as preferred qualifications. For instance, even though “ability to work collaboratively” may be considered important, it should be a preferred qualification since it is not measurable. Another example might be “Familiarity with the PeopleSoft payroll system”. Since the level of familiarity can vary a great deal, and therefore cannot be easily measured, it is not a good candidate as a required qualification.

Preferred qualifications are usually those that are assessed through references and/or an interview and cannot be used to initially disqualify applicants.

In July 2015, the University completed its Classification and Market Study. The project’s goal was to review the entire staff workforce in order to establish updated job titles and summaries that better reflect work performed, and in some cases, create a logical career path within a particular type of work based on competencies. This project also established minimum required qualifications for new titles and salary ranges. Given the scope of the project reviews were conducted in phases with the final phase ending in July 2015. For more information about the study, go to http://humanresources.ku.edu/compensation. When launching searches for positions, it is necessary to utilize the established minimum required qualifications and hire within the salary range. Additional requirements, beyond the stated minimums, may be added if necessary for successful job performance.
Minimum posting duration is 7 calendar days for internal searches, 10 calendar days for external postings, and 30 calendar days for nationally-advertised searches from the date the position is posted. Student hourly positions must be posted for a minimum of 3 calendar days.

In accordance with new rules published under the Vietnam Era Veteran’s Readjustment Assistance Act (VEVRAA) and amended regulations to Section 503 of the Rehabilitation Act, all positions (except student and temporaries) must be advertised through KANSASWORKS. This service is free and SSC representatives will see that jobs are posted to this site.

As an institution we strive for diverse-sensitive advertisements, the following statement may be included in the advertisement: Applications are welcome from underrepresented groups.

A Sunday advertisement is generally preferred over a weekday advertisement in daily publications. Print ads are not required if there are other resources that better attract qualified applicants.

A broad distribution of the position announcement is encouraged to ensure that potential applicants have a reasonable opportunity to learn of the vacancy.

All vacancies are automatically posted on the University’s employment site.

At minimum ad copy should include the following details:
- Title; Department Name; KU
- Deadline or review date
- Direct link to job opening
- Shortened EO statement:

  
  KU is an EO/AAE. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex (including pregnancy), age, national origin, disability, genetic information or protected Veteran status.

  OR

KU is an EO/AAE, full policy at http://policy.ku.edu/IOA/nondiscrimination

Some print ads may be required if the search may be related to or tied to a future labor certification need.

Job announcements should carry the full EO/AAE statement: The University of Kansas prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, status as a veteran, sexual orientation, marital status, parental status, gender identity, gender expression and genetic information in the University’s programs and activities. Retaliation is also prohibited by University policy. The following persons have been designated to handle inquiries regarding the nondiscrimination policies and are the Title IX Coordinators for their respective campuses: Executive Director of the Office of Institutional Opportunity and Access, IOA@ku.edu, 1246 W. Campus Road, Room 153A, Lawrence, KS 66045, 785-864-6414, 711 TTY (for the Lawrence, Edwards, Parsons, Yoder, and Topeka campuses); Director, Equal Opportunity Office, Mail Stop 7004, 4330 Shawnee Mission Parkway, Fairway, KS 66025. 913-588-8011, 711 TTY (for the Wichita, Salina and Kansas City, Kansas, medical center campuses).

Job advertisements/announcements posted over e-mail or other electronic media are subject to the same rules as other types of advertisements and must include all of the required language.

If using a recruiter service to identify prospective applicants, consult with HRM in advance.

In determining the reasonable recruitment area for the search, the ultimate goal is to assure that the position is publicized widely enough to attract a pool of applicants that mirrors the available workforce for a particular position. If recruitment efforts do not attract a diverse and reasonably sized pool, other outreach efforts may be required. If the need arises to increase the size of the pool, contact HRM regarding further outreach efforts.
- Advertising & diversity resources listed at http://humanresources.ku.edu/advertising/
- For a list of national advertising and diversity resources listed at http://diversity.ku.edu/national-diversity-links/

<table>
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<tr>
<th>Recruitment Type</th>
<th>Reasonable Recruitment Area/ Notes</th>
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<tr>
<td><strong>External (Local)</strong> is a search to fill a position opening that draws a sufficient pool of applicants from the immediate commuting area.</td>
<td>Lawrence and/or Topeka and/or Kansas City Metropolitan area.</td>
</tr>
<tr>
<td></td>
<td>*Note – For positions located at other campuses, use relevant local sources (e.g. Parsons Sun, Wichita Eagle Beacon, etc.)</td>
</tr>
<tr>
<td><strong>External (Local Plus)</strong> is a search to fill a position opening that draws a pool of applicants from the local commuting area <strong>plus</strong> a broader area that includes other cities in Kansas and/or surrounding states.</td>
<td>Lawrence, Topeka, Kansas City, <strong>plus</strong> other cities in Kansas or surrounding states (e.g. Wichita, Manhattan, Omaha, Denver).</td>
</tr>
<tr>
<td></td>
<td>*Note – Relevant sources may be CareerBuilder, specific job boards, Monster.com, etc.</td>
</tr>
<tr>
<td><strong>External (National/ International)</strong> is a search to fill a position opening that draws its applicants from the widest possible pool, reaching a national and international audience.</td>
<td>Examples may include Chronicle of Higher Education, Diverse Issues in Higher Education, Hispanic Outlook, national conferences, and other resources/list serves reaching national audiences.</td>
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BROADENING THE POOL of APPLICANTS

Increasing diversity in the University community might include some of the following initiatives. Most of these initiatives cost very little and may do a great deal to enhance the overall composition of the applicant pool. The responsibility for achieving diversity lies with the administrator for the area, although certain tasks and responsibilities may be delegated to the search chair. HRM and SSC staff can provide assistance to departments with search strategies and contacts.

Recruitment & Screening Stage:

- Send position announcements to professional organizations and their subgroups/interest groups with a minority focus. Many professional organizations for women and people of color in your discipline can be found on-line. Advertise in the organizations’ newsletter, magazine or web site.

