

**SEARCH COMMITTEE**

**RESOURCE MATERIALS**

[**https://jobs.montana.edu/hr**](https://jobs.montana.edu/hr)

**SEARCH PROCEDURES AND GUIDELINES**

**Preliminary Procedures**

* **Position Description:** Created and/or updated in *Position Management (PM)* and sent to HR for approval.
* **Authorization to Recruit:** Upon HR approval, the position in *PM* is moved to *Vacancy/Posting* side (blue) to move into workflow for required approvals. It is subsequently forwarded to HR for posting.

**Recruiting and Advertising Procedures**

* **Advertising:** Posting*must* be placed in *at least one* print advertisement to reach applicants. Note that Classified positions are automatically advertised in the *Bozeman Chronicle*.
* Below is the *minimum* information that should be included in all print advertisements. Note that the MSU logo and screening date are optional, further noting that “Equal Opportunity; Veterans/Disabled” tagline language is ***required*** on ***every*** advertisement:

Position Title

Department

For complete job announcement and application procedures go to:

http://www.montana.edu/jobs/professional/XXXXXXX

Equal Opportunity; Veterans/Disabled

* **Search Committee:** Must consist of at least 3 members with no more than 7 members; at least 1 member must be female.
* **Search Committee Orientation:** Must be scheduled **prior** to committee screening applications for **all** positions. Faculty positions will also require Advance orientation.

***NOTE: CONFIDENTIALITY: INFORMATION ABOUT THE APPLICANTS (I.E. NAMES, RANKINGS, STATUS, ETC.) IS KEPT CONFIDENTIAL AND DISCUSSED ONLY WITHIN THE COMMITTEE. CONFIDENTIALITY IS ONLY LIFTED AT THE “FINALIST” STAGE FOR PROFESSIONAL AND FACULTY SEARCHES. CLASSIFIED SEARCHES ARE CONFIDENTIAL THROUGHOUT THE SEARCH. COMMITTEE MEMBERS, DEPARTMENT HEADS, DEANS, HIRING AUTHORITIES APPROVING THE HIRE, AND HR SHOULD BE THE ONLY PEOPLE WHO KNOW WHO HAS APPLIED.***

**Search Procedures**

* **Screening of applications:**  Individual screening may begin upon the screening date.
	+ An overall ranking assessment is applied to a candidate’s completed application based on the required qualifications of the position. All candidates should be considered using the preferred & required qualities using a consistent and uniformed ranking system. Below is the recommended format:
		- Candidate exceeds the qualifications
		- Candidate strongly meets the qualifications
		- Candidate meets the qualifications
		- Candidate does not meet the qualifications
	+ It is wise to consider the relevance of the experience, not purely the number of years of experience.
	+ Also note that incomplete applications do not have to be considered; indicate on the matrix in the comment section – “Incomplete application – not scored.”
* **Committee meetings**: Discuss rankings of applicants to determine the initial pool of candidates.
	+ *Veteran’s preference* is applied to qualified candidates by moving to top tier and discussion within the committee regarding whether or not the applicant moves forward in the process.
* **Update HR:** HR needs to be informed of the status of the search as applicants are moved through the process.Candidates should be moved through Applicant Tracking System (ATS) to workflow state for approval (phone screening, reference checks, on-campus interviews).
	+ Approval from Hiring Authority needs to be obtained.
	+ A brief rationale for candidates moving forward in the process stating selection process should also be provided, as well as the qualifications of candidates.
	+ HR will need to concur with the list *prior* to invites being extended and/or calls made.
	+ HR should also be notified of applicants that withdraw from the process so they can be moved in the workflow.

**Interview Procedures**

* **Questions/Interviews:** All telephone interviews (via WebEx/Skype), campus interviews, and reference questions must be pre-approved by HR.
* **Phone/WebEx/Skype Screening Interviews**: a minimum of 2 committee members are required to be present for phone screening interviews and both members must take notes. May use WebEx or Skype for phone screening if preferred.
* **Reference Checks:** 2 references are required for a final candidate. You may only contact references that the candidate had provided. Should you seek alternate reference, contact HR first. Letters of recommendation do *not* replace calling a candidate’s references. A minimum of 2 committee members must be present and both members must take notes.

