Guidelines for Recruiting a

DIVERSE WORKFORCE

NC STATE
UNIVERSITY

Office for Institutional Equity and Diversity

The Equal Opportunity and Equity section of the Office for Institutional Equity & Diversity works to ensure that the university and its agents engage in practices that are compliant with the equal opportunity laws and policies. OIED is a neutral entity which does not favor either side (student or faculty, management or employee), but instead works to find facts and rectify any known policy violations or resolve related concerns. The Equal Opportunity & Equity section also seeks to provide education and outreach to help foster the NC State's commitment to equal opportunity and equity for everyone in the Wolfpack community.

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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 Employment Opportunity Plan and the university's strategic diversity plan. 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: go.ncsu.edu/eeohiring.

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, 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.

"In this constantly changing world, new cultural boundaries are constantly broadening; new ways of thinking emerging; and new ideas unfolding. However, it is no longer enough to simply recognize these things. We must now fully embrace them with open arms. In order to achieve our university goals and to prepare students for the global workplace that awaits them after leaving NC State, we must create a campus climate and overall sense of global awareness that encourages and embraces all forms of diversity. We must remain committed to the collective pursuit of excellence through acceptance of both individuals and ideas that may be different than our own, for these are the items that will continue to move this outstanding institution forward. Here at the people's university, we welcome all people regardless of ethnicity, race, national origin, age, gender, sexual orientation, socioeconomic background, religion or disability. While these may be things we choose to identify ourselves as, they do not define us. Instead, we choose to be defined by our excellence and our commitment to growth. Because diversity is what makes our lives richer and gives us the chance to advance our university, NC State will continue striving to be more diverse in hopes of creating a culture that values empathy, respect, tolerance and equality for all."
Excerpt from Chancellor W. Randolph Woodson's Statement on Diversity, July 12, 2010.

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. Your college's or department's Unit Equity Officer and Talent Solutions Consultant (in Human Resources) should be able to recommend useful strategies and contacts to broaden your recruitment efforts to reach non-traditional venues and engage qualified underrepresented populations.

For more resources to help with diversifying faculty searches, visit the Faculty Toolbox on the OIED Faculty Diversity website at oied.ncsu.edu/divweb/faculty-search-toolbox.

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. Talent Solutions in Human Resources has Talent Solutions Consultants assigned to each college and administrative unit to assist you in this part of the process. You can find your consultant listed at ts.hr.ncsu.edu/talent-consultants. 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, please register for an in-person or online training from the Office for Institutional Equity & Diversity (OIED) before engaging in the important work of the committee. Either module enables NC State participants to learn more about how to conduct an equitable and inclusive hiring process. Participants who are active in the recruitment process should plan to take the online module once per year and attend an in-person training session once every three years. Registration for both training opportunities is available in REPORTER.

Search Committee "Code of Ethics"

Searches are an opportunity for an institution to demonstrate high ethical standards. The search committee should reflect the diversity of the college/unit to the extent possible.

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 for the duration of the process the candidates 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 permanently:
  - 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.
- 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.
- Represent the institution as a whole, not as individuals or group stakeholders.

Departments will want to include on the search committee individuals who have broad perspectives and a commitment to diversity.

Planning the Search

Hiring Official

The hiring official should develop the vacancy announcement, 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 vacancy announcement can be delegated to the search committee. An up-to-date position description is a great tool to help identify the essential knowledge and skills to post in the vacancy announcement. 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. For information the underutilization of women and/or minorities in your college/ unit, consult your college's or division's Unit Equity Officer or the Office for Institutional Equity & Diversity (OIED). The department head should review the recruitment plan developed by the search committee to ensure a diverse and competitive pool can be assembled. Talent Solutions in 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 vacancy announcement 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 under-representation 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 EHRA 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 EHRA administrative and faculty positions at NC State is highly recommended. All advertisements must include the following statements:

> **NC State University is an equal opportunity and affirmative action employer. All qualified applicants will receive consideration for employment without regard to race, color, national origin, religion, sex, gender identity, age, sexual orientation, genetic information, status as an individual with a disability, or status as a protected veteran.**
>
> **Individuals with disabilities requiring disability-related accommodations in the application and interview process, please call 919-515-3148.**

Other suggested statements which may be included in addition to the required statements in the 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 EHRA positions positions follow the advertisement posting schedule below:

~ EHRA Non-Faculty, SAAO Tier II, and Non-Tenure Track Faculty (except returning) - 10 business days

~ EHRA Tenured/Tenure Track Faculty, SAAO Tier 1 - 20 business days.