- Advertise in publications with a broad readership of underrepresented persons. Locally this may include the Kansas City Kansan (www.kckansan.com) and Dos Mundos (www.dosmundos.com).

- Send position announcement to local churches, not-for-profits or other organizations.

- Personal networking that is ongoing can be a valuable tool in broadening the pool of applicants. It is important to note that inviting someone to apply does not imply that they will be given preference in the recruitment process.

- Hire Kansas Talent – http://hirekansastalent.com is a free resource which goes out to other Kansas Regents Universities and would be a good source for targeting recent college graduates.

- If your pool of qualified applicants is not as diverse as availability data suggests contact HRM for the overall composition of the pool. If necessary, HRM and SSC’s staff can assist in further outreach efforts.

- Current and previous workplaces may provide insight regarding candidates. Persons associated with Historically Black Colleges and Universities (HBCU) or similar institutions may be a candidate of color.

- Determine whether or not the candidate has obtained any degrees from HBCU’s, Hispanic serving, or Indian Nations institutions.

- Review the applicant’s public service and community activities. Look for membership or leadership in organizations like National Council of La Raza, NAACP, historically Black and Hispanic fraternities and sororities, and tribal councils or tribal membership.

- Try to interview multiple candidates to ensure a qualified pool and to increase the potential for diversity. Often times the top candidate on paper is no longer the top candidate after the interview takes place.
**Interview Stage:**

- Whenever possible, send all candidates the itinerary for their campus visit in advance. Within this context ask if candidates would like to meet with any groups or organizations while on campus. Possible organizations include the Black Faculty & Staff Council, Latino Faculty & Staff Council, Native Faculty & Staff Council and the KU Disability Network. For a comprehensive listing go to [https://diversity.ku.edu/initiatives](https://diversity.ku.edu/initiatives). This site also provides a list of national diversity links.
THE SCREENING PROCESS

The screening of applicants is considered one of the most important stages of the recruitment process. To ensure consistency, it is imperative that all individuals who are screening applications base their evaluation the same criteria. The search committee should also discuss what will be considered evidence of meeting all of the qualifications prior to the screening process. Documentation for meeting qualifications can be found through the:

- Cover letter (content & quality)
- Resume/CV
- Application/screening questions
- Phone interviews (optional)
- Interview
- References

Utilizing a screening instrument serves as documentation to support the Search Committee’s rationale for interview decisions. When drafting the screening instrument, or using the summary provided by the SSC, identify the method of evaluation which will assist the search committee in demonstrating how the applicant met each qualification.

Since required qualifications are generally measurable, the search committee should be able to quickly eliminate those who are not minimally qualified. When attempting to narrow the pool of applicants to a group of interviewees, the cover letter, resume and application will serve as the primary source of information. For example, if the required qualification is “experience performing multi-task assignments,” carefully examine the applicant’s current and past positions and their responsibilities in those jobs. However, an applicant may not provide sufficient details for each of their past positions, so requiring applicants to answer questions at the application stage may be worth considering. In this example, the application question might read “Give an example from your past positions that required you to multi-task.” This will not only save the search committee time, but it also provides valuable evidence of whether applicants meet qualifications. Limit the application screening questions to 3 or 4 and they should not substitute for an interview. Finally, keep in mind that this initial screening should be based on the application materials. At this point in the process, personal knowledge of an applicant should not influence the objective assessment of qualifications.

When evaluating the interviewees, it is best to use all of the tools available. With the “multi-tasking” example, in addition to using the resume/cover letter, ask references to give examples of the applicant’s multi-tasking abilities and how well they performed those duties. In the interview ask the applicant to provide examples of multi-tasking. Another example might be “effective communication skills”. Gathering evidence from multiple sources will be valuable in gaining an accurate picture of the applicants’ potential to succeed in the position.

Other issues to consider when screening applications:

- Remember that preferred qualifications are not necessary to perform the job. Excellent applicants may not meet any or all of the preferred qualifications, but meet the required qualifications at an exceptional level.
- An incomplete application is defined as an applicant not attaching all required documents. Incomplete applications.
should be treated consistently. If one incomplete applicant is considered, then all incomplete applicants must be accepted and reviewed.

- Regardless of where the vacancy was advertised we must consider all applicants despite their state of residence. If an applicant emerges at the top of the pool and lives outside the scope of the search (i.e. out of state), the applicant might be willing to pay their own expenses or a telephone interview or desktop conferencing might be a cost effective alternative. This situation should be discussed with HRM at the appropriate time.

- If an applicant volunteers they are not eligible to work in the United States, consult with HRM prior to screening them.
Campus interviews should be conducted with the top candidates before a hiring decision is made. To the extent possible, each applicant should be interviewed in the same environment, under similar conditions, and ideally introduced to the same group of individuals. Each interview candidate should have an opportunity to meet with the Administrator of the Area (e.g. chair, director, manager, etc.). The search committee chair should assure that the entire search committee understands the confidentiality expectations.

- Although there is no longer a required minimum number of candidates that must be interviewed, whenever possible it is a good practice to try to interview a minimum of at least three individuals for comparison purposes.

- Maintain consistency throughout all interviews. Internal applicants should be interviewed in the same manner as all other applicants. Make it clear to internal applicants that they need to fully answer interview questions as if the search committee is unfamiliar with their background.

- Telephone interviews can be used in-lieu-of campus visits when the distance and/or funding prevents the individual from coming to campus. However, telephone interviews are not optimum conditions under which to evaluate an applicant. Non-verbal communication like eye contact, gestures, body language, tone of voice, and facial expressions are often used to evaluate an applicant's communication skills, including interpersonal skills. In the event of a telephone interview, non-verbal communication factors are limited. If a telephone interview is conducted with one applicant, it is recommended that all applicants be initially interviewed by phone to ensure fairness. Occasionally, telephone interviews can serve as a preliminary screening interview to help narrow down a large pool of applicants to a more manageable number.

- State and federal regulations, as well as University policies and guidelines need to be adhered to regardless of the setting (i.e. receptions, dinners, conferences, social gatherings). If special circumstances arise that provide an opportunity for interview sessions or meetings to occur off-campus, consult beforehand with HRM.