* **Campus Visits & Finalist Interviews:** Confidentiality is lifted only at the “finalist” stage for Professional and Faculty searches. Classified searches are confidential throughout the search. A search committee must obtain permission from HR before they can announce names of candidates for classified positions.

**Hiring Proposals**

* **Faculty Searches:** Must create a *Summary Rationale*, awritten summary of the finalists that lists the strengths of candidates, and is presented to the hiring authority.
* **Complete Hiring Proposal in ATS with Rationale:**  Successful candidate is moved to “*Recommend for Hire*” in the workflow. All documentation for all candidate interviews and reference checks must be uploaded to the *Hiring Proposal* ***before*** sending to HR for approval. Approval from HR is required ***prior*** to making a verbal conditional offer. Faculty searches will follow this process after the hiring authority has approved & offered the position to the final candidate.

**Background Checks and Offer Letters**

* **Completed Background Check**: All final candidates are required to have successfully completed a background check on record ***prior*** to employment. Contact HR regarding all internal candidates.
* When the background check is completed successfully, HR will send email from backgroundchecks@montana.edu.
* Contact HR if there is a business need for the EE to start prior to results being returned.
* HR prepares classified offer letters. LOA and MUS contracts are prepared by hiring department.

**ATS Workflows (Search Manager or Chair)**

* **Candidate’s Acceptance of Position:**
* **Classified Position:** move to *Verbal Accepted Order BG - HR*
	+ If “yes” is selected on *conditional offer letter* on hiring proposal, HR will prepare a classified offer letter. Inform HR of start date.
	+ **Professional or Faculty** – move to Verbal Accepted Order BG - HR
	+ Department is expected to prepare the LOA or MUS offer letters.
* **Advising Candidates that Were Not Selected**
* Notify all candidates that were interviewed on campus and move them to the workflow to “*Not Selected – Manual Regrets Sent*” (a system-generated email will **NOT** be sent).
* Notify all other candidates by moving them to ATS workflow “*Not Selected*” and a system-generated email will be sent to them.

**Recordkeeping**

* **Records/Search Files**
* All documents (i.e. interview notes, reference checks, applicant correspondence, etc.) should now be uploaded to the *Hiring Proposal.* **See** *Hiring Proposal Section*.

**Protected Classes**

Montana State University values diverse perspectives and is committed to building a multicultural work force. We strongly encourage women, racial/ethnic/gender minorities, persons with disabilities, and veterans to apply. MSU is receptive to the needs of dual career couples and is dedicated to work-life integration.

Furthermore, MSU does not discriminate on the basis of the protected classes listed below:

* Race
* Color
* Ethnicity
* National Origin
* Sex
* Sexual Orientation or Preference
* Marital or Parental Status
* Age
* Religion
* Creed or Political Belief
* Mental or Physical Handicap or Disability
* Status as a Covered Veteran

All interview questions, reference check questions, and informal discussions with candidates must be ***job-related***, and may not be geared towards obtaining information regarding the protected classes noted above.

**Permissible & Impermissible Questions/Inquiries**

|  |  |  |
| --- | --- | --- |
| **Subject** | **Permissible**  | **Impermissible**  |
| **Age** | * Can only make inquires related to the minimum age requirements, if hiring a minor
 | * Cannot ask an applicant to state their age and/or date of birth
* Cannot inquire how old an applicant is
* Cannot use terms such “younger” or “older”
 |
| **Birthplace** | * None
 | * Cannot make any inquiry regarding national origin
 |
| **Citizenship** | * Can only make inquires of whether or not if hired, would they be able to show proof of authorization to work in the U.S

*-If asked of one applicant, must be asked of all applicants*-*For verifying authorization after being hired, applicants must be allowed to choose from any of the approved forms of proof available on the I-9 form* | * Cannot ask if someone has a green card
* Cannot request an applicant’s date of citizenship
* Cannot request proof of citizenship or work authorization *before* hiring (done after offer)
* Cannot inquire about a spouse or parent’s birthplace
 |
| **Convictions and Arrests** | * Can inquire about convictions for acts of dishonesty or breach of trust***if*** there is a clear job-related reason for obtaining the information

