

NC STATE UNIVERSITY

Office for Institutional Equity and Diversity

Guidelines for
Recruiting a
Diverse Workforce

NORTH CAROLINA STATE UNIVERSITY

Guidelines for Recruiting a Diverse Workforce

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Introduction

NC State University's commitment to affirmative action, equal opportunity and the diversity of its workforce is reflected in the University's mission statement, the Equal Opportunity Plan and compact plans. The following guidelines will assist deans, department heads and search committee members in conducting affirmative searches consistent with this commitment and applicable laws and regulations. These guidelines are also available online at: http://www.ncsu.edu/equal_op/hiring/hpm.html.

Definitions: EEO, Affirmative Action and Diversity

Equal Employment Opportunity is the right of all persons to be considered on their ability to meet the requirements of the job. Because EO does not typically change existing conditions, further action is necessary. That is where affirmative action efforts come in.

Affirmative Action refers to efforts made to expand employment opportunity for members of a particular race, gender, or ethnicity group previously excluded from employment opportunities. These efforts are made consistent with applicable laws and regulations.

Diversity is a commitment to recognizing and appreciating the variety of characteristics that make individuals unique in an atmosphere that promotes and celebrates individual and collective achievement.

On November 12, 1997, the NC State's Administrative Council adopted the following statement on diversity:

Diversity is a reality created by individuals and groups from a broad spectrum of demographic and philosophical differences. It is extremely important to support and protect diversity because by valuing individuals and groups free from prejudice, and by fostering a climate where equity and mutual respect are intrinsic, NC State will create a success-oriented, cooperative and caring community that draws intellectual strength and produces innovative solutions from the synergy of its people.

NC State will create a learning environment which enhances the human potential of all the members of the University community as related to its mission to achieve excellence in research, teaching and community service. Diversity and civility are essential for NC State's continuing world-class distinction as a progressive land-grant institution committed to excellence and equity.

Taking a proactive role, Provost and Executive Vice Chancellor Warwick Arden penned the following letter to the College Deans.

NC STATE UNIVERSITY

Campus Box 7101 / 109 Holladay Hall
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MEMORANDUM

TO: Deans, Directors and Department Heads
FROM: Warwick Arden, Provost and Executive Vice Chancellor
SUBJECT: Promoting Diversity in Hiring
DATE: July 14, 2011



The recruitment of members of the faculty and administrative leadership is at the very heart of the university. In many ways, there is no more important task, and that is why we commit so much of our time and energy to the search process. In carrying out our recruitment efforts, we need to be as effective as possible in ensuring that people with diverse backgrounds and experiences are attracted to and hired at NC State. For these reasons, search committees must operate with integrity, fairness, confidentiality, and a sense of institutional mandate.

Diversity is at the core of NC State's mission and values. In recent years, our student body has become more diverse; however, our efforts at recruiting women and underrepresented minorities to fill EPA faculty and non-faculty positions remain challenging. As you engage in the search process, I want you to know that I am personally committed to diversifying the faculty, staff, and administration of NC State.

The Office for Institutional Equity and Diversity (OIED) can play a key role in educating search committees about the importance of diversity as a part of the educational mission at NC State. This office has developed resources to assist you in diversifying the applicant pool when conducting searches, in making sure that all prospects emerge from the process holding NC State in higher regard than when they did before the contact was initiated, and in increasing the likelihood that the person to whom a job offer is extended will accept. Some of the resources are available online at

http://www.ncsu.edu/diversity/faculty_staff/Recruiting.php and
http://www.ncsu.edu/equal_op/hiring/OEO_Recruitment_Guidelines.pdf.

One of the most effective ways to promote diversity in hiring is for campus hiring officials to invite a representative from OIED to meet with each search committee at the time the committee is given its charge. During this briefing, OIED can answer any questions you may have regarding the recruitment and selection process. To schedule a search committee briefing, please contact Carson Cook, assistant equal opportunity officer at 513-2099 or

carson_cook@ncsu.edu. Search committees have found this information most helpful when it is provided before they begin their work. Similarly, Marcia Gumpertz, assistant vice provost for faculty and staff diversity, can provide information and assistance on issues related to advancement, retention, departmental climate, mentoring and family friendly policies and practices. Dr. Gumpertz can be reached at 515-7826 or gumpertz@ncsu.edu.

I encourage you to fully utilize the services, “best practices,” and resources offered by the Office of the Provost in your efforts to attract outstanding and diverse candidates to our campus community.

cc: Unit Affirmative Action Officers
College Diversity Coordinators

Recruitment Efforts

Affirmative outreach efforts are proactive and may vary depending on such variables as identified underutilization and statistical availability, as well as the position and recruitment resources. Expanded recruitment efforts continue to be required for all positions in which women and minorities are underutilized. When the job group is underutilized or the department is underrepresented, search committees are required to take extra measures to identify, recruit and hire women and/or racial/ethnic minorities.

Charging the Search Committee

Dean or Department Head

In charging a search committee, the dean or department head should define expectations of the search by detailing the position description, preferred and minimum qualifications, advertising and outreach sources and developing selection criteria to include an assessment of the candidate's qualifications for teaching, research and service within a diverse environment. Before beginning the search process is a good time to review the department's goals and consideration of under-representation of women and racial/ethnic minorities, as well as other issues as they relate to conducting an affirmative action/equal employment opportunity search.

Search Committee Chair

To ensure compliance and to enhance the recruitment process, as soon as the committee is named, the chair of the search committee should schedule an "orientation" with staff from the Office for Institutional Equity and Diversity before engaging in the important work of the committee. Such an orientation can take place before or at the first meeting of the search committee. To arrange search committee training, contact OIED at 515.3148 or access http://www.ncsu.edu/equal_op/index.html. OIED provides refresher and alternative training via its online orientation module at <http://www.ncsu.edu/project/oeo-training/search/>. As an additional resource, OIED has developed a video presentation entitled, *Guidelines for Recruiting a Diverse Workforce: Effective and Best Practices* which is available at http://www.ncsu.edu/equal_op/hiring/best_practices.html

Search Committee "Code of Ethics"

Searches are an opportunity for an institution to demonstrate high ethical standards. Searches done well win the respect and praise of candidates who are drawn from across the nation, and sometimes, the world. In addition, an effective search is an opportunity for the university to show itself favorably to many groups and individuals (e.g., national references, professional colleagues). To attract the best candidates, to retain until closure those who are most competitive, and to fulfill a responsibility to treat candidates confidentially and ethically, the search committee should commit itself to:

- Create a search environment that respects the rights and dignity of all persons.
- Maintain in strict confidence and **in perpetuity**:
 - All information about candidates secured during the search process (e.g., names, written materials, references)

- All search committee conversations and deliberations
- Put aside personal agendas, biases or political positions so that each candidate has an honest and fair evaluation.
- Disclose all conflicts of interest to the chair of the committee or the entire committee.
- Represent the institution as a whole rather than individuals or group stakeholders.
- Ensure that no member of the committee intends to become a candidate for the position.
- Receive candidate permission prior to reference checking.
- Establish accuracy of information on candidates prior to disclosure to the committee.
- Ensure the safety of records after the search is completed retaining search records in compliance with institutional, state, and EEOC guidelines and disposing of records in a manner, which retains candidate confidentiality.
- Follow all by-laws of the institution and laws of the state and nation.
- Affirm that only the chair of the committee speaks for the committee and only the dean/chancellor/board speak for the institution.