### Interview Sessions:

The purpose of an interview is generally to elaborate on the information contained in the application/resume, to collect new job related information, and to better assess communication skills.

- The interview should be conducted with all search committee members present. Interviews with individual search committee members should be avoided. To ensure consistency, prepare a list of questions to ask all candidates (see Appendix D for Sample Interview Questions). However, additional questions are appropriate to gather information regarding a candidate's unique qualifications or to supplement the application materials.

Interview questions and discussion should be directly related to the responsibilities and qualifications of the position. Discussion of non-job related issues may lead to unintentional discriminatory statements. In the event an applicant inquires about a topic that is not related to the position
(i.e., can you tell me about the schools in Lawrence), an appropriate response may be provided but refrain from asking additional questions or conducting additional discussion on the topic area. See Appendix E for Guidelines for Inquiries.

If during the interview an applicant discloses personal information that is not relevant to the job, the search committee chair should direct the conversation back to interview questions.

The Guidelines for Inquiries in Appendix E should also be shared with anyone who might come in contact with the applicants (i.e. staff members, students, greeters, etc.).

Suggestions for the interview:

- Depending on the level of the position, consider providing a list of the interview questions for review before introducing the applicant to the search committee. This allows the committee to judge an applicant's skills rather than their ability to think on their feet.
- Allow some time to review the general position announcement.
- Introduce committee members.
- Put the applicant at ease with neutral, not personal topics.
- Describe the format of the interview.
- Ask job related questions. If an applicant doesn't understand a question, rephrase it.
- Do not imply an employment offer – avoid using statements like "you would be responsible for...”.

Make sure the applicant does about 75% of the talking:

- Keep the interview on track.
- Observe the nonverbal behaviors.
- Take notes; make sure all recorded comments are job-related.
- Describe the position in more detail after asking the questions; to do so too early in the interview process might cause the applicant to modify responses and to overstate qualifications.
- Leave time for the applicant to ask questions.
- Review the hiring time frame.

Once interviews have concluded, a major responsibility for the committee is to prepare for deliberation of the candidates. Use of an Interview Evaluation form can help search committee members evaluate the information in a more consistent manner. See Appendix F for a Sample Interview Evaluation form. Also see Appendix E for Guidelines for Inquiries that apply to the entire hiring process.

**Interview Biases:**

It is important to recognize that it is human nature to have personal and sometimes even unconscious assumptions and biases. Biases are not necessarily discriminatory; however being aware of these biases is essential to keeping the recruitment process objective.

- **PERSONAL SIMILARITY:** you may attribute characteristics to the applicant that may not exist, particularly when the person reminds you of a former colleague.
- **NEGATIVE CONCLUSION:** the tendency to focus on an applicant's weaknesses, while overlooking his/her strengths.
- **SNAP JUDGMENTS:** to offset, gather information during the interview and evaluate it afterwards with the search committee.
STEROTYPING: to offset a tendency to categorize applicants focus on the duties of the position rather than personal traits.

OVER GENERALIZATION: a tendency to generalize one outstanding feature (or negative feature) of a candidate as representative of success (or failure) in all endeavors.

MIND SET: your background, attitudes, motives, and values

OVERSIMPLIFICATION: of either strengths or weaknesses
Information obtained from references can be vital in the applicant evaluation process. It is recommended that reference checks be used for every search to provide additional information about applicants that cannot be established from the resume or interview alone and to confirm applicants' qualifications. In addition, the information can help further screen applicants who meet the required and/or preferred qualifications or to further screen all top applicants following interviews. Information can be gathered either through reference letters or by contacting references via telephone. If letters are requested it is recommended that applicants be notified when letters have not been received. The following are guidelines for checking references by telephone and will help search committees avoid any perception of unfairness.

- At a minimum be sure to contact the references of the top candidate before making a verbal offer. It is also recommended that references come from individuals who have evaluated the candidates work performance, rather than personal references. Reference checks for student hires is optional, but encouraged.

- If contacting individuals other than the references listed, it is recommended that the applicant be notified. Ask the applicant if there is anyone they wish not to be contacted. Be sure any additional individuals contacted have direct knowledge of the applicant’s experience and skills. Do not collect hearsay.

- When developing a core list of questions, be sure they are related to the duties, responsibilities and qualifications of the position (See Appendix G for Sample Reference Questions).

- When contacting references describe the duties and qualifications of the position or fax a copy of the position description prior to your call. Be sure any information gathered is clearly linked to the applicant's experience and ability to perform the responsibilities of the position.

- If a reference indicates they are not allowed to give out information, inquire about sending a signed release form or contact the applicant for an additional reference.

- If performance problems are reported by previous employers, consider whether it is in areas that might affect performance in the position being filled.

- If negative comments are received from a reference it is recommended that the comments be confirmed or refuted by an additional reference(s).

- If unsolicited comments are received they should be disregarded. If the source of these comments is persistent, consult with HRM prior to discussion with the search committee.

- A search committee member who has a close personal or professional relationship with an applicant should not contact the references, formally or informally.

- For more information regarding reference checks go to http://humanresources.ku.edu/process-guides-recruitment

If considering an internal candidate, or former employee of KU, contact the supervisor of record, as well as HRM for employment verification.
Search committee members often have their own opinion about what education, training, experience, and abilities make one person more qualified than another to succeed in a position. It is helpful to avoid overly simplistic means of determining who is most qualified. For example, is a person who has performed a task for eight years necessarily more qualified than someone who has performed the task for five years? Does the search committee value the amount of experience or the quality/relevance? Thorough search committee discussions very early in the process play a vital role in reaching consensus as to what qualifications are most valued. This will assure that all of those involved will evaluate applicants with the same priority in mind.

Before making an offer to a candidate who has retired from the University be sure to review the Retiree Rehire Policy at https://policy.ku.edu/provost/retiree-rehire-policy. Contact HRM if further clarification is needed.