*-If asked of one applicant, must be asked of all applicants*-*This is often dealt with through a comprehensive background check or conviction self-disclosure form that would ask about any crime convictions* | * Cannot ask about any arrests (arrests are different from convictions and are not required to be disclosed)
 |
| **Disability (impairment that substantially limits a major life activity; a record of such, or is regarded as having such an impairment)** | * Can only focus on an applicant’s ability to perform required job duties and not the disability itself
* Can ask an applicant if they think they would be able to perform the essential functions of the job with or without accommodation

-*If accommodation is requested because of a disability, call HR/AA for specifics** Applicants with disabilities can be tested in the pre-offer stage

*-If asked of one applicant, must be asked of all applicants* | * Cannot ask if applicant has a disability or inquiry as to the nature of their disability, medical examinations, or any disability-related information
* Cannot ask if applicant has ever been hospitalized, formerly used or been addicted to illegal drugs or alcohol, treated for mental illness, or filed worker’s compensation claim
* Cannot impose an accommodation upon a candidate that has not specifically asked for one
 |

|  |  |  |
| --- | --- | --- |
| **Education** | * Can ask about the academic, vocational, and/or professional education of an applicant, including the name(s) of schools attended, degree(s)/diploma(s) received, date of graduation and courses of study
 | * Cannot ask the candidate about national, racial, or religious affiliation of any school(s) attended
 |
| **Experience** | * Can ask about work experience, including any volunteer work experience, but it must be job related
* Can ask about employment dates, names, addresses, and qualifications of references as well as reasons for leaving
 | * Cannot ask about the national, racial, or religious affiliation of any organizations
 |
| **Language Ability** | * Can ask about applicants’ oral and written communication skills as well as fluency in English or any another language, ***only if*** this is a genuine occupational qualification (BFOQ)

*-Said qualification must be indicated on the vacancy announcement* | * Cannot ask questions about an applicant’s national origin
 |
| **Marital** | * Can ask questions about marital status ***only after hired*** and only for tax purposes
 | * Cannot asks questions regarding an applicant’s marital status unless it is directly related to tax purposes
 |
| **Military Service** | * Can ask questions re: job related military experience, type of education, and dates as it relates to a specific job
* Can ask questions in regards to verifying claims of Veteran’s Preference obtained from HR
 | * Cannot ask questions about Military or reserves service records
* Cannot ask questions about Military service for any country other than U.S.
* Cannot ask questions about type of discharge
 |
| **National Origin** | * Can only ask about languages, travel, or cultural experiences as it relates to specific job requirements
 | * Cannot ask about the birthplace of the applicant, applicant’s parents, grandparents, or spouse
* Cannot make any other inquiry into national origin
 |
| **Name** | * Can ask applicants if there is any other name under which the person’s previous employment or academic records would be listed
 | * Cannot make inquires that would indicate applicant’s lineage, ancestry, national origin, or descent
* Cannot ask applicants about a previous name(s) that has(have) been changed by court order
* Cannot ask a woman how they want to be addressed (i.e. Miss, Mrs., or Ms.) or ask for her maiden name
 |
| **Organization** | * Can ask applicants about the name and purpose of professional or academic organizations the applicant is a member of, *as long as* the affiliation ***directly*** relates to job qualifications
 | * Cannot ask for a list of all organization to which an applicant is a member
 |
| **Photographs** | * None
 | * Cannot request photographs for any reason

*-If an applicant includes a photograph, the search chair is advised to remove the photo from the applicant’s file before the application is reviewed* |
| **Pregnancy/Care of Children** | * Can ask whether applicant can meet specified work schedules or has activities or commitments that may prevent him or her from meeting attendance requirement.
* Can ask if there are any reason why they would not be able to work evening or weekends if needed
* Can ask an applicant if they would be able to work a specific schedule
* Can ask an applicant if they have any anticipated absences

*-If asked of female applicants, must be asked of males as well* | * Cannot ask about the number and/or age of children
* Cannot ask any questions concerning pregnancy current or future
* Cannot ask about childcare arrangements
 |
| **Race or Color** | * None
 | * Cannot ask any questions concerning race or color, including, but not limited to color of eyes, hair, skin or other feature
 |
| **Religion or Creed** | * None

