

ESTIMATED TIMELINE FOR SEARCH COMMITTEE

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Goal: Ideally begin the Search Process no later than the dates stated.	
December 8	<ul style="list-style-type: none">• Meeting with Search Chairs and Department Chairs/Directors
December 11 to January 12	<ul style="list-style-type: none">• Organizational Meeting of Search Committee Completed<ol style="list-style-type: none">1. Establish Criteria2. Design Interview Forms3. Establish Meeting Dates4. Establish Deadlines
January 19	<ul style="list-style-type: none">• Initial Screening Completed• Start Telephone Interviews
February 1 to March 23	<ul style="list-style-type: none">• Pre-Interview Approval Faculty Recruitment Form Completed (Identifies candidates selected for on-site interviews)• Interviews Completed
April 15	<ul style="list-style-type: none">• PAF-1 Issued

THE RECRUITMENT PROCESS FOR

Position for Recruitment

AGENDA DAY ONE*

- _____ Review Job Description
 - Edit/Create Check Form - page 1b (based on ad which is linked to the job description)
 - What else we are looking for: Attitude!

- _____ Procedures for Reviewing Materials
 - The “Three Pile” Approach – page 1b [each committee member gives each applicant an overall score of +1 (Yes); 0 (Maybe); and -1 (No) and lists all applicants and scores on a Tally Sheet]

- _____ Preparations for Candidate Telephone Interviews
 - Review Phone Interview Questions – page 1d, e (choose at least one from each area)
 - Update the Form for Chosen Questions – page 1f, g, h
 - Interview Teams Formed – page 2b

- _____ Preparations for Campus Visit (*Preliminary Estimate*)
 - Schedule
 - Hospitality Team
 - Host

- _____ Set up Search Timeline
 - Completed Tally Sheets to Committee Chair by – page 1c: _____
 - Next meeting date: _____
 - Telephone Interviews conducted week of: _____
 - Campus Visits planned to start: _____

*** Prior to the Day One meeting, a job description has been written; the Committee has been organized (typically includes a minimum of 5 and a maximum of 10 people); the Chair has been elected or appointed; and the Committee Chair has completed search training from the Dean’s Office.**

EXAMPLE**COLLEGE OF EDUCATION - EASTERN KENTUCKY UNIVERSITY****Job Description**

(Submitted with RAV and AA1 for approval by the Dean)

CHAIR - DEPARTMENT OF CURRICULUM AND INSTRUCTION

<u>Qualifications:</u>	Earned doctorate and successful full-time teaching experience at P-12 and college levels; demonstrated record of academic experiences and accomplishments that qualify for tenure and senior academic rank; and enthusiasm as well as a sense of humor.
<u>Responsibilities:</u>	Chair a multi-disciplinary department including Elementary, Middle and Secondary Education, Interdisciplinary Early Childhood Education, Foundations of Education, and alternative routes to certification. Includes bachelors, masters and specialists degree programs. Serve as academic and administrative facilitator including program and faculty development, schedule courses, recruit part-time faculty, and collaborate closely with the College of Arts and Sciences as well as with Model Laboratory School, and teaching and scholarship in academic specialization. Reports directly to the Dean.
<u>Effective Date:</u>	July 1, 2002 - Review of applications will begin January 2, 2002 and continue until position is filled.
<u>Salary and Rank:</u>	This is a 12-month, tenured faculty appointment at the rank of Associate/Full Professor with salary to be determined by applicant's qualifications and experience. ECU salaries are competitive and have ranked among the highest in the region.
<u>Program:</u>	The Department of Curriculum and Instruction is the largest in the College. Programs are accredited by NCATE. Please visit the College and Department websites at www.education.eku.edu and www.curriculum.eku.edu .
<u>Application:</u>	Applications should include: a letter addressing the applicant's interest, relevant experience, and qualifications; a curriculum vita; names, addresses, email addresses, and telephone numbers of at least three professional references. Send materials to:

Dr. Larry Sexton, Dean
College of Education
Eastern Kentucky University
421 Bert Combs Building
521 Lancaster Avenue
Richmond, KY 40475-3102
(859) 622-3515
Email Address: coesearch@eku.edu

Name: _____ +1 0 -1 (Circle Overall Score)

Eastern Kentucky University Sample Check Form

Position for Recruitment

Criteria is determined by advertisement, which is determined by the job description. Use this criteria to determine overall score for each applicant. Record all applicant scores on the Tally Sheet and turn in to the Committee Chair.