Departments are encouraged to use electronic job-posting services targeted at diverse groups such as minority caucuses or female and minority professional association job boards of specific disciplines. Many professional organizations maintain directories of minority professionals. The Unit Equity Officer in your college or unit or the HR Employment Consultant for your unit may also have additional outreach resources to help improve the diversity of your applicant pool. 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 newsletters (electronic and print), journals, and publications aimed specifically at under-represented groups.
- While all tenured/tenure-track positions must be advertised in a national publication with broad circulation, you can also send announcements and request nominations from departments in Historically Black Colleges and Universities and Hispanic, American Indian and Asian serving institutions.
- Consult with faculty/staff of color, veterans, women, and persons with disabilities already on campus on outreach strategies.

Communicating with Applicants

Each applicant's status is viewable to the applicant in the PeopleAdmin system once they apply online and create an applicant profile. The system will display if their application was referred to the hiring department and whether or not they are still under review.

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. However, it is extremely important to be consistent in the information you share with applicants. Be careful to give the same level of detail to applicants especially concerning the application process. Remember, sometimes less is more. Standardize the information that is communicated to applicants by only having the Search Committee Chair make any necessary contacts with applicants. Treat internal candidates just like the external candidates.

Communicating with Applicants, Continued

Once the search committee begins evaluating candidates, committee members should end their contact with individual applicants and direct applicants to the search committee chair.

A notification letter can be sent to each applicant, once 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. However, be careful not to eliminate a person from consideration too early. If you wait until a final candidate is selected, try to notify candidates as soon as possible before any formal public announcements about the selected candidate are made. All interviewed candidates must be notified in writing that they were not selected.

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 if the process seems to be taking unusually long.

Evaluating the Applicant Pool

Hiring Official

The hiring official should give the search committee its official charge before beginning the evaluation process. This charge should include the hiring official's overall vision for the position and the skills/knowledge a successful person in this position will possess. This is the opportunity for the hiring official to make clear to the search committee exactly what the priorities are for the role and give the search committee a clear and consistent framework by which to evaluate the candidates.

Search Committee

The search committee evaluates the applicant pool by screening resumes based on advertised minimum and preferred qualifications. The committee must use the minimum requirements specified in the posting and the priorities expressed by the hiring official in order to have a consistent frame of analysis for committee members to evaluate the candidates in the applicant pool.

Unconscious or Implicit Bias

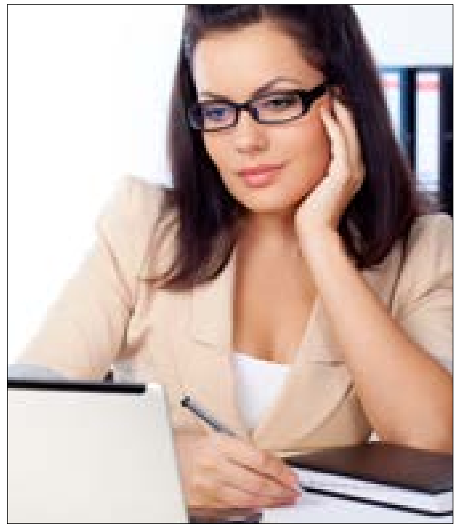
Research demonstrates that every one of us has a lifetime of experiences and a cultural history that influences our judgments during the review process. Studies show that people who have strong egalitarian values and believe that they are not biased may nevertheless unconsciously or inadvertently behave 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.

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.

The search 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.