The search committee should reflect the diversity of the college/unit to the extent possible. Departments will want to include on the search committee individuals who have broad perspectives and a commitment to diversity. An essential role of the search committee is to ensure that all applicants are considered equitably throughout the process. Confidentiality should be maintained throughout the process with all inquiries being referred to the chairperson.

Planning the Search

Department Head

The department head should develop the position description, keeping in mind that it can be a tool to widen the pool of candidates by eliminating unnecessary qualifications. At the discretion of the department head, the task of developing the position description can be delegated to the search committee. Consideration should be given as to whether a position or job category is underutilized for women, minorities, or both as established in the University's Equal Opportunity Plan. Consult the Office for Institutional Equity and Diversity (OIED) for additional information on underutilization of women and minorities at NC State. The department head should review the recruitment plan developed by the search committee to ensure a diverse and competitive pool can be assembled. Human Resources can assist in this effort by reviewing the vacancy notice submitted by departments and ascertaining if there will be an appropriate level of

advertising and recruiting by the department to assemble a diverse and competitive pool of applicants.

Search Committee

The search committee reviews (or develops) the position description and makes sure it is not so restrictive as to needlessly limit the pool of applicants. The search committee should develop a recruitment plan and strategies to address identified underrepresentation by ensuring a diverse and competitive applicant pool. An important role of the search committee is to establish the selection criteria and procedures for screening, interviewing candidates and keeping records before material from applicants begin to arrive. The selection criteria must be carefully defined, directly related to the requirements of the position, and clearly understood and accepted by members of the committee. The ability of the candidate to add intellectual diversity and cultural richness to the department is a criterion that should be included among the selection criteria.

Reference checks should be an integral part of every search. The search committee determines the process by which references will be checked and letters of recommendation requested.

Search committees must ensure that all portions of the application and interview process are accessible to persons with disabilities.

The staff support person for each search committee completes the EPA Vacancy Notice using the online employment system (PeopleAdmin) and keeps documentation of:

- Major criteria used to select applicants beyond “initial screening.”
- Major criteria used to select finalists (for interview).
- Major criteria used to select successful applicant.
- Specific reasons for rejection of candidates interviewed but not selected.

Advertising and Searching Aggressively

National advertisement for all vacant EPA administrative and faculty positions at NC State is highly recommended. All advertisements must include the following statements:

NC State University is an equal opportunity/affirmative action employer.

NC State University welcomes all persons without regard to sexual orientation.

Individuals with disabilities desiring accommodations in the application process should contact_____ (departmental contact name, e-mail address, voice phone/fax numbers and TTY number, if available).

Other suggested statements which may be included in recruitment advertisement are:

NC State University is especially interested in qualified candidates who can contribute, through their experience, research, teaching and/or service, to the diversity and excellence of the academic community.

The University is responsive to the needs of dual career couples.

Search committees should use the recruitment plan for advertising and outreach to produce the desired results. This includes advertising widely and going beyond the traditional methods of identifying applicants. NC State requires that vacant EPA positions be advertised for at least 30 days before the application deadline.

Departments are encouraged to use electronic job-posting services targeted at diverse groups such as minority caucuses of specific disciplines. Many professional organizations maintain directories of minority professionals. The Office for Institutional Equity and Diversity maintains a listing of recruitment resources. Departments can contact the Office for Institutional Equity and Diversity at 919-515-3148 or visit the OIED website at http://www.ncsu.edu/equal_op/hiring/hpm.html for assistance.

There are numerous other strategies to assist departments in “casting a wide net” when recruiting for vacant positions:

- Make personal contacts with minorities and women at professional conferences and invite them to apply.
- Contact colleagues at other institutions to seek nominations of students nearing graduation, recipients of fellowships and awards or others interested in moving laterally, making sure to request inclusion of qualified women and minorities.
- Identify suitable junior or mid-level faculty at other institutions and send job announcements. Telephone calls and letters to nominees and applicants can send a strong message of openness and welcome.
- Place announcements in newspapers, journals, and publications aimed specifically at under-represented groups.
- Send announcements and request nominations from departments in Historically Black Colleges and Universities and Hispanic, American Indian and Asian serving institutions. For a list of institutions see the OIED website listed above.
- Request names of prospective applicants from the Directories of Ph.D. recipients on file in the Office for Institutional Equity and Diversity.
- Consult with faculty/staff of color and women already on campus on outreach strategies.

Communicating with Applicants

At a minimum, each applicant should receive a letter that promptly acknowledges the initial application and indicates the willingness of the college/hiring unit to make reasonable accommodations to the known physical or mental disabilities of applicants.

Be courteous and responsive to applicants who seek information about the position, the school, department, institution and University community. Keep applicants informed on the progress of the search (especially if it is taking longer than expected). We make friends for the University by treating applicants with thoughtfulness - no matter how ill-suited an applicant may be for your particular position.

A notification letter should be sent to each applicant, as the individual is no longer under consideration for the position. For example, applicants who are no longer being considered after an initial screening can be notified at that point. You don't have to wait until an offer is actually made.

Consider regular phone and/or e-mail contact with applicants in whom you are especially interested. You don't have to have any particular news; just keeping in touch is an effective recruitment strategy.

Evaluating the Applicant Pool

Search Committee

The search committee evaluates the applicant pool by screening resumes based on advertised minimum and preferred qualifications. The committee is cautioned to be mindful of biases in the screening process that could inadvertently screen out well-qualified applicants with non-traditional career paths, with non-traditional research interest or publications, and from Historically Black Colleges and Universities (HBCUs) or other minority-serving institutions.

It is important to recognize that diverse paths and experiences can make positive contributions to a candidate's qualifications. Acknowledge the value of candidates who are "less like us" and consider their contribution to our students who are increasingly more diverse. As a search committee you are encouraged to think carefully about your definition of "merit," taking care to evaluate the achievements and promise of each applicant, rather than relying on stereotypical judgments. Make sure the process allows each member of the group to contribute to the evaluation of all applicants.

Unconscious Bias

Research demonstrates that every one of us has a lifetime of experiences and a cultural history that influences our judgments during the review process. Studies show that people who have strong egalitarian values and believe that they are not biased may nevertheless unconsciously or inadvertently behave in discriminatory ways. A first step toward ensuring fairness in the search and screen process is to recognize that unconscious biases and attitudes not related to the qualifications, contributions, behaviors, and personalities of candidates can influence our evaluations, even if we are committed to egalitarian principles.

The results from controlled research studies have shown that bias and assumptions can affect the evaluation and hiring of candidates for academic positions. These studies show that the assessment of resumes and postdoctoral applications, evaluation of journal articles, and the language and structure of letters of recommendation are significantly

influenced by the sex of the person being evaluated. It is important to note that in most of these studies, the gender of the evaluator was not significant, indicating that both men and women share and apply the same assumptions.

Please refer to the enclosed brochure, *Reviewing Applications: Research on Bias and Assumptions* for additional information concerning unconscious bias.

Conducting Telephone Interviews

Consider telephone interviews as an intermediate screening step to help the committee determine who will be invited for an on-campus interview. If the search committee elects to conduct telephone interviews, make sure that they are handled consistently and professionally. Even though you are talking on the phone, your questions should be uniform. Thus, it would be helpful to follow a structured plan by establishing a core set of questions ahead of time. This will help achieve fairness, equity, and consistency during the interview process. Discriminatory behavior is improper even if it occurs inadvertently. Appearance is as important as reality to the applicant, especially women and persons of color.

Even though search committees are encouraged to use a standard set of questions, you are still free to ask some questions that are specific to each candidate or triggered by the candidate's response. There may be something in an applicant's background that will be unique and may warrant other questions, e.g., different kinds of research or other kinds of experiences. These different questions are appropriate as long they are job related.