-After hiring, it is permissible to discuss accommodations for religious practice, if requested by the employee | * Cannot ask for recommendations or references from church officials
* Cannot ask anything that would indicate religion or creed, such as religious holidays observed or church they attend
 |
| **Residence** | * Can ask about address to the extent needed to facilitate contacting the applicant (a post office box is a valid address)
* Can ask if they will be able to get to work at a specified time
 | * Cannot ask for the names or relationship of persons with whom an applicant resides
* Cannot ask whether the applicant owns or rents a home
* Cannot ask if they live in town
 |
| **Retaliation** | * None
 | * Cannot ask if they have ever brought charges or filed a grievance against a former employer
 |
| **Sex** | None | Any inquiry that would indicate sex, unless for a bona fide occupational qualification (BFOQ) qualification. |

Helpful Links

**Advertising:** <http://www.montana.edu/nsfadvance/adplacement.html> ; <http://www.montana.edu/hr/aa/advertise.html>

**Applicant Tracking System (ATS) Online Tips and Training:** <http://www.montana.edu/hr/ats/index.html>

**Dual Career Couples:** <http://www.montana.edu/hr/dualcareer.htm>

**Family Advocacy Brochure:** <http://www.montana.edu/nsfadvance/Forms/FamilyAdvocateBrochure.pdf>

**Interview/Moving related expenses:** <http://www2.montana.edu/policy/business_manual/bus500.html>

**Project Implicit:** <https://implicit.harvard.edu/implicit/research/>

**Search Committee Tools:** <http://www.montana.edu/hr/aa/tools.html>

**DIVERSITY COMPONENTS FOR ANNOUNCEMENTS**

**Overview**

Montana State University values diverse perspectives and is committed to continually supporting, promoting, and enhancing an inclusive and culturally diverse campus environment. MSU values the importance of work-life integration and strives to be receptive to the needs of dual career couples.

**DUTIES SECTION:**

We aspire to attract applicants who want to teach in a diverse University community and have also demonstrated talent in supporting students from diverse backgrounds to succeed.

**QUALIFICATIONS:**

**Required Qualifications:**

Demonstrated ability to work and engage with diverse students and colleagues within and outside the department.

 **Preferred Qualifications:**

Capacity to foster advancement of diversity.

* + Demonstrated commitment to student, faculty, and staff diversity.

 **Successful Candidate Will:**

Have an appreciation of diverse constituencies as well as add intellectual diversity to the department.

**Phone Interview Questions for Prospects (Telephone Reference Checks)**

* Please provide examples of your involvement in any diversity initiatives and subsequent outcomes.

**On-Campus Interview Question**

* How will you promote diversity and improve equity within the department and MSU?



**Rising Above Cognitive Errors**

***Guidelines for Search, Tenure Review, and Other Evaluation Committees***

JoAnn Moody, PhD, JD

[www.diversityoncampus.com](http://www.diversityoncampus.com/)

 **Common Errors of Individual Members**

*Not errors just made by the 'bad guys' but things we all tend to do*

*if we are not motivated to avoid them.*

1. **Negative Stereotypes.** "A stereotype can he defined as a broad generalization about a particular group and the presumption that a member of the group embodies the generalized traits of that group." Negative stereotypes are negative presumptions such as presumptions of incompetence in an area, or presumptions of lack of character or trustworthiness.
2. **Positive Stereotypes.** A halo effect where members of a group are presumed to be competent or bona fide. Such a member receives the benefit of the doubt. Positive achievements are noted more than negative performance, and success is assumed.
3. **Raising the Bar.** Related to negative stereotypes, when we require members of certain groups to prove that they are not incompetent by using more filters or higher ones for them.
4. **Elitism.** Wanting to feel superior through certain attributes or selectivity that highlights how we characterize more positive stereotypes (accents, schools, dress, ratings).
5. **First Impressions.** Drawing conclusions in a matter of seconds based on our personal likes/dislikes.
6. **The Longing to Clone.** Devaluing someone who is not like most of 'us' on the committee, or wanting someone to resemble, in attributes, someone we admire and are replacing.
7. **Good Fit/Bad Fit.** While it may be about whether the person can meet the programmatic needs for the position, it often is about how comfortable and culturally at ease we will feel.
8. **Provincialism.** Similar to cloning, this is undervaluing something outside your own province, circle, or clan. For example, trusting only reference letters from people you know.
9. **Extraneous Myths and Assumptions.** Undermining the careful collection and analysis of information, such as we can't get a person like that to come here, or we have all of them we need.
10. **Wishful Thinking.** Opinions rather than facts and evidence. Examples are assumptions that we, and certain other institutions, run on objective meritocracy, or we are colorblind.
11. **Self-Fulfilling Prophecy.** Some call it 'channeling,' where we structure our interaction with someone so we can receive information congruent with our assumptions, or avoid information incongruent with our assumptions.
12. **Seizing a Pretext.** Hiding one's real concern or agenda (e.g., excessive weight) behind something trivial, or focusing on a few negatives rather than the overall performance.
13. **Character over Context,** or **Attribution** errors. For example, failing to recognize the context of a situation-was it social, late in the day, outside of the professional arena, or an attribution of responsibility for a situation that is misplaced on one person rather than others.
14. **Premature Ranking/Digging In.** Rush to use numbers, as if they are objective, to drive a decision.
15. **Momentum of the Group.** It is difficult to resist consensus when the majority seems to be heading