The results from controlled research studies have shown that bias and assumptions can affect 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.* **M. Bertrand, M. Sendhil, "American Economic Review" 94 (2004). A. H. Eagly, S.J. Karau, "Psychological Review" 109 (2002). R. Steinpreiss et al. "Sex Roles" 41(1999).*

It is important to be aware of our biases and create a safe environment within the search committee meetings where demonstrated biases can be challenged and discussed openly in order to be eliminated from the evaluation process. For example, if I am hiring for a tenure track faculty position and I am partial to publications in a certain journal, then I may not value substantial and significant contributions to a different journal as highly as I value limited contributions to my preferred journal.



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. Perception is as important as reality to the applicant, especially women and persons of color. For a list of recommended, behaviorally anchored questions, please visit https://hr.ncsu.edu/wp-content/uploads/2015/10/SampleCompetencyBasedInterviewQuestions.pdf. Be sure to include at least 1-2 questions regarding the candidate's experience with diversity and inclusion strategies within the scope of their work or responsibilities. The questions should be job related and it is important not to assume that everyone with a technical skillset is interested or able to work with a diverse community such as NC State.

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 announcement 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 & 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

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-own 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 recorded and the reason why.

Most importantly, if a search committee elects to 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 recordings produced as a part of the selection process must be retained as a part of the search record. Recruitment files must be retained for three years. Consult with Talent Solutions before utilizing this method.

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 record interviewees, it is recommended that the search committee chair contact the Vice Provost for Institutional Equity & 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 poses some legal risk. Like audio tape recordings, videotape recordings of employment interviews must be must be retained as a part of the search record for a period of no less than three 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 Equity Officer 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

The university's Office of General Counsel advises that unless the search committee is going to do the reference checks, then reference letters should not be shared with the committee, but directed to the hiring official. If the search committee is actually performing the reference checks, then the reference letters may be used for that narrow purpose, but strict confidentiality must be maintained. Reference checks should be completed by the same person, not distributed among the committee. It is a recommended best practice to notify the candidate prior to checking references.

Letters of Reference (Faculty positions)

Letters of reference that are not submitted as part of the initial application package should not be shared with Departmental Voting Faculty (DVF). Instead summary or aggregate information form the Letters of Reference can be provided to departmental voting faculty.

Personnel Records

N.C. Gen. Statue 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 of Resumes or Vitaes

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).

Important Legal Considerations Continued

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. Statue 126-27.

Veterans' Preference

State of North Carolina law (House Bill 1412) requires that **employment preference for SHRA positions** 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 SHRA appointments, promotions, reassignments, lateral transfers and reduction-in-force situations. For more information on SHRA employment priorities, contact your Talent Solutions Consultant at ts.hr.ncsu.edu/talent-consultants.

Social Media

It is highly reccommeded that search committee members do not use social media as a candidate reference or fact checking tool. Information posted in social media forums may be inaccurate, unverifiable, and often reveals information that should be considered during the hiring process including, but not limited to, a person's age, race, and/or family status.

If social media skills are essential to the position, include interview questions that ask candidates to demonstrate their social networking skills, or ask candidates to submit materials related to the job requirements. Be sure to request materials or ask questions of all candidates in a fair and consistent manner.

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 important for job categories, titles, or for departments/units with historical under-representation 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 laws, and university policies prohibit discrimination on the basis of an applicant's race, color, national origin, religion, sex, genetic information, sexual orientation, veterans status, gender identity, 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 & 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 candidate reveals information that you are not allowed to ask, **do not** pursue the topic further. The 'he/she brought it up' excuse will not work in court, so change the subject right away.

Some questions could result in a lawsuit. Do not ask questions that require a candidate to reveal information related to membership in a protected group **including, but not limited to:**

- 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 your 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 was 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?
- Are you a United States citizen?
- Have you ever been arrested?

This list is intended to be a sample, not a complete listing, of commonly used inappropriate questions. For complete details, please refer to the Pre-Employment Inquiry Guidelines on page 23-24.

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?
- Have teaching experience and/or work 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 Hiring Proposal 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.

Selecting the Candidate(s) Continued

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 & 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.

A hiring proposal must be submitted and approved prior to extending the offer to the selected candidate. See the "EHRA Workflow" in the Appendix for more information on the workflow process. 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 note guarantee employment, partners of prospective faculty and administrators are encouraged to make inquires 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 Talent Solutions at dualcareerassist@ncsu.edu.