In preparation for the telephone interviews, committee members should review the position description and the vacancy notice for specific knowledge, skills, and abilities required for the position. Review the applicant's resume, cover letter, and any other pertinent material. Note areas that may need clarification or further inquiry.

To avoid unlawful inquiries, everyone participating in the interview process should be acquainted with the interview guidelines provided by the Office for Institutional Equity and Diversity concerning pre-employment inquiries.

The chair (or committee member) begins by introducing her/himself to the applicant. Other committee members present should also be introduced. Explain to the applicant the purpose, format, and agenda of the interview. Briefly review the position and, in general, what will be expected of the successful applicant. Give the applicant a moment to become comfortable and have an idea of what will be happening. Note taking by committee members is encouraged as an aid to recall and to ensure accuracy.

As the interview proceeds, listen carefully and allow the applicant sufficient time to respond to inquiries. If the applicant tends to answer excessively, the chair should interrupt and move on to the next area of inquiry. The key is to combine good listening with good use of questions. Don't rush through the process and be sure to take time to answer the applicant's questions.

Conclude the interview by thanking the applicant for taking the time to speak with the committee and explain what will happen next, i.e., the rest of the selection process.

However, do not make commitments you can't keep (i.e., scheduling an on-campus interview at this time).

Documentation of all telephone interviews should be maintained in the search records.

Is it permissible to tape record telephone interviews or videotape face-to-face interviews?

While there is no legal prohibition against tape recording or videotaping employment interviews, search committees should be aware of the complex legal and professional implications involving the usage, storage and copyrights of these tapes.

Telephone Interviews

Tape recording telephone interviews is a very common and useful practice. Employers use telephone interviews as a way of identifying and recruiting candidates for employment. Phone interviews are often used to screen candidates in order to narrow the pool of applicants who will be invited for an in-person interview. Telephone interviews are also used as a way to minimize the expenses involved in interviewing out-of-town candidates.

Recording phone conversations is legal in all of the 50 states and the District of Columbia. While state law may vary, Federal law permits electronically recording a telephone conversation with the consent of only one person involved in the conversation. Nevertheless, all applicants should be informed at the onset of a telephone interview that the conversation is being tape-recorded and the reason why.

Most importantly, if a search committee elects to tape record a telephone or on-campus interview, it must do so for all applicants invited to participate in the interview process. Furthermore, in order to comply with the guidelines on records retention, any and all tape recordings produced as a part of the selection process must be retained as a part of the search record.

Videotaping Interviews

Videotaping of candidates during employment interviews can create an intimidating environment and add unnecessary discomfort and stress for the candidates who, even if they are asked for permission, do not feel they are in a position to refuse to be taped. Where possible, candidates should be informed of the decision to videotape their interview(s) in the letter confirming their invitation to campus.

On those occasions e.g., the absence of one or more search committee members, where after having arranged a personal interview, the search committee seeks to tape record interviewees, it is recommended that the search committee chair contact the Vice Provost for Institutional Equity and Diversity for advice and guidance. When used properly video recordings can be a powerful and persuasive factor in the selection process. However, given the increase in employment litigation, the procedure is not without legal risk. Like audio tape recordings, videotape recordings of employment interviews must be retained as a part of the search record for a period of no less than two years.

Department Head – Applicant Pool Review

During the search process, the department head has an opportunity to review the composition of the applicant pool to determine if additional recruiting efforts are needed. The Unit Affirmative Action Officer and the Vice Provost for Institutional Equity and Diversity can assist you with this review. Complete the Interim Recruitment Report using the online employment system (PeopleAdmin) and obtain approvals before inviting candidates to campus for interviews.

Important Legal Considerations

Reference Letters

Reference letters submitted by the applicant as part of his/her application materials to the hiring official or search committee should be kept confidential until such time as the applicant agrees they may be shared beyond the hiring official or search committee. Letters of reference solicited by the hiring official or search committee may not be seen by the applicant (N.C. General Statute 126-24(1)(i)) or shared beyond the hiring official or the search committee.

Personnel Records

N.C. Gen. Statute 126-22 indicates that personnel files of state employees, former state employees, or applicants for State employment shall not be subject to inspection and examination as authorized by G.S. 132-6. For purposes of this Article, a personnel file consists of any information gathered by the department, division, bureau, commission, council or other agency subject to Article 7 of this Chapter which employs an individual, previously employed an individual, or considered an individual's application for employment . . . and which information relates to the individual's application, selection or non-selection, promotions, demotions, transfers, leave, salary, suspension, performance evaluation forms, disciplinary actions, and termination of employment wherever located and in whatever form.

Public posting

Candidate CVs/résumés and cover letters are confidential and cannot be released publicly. Such documents may only be shared with departmental faculty or divisional staff upon a waiver executed by the candidate or employee. Only if the candidate agrees in writing to release the CV/résumé and cover letter should they be released to anyone outside of the technical search committee (and the search committee does not include the entire departmental faculty or divisional staff).

Any public official or employee who knowingly and willfully allows unauthorized persons to have access to or custody or possession of any portion of a file designated as confidential, shall be guilty of a Class 3 misdemeanor, and can be fined up to \$500.00. N.C. Gen. Statute 126-37.

Veterans' Preference

State of North Carolina law (House Bill 1412) requires that **employment preference** be given to “eligible veterans” who have served in the Armed Forces of the United States

on active duty, for reasons other than training, during periods of war or any other campaign, expedition, or engagement for which a campaign badge or medal is authorized by the U.S. Department of Defense.

It is important to note that this preference not only applies to initial employment with the State, its agencies and institutions but also extends to other employment events including subsequent appointments, promotions, reassignments, lateral transfers and reduction-in-force situations.

Applicants for EPA positions will be asked to complete veteran's status questions on the University's online employment system to determine eligibility for veteran's preference.

Before submission of the interim recruitment report and eliminating applicants from further consideration, hiring departments must consider veteran's preference, if applicable. In order to verify eligibility, persons claiming eligibility for veteran's preference shall submit a DD Form 214, Certificate of Release or Discharge from Active Duty to the hiring department at the time an interview is scheduled.

The Use of Social Media in the Recruitment Process

The phenomenal growth of online social networks is altering the way people communicate, share ideas, and disseminate information. Thanks to social media networks such as Google, Facebook, Twitter, YouTube and MySpace, employers can now access private details about many job applicants with just a few computer clicks, making hiring decisions much easier. The use of social media networks to recruit and research the backgrounds of job applicants sends red flags to the Equal Employment Opportunity Commission (EEOC) for two reasons. First, it may reveal a person's race, religion, age or other protected characteristics. Second, because the typical user of social media is more likely to be affluent and young, using these media as recruiting tools could have a "disparate impact" on certain "protected groups," such as racial minorities and people over 40. The EEOC has warned about the potential for making biased decisions after checking social media websites. Thus, employers need to understand the legalities surrounding the use of social media networks in the hiring process. Using a bit of common sense never hurts either.

Keep your Candidate Research Legal

One of the easiest ways to use social media web sites is for recruiting purposes, e.g., to review an applicant's own public postings and accounts, providing a better picture of him or her as a potential employee. Be aware, though, that some of the information you find (such as a person's age, race, gender, religion, marital status or disability) should not be used to influence your hiring decision and laws prohibiting discriminatory hiring practices are still very much in place when recruiting online. Once you review a candidate's online profile, a court will assume you are aware of that person's "protected characteristics" that are often part of their online postings. Experts suggest that if you choose to review social media sites as part of your hiring practices, it's a better practice to wait until after you've met a candidate face to face." By using social media in this more targeted way, you are less likely to be accused of making snap selection decisions or of relying on protected characteristics evident from a social network profile.