When deliberating a final selection, consider each applicant’s application, resume, cover letter, as well as, qualifications and quality of the interview. Reference information should be weighed against the overall qualifications of the applicant. Be sure to clearly document the rationale for hiring the selected individual, along with those not being offered the position.

A few pitfalls to avoid include:

- Not checking all references thoroughly
- Basing the hiring decision only on the interview
- Not thoroughly reviewing and verifying all information contained in application materials
- Confusing charisma for competency

Once the selected applicant has been approved by the appropriate hierarchy, an authorized designee should contact the applicant by phone or in person to extend a verbal offer. Information such as salary, benefits, work hours, job title, starting date and any other employment conditions should be reviewed. Questions regarding benefits can be referred to your benefits coordinator or some answers may be found online at http://humanresources.ku.edu/benefits-overview.

The successful candidate will be sent an online offer by HRM, which should be accepted prior to the starting date of the appointment.

If a search is unsuccessful in identifying a candidate or the only identified candidate declines an offer of employment, consult with HRM or SSC regarding closing the search or re-advertising the vacancy.
Several federal agencies require that the University keep records regarding hiring. Additionally, it is necessary to have the records available in the event that an employment decision is questioned. After the search is completed, inquiries regarding the search should be directed to Human Resources Management.

- The department is required to keep all documentation on each search for a minimum of three years, after which time the records should be destroyed.
- Documents that should be collected must be kept in a confidential location and include the following:
  - Tear sheets of advertisements
  - Verification of any listservs used to announce the opening
  - Any correspondence to and from applicants
  - Completed screening instruments of all applications
  - Interview questions and documented responses
  - Reference questions and documented responses
  - All intra-university correspondence regarding the search
  - Any other documentation associated with the search

- The Shared Service Centers provide electronic storage and destruction of all search related materials. Instructions on how to submit your materials is available at https://humanresources.ku.edu/process-guides-recruitment. All search related materials (faculty, staff, and student) that are three years old or newer will be accepted through this new process. It is University practice to shred search related documents going back more than three years from the date of hire.

Materials to be shredded are to be treated as confidential and must be placed in a secured area or locked receptacles.
A search waiver is a type of recruitment exception seeking permission to fill a vacant or new position with a direct hire. Such appointments will be approved only in special circumstances and must be accompanied by rationale documenting the reason for not conducting a search. Generally a waiver should not be requested when a reasonable time period exists to conduct a search for qualified candidates. Contact your Shared Service Center (SSC) representative to begin the recruitment exception process.

<table>
<thead>
<tr>
<th>Search waiver requests for regular staff appointments (temporaries excluded) must be approved in advance by the Office of Institutional Opportunity and Access (IOA).</th>
</tr>
</thead>
</table>

Reasons for initiating a search waiver request may include:

**TARGET OF OPPORTUNITY**
Such hires fall into two categories:
- a) The hire of a prominent, nationally sought-after scholar or researcher, or
- b) The hire of an underrepresented group member in an area where there is evidence of underutilization.

**EMERGENCY**
An immediate, critical need to hire due to operational necessity (i.e. essential services would be critically affected) and the appointment needs to be made on unavoidably short notice. Another instance of an emergency may be the duration of the appointment is for less than one year and there is no time to conduct a search.

**DOMESTIC PARTNER ACCOMMODATION**
An employment accommodation for the domestic partner of a person hired through a search. Typically such appointments are made to attract promising faculty and/or researchers.

**NEGOTIATED HIRE**
Agreed upon appointment as part of a start-up package for new faculty, researcher, or executive. Such appointments may also occur when an adjunct appointment or candidate generates an external grant and needs to be added to the KU payroll.

**PROMOTION**
An appointment to a vacant position that results in both a title change and salary increase.

**FAILED SEARCH**
An appointment which is necessary based upon the inability to fill and there is an immediate, critical need to fill the position.

**TEMPORARY**
Immediate need to hire on a short term basis and the appointment duration will not exceed 999 hours within a calendar year. Such appointments should not lead to regular appointment without going through a search.

**OTHER (examples)**
- Appointment of an individual whose experience and accomplishment make him/her uniquely qualified
- A visiting faculty or researcher appointment of two years or less in duration that is not funding based
- A candidate identified in a previous search pool for a similar positio
RECRUITMENT EXCEPTIONS Personnel Actions and Changes in Compensation

Recruitment Exception:
A Personnel Action is a type of recruitment exception that does not create a vacant position and affects the position's current incumbent. Contact your Shared Service Center (SSC) representative to begin the recruitment exception process.

The following actions are done in the BrassRing recruitment system and a new offer will be generated for online acceptance.

This procedure should be followed based upon the following reasons:
- Changes in the nature of the work performed by an employee necessitates either a change in job title or change in job title with an increase
- Salary increase beyond the range established by the Classification and Market Study project
- Acting/Interim assignment with title change
- Change in FLSA designation (salary versus hourly)

Change in Compensation:
If a unit wishes to provide only a salary increase, which is within the established salary range for the position's assigned job title, a Personnel Action Form (PAF) must be initiated through the appropriate budgetary channel. These actions are done outside of the BrassRing recruitment system. An adjustment in compensation may be provided on a regular or temporary basis. If the increase is being provided on a temporary basis only, the staff member must be put on a limited term/interim assignment and be officially notified by the unit as to the date in which the individual will return to his/her original annual rate may be adjusted to reflect any assigned merit that may have occurred while serving on the interim assignment.

Reasons for doing a salary increase may include the following:
- Market/equity adjustments
- Counter offers to internal/external employment
- Responsibility reassignment or job restructuring (includes acting/interim)
- Acquisition of professional certification and/or license NOT required at the time of hire
- Addition of supervisory responsibilities
- Acquisition of job related skills and competencies NOT required at the time of hire

When submitting a Personnel Action form (PAF):
- The Notes section on the PAF must reference the reason for the increase based upon compensated related rationale as noted above, the approval authority's name, and date of approval. Any additional documentation provided to support the increase should be attached to the PAF.
- An updated position description is not required for a salary increase which is within the current salary range, although one is encouraged if there have been changes in job duties.
POOLS

Unclassified Professional Staff and University Support Staff search pools may be used for situations that require a list of applicants from which to hire on a reoccurring basis. Pools may be established for both regular and temporary positions. A pool may be created to address seasonal or intermittent appointments or be used for high turnover positions. Pools are generally set-up for a two-year period, but shorter periods may be considered. To establish a pool it is necessary to advertise at least every two years and then applications will be accepted on an ongoing basis.