After the Search

Rejection Letters
Timely notification of one's status in the application process is important to candidates. You are required to notify candidates that were interviewed in writing that they were not selected. Keep these letters brief. Here is one example: *"Thank you for your interest in (insert position name and number). Unfortunately, you were not selected and this position has been filled. Please check the NC State jobs website at http://jobs.ncsu.edu for future opportunities."* Talent Solutions provides a template for EHRA notification letters that can be found here: https://hr.ncsu.edu/wp-content/uploads/2015/10/EPANotifit.doc

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 three 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. <u>Making personal contacts with the caucuses is most likely to result in applicants for your position</u>.

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

Directory of Ford Fellows
http://sites.nationalacademies.org/pga/fordfellowships
The foundation sponsors pre-doctoral, doctoral and postdoctoral recipients through the National Research Council. Please send your position announcements to cobrien@ans.edu

Insight Into Diversity
National EEO Recruitment publication directed to females, minorities, veterans, and disabled persons. Specializes in higher education listings.
http://insightintodiversity.com
(314) 991-1335, (800) 537-0655
FAX (314) 997-1788
E-mail: info@insightintodiversity.com

American Association of University Women
800-326-2289

American College Personnel Association
www.acpa.nche.edu
http://careers.myacpa.org/employers/

The American Educational Research Association
www.aera.net | (202) 223-9485

American Indian Science and Engineering Society
www.aises.org

Equal Opportunity Publications, Inc. National job board for minorities, women, disabled, and veterans.
www.info@eop.com

Chicanos and Native Americans in Science
www.sacnas.org

Consortium of LGBT Resources Professionals in Higher Education
www.lgbtcampus.org

Hispanic Association of Colleges and Universities
www.hacu.net

National Society of Black Engineers (NSBE)
www.nsbe.org/home.aspx

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 Spencer Foundation
www.spencer.org
(312) 337-7000 | E-mail: fellows@spencer.org

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. OIED 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

OIED is available to assist you at any point in the search process. **Contact OIED at 919-515-0574.**

Talent Solutions
Your Talent Consultant (Human Resources) can assist you with your advertising campaign.
919-515-2135

Faculty Search Toolbox
oied.ncsu.edu/divweb/faculty-search-toolbox

Equal Opportunity and Equity
oied.ncsu.edu/equity/employment-and-hiring

APPENDIX

The following appendix includes helpful information in a checklist or at-a-glance format to provide a quick reference tool for you during your search process. You will be able to quickly identify key reference points or tools in this booklet by the colored edges. [Use the page flags provided at the end of the booklet to "flag" pages that do not have colored edges, but contain information to which you will need to refer.]

Thank you for your continued efforts to help make NC State an even better place to live, learn, and work!

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.
- ☐ Schedule a search committee orientation with OIED to be held prior to or in conjunction with your committee's first meeting.
- ☐ 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.

Creating the Vacancy Announcement

- ☐ Develop or review the position description with the department/unit head and all members of the search committee
    - Identify essential and marginal job functions for the position.
    - Identify required and preferred qualifications that reflect performing the job functions.
- ☐ Ensure vacancy announcement contains only job related criteria, and does not reflect bias or unlawful discrimination based on race, color, religion, sex, gender identity, age, national origin, sexual orientation, disability, marital status, citizenship, or status as a military veteran.
- ☐ Use equivalency statements in your education and experience requirements in the vacancy announcement when applicable. Remember that posting very narrowly defined criteria may screen out potentially good candidates.
- ☐ Use inclusive and welcoming language in your description of work. For example, list things like "ability to interact with..." or "...communicate effectively with diverse groups" as a departmental requirement or preference. You can also list "commitment to ensuring an inclusive and welcoming environment" as a job expectation in the description of work.

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):
    - Cover letter
    - Resume or vitae
    - Letters of recommendation (number required)
    - List of references (number required; from whom)
    - Transcripts
    - Statement of philosophy, goals
    - Other:
- [ ] Define the various stages of the recruitment process. Phone interviews, in-person interviews, public presentations, etc.

Address all affirmative action policies and procedures.