Use Social Media Info Legally

There is plenty of lawful information to be had from social media, though. Does your candidate have a Twitter account that she regularly updates with thoughtful “tweets”? Does his social media presence demonstrate a deeper interest in the type of job s/he is pursuing? While social media should not be used to make final employment decisions, it can be used as an extension of the resume, a conversation starter that gives the interviewer a deeper understanding of the candidate. This is particularly true if familiarity with social media is needed for the position in question. A candidate for a marketing position that knows how to market herself via Facebook should stand out among otherwise equally-qualified job seekers.

Give Job Applicants Fair Notice

It’s not necessary to have an applicant sign a waiver that allows you to review his or her social media accounts; however, it is a best practice to give them a “heads up” that you will be reviewing any and all “publicly posted social media accounts.” Chances are, if a candidate uses social media as an effective job-hunting tool, or has interesting things to say via social media, he or she is likely going to publicize their online presence anyway. Following are some “best practices” to consider:

- Notify candidates that you will be conducting a comprehensive Internet search that includes social media sites.
- Provide candidates with an opportunity to address issues related to identity and negative information. There is more than one Bureauguard Smiley on Facebook. Make sure you have the right person before making judgments.
- Invite candidates to let you know about Internet content that may be inaccurate.
- Consider the nexus between the information you uncover and its relationship to the job. Is the information reliable? Accurate? Job-related? Does it really help in formulating an employment decision?
- Be ethical. “Friending” a candidate or one of the candidate’s friends in order to access personal information on Facebook is unacceptable.
- Be consistent and treat everyone the same. To avoid claims of disparate treatment, you should put all job seekers through the same process and apply the same selection criteria.

Treat “Bad” Social Media Information Delicately

What about negative information that reflects poorly on the job candidate’s professional image - - such as pictures of a job applicant getting drunk and acting stupid, or comments that reveal ignorance or bigotry? Treat it the same way you would if you had gained the knowledge via the interview or in a resume.

But remember, a candidate may not control every image posted on a social media site, so consider the overall context. If you have lingering questions, consider consulting Human Resources before relying on negative information to justify an employment decision.

Finally, don't just rely on the Internet to evaluate potential hires. Especially if you’re looking to fill a leadership role, put the most stock in what you see offline. In other words, your candidate could have the best web presence ever, but if he’s rude to the waiter in the interview, it’s time to look elsewhere.

Selecting the Finalists

Search Committee

Identify the candidates who will be considered further for the position based on the position requirements, candidates' qualifications, and diversity objectives. The search committee should check references and review letters of recommendation. Remember that all questions asked and issues raised from references must be job related and similar for all candidates. Some inquiries are not permitted because they request or allow use of information that may lead to an unfair (and illegal) biased decision. See interview/selection inquiry guide at the end of this publication.

Efforts to include qualified women and minorities in the final pool are especially required for job categories, titles, or for departments/units with historical underrepresentation of certain groups. The search committee should consider re-opening or intensifying the search if the pool does not reflect the availability estimate for the job category.

The search committee forwards the list of finalists recommended for interviews for review by the department head.

Department Head Review

The department head reviews the recommended candidates for interview making sure that diversity objectives could be met by interviewing those candidates. The department head may ask for explanation or review of others in the pool if diversity objectives could not be met from the list of applicants suggested for further consideration.

Interviewing Finalists

- Schedule interviews and events to ensure consistent treatment of all candidates, including internal candidates.
- Focus on the candidate's ability to perform the essential functions of the job and avoid making assumptions based on perceived race, ethnic background, religion, marital or familial status, age, disability, sexual orientation or veteran status. **Federal and state laws prohibit discrimination on the basis of an applicant's race, color, national origin, religion, sex, age or disability.**
- Assess the candidate's qualifications for teaching, scholarship and service within a diverse environment.
- Provide an opportunity for the candidate to discuss any special requirements or circumstances such as the need to find a position for a partner.
- Create opportunities for candidates to meet with other faculty, staff or community members who share similar backgrounds. The Office for Institutional Equity and Diversity can assist with these efforts.

- Develop a group of core questions based on the position-related criteria by which the candidates are to be evaluated.
- Use core questions with all candidates to allow comparative judgment and insure that crucial position-related information is obtained.
- Aim questions at discovering what the candidate can bring to the position and limit them to issues that directly relate to the job to be performed.
- If a job candidate reveals information that you are not allowed to ask, **do not** pursue the topic further. The 'she brought it up' excuse will not fly in court, so change the subject right away.
- Some questions could result in a lawsuit. To avoid the appearance of discrimination during interviews, **do not ask the following 25 questions:**
 - Are you married? Divorced?
 - If you're single, are you living with anyone?
 - How old are you?
 - Do you have children? If so, how many and how old are they?
 - Do you own or rent your home?
 - What church do you attend?
 - Do you have any debts?
 - Do you belong to any social or political groups?
 - How much and what kinds of insurance do you have?
 - Do you suffer from an illness or disability?
 - Have you ever had or been treated for any of these conditions or diseases?
(followed by a checklist)
 - Have you been hospitalized? What for?
 - Have you ever been treated by a psychiatrist or psychologist?
 - Have you had a major illness recently?
 - How many days of work did you miss last year because of illness?
 - Do you have any disabilities or impairments that might affect your performance in this job?

- Are you taking any prescribed drugs?
- Have you ever been treated for drug addiction or alcoholism?
- Do you plan to get married?
- Do you intend to start a family?
- What are your day care plans?
- Are you comfortable supervising men?
- What would you do if your husband were transferred?
- Do you think you could perform the job as well as a man?
- Are you likely to take time off under the Family and Medical Leave Act?

Evaluating the “Best Qualified” Candidate

To assist you in identifying the “best qualified” candidate, ask the following questions:

Does the candidate:

- Satisfy advertised requirements for the position?
- Have the skills needed to perform the essential functions of the position?
- Demonstrate the potential to be successful in the promotion and tenure review?
- Have teaching experience with diverse populations?
- Have scholarly expertise related to diversity in the discipline?
- Add intellectual diversity to the college community?
- Bring interesting life experiences that will benefit diverse students?
- Enlarge the cultural richness available within the college community?
- Alleviate under-representation in a discipline or within the college?
- Demonstrate special talents and knowledge needed to serve as a mentor and role model for students in under-represented groups?
- Enhance other factors valued on your campus?

Assessing a Candidate's Qualifications for Teaching/ Working in a Diverse Environment

Incorporate inquiries throughout the interview process and raise them in varied context along with exploring other qualifications regarding effective teaching, scholarship, and teamwork.

Ensure that various members of the search committee ask questions so that diversity issues will be raised regardless of the gender and racial make-up of the group.

Solicit information about the candidate's work in the areas of diversity. For example – experience or opportunity to recruit, retain and promote women and minorities in previous position and, if so, success at these efforts; information about programs, committee memberships and diversity initiatives in previous position.

The following are examples of an opening statement and appropriate open-ended interview questions and assessment tools to assist you.

Suggested opening remarks: “Our college (division or department) values diversity among its students, faculty and staff, and we have made a commitment to promoting and increasing diversity. We believe that issues about teaching and leadership within a diverse environment are important, and we'd like to discuss your experience with and views about diversity.”

What do you see as the most challenging aspects of an increasingly diverse academic community?