Pools are intended as an expedited method when the need exists to hire quickly and frequently. As with any search, it is necessary to follow all equal opportunity guidelines and offer interviews to multiple candidates.

If considering a pool, consult with HRM or your designated SSC for more information.
GLOSSARY

**Affirmative Action**
Specific result-oriented actions taken by the institution to eliminate the effects of discrimination increase the number of historically underrepresented persons and increase overall diversity.

**Affirmative Action Plan**
A written program required by the government which includes a statistical analysis of the workforce and applicant pools. The analysis determines the underutilization of underrepresented group members. It includes a plan of action for outreach and any other measures or activities to ensure equal employment opportunity and increase the diversity of the workforce.

**Americans with Disabilities Act (ADA)**
Legislation intended to eliminate discrimination against persons with disabilities in employment, public transportation and public business and facilities. The act covers those persons who are disabled due to an injury or ailment, or a person who is regarded as having an injury or ailment, which substantially limits major life activities.

**Applicant**
At the University of Kansas an individual is considered to be an applicant when the following has occurred: 1) The position opening has been posted on the official University of Kansas online employment site, https://employment.ku.edu; 2) the individual has followed the standard procedures and instructions listed on the online posting for saving and submitting a complete application; 3) the individual has received on-screen confirmation of submission from the online employment site; 4) the individual is minimally qualified and 5) the individual has not withdrawn his/her application.

**Applicant, Qualified**
Anyone who meets all of the required qualifications.

**Applicant, Unqualified**
Anyone who does not meet all of the required qualifications or anyone who does not complete their application; neither can be hired for the position.

**Availability**
Statistical analysis that determines the percentage of underrepresented group members that might reasonably be expected in applicant pools. The purpose of the analysis is to establish a benchmark against which the demographic composition of University’s workforce may be compared to determine whether barriers to equal employment opportunity may exist.

**Clery Act**
Federal regulation requiring disclosure of campus security policies and campus crime statistics to all job candidates and prospective students.

**Equal Opportunity**
A legal right of all persons to be accorded full and equal consideration on the basis of merit regardless of race, religion, color, sex, disability, national origin, ancestry, age, veteran status,
sexual orientation, marital status, parental status, gender identity, or gender expression with regard to all terms and conditions of employment (e.g., hiring, promotion, layoff, demotion, termination, access to training).

**Ethnic and Race Categories**

**American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

**Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

**Black or African American:** A person having origins in any of the black racial groups of Africa.

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

**Native Hawaiian or Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

**White:** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

**FLSA Designation**
Designation of positions as non-exempt (hourly) or exempt (salaried) positions as specified under the Fair Labor Standards Act. This designation is made for all university positions by HR.

**Funding Source**
The budgetary source for the position. Positions funded by grants and revenue are designated as contingent on funding.

**Job Groups**
Divisions of the Equal Employment Opportunity Commission’s categories used in reporting for institutions of higher educations. They consist of job titles grouped according to similarity of wage, content and opportunity.

**Limited Term Appointment**
A benefits-eligible appointment that is for a specific period of time, usually for at least six-months and not to exceed two-years. Appointment to a Post Doctoral Researcher position may go up to a period of five years, counting prior appointments at this title.
Online Application System (BrassRing)
An online, web-based system used to post all University of Kansas job openings. It is also used for processing of online applications and approvals associated with University searches and Recruitment Exception requests.

Person with Disability (PWD)
A person whose disability is covered by the Americans with Disabilities Act, and who is able to perform the essential functions of a position, either with or without reasonable accommodations.

Position Number
Each job and employee is assigned a position number in the HR/Pay system for human resources management.

Qualifications, Required
Minimum qualifications set by the department/unit which are essential to perform the job. An applicant that does not meet these qualifications cannot be interviewed nor hired for the position.

Qualifications, Preferred
These are qualifications that are desirable, but not necessary to perform the job. An applicant does not need to meet any or all preferred qualifications to be hired for the position.

Temporary Appointment
A short-term appointment typically lasting less than a 6-month period. Temporary employees are not eligible for benefits and do not accrue leave. Appointments cannot be made to such positions for more than one year and must not exceed 999 hours in a payroll calendar year. Temporary positions are typically non-exempt (hourly). If multiple temporary appointments are held the combined total FTE cannot exceed 100%. Individuals cannot be simultaneously appointed to a temporary and regular position.

Title IX Coordinator:
The individual designated for this role is the Director of the Office of Institutional Opportunity & Access (IOA) at IOA@ku.edu, 1246 W. Campus Road, Room 153A, Lawrence, KS, 66045, (785)864-6414, 711 TTY.

Underrepresented Group Member
Persons who belong to a race and/or ethnic group or other category of persons who have experienced discrimination and are specifically protected by anti-discrimination statutes. For some disciplines, this may include women.

Underutilization
Having fewer minorities or women in a particular job group than reasonably would be expected by their availability.

U.S. Employment Eligibility
Documents that indicate whether an applicant is eligible for employment in the United States.
Veteran Statuses

**Armed Forces Service Medal Veteran:** A veteran who, while serving on active duty in the U.S. military, ground, naval or air service, participated in a United States military operation for which an Armed Forces service medal was awarded pursuant to Executive Order 12985 (61 Fed. Reg. 1209).

The Armed Forces Service Medal may be awarded for qualifying service performed on or after June 1, 1992. It is awarded to members of the Armed Forces who, as a unit, participate in a United States military operation deemed to be a significant activity and who encounter no foreign armed opposition or imminent hostile action. In many respects, this provision makes the award a non-combat parallel of the Armed Forces Expeditionary Medal.