- [ ] Submit initial recruitment request (to Human Resources) via the online employment system prior to posting any advertisements or announcements. HR approval is required prior to any postings.
- [ ] Submit interim recruitment form via online employment system for OIED approval prior to scheduling or conducting any campus interviews.
- [ ] Submit final Hiring Proposal via online employment system prior to making any job offer, conditional or otherwise, to final candidate. OIED approval is required prior to any EHRA action.

Advertising the Position

- [ ] Identify the name and address of the person to whom applications/nominations will be submitted. Determine mode of receipt of supplemental materials.
- [ ] Determine the international, national, regional, and local recruiting market for the position. EHRA positions, particularly administrators and faculty, require national searches, but may include wider markets. Consult with Talent Solutions (HR) 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 Talent Solutions can help.
- [ ] Identify additional outreach sources to attract underrepresented groups (women, minorities, persons with disabilities, etc.), consulting with Talent Solutions 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. Talent Solutions has contacts for advertising. Consult with them on options.
- [ ] 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 from your search committee orientation for appropriate questions to ask applicants. The Search Committee Chair is the single point of contact between applicants and the search committee. This helps to provide clear and consistent information to applicants.
- ☐ Committee members who are contacted directly by applicants during the evaluation period should direct the applicant to the Search Committee Chair.
- ☐ Do not alter the process for internal candidates. Internal candidates should receive the same treatment as external candidates.
- ☐ 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 a "trailing spouse/partner" seeking faculty appointments. Contact Talent Solutions 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 university or division and maintain their records for future reference andshare 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 hiring proposal must be submitted via the online employment system and approved by the Office for Institutional Equity & 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 and should review any significant changes prior to delivery to the selected candidate.
- ☐ Prepare letters of non-selection for the other final candidates. Wait to send until your selected candidate has accepted your offer. Written rejection letters must be sent to all interviewed candidates.

Documenting the Search

Minimally, the search file must contain the following materials and must be retained at least 3 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 evaluation 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. Have the Offer Letter reviewed by Human Resources prior to sending it to the selected candidate.
- ☐ 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.

PRE-EMPLOYMENT INQUIRY 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, sexual orientation, 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 (919-515-3148) with questions.

Keep all questions job-related!! Create a standard list of questions. Document questions and answers. **If a candidate discloses any of the information listed below, it is NOT an open door to ask other questions on that topic.**

SUBJECT	PERMISSIBLE INQUIRIES	INQUIRIES THAT MUST BE AVOIDED
NAME	For access purposes, whether applicant's work or research records are under another name. Permissible: "Is any additional information relative to change of name necessary to enable a check of your work and educational record?"	Inquiries about the name that would indicate applicant's lineage, ancestry, national origin, or descent. Inquiry into previous name of applicant where it has been changed by court order or otherwise. To ask if a woman is called by Miss, Mrs., or Ms., or to ask for her maiden name.
MARITAL AND FAMILY STATUS/ PREGNANCY	None at the pre-employment stage. Is there any reason you cannot work evenings or weekends if needed?	To ask marital status (ok after hire for tax purposes) To ask the number and/or age of children, who cares for them, and/or about plans to have children. Any inquiry concerning pregnancy.
AGE (40 and over)	Only inquiries related to minimum age requirements. "You must be over 18 years of age to hold this position. Do you meet this minimum age requirement?"	Requirement that applicants state age or date of birth. "How old are you?" "We are looking for someone who can relate with the younger students."
DISABILITY (has an impairment that substantially limits a major life activity; a record of such, or is regarded as having such an impairment.)	Permissible: "Can you perform the essential functions of the job with or without accommodation?" Persons with disabilities can be tested in the pre-offer stage, but only if all applicants are tested.	(a) If the applicant has a disability, has ever been hospitalized, formerly used or been addicted to illegal drugs or alcohol, treated for mental illness, or filed worker's compensation claim. (b) To ask for medical examinations or any disability-related information. (c) How many days were you out sick within the last year? Do not impose an accommodation upon a candidate that has not specifically asked for one.