What have you done, formally or informally, to meet such challenges?
How do you view diversity course requirements for students?

How have you worked with students and others to foster the creation of climates receptive to diversity in the classroom, in the curriculum, in the department?

How have you mentored, supported or encouraged students on your campus? What about minority students, women, or internationals?

In what ways have you integrated multicultural issues as part of your professional development?

How to assess what you heard. What to look for:

Is the candidate at ease discussing diversity related issues and their significance to the position? Or is the candidate reluctant to discuss diversity issues?

Does the candidate use gender-neutral language or are “males” used for examples and answers?

Does the candidate address all the members of the interview committee?

How does the candidate show experience, concern, commitment or willingness to advance the University's diversity efforts?

Selecting the Candidate(s)

Search Committee

The search committee should select the best-qualified candidate(s) for referral to the department head based on advertised position requirements, candidates' qualifications, and diversity objectives. The committee should select and refer the candidate(s) who will contribute to the diversity of the department or unit, when two or more candidates possess equivalent qualifications.

Department Head

The department head should select the candidate of choice and make a recommendation to the dean. The Final Recruitment Report should be completed using the online employment system (PeopleAdmin) and routed for the appropriate approvals.

Conducting Reference Checks

Reference checks are a critical part of the selection process. There are two primary reasons to conduct reference checks:

Employers need to be able to demonstrate that they have made reasonable efforts to find out about a future employee's previous work performance. Employers who don't do their best to check references can be held liable if the candidate hired has known violent tendencies or other tendencies that could have been discovered through reasonable efforts, especially if those tendencies result in threats or injuries to others in the new workplace.

Employers can minimize the risk of hiring an employee who won't be able to succeed in the new job if they take the time to try to find out about previous job performance. The best predictor of future performance is past performance. Even if it proves difficult to obtain information from previous employers, the prospective employer can still demonstrate that a good faith effort to check references was made.

Reference checks may be conducted relatively early in the hiring process to assist in identifying a smaller group of finalists, or at a later stage, to help select one candidate from among finalists, or after a final selection has been made, but before an offer of employment, as a means of verifying job-related information.

Don't just rely on letters of reference or personal references provided by the job applicant. A telephone reference check takes less time than a written reference check and usually more information is gained. Forms rarely uncover negative information. Employers hesitate to put into writing what they may say in a conversation.

Try to contact the same number of references for all candidates. Ask the candidate if there is anyone you should not contact and why you should not contact this person.

Ensure that all references are individuals who have worked with the candidate in a professional capacity or who have knowledge of the candidate's skills, abilities and performance record. When calling an applicant's reference: identify yourself immediately; tell the reference about the position for which the applicant is being considered. Verify dates of employment, titles, educational credentials and licenses. Ask only job-related questions and document all answers. Avoid questions that can be answered with only a "yes" or "no." Instead, ask open-ended questions such as "Describe the applicant's ability to..."

Develop a standard set of questions to be asked of all references, based on the requirements for the job. Job related questions are the key to a good reference check. Follow-up questions may be asked, but must be job-related. Remember that the illegal questions used for interviewing also pertain to reference checks.

The most important question to ask is whether the previous employer would rehire the applicant you are considering. If you get no other response, try to get this question answered.

Search Committees and/or hiring officials should check the references of an internal candidate in the same manner as any other applicant, including contacting current and former supervisors.

Needless to say, always check more than one reference. It is permissible to contact references other than those provided by the applicant, but again, applicants should be so informed.

Making the Offer

At the conclusion of the entire interview process, the search committee should meet to reach agreement on a recommended list of finalists for the position. Depending on the instructions provided by the hiring official, the list may be either ranked or unranked. The hiring official also specifies the number of candidates, usually three, to be considered. Rather than using strict numerical rankings, the Office for Institutional Equity and Diversity suggests utilizing qualitative statements based on job-related criteria in conveying selection recommendations.

Minutes from the committee meeting should reflect the rationale for all recommendations made. The committee's decision, with supporting documentation, should then be transmitted via memorandum to the appropriate administrator or authorized hiring official.

In turn, the appropriate administrator or authorized hiring official should advise the search committee of the final selection decision. The search committee chair or designee should notify, in writing, all applicants who were interviewed that another candidate was selected.

The dean, department head or administrator will make the offer to the candidate. Be sure that the proposed pay level, rank, and academic and/or administrative support for a woman or minority is no less than they would be for a comparable majority appointment. In addition, the dean or administrator should make sure unsuccessful candidates have been notified prior to public announcements of appointment. Official, timely notification to internal candidates is especially important.

Spousal/Partner Hire Information

Increasingly, a candidate's acceptance of employment is contingent upon the availability of employment for his or her spouse or partner. NC State University recognizes the importance of dual career families and seeks to make opportunities available for 'trailing spouses/partners'. Although the University can not guarantee employment, partners of prospective faculty and administrators are encouraged to make inquiries about this service as soon as possible after an offer is made. The University's Dual Career Assistance Program provides job search assistance, including resume consulting and information about local companies, for spouses and partners. For more information about this program, please contact Human Resources Employment Services at 919.515.2135.

After the Search

Retention of Search Records

Remember that information received including all correspondence, itineraries, notes and advertised position announcements remain a part of the search record for a period of no less than two years.

Retention Strategies

The hiring department should be deliberate in welcoming new hires by providing assistance to secure a smooth transition and enhance the probability of success in the new position. The department head should identify someone who will be willing to serve as a mentor and participate in other professional development activities. Networking along gender and ethnic lines is an effective way to deal with problems of isolation and should be valued and supported. Placing additional “diversity” demands or expectations on minorities or women should be avoided (e.g., extra advising or committee work).

Recruitment Resources

Personal contacts through professional organizations, training facilities, and colleagues at other institutions are usually the most effective networking resources. You are encouraged to personally contact professional organizations in your field to request that the position announcement be shared with members, especially with any women's or minority caucuses. Making personal contacts with the caucuses is most likely to result in applicants for your position.

The following directories are designed to aid in recruitment of minority and female faculty.

The Minority and Women Doctoral Directory

A copy is located in the Office for Institutional Equity and Diversity. Contact us at (919-515-3148) and we will provide the listing related to your discipline.

Directory of Ford Fellows

<http://www4.nas.edu/ffellows/ffellows.nsf>

The foundation sponsors pre-doctoral, doctoral and postdoctoral recipients through the National Research Council. Please send your position announcements to cobrien@ans.edu

Electronic Resources: You are encouraged to list your position announcement on websites and list-serves specific to your department or position which potential applicants are likely to read because of their interest in the subject. In addition, following are some general electronic resources that have been useful in other searches.

INSIGHT Into Diversity

A 35 year old national magazine and a premier source of information for one million readers monthly seeking in-depth news, reports and commentary on issues surrounding all aspects of diversity and inclusion. Highly regarded for its extensive career opportunity listings, INSIGHT into Diversity continues to successfully connect employers to the most highly qualified individuals regardless of race, color, national origin, religion, gender, age, disability, gender identity or expression, or sexual orientation.

www.InsightIntoDiversity.com

INSIGHT Into Diversity
225 S. Meramec Avenue, Suite 400
St. Louis, Missouri 63105
(800) 537-0655
(314) 863-2900
FAX (314) 863-2905
E-mail: dhecke@insightintodiversity.com

American Association of University Women

Marketing Office
1111 Sixteenth Street, N.W.
Washington, DC 20036
(202) 785-7774
E-mail: ads@aauw.org

American College Personnel Association

<http://www.acpa.nche.edu>
One Dupont Circle N.W.
Washington, DC 20036-1110

The American Educational Research Association

<http://www.aera.net>
1230 17th Street, N.W.
Washington, DC 20036-3078
(202) 223-9485

American Indian Science and Engineering Society

<http://www.aises.org>
5661 Airport Blvd.
Boulder, CO 80301

Association for Asian Studies

<http://www.aasianst.org>
1021 East Huron Street
Ann Arbor, MI 48104

BGEES Databases

<http://www.bgees.berkeley.edu>

The Future Black Faculty Database contains records of doctoral candidates, recent graduates, and professionals of African descent seeking tenure-track university faculty positions. The Black Faculty Database contains contact information for faculty of African descent that supports the exchange of resources among future and current faculty members.