 one way without a full hearing on other considerations.**Major Points in "RISING ABOVE COGNITIVE ERRORS:"**

"Guidelines to Improve Faculty Searches, Evaluation, and Decision-Making (Resources for Medical, Law, and Business Schools and Colleges and Universities)" Copy right JoAnn Moody, 2010

**Part I. Typical Cognitive Errors Unwittingly Made by Individuals**

1. Negative stereotyping/biases
2. Positive stereotyping/biases
3. Raising the bar; Shifting standards
4. Elitism; Academic pedigree
5. First impressions
6. Longing to clone
7. Good fit/Bad fit & other "trump cards"
8. Provincialism
9. Assumptions/"psychoanalyzing the candidate"
10. Wishful thinking/personal opinions
11. Self-fulfilling prophecy
12. Seizing a pretext
13. Character over context
14. Premature ranking/Digging in
15. Yielding to momentum of the group

**Typical Dysfunctions of an Organization that Exacerbate Cognitive Error**

1. Overloading/rushing
2. No coaching and practice
3. No ground rules
4. No reminders and monitoring
5. No one held accountable
6. No debriefing/regular improvement

**Part II. How to Rise Above Cognitive Errors & Remedy Organizational Dysfunctions**

1. Constant self-correction by individuals and evaluation committees
2. Coaching, reminders, and nudges about how to guard against cognitive errors, personal opinions, shortcuts, and "trump cards." Tips from respected peers. Use on-line search tutorial at: [www.virginia.edu/vpfa/search.html](http://www.virginia.edu/vpfa/search.html) Also check: [www.implicit.harvard.edu](http://www.implicit.harvard.edu/)
3. Ground rules and checklists to govern the evaluation process, developed by the committee (but consult guidelines from previous evaluations or from outside experts)
4. Diverse evaluation committee, including professor from another department. Use a Process Monitor on the committee for quality control and to assist committee chair in insuring careful and opinion-free deliberations
5. Use a matrix or other visual aid to keep evaluation criteria front and center
6. Slow down the evaluation and decision-making process; no overloading or rushing
7. Build accountability into both processes and results and use a variety of checklists
8. Lengthen interviews and use simulations to get a fuller picture of applicants
9. Don’t rank the finalists. Instead, write up a summary of each one’s strengths, weaknesses, and likely contributions to students, patients, clients, department, school, etc.
10. Avoid a solo situation by including two or more members of negatively stereotyped groups in the pool of finalists
11. Continuously practice so that self-correction and prevention of cognitive errors become long-term cognitive habits (through case studies, interactive skits, formal observation by others, checklists, debriefing after evaluations and decisions have been reached)
12. Develop personal relationships/friendships with members of negatively stereotyped groups—to diminish social distance and automatic stereotyping
13. Frequent insistence on "Show me the evidence" during evaluation processes
14. Debrief after each search or evaluation; aim for quality-control and improvement; provide summaries of lessons learned, for future committees and leaders.

RECRUITMENT SERVICES

Contact Information

**General Email Boxes**

Backgroundchecks@montana.edu

ATShelpdesk@montana.edu

recruitment@montana.edu

**Mailing Address**

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