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

**Other Protected Veteran:** A veteran who served on active duty in the U.S. military, ground, naval or air service during a war or in a campaign or expedition for which a campaign badge has been authorized, under the laws administered by the Department of Defense. For more information see [http://www.opm.gov/staffingportal/vgmedal2.asp](http://www.opm.gov/staffingportal/vgmedal2.asp).

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

**Special Disabled Veteran:** A veteran entitled to disability compensation (or who, but for the receipt of military retired pay, would be entitled to compensation) under laws administered by the Veterans Administration for disability rated at 30 percent or more, or rated at 10 or 20 percent in the case of a veteran who has been determined by the Department of Veterans Affairs to have a serious employment handicap. The term also refers to a person who was discharged or released from active duty because of a service-connected disability.

**Veteran:** Any person who served on active duty in the U.S. military, naval, or air service, and who was discharged or released there from under conditions other than dishonorable.

**Vietnam-Era Veteran:** A veteran who served on active military duty for a period of more than 180 days, and was released or discharged there from with other than a dishonorable discharge, if any part of such active duty occurred 1) in the Republic of Vietnam between February 28, 1961 and May 7, 1975 or 2) between August 5, 1964 and May 7, 1975, in all other cases. The term also refers to a person who was discharged or released from active duty for a service-connected disability if any part of such active duty was performed in the Republic of Vietnam between February 28, 1961 and May 7, 1975, or between August 5, 1964 and May 7, 1975, in all other cases.
SEARCH COMMITTEE CHAIR RESPONSIBILITIES CHECKLIST

1. Ensure that someone from the search committee has attended search training within the last two years. (optional)
2. Ascertain from the area administrator the search committee’s charge.
3. Schedule and chair meetings; encourage someone to take notes at meetings.
4. Provide a copy of Guidelines for Successful Recruiting: Unclassified Professional Staff and University Support Staff to the search committee.
5. Ensure that all individuals involved in the recruitment process follow University procedures.
6. Examine the department’s underutilization data for underrepresented group members. If underutilization exists, develop outreach efforts to target underrepresented group members.
7. Ensure confidentiality is maintained throughout the process.
8. Ensure consistency is afforded all applicants throughout the process.
9. Provide a copy of Guidelines for Inquiries to all individuals involved in the recruitment process.
10. Confirm the following:

STEP 1: INITIATING THE SEARCH
- Are the duties of the position description clear and comprehensive?
- Are the required qualifications critical to performing the duties?
- Will the required qualifications unnecessarily eliminate persons capable of performing the duties?
- Are the required qualifications measurable, reasonable and clear?
- Have you prioritized the preferred qualifications in order of importance?
- Have you developed a screening instrument to record factual information regarding each applicant or received one from the SSC?
- Have you discussed and agreed on how all requirements will be assessed?

STEP 2: RECRUITMENT
- Is advertising sufficient to reach a reasonable number of qualified applicants?
- Have you identified ways to reach minorities and/or women?
- If utilizing electronic media, do your ads conform to all advertising guidelines?

STEP 3: SCREENING
- Have you generated a sufficient pool of qualified applicants?
- Have you completed a screening instrument for every applicant?
- Have you screened applicants based upon that advertised requirements and job duties outlined in the job description?
- Have you identified/discussed any candidate association issues?
- Have you sufficiently documented who was screened out and why?
- Do you have well-qualified applicants to recommend for interview?
STEP 4: INTERVIEWS
- Have you prepared a list of standard questions to ask all interviewees?
- Do the interview questions relate to the position duties or qualifications?
- Have you prepared an interview evaluation form (optional)?
- Have you documented responses to all interview questions?

STEP 5: SELECTION
- Have you prepared a list of standard questions to ask all references?
- Have you contacted references for all finalists?
- Have you called HRM if the candidate is an internal hire or has been previously employed by KU?
- Have you documented responses from references?
- Have you considered the applicants’ application, cover letter, resume, interview, references and qualifications as a whole when evaluating interviewees?
- Have you documented the rationale for your hire and those not hired?
- Have you collected all documentation (screening instruments, interview evaluations, correspondence, committee member notes, etc.) for recordkeeping purposes?
  Have you contacted your SSC representative with all documentation, including the screening instruments and hiring information, in order to have the job offer prepared?
According to Federal guidelines, “A basic required qualification (RQ) is objective if a third-party, with the contractor’s technical knowledge, would be able to evaluate whether the job seeker possesses the qualifications without more information about the contractor’s judgment.”

<table>
<thead>
<tr>
<th>JOB DUTY</th>
<th>NON-MEASURABLE MQ</th>
<th>MEASURABLE MQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create databases to organize evaluation data</td>
<td>Proficient with computer software applications, particularly Microsoft Office</td>
<td>1 year experience with Microsoft Office Suite</td>
</tr>
<tr>
<td>Assist in the design of research projects</td>
<td>Strong quantitative research skills, including data management and statistical analysis</td>
<td>Graduate level coursework or experience utilizing quantitative research skills</td>
</tr>
<tr>
<td>Document or organize project materials</td>
<td>Professional writing experience for varied audiences (e.g. school staff, teachers, parents)</td>
<td>1 year professional writing experience for varied audiences (e.g. school staff, teachers, parents)</td>
</tr>
<tr>
<td>Monitor budget expenditures</td>
<td>Considerable experience with project budgets with excellent math skills</td>
<td>5 years experience working with project budgets.</td>
</tr>
<tr>
<td>Perform masonry tasks in the repair, and renovation of interior structures</td>
<td>Knowledge of two or more building trades or mechanical building trades</td>
<td>One year experience in two or more building trades.</td>
</tr>
<tr>
<td>Coordinate and plan recognition programs</td>
<td>Ability to meet deadlines</td>
<td>Move to preferred OR Work experience that required meeting deadlines (requires an application question: Describe your work experience where you successfully met deadlines)</td>
</tr>
<tr>
<td>Prepare, edit, and finalize correspondence for Vice Provost</td>
<td>Detail-oriented</td>
<td>Work experience that required attention to detail (requires an application question)</td>
</tr>
<tr>
<td>Plan, develop and implement academic assistance workshops</td>
<td>Demonstrated ability to organize and complete projects</td>
<td>Work experience that required the organization and completion of projects (needs an application question)</td>
</tr>
<tr>
<td>Conduct research</td>
<td>Knowledge of basic organic or medicinal chemistry</td>
<td>Coursework or work experience in basic organic or medicinal chemistry.</td>
</tr>
</tbody>
</table>
### SAMPLE SCREENING INSTRUMENT