Careers and the Disabled

<http://www.eop.com/cd.html>

1160 East Jericho Turnpike, Ste. 200
Huntington, NY 11743

Chicanos and Native Americans in Science

<http://www.sacnas.org>

Historically Hispanic Colleges and Universities

<http://www.hacu.net>

National Black MBA Association, Inc.

www.nbmbaa.org

National Physical Science Consortium (NPSC)

www.npsc.org

Graduate Fellowships in the Physical Sciences

National Society of Hispanic MBA's

www.nshmba.org

The Academic Position Network

www.apnjobs.com

1655 124th Lane, NE
Blaine, MN 55449
E-mail: info@apnjobs.com

The Spencer Foundation

www.spencer.org

875 N. Michigan Avenue
Suite 3930
Chicago, IL 60611
(312) 337-7000
E-mail: fellows@spencer.org

University Faculty Voice

www.facultyvoice.com

Historically Black Colleges & Universities
(715) 634-5226

In addition to advertisements in journals published for specific disciplines and The Chronicle of Higher Education, a search committee might consider placing advertisements for faculty in journals that target specific groups. The Office for Institutional Equity and Diversity recommends:

The Black Collegian Online

www.black-collegian.com

Diverse Issues In Higher Education

www.diverseeducation.com

10520 Warwick Ave.

Suite B-8

Fairfax, VA 22030-3136

The Hispanic Outlook in Higher Education

www.hispanicoutlook.com

17 Arcadian Ave., Ste. 202

Paramus, NJ 07652

Women in Higher Education

www.wihe.com

1934 Monroe Street

Madison, WI 53711

Further Assistance

Staff of the Office for Institutional Equity and Diversity are available to assist you at any point in the search process. Contact OIED at 919-515-3148. Also, staff of Human Resources Employment can assist you with your advertising campaign. Contact Human Resources Employment at 919-515-2135.

APPENDICES

APPENDIX A

'A Bill of Rights for Job Candidates' **by Paul Martin Lester**

From the issue dated January 26, 2001
<http://chronicle.com/weekly/v47/i20/20b01301.htm>

We hear a lot about student hazing on campuses, but there is another form that rarely gets noticed: the hazing of academic job applicants.

Last spring I experienced this firsthand when I was a finalist for a faculty position at a college in another state. Coincidentally, I was also head of a search committee for my own mass-communications department. The two experiences gave me a greater appreciation for each side of the hiring game, and for why such hazing develops in the first place.

My candidacy started simply enough. A friend on a search committee asked me to apply for a senior position that would offer new challenges at a well-known university. Since I counted several members of the faculty there, including the dean, as friends, I assumed I would be a finalist. So I was not surprised when the call came inviting me to the campus for interviews.

It had been 10 years since I was a job finalist, and I was a little rusty at always showing a happy face. Still, it was a positive experience to give reports on my research agenda and to have it challenged, particularly by cranky graduate students. Not enough critical examination goes on in most institutions, especially after you've become a full professor with tenure. After many long talks, good meals, and informative tours of the town, there were the typical glad-hands and smiles all around at the airport.

Then silence for two months.

Remember, these were friends. Imagine if I were a stranger.

The first official letter I received arrived eight weeks after my interview. It was an apology from someone about the delay in repaying my airline flight, advising me that if I returned a form, the check would be in the mail. When I finally broke down about a week later and e-mailed to ask about the status of the position, I was angry. So when I didn't get a satisfactory response as to why I hadn't heard in so long, I responded, "Communication -- it's not just a concept."

Needless to say, I didn't get the job (although, because this is a small world, I was pleased that a good friend was hired for the position). About three months after my interview, I got a stiffly worded "thanks but no thanks" letter.

As I reflect on the weeks of silence, I realize that what I wanted were continuous e-mails, phone calls, and letters explaining the status of the position. When I asked why no such barrage had ensued, I was told, "We were really busy," which I understood. But it seemed that no one had thought about putting together a system to keep candidates informed about their applications. And, after some research, I've found that most campuses either don't have any such plan in place, or don't follow the plan they have.

While my search for a new job was going on, I was also the one in the catbird seat: I was in charge of a search committee looking for three new faculty members for my department.

You might think that as a finalist, I would have learned how to communicate clearly, effectively, and ethically with the 10 finalists we brought in for interviews and about 80 other applicants. I didn't. It still took weeks to send messages to finalists about their applications. Payment for air travel and other expenses took too long. And, in the end, we hired only one person. (As it happened, the person we hired was on the welcoming team that had met me at the airport when I was a finalist for the out-of-state position.)

We reopened the search for one of the remaining positions and discontinued the other search when our first choices decided not to join us. What a nightmare. And unless they called, all those who applied were left uninformed about their status as the process unfolded.

I thought: There must be a better way. If there were some sort of organized movement -- a candidate's Bill of Rights, so to speak -- departments would know how to treat their applicants in the best possible way. I passed that idea along to subscribers on a few electronic discussion lists for their reaction. I received a fair amount of e-mail responses from kind souls who had been similarly frustrated by their experiences in academic searches. Along with some of my own ideas, here are their responses about how colleges could make the academic job search a more effective and humane process:

Preliminary Steps

If the head of the search committee is new to the job, make sure he or she is thoroughly briefed by the previous head, with procedures and requirements described in writing. Everyone involved in the committee -- members, chairman, dean -- should understand what is expected of the new hire, and should be well acquainted with the position they are hiring for. If there is not a consensus about the duties of the new hire, mixed expectations will be communicated to the candidate.

One case cited by the respondents involved the selection for an endowed chair: Many faculty members expected the new hire to teach a full load. Others -- including the two final candidates -- expected a course-load reduction in exchange for leadership. The search had to be suspended while the faculty members spent a year reevaluating the position.

The affirmative-action office and members of the faculty should be notified about the search and asked about their ideas for advertisements and mailing lists. And the budget for the entire search process should be clearly defined, including who (the department, the dean's office, or the university) is paying for what, and when.

The Job Advertisement

Be as specific as possible about the job duties. A list of interests can be general, but if you are really looking for something specific, say so. Make sure the ad is consistent with your university's policies on responsibilities, qualifications, and salary, and that it is approved by the chairman and the dean. Many times a search-committee head is forced to produce a display ad under deadline pressure for a journal or trade magazine.

Make sure you have an able graphic-design instructor to help with the ad for print and for your college's World Wide

Web site. Identify the head of the search committee, and present an open invitation for those interested in the position to contact that person. Ask for letters of recommendation only from finalists.

First Contact with Applicants

Acknowledge every application within 10 days, by letter. Indicate a timetable for the search. A spreadsheet program that logs the qualifications of all who apply for the position, and that is tied to a mail-merge program, will speed the process along. Make sure you check outgoing letters. One case mentioned by a respondent involved an office assistant who mistakenly sent acknowledgment letters for the wrong position to several applicants. Each confused applicant who called or e-mailed had to be assured that she was in the correct pool of candidates.