SUBJECT	PERMISSIBLE INQUIRIES	INQUIRIES THAT MUST BE AVOIDED
NATIONAL ORIGIN	Languages, travel or cultural experiences as they relate to job requirements. “This position requires a certain level of fluency in Spanish. Please describe your level of written and oral proficiency with the Spanish language.”	(a) Birthplace of the applicant, parents, grandparents, or spouse. (b) Any other inquiry into national origin. (c) Do you have an accent?
CITIZENSHIP	Permissible: “If hired, would you be able to show proof of authorization to work in the U.S.?” 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.	(a) Asking if the person “has a green card.” (b) Date of citizenship. (c) Asking for proof of citizenship or work authorization before 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). Any questions that relate to gender identity or how a person expresses their gender.
RELIGION	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 General Counsel prior to asking any questions about this.	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?

EHRA/Faculty Po

PeopleAdmin Modul

EHRA postings should be created from an approved P
been entered into the system, please refer to and

EHRA Faculty and Non-Faculty Postings

Initiator → **Approver** → **Un**

Creates Posting
From Position Description

Information populates from approved Position Description. Initiator verifies title, requirements, etc.

Reviews/Approves

Verifies title, duties, funding sources/ budget, etc.
(Can have multiple Approvers as needed)

Approv
alre
potentia
recruitr

(Can

Note: If department requests to recruit for the position during the creation/upda
create the initial posting. Initiator will still be res

Interim Report (required prior to interviews)

Initiator → **Approver** → **Un**

Creates Interim Report
Updates applicant statuses (First Tier, Second Tier, Not Interviewed, Does Not Meet Minimums).

Reviews/Approves
Reviews applicant statuses and approves applicant pool.
(Can have multiple Approvers as needed)

Review
to ensu

(Can

Hiring Proposal

Initiator → **Approver** → **Unit Fiscal/ AA Officer** →

Creates Hiring Proposal
Updates statuses of all applicants and enters proposed salary, rank, and start date.

Reviews/Approves
Reviews selected candidate, budget/salary, rank, etc.
(Can have multiple Approvers as needed)

Reviews/Approves
Reviews/approves funding sources (if not already done by an approver), budget and selected applicant to consider the unit AA goals. *(Can have multiple Officers as needed)*

*College/unit designates who will have access as *Initiator* and *Approver*.
The University AA Officer approves *Unit AA Officer* access

sting Workflow

e: Applicant Tracking

osition Description. If a position description has not yet follow the EHRA/Faculty Position Action Workflow.

it Fiscal/ AA Officer

Reviews/Approves
ves funding sources, budget (if not eady done by an approver), and lly discriminatory statements & that ment efforts are in line with college/ division AA goals.
have multiple Officers as needed)

Talent Solutions (HR)

Reviews/Posts
Reviews posting, develops recruitment strategy with department. Posts position to web.

ate process (EHRA/Faculty Position Action Workflow), Talent Solutions (HR) will ponsible for Interim Report and Hiring Proposal.

it Fiscal/ AA Officer

Reviews/Approves
ws applicants selected for interview ure that they are in line with the unit AA goals.
have multiple Officers as needed)

University AA Officer

Reviews/Endorses
Reviews applicants selected for interview and compares to unit and University AA goals.

Talent Solutions (HR)

Reviews/Endorses
Reviews selected candidate qualifications/ credentials, and salary.

University AA Officer

Reviews/Approves
Reviews candidate selected for hire and compares to unit and University AA goals.

Initiator

Finalizes
Once offer is accepted and background check is complete, changes Hiring Proposal status to “Offer Accepted” and sets Posting to Filled.

Updated: 8/26/16 ubh

NOTES

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Office for Institutional Equity and Diversity

The Office for Institutional Equity and Diversity (OIED) is committed to fostering an inclusive, accessible, and diverse intellectual and cultural campus experience related to the mission of North Carolina State University (NC State). The OIED facilitates efforts to ensure equity and opportunity, increases awareness of diversity issues through education, and strengthens relationships across diverse groups. Through these efforts, the OIED promotes cultural competence development. By providing guidance, programming, and outreach to constituent groups and the community, and by adhering to accountability and compliance standards, the OIED prepares NC State students, faculty, and staff for local, state, national, and global collaboration.

Updated November 2018