**Senior Administrative Assistant**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Name of Applicant</th>
<th>Required Qualifications</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Method of Evaluation</th>
<th>How applicant demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>One year of experience in general office, clerical and administrative work</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Resume or application</td>
<td></td>
</tr>
</tbody>
</table>

Total points: ______

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Unknown</th>
<th>Preferred Qualifications</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Method of Evaluation</th>
<th>How applicant demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>PeopleSoft experience or familiarity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Resume or application, interview</td>
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<td></td>
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<td></td>
<td>Demonstrated ability to multi-task</td>
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<td></td>
<td></td>
<td>References, interview</td>
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<td></td>
<td></td>
<td></td>
<td>Demonstrated ability to keep matters confidential</td>
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<td></td>
<td></td>
<td>References, interview</td>
<td></td>
</tr>
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<td></td>
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<td></td>
<td>Demonstrated ability to communicate orally/written with diverse group of people</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cover letter, resume, references, interview</td>
<td></td>
</tr>
</tbody>
</table>

Total Points: ______

Scale: 1 - Poor  
2 - Below Average  
3 - Average  
4 - Above Average  
5 - Excellent

Additional Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Total Points: __________

**INITIAL RANKING:**

______ Weak applicant, do not consider further  
______ Average applicant, do not yet eliminate  
______ Strong applicant, consider for interview
SAMPLE INTERVIEW QUESTIONS

The following are sample interview questions that can be used to evaluate applicants. It is not intended that you ask all of these questions, but be sure each applicant is asked the same set of questions. This list of sample questions is not a comprehensive list, so include additional questions that are specific to your vacancy.

INITIATIVE (helps to assess an applicant's ability to identify tasks that need to be done without being told to do them)
- Have you found ways to streamline your job? Give an example.
- Have you ever been the first person to recognize a problem? How did you handle it?
- What new ideas have you suggested at work?
- Give an example when you went above and beyond the call of duty in order to get a job done.
- Give an example when you anticipated a problem and were able to provide direction to address that problem.

STRESS TOLERANCE
- Tell me about a time you became frustrated with a co-worker or boss.
- Give an example when your opinion or idea was strongly opposed by a supervisor.
- Describe a high pressure situation.
- Describe the most difficult interpersonal challenge you have had.

PLANNING AND ORGANIZING
- How often is your time interrupted by unforeseen circumstances? What do you do when that happens? Give an example.
- We have all had times when we have not been able to get everything done on time. How do you handle that? Can you give an example?
- How do you catch up on a backlog of work after returning from a vacation or conference?
- Describe a time when you deviated from an assignment. Why? What happened?

SELF ASSESSMENT
- When you discover a problem in your work performance, what do you do? Give an example.
- Can you give an example of when you were not pleased with your work performance?
- In what ways are you trying to improve yourself? Either new areas or existing areas.
- What has been the most constructive criticism you've ever received?

PERSONAL EFFECTIVENESS
- Tell me about a time when you remained calm in an intense work situation.
- Describe a time when your supervisor criticized your work. How did you respond?
- Tell me about a time you took responsibility for an error.
- How do you keep your supervisor informed of your progress or actions, when appropriate?
- Describe a time when you were under extreme pressure. How did you handle it? Would you do anything differently?
- Tell me about a time you had to adjust to changes beyond your control.
- Describe a time when you’ve had to deal with a co-worker's hostility or resentment.
- Tell me about a situation where compromise was the key to resolving the issues.
JUDGEMENT
- Describe a time when you had to exercise self-control.
- Tell me about a time you had to complete a task with few or no guidelines.
- If you were interviewing applicants for this position, what would you look for?

DECISION MAKING
- We've all made poor decisions or have had something not turn out right. Can you give an example of when that has happened to you?
- Give an example of when you had to make a quick decision.
- How do you involve others when you make a decision?
- Describe a time you had to defend a decision you made.

WORK STANDARD
- What do you consider to be your most important accomplishments in your most recent jobs?
- Describe a time when you weren’t pleased with your work performance? What did you do?
- When judging the performance of others, what factors are important to you?

TEAMWORK
- We all have ways of showing consideration for others. What do you do to show you value and respect your co-workers?
- When working with others, how do you determine you are being too forceful? Give an example when you have needed to back off.
- Describe a time when it was necessary for you to change your actions in order to respond to another person’s needs.
- Have you been involved with a team of co-workers working to accomplish a task? Describe your role and interaction with this team.
- What is the most difficult part of being a member of a team? What role have you played within a team?
- Some of us are at our best as an individual contributor or as a part of a group. How would you describe yourself? Give an example of when you were most effective.

COMMUNICATION SKILLS
- Give an example when you told someone to do something and they did it wrong. How did you handle it?
- We’ve all misinterpreted communications (i.e. due date, instructions). Give an example of when this happened.
- Describe a situation where you were able to influence the actions of others
- Tell me about the most difficult or frustrating individual you have had to work with and how did you handle it.
- When is listening difficult in your job? When is it important?

VALUES DIVERSITY
- Give an example of when you helped to create an environment where differences of opinion are supported.
- Tell me about a time you adapted to a variety of people with different perspectives.
- Give an example of when you have attempted to make someone comfortable in an obviously uncomfortable environment.
GENERAL
  ➢ What about this position attracted you?
  ➢ Tell me about a co-worker that you admire.
  ➢ What would you want from your next job that you’re not getting now?
  ➢ What qualifications/experiences do you have that will help you succeed in this position?

Other Resources: For behavior based questions, the Online Behavioral Interview Question Generator link can be accessed on the Dept. of Administration Agency Resource Center page at http://admin.ks.gov/offices/personnel-services/recruitment. This tool may be helpful when creating interview questions to address specific behavioral competencies.