Dealing with Candidates

Send regret letters to those who are not among the finalists. Avoid clichés like vague references to their qualifications or optimism that eventually their job search will be successful.

Be clear among yourselves about what will be communicated to an applicant who asks why she received a regret letter. Return any portfolios and special materials to the non finalists. Some respondents reported that expensive portfolios, including books, videos, and photographs, had never been returned.

Dealing with Finalists

Write a letter to the finalists letting each of them know that they are on the short list. Give a specific timetable for the next steps in the process. Let the finalists know the names of the members of the search committee. As in corporate hiring situations, finalists should never have to pay in advance for anything, including airfare and meals. Phone interviews, too, should be at the department's expense.

Finalists should be given the opportunity to give presentations that speak to their specific strengths. The finalist and the faculty member who plays host to a lecture or presentation should agree in advance on the topic. Some respondents suggested that finalists be paid for class lectures and presentations. Certainly controversial, that's a fine idea.

Make sure that all search-committee members meet with finalists in a variety of settings. Prohibit questions regarding age, marital status, religion, and political views. Treat all finalists on a level playing field -- don't give out inside information to a favored finalist about how to handle specific faculty interviews, for example.

Make finalists aware of the following: conditions affecting employment, like tenure caps at the university; expectations for teaching, research, and service; salary range; specifications or restrictions regarding tenure and rank; the number of other candidates; whether there is an internal candidate; affirmative-action mandates or quota restrictions imposed on a department; and any extraordinary financial situations within the department or the university that would affect prospective raises.

Also tell candidates about housing and general costs of living; major professional or personal disputes among faculty members (perhaps such embarrassing information should be avoided, but finalists have a right to know); details of the employee insurance-and-benefits packages (not just a brief run-through from the dean); and what office equipment is provided.

After the interview, send a thank-you letter the next day, with an updated schedule for a decision. If the search is extended or terminated, finalists should be told promptly and told why such an action was necessary.

If word of the status of a search is not communicated in a timely fashion, then all candidates have the right to complain to the head of the search committee and higher.

The Hiring Process

Make an offer by phone, e-mail, or fax, followed up by a letter confirming the offer and including a signed contract. In one case, a finalist was not hired because although an offer was made over the phone, the dean forgot to send a formal letter. In the meantime, the candidate received a better offer in writing and took it. Set a date by which the finalist must inform you of her decision. Send regret letters to finalists who were not selected. Make sure it's clear who is supposed to write those letters. Return any remaining portfolios. Define what expenses for moving and travel your college will pay for, and be sure that those expenses are paid in advance.

Post-Hiring Procedures

Have a meeting between the new hire and the search committee to see how things worked and how they could be improved. Since we routinely use student evaluations to assess teaching, why is such a step not automatic? It might be useful to get evaluations from other candidates and finalists, too, about how well the process worked for them. You could use a form similar to that for a student evaluation.

Search-committee members and faculty members sometimes assume that those applying for positions are desperate and thus willing to put up with whatever abuse comes their way. Unfortunately, those assumptions are probably right: Many job seekers too often accept rude or indifferent behavior as part of the process.

It is in everyone's best interest to treat all applicants with dignity, respect, and timely communications. Treating a new hire badly will most likely result in that new faculty member's starting with a negative attitude about your campus. And it will very likely perpetuate the same type of behavior when that member joins a search committee.

This form of academic hazing must stop. If your campus discusses and adopts a candidate's bill of rights, it might be taking the first step to break the hazing cycle and make the hiring process more productive as well as enjoyable.

Paul Martin Lester is a research fellow with the Practical Ethics Center at the University of Montana.

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APPENDIX B

Checklists:

Things to Remember When Conducting a Search

To help a search committee prepare for and conduct a search, these checklists address the various components of this process. Organizing the committee, organizing the search, developing the position description, advertising and announcing the position, communicating with applicants, selecting interviewees, conducting interviews, checking references, evaluating candidates, and documenting the search are all important search committee responsibilities. Making sure each aspect is satisfactorily addressed ensures a smooth process and a lawful search that withstands any legal challenge.

Organizing the Committee

- ☐ Create and/or review charge to the search committee.
- ☐ Identify tasks to be completed by search committee chairperson.
- ☐ Identify tasks to be completed by search committee as a group.
- ☐ Establish search committee meeting schedule.
- ☐ Review expectations of confidentiality and attendance at committee meetings.
- ☐ Identify the person(s) responsible for meeting minutes, applicant records, correspondence, travel arrangements, on site and off campus interviews and meetings, candidate itineraries, completing and processing required search and appointment paperwork, budgetary accounting.
- ☐ Develop budget, including advertising and travel expenses for candidates and committee members. Remember to plan for reasonable accommodations if requested.
- ☐ Determine where search records will be maintained. Search records must be retained for two (2) years from the date of the hire.

Position description

- ☐ Develop or review position description with the department/unit head and all members of the search committee
 - o Identify essential and marginal job functions for the position.
 - o Identify required and preferred qualifications that reflect performing the job functions.
- ☐ Ensure position description contains only job-related criteria, and does not reflect bias or unlawful discrimination based on race, color, religion, creed, sex, age, national origin, sexual orientation, disability, marital status, citizenship, or status as a military veteran.

Organizing the Search

- ☐ Develop timelines for search, including application deadline, screening dates, interview schedule, and target dates for submitting recommendations.
- ☐ Determine materials to be submitted by applicants (not all below are necessary):
 - o Cover letter
 - o Resume or vitae
 - o Letters of recommendation (number required)
 - o List of references (number required; from whom)
 - o Transcripts
 - o Statement of philosophy, goals
 - o Other: _____
- ☐ Address all affirmative action policies and procedures.
 - o Submit initial recruitment request to Human Resources (HR) Employment via the online employment system prior to posting any advertisements or announcements. HR approval is required prior to any postings.
 - o Submit interim recruitment form via online employment system for OIED approval prior to scheduling or conducting any campus interviews.
 - o Submit final recruitment form via online employment system prior to making any job offer, conditional or otherwise, to final candidate. OIED approval is required prior to any action.

Advertising the Position

- ☐ Identify the name and address of the person to whom applications/nominations will be submitted. Determine mode of receipt of applications. Consider if your committee will accept faxes or electronic vitae/resumes via e-mail.
- ☐ Determine the international, national, regional, and local recruiting market for the position. EPA positions, particularly administrators and faculty, require national searches, but may include wider markets. Consult with HR Employment for assistance with your advertising

and search activities.

- ☐ Develop the advertisement/announcement. Ensure that the *EO/AA* Employer, Reasonable Accommodations, and sexual orientation statements are included in all advertisements.
- ☐ Identify publications, web sites, institutions, individuals and other sources for the advertisement/announcement.
- ☐ Identify additional outreach sources to attract underrepresented groups (women, minorities, persons with disabilities, etc.), consulting with HR Employment for assistance as necessary.
- ☐ Send electronic position information to relevant personal contacts and appropriate groups or organizations to which you belong.
- ☐ Note the publication deadlines for submission of advertisements and announcements and ensure they permit the advertisement to be published for at least one month prior to the date applicant screening is to begin.
- ☐ Submit the advertisement/announcement to the identified sources.
- ☐ Keep original copies of the advertisements and announcements from all publications (including electronic media) and retain with the official search file.

Communicating with Applicants

- ☐ Review guidelines for appropriate questions to ask applicants. For assistance with this step, please schedule a Search Committee Orientation with one of the equal opportunity officers in the Office for Institutional Equity and Diversity (515-3148).
- ☐ Solicit applications/resumes from nominated individuals who have not formally applied via the posted application process.
- ☐ Be courteous and responsive to all applicants who seek information about the position, the school, department, institution and University community.
- ☐ Keep applicants informed on the progress of the search (especially if it is taking longer than expected).
- ☐ Retain target population candidates under consideration until the committee has had an opportunity to consider each applicant and discuss their candidacy.
- ☐ Be prepared to offer assistance to spouses/partners of candidates, including concerns about employment and housing. Contact the Office of the Provost for assistance with spousal placement for "trailing spouses" seeking faculty appointments. Contact Human Resources (Employment) for assistance with all other spousal assistance requests.

- ☐ Do not disclose any reference letters or responses to candidates to others not serving on the search committee (by law).
- ☐ Take care to maintain confidentiality promised to applicants; adhere to timing and conditions for reference checks.

Selecting Interviewees

- ☐ Develop a standardized mechanism for screening applications, including record keeping to explicitly document why an applicant was screened out.
- ☐ Review materials submitted by the applicants; consider transferability of the applicant's experiences and skills; identify those who do and do not meet minimum qualifications.
- ☐ Ensure that all applicants are evaluated on the basis of pre-established criteria related to the position. Avoid extraneous comments, both verbal and written, that are not job related.
- ☐ Determine persons to be interviewed. If there are no targeted group members in the top group but one is next on the list of well-qualified candidates, consider ways to add the person to the list if possible.
- ☐ Note candidates who may be well qualified for future positions, or for positions in other areas of the school or division and maintain their records for future reference and share information with colleagues, as appropriate.
- ☐ Note targeted group members that were screened out of the pool and ensure they were given serious consideration.

Conducting Interviews

- ☐ Design the interview process and campus visit to avoid bias or unlawful discrimination.
- ☐ Identify all persons and groups to be involved in the interview process.
- ☐ Develop specific job-related questions to ask each candidate. All candidates should be asked the same questions, allowing for individualized follow-up questions as needed.
- ☐ Design an interview rating sheet. Provide this to each interviewer before the interview and explain the importance of completing it accurately based on job-related criteria.
- ☐ Collect rating sheets from all interviewers. Retain the forms with the official search file.
- ☐ Collect comments from others who interacted with each candidate. These should be documented and retained with the official search file.

Checking References

- ☐ Confirm with each candidate that references will be checked, when they will be checked, and from whom (name and/or title) they will be sought. Be sure to obtain candidate's permission to conduct the checks as planned.
- ☐ Identify the persons to conduct telephone and written reference checks.
- ☐ Decide on specific job-related questions to ask each reference. All references should be asked the same questions; allow for individualized follow-up questions as needed.
- ☐ Develop alternative plans if a reference is unavailable.

Evaluating the Candidates

- ☐ Critically evaluate the applicant pool for representation of underrepresented groups.
- ☐ If there are no underrepresented group members on the short interview list, ensure that the reasons are without unfair bias or unlawful discrimination. If unclear, consider re-evaluating or expanding the pool.
- ☐ Evaluate candidates on their qualifications and the full range of their strengths and contributions.

Selecting the Final Candidate

- ☐ Make the selection of the final candidate. Document all decisions, comparing credentials and qualifications of the non-finalists to the finalist.
- ☐ The final recruitment report must be submitted via the online employment system and approved by the Office for Institutional Equity and Diversity prior to contacting the finalist to make an offer.
- ☐ Prepare the letter of offer to the finalist, including information about salary benefits, appointment and contract length, leave, and the date by which they must reply. Human Resources can provide sample templates for offer letters.
- ☐ Prepare letters of non-selection for the other final candidates. Wait to send until your selected candidate has accepted your offer.

Documenting the Search

Minimally, the search file must contain the following materials and must be retained at least 2 years in the hiring department.

Items to be retained in the Search File:

- ☐ A list by name, position title, department, phone number of all persons, including the chair and contact person (secretary) serving on the search committee.
- ☐ Copy of all published advertisements and announcements; including a list of all sources used.
- ☐ Copy of job description and qualifications.
- ☐ Notes, rating sheets, etc. of all search committee meetings and decisions.
- ☐ Copy of letter acknowledging receipt of applications.
- ☐ Information on reference checks made on each applicant, including notes of phone calls.
- ☐ Copy of all rating sheets used to evaluate applicants.
- ☐ Copy of standard questions asked of each applicant.
- ☐ Copy of standard questions asked of each reference.
- ☐ Copy of rejection letter sent to each unsuccessful finalist.
- ☐ Written comments or written notes of comments from persons who interacted with a candidate, including evaluations of lecture or other on-campus demonstrations.
- ☐ Copy of the Letter of Offer sent to selectee.
- ☐ Copy of the Letter of Acceptance signed by the selectee.
- ☐ Materials submitted by applicants used to evaluate their candidacies.
- ☐ All correspondence to and from applicants, including emails.

APPENDIX C

PRE-EMPLOYMENT GUIDELINES



This chart provides important legal guidelines for inquiries that are permissible during the interview and recruitment phase, and those that **must be avoided** to comply with anti-discrimination laws and to reduce legal liability. Any inquiry should be avoided that, although not specifically listed herein, is designed to elicit information as to any applicant's **race, color, national origin/citizenship, age, sex, religion, or disability**, unless it is a bona fide occupational qualification (BFOQ). Please review this closely and carefully prior to any screening

or interviewing activities. Please call the Office for Institutional Equity and Diversity (515-4559) or the Office of General Counsel (515-2002) with questions.

SUBJECT	PERMISSIBLE INQUIRIES	INQUIRIES THAT MUST BE AVOIDED
NATIONAL ORIGIN	Languages, travel or cultural experiences as they relate to job requirements.	(a) Birthplace of the applicant, parents, grandparents, or spouse. (b) Any other inquiry into national origin.
CITIZENSHIP	(a) Permissible: "If hired, would you be able to show proof of authorization to work in the U.S.?" (b) For verifying authorization <u>after</u> being hired, applicants must be allowed to <u>choose</u> from any of the approved forms of proof available on the I-9 form.	(a) Asking if the person "has a green card." (b) Date of citizenship. (c) Asking for proof of citizenship or work authorization <u>before</u> hiring (done after offer). (d) Whether spouse or parents are native-U.S.-born or naturalized.
RACE AND COLOR	None.	Any inquiry that would indicate race or color, including color of eyes, hair, skin or other feature.
SEX	None.	Any inquiry that would indicate sex, unless a bona fide occupational qualification (BFOQ).
RELIGION OR CREED	None. After hiring, it is permissible to discuss accommodations for religious practice, if an accommodation is requested by the employee.	(a) Recommendations or references from church officials. (b) Any inquiry that would indicate religion or creed, such as "What religious holidays do you observe?" or "what church do you go to?"

CRIMINAL BACKGROUND CHECKS	Permissible to ask about convictions for crimes that reasonably relate to fitness for job. Consult with Office of Legal Affairs.	Asking for disclosure of arrests, or any inquiry related to arrests. To look into criminal background without express written consent from candidate.
MILITARY SERVICE	Any job related experience. Type of education and experience in the U.S. Armed Services as it relates to a particular job.	(a) Military or reserves service records. (b) Military service for any country other than U.S. (c) Type of discharge.
RETALIATION Adverse action taken as a result of exercising one's rights.	None.	Have you ever brought charges or filed a grievance against a former employer?

Keep all questions job-related!!
Create a standard list of questions. Document questions and answers.