TIP: Before starting the interview allow the applicant time to review the questions in advance. This allows the applicant time to think of more specific details regarding their work experiences.
## Guidelines for Inquiries

<table>
<thead>
<tr>
<th>Subject</th>
<th>Permissible Inquiries</th>
<th>Inquiries to Avoid</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Address</strong></td>
<td>Although some inquiries might be permissible, this information has no relevance on the applicants’ ability to perform the job.</td>
<td>Inquiry about any address that would indicate national origin; about names or relationship of persons with whom applicant resides; or whether the applicant owns or rents a home.</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td>Inquiry about the applicant’s meeting the minimum legal age.</td>
<td>Verification of age may ONLY be required after hiring.</td>
</tr>
<tr>
<td><strong>Citizenship and Birthplace</strong></td>
<td>Although some extremely limited inquiries might be permissible, this is unnecessary since work eligibility information is provided on the application and screened by HR.</td>
<td>Any inquiry that would indicate the birthplace or citizenship of the applicant or any of the applicant’s relatives. Requirement that the applicant provide a birth certificate, naturalization papers, or work eligibility prior to employment.</td>
</tr>
<tr>
<td><strong>Convictions</strong></td>
<td>Although permissible if related to the job, questions about convictions are unnecessary since this information is covered by the University’s background check policy.</td>
<td>Any inquiry relating to arrest of a person for an alleged crime. Asking or checking into a person’s arrest, court, or conviction record if it does not relate to the job.</td>
</tr>
<tr>
<td><strong>Disabilities</strong></td>
<td>Inquiry into whether the applicant is able to perform the essential functions of the position with or without reasonable accommodation.</td>
<td>Inquiries that solicit information about a disability or association with a person with a disability.</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td>Inquiry about academic, vocational, or professional schools attended. Inquiry into language skills only if applicable to job duties.</td>
<td>Inquiry about the nationality, racial, or religious composition of a school the applicant has attended.</td>
</tr>
<tr>
<td><strong>Marital and Family Status</strong></td>
<td>Inquiry about an applicant’s ability to meet specified work schedules and/or ability to travel. Ask both genders.</td>
<td>Inquiry that indicates applicant’s marital status, number and age of children, or pregnancy.</td>
</tr>
<tr>
<td><strong>Military</strong></td>
<td>Inquiry about type of education and experience in service as it relates to a particular job.</td>
<td>Inquiry about the type of discharge or registration status.</td>
</tr>
<tr>
<td><strong>National Origin</strong></td>
<td>Inquiry about languages applicant reads, speaks, or writes; only if applicable to job duties.</td>
<td>Inquiry about applicant’s lineage, ancestry, national origin, descent, birthplace, or native language; about national origin of applicant’s parents or spouse.</td>
</tr>
<tr>
<td><strong>Organizations</strong></td>
<td>Inquiry about professional organizations related to the position.</td>
<td>Inquiry about organizations that suggests race, sex, religion, national origin, disability or sexual orientation.</td>
</tr>
<tr>
<td><strong>Race, Ethnicity or Color</strong></td>
<td>NONE</td>
<td>Inquiries that might indicate race, ethnicity or color.</td>
</tr>
<tr>
<td><strong>References</strong></td>
<td>Verify reference contact information at the interview.</td>
<td>Requirement that a reference be supplied by a particular individual, other than a current supervisor.</td>
</tr>
<tr>
<td><strong>Religion</strong></td>
<td>Inquiry about an applicant’s ability to meet specified work schedules and/or ability to travel.</td>
<td>Any inquiry that would disclose religious practices or customs.</td>
</tr>
<tr>
<td><strong>Sexual Orientation</strong></td>
<td>NONE</td>
<td>Inquiry that would require disclosure of sexual orientation, gender identity, or gender expression.</td>
</tr>
</tbody>
</table>
### SAMPLE INTERVIEW EVALUATION FORM

<table>
<thead>
<tr>
<th>Required Qualifications</th>
<th>Verified?</th>
<th>If yes, HOW demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>X X X X X</td>
<td></td>
<td></td>
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<tr>
<td>One year of experience in general office, clerical and administrative work</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Preferred Qualifications</th>
<th>Verified?</th>
<th>If yes, HOW demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>X X X X X</td>
<td></td>
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</tr>
<tr>
<td>PeopleSoft experience or familiarity</td>
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<tr>
<td>Demonstrated ability to multi-task</td>
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<td></td>
</tr>
<tr>
<td>Demonstrated ability to keep matters confidential</td>
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<th>Planning and Organizing</th>
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<th>Teamwork</th>
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<tr>
<th>Communication Skills</th>
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1 - Poor  2 - Below Average  3 - Average  4 - Above Average  5 - Excellent

**STRENGTHS:**

__________________________________________________________

__________________________________________________________

**WEAKNESSES:**

__________________________________________________________

__________________________________________________________

**OTHER COMMENTS:**

__________________________________________________________

__________________________________________________________

__________________________________________________________

______Recommended for Hire  ______Not Recommended for Hire
SAMPLE REFERENCE QUESTIONS

1. In what capacity (e.g. supervisor, coworker, colleague, etc.) have you known the applicant? How long have you known him/her?

2. Please describe his/her job duties while employed with your organization?

3. How would you describe (applicant’s name) work?

4. How would you describe (applicant’s name) style of relating to people?

5. Describe (applicant’s name) interpersonal communication style. Can you give specific examples?

6. Describe (applicant’s name) communication style when under stress. Can you give specific examples?

7. Discuss (applicant’s name) ability to build relationships with fellow workers or supervisors. Can you give specific examples?

8. What are (applicant’s name) strongest job skills?
   OR
   In what areas does (applicant’s name) excel?

9. Have you perceived any weaknesses in work performance?
   OR
   In what areas does (applicant’s name) need improvement? Can you be specific?

10. Is there anything else I should have asked you about (applicant’s name) performance or work?

11. Would you rehire (applicant’s name)?