Duties:

- Academic and administrative facilitator
- Oversee the total operation of the multi-disciplinary department
- Development of the academic unit
- Recruitment of part-time faculty
- Scheduling of courses
- Collaboration with Arts & Sciences and Model Laboratory School

Supervise the functions of Academic Unit:

- Graduate & undergraduate discipline areas P-12
- Alternative routes to certification
- Program and faculty development
- Retention of students

Emphasis will be placed on:

- Academic and administrative abilities
- Teaching
- Scholarship in academic specialization
- Services

Qualifications:

- Earned doctorate required
- Successful full-time teaching experience at P-12 and college levels
- Demonstrated record of academic experiences and accomplishments that qualify for tenure and senior academic rank
- An in depth knowledge of and understanding of college student development, current issues which impact higher education, and outcomes assessment is essential
- Excellent skills in supervision, management, interpersonal relations, communication, and analytical abilities are required
- Demonstrate enthusiasm and sense of humor

ATTITUDE:

- Positive Self-Concept
- Positive View of Students
- People Orientation
- Larger Viewpoint

Phone Interview Questions for Screening of Candidates

Following are questions that are intended to determine if candidates fit the hiring profile for the COE. When conducting interviews, we would like you to make inferences regarding the candidates compatibility with the four areas in the hiring profile below. Feel free to modify these questions in any way that you would deem appropriate for your individual vacancy. **Choose only one to two questions from each area. (Ask all candidates the same questions.)**

1. Area Competence

Questions asked of candidates to determine area competence will be extremely varied. Good general questions to ask candidates would include:

What are some of the most exciting recent developments in your area?

Where do you see the next major developments taking place in your discipline?

What area of your discipline do you find personally most challenging and exciting?

What do you see as the special challenges of your field in an institution such as ECU?

What kind of contribution do you anticipate making in your professional area?

What are your major strengths?

What are you particularly good at?

What aspect of your work do you find most enjoyable or fulfilling?

2. Perceptions About One Self

In our hiring profile, we want to look for individuals who have positive self-perceptions (seem to be a “can do” kind of person) and, at the same time, identifies well with people from broad, diverse backgrounds. Examples of questions to ask to gain inferences into these characteristics would include:

Tell about a situation in which you were very successful. What happened, what did you do, and what was the outcome?

Tell about a situation in which you were involved with a person from a different (than you) ethnic, religious, racial, or other minority status background.

What is it that allows you to be successful in working with people very different than you are?

What personal accomplishment are you most proud of and why?

If you were guaranteed to accomplish at least one major task in your lifetime, what would that accomplishment be?

How would you handle the challenge of creating a common sense of purpose in an organization of highly diverse individuals? (Or . . . in a classroom of highly diverse students?)

3. **Perceptions of Students and Others**

For our institutional profile, we want to hire people who have very positive perceptions about others. Specifically, we want people who think that students are able, worthy, and valuable. The following questions can be used to gain insight into this area of perceptions.

What would your students say about you?

If I were to ask your colleagues about you, what would they say?

Tell about a positive situation in which you helped a student and made a significance difference in that student's life.

Tell about a situation that you had working with another student that did not work out the way that you would have liked. Looking back on it now, what might you have done differently to improve the outcome?

What are your most effective techniques for increasing student learning?

What are the characteristics of an outstanding teacher?

4. **Frame of Reference**

Our institutional profile focuses on characteristics that are people-oriented rather than thing-oriented. We are looking for people who spend a great deal of their time building positive relationships with students, fellow colleagues and the community. The person that fits our profile will have a service orientation and will have an outlook that demonstrates a commitment to building a long term personal relationship with each of the University constituents. We will look for people who see the larger issues, rather than the more immediate and less important ones.

What are the most important factors in establishing a long-term working relationship with students, colleagues?

What are the greatest challenges that higher education faces in the coming decade?

What do you see as higher education's most important contribution to American society today?

**Form for Telephone Interview Questions Chosen
for Screening of _____**

Committee Chair disseminates completed form to all committee members. (cut & paste selected questions in areas 1-4)

Candidate Name	
Date of Phone Interview	
Search Committee Member	
Search Committee Member	

Questions in areas 1, 2, 3, and 4 on the following pages are intended to determine if candidates fit the hiring profile for the COE. When conducting interviews, we would like you to make inferences regarding the candidates compatibility with the four areas in the hiring profile. Telephone interviews should be 15 to 20 minutes in length. Two committee members should be involved in each telephone interview.

Step One

Ask the candidate if they are still interested in the position. If yes, continue; if no, record their request to remove their application.

Ask the candidate if it is an appropriate time to conduct a 15 to 20 minute phone interview.

Identify committee members.

Step Two

Conduct the interview. Ask only the questions on the attached list. You may answer questions asked of you. Do not stray from the list.

Dean or Associate Dean will answer salary questions.

Step Three

Ask: Do you have any questions?

Ask: Would you like any additional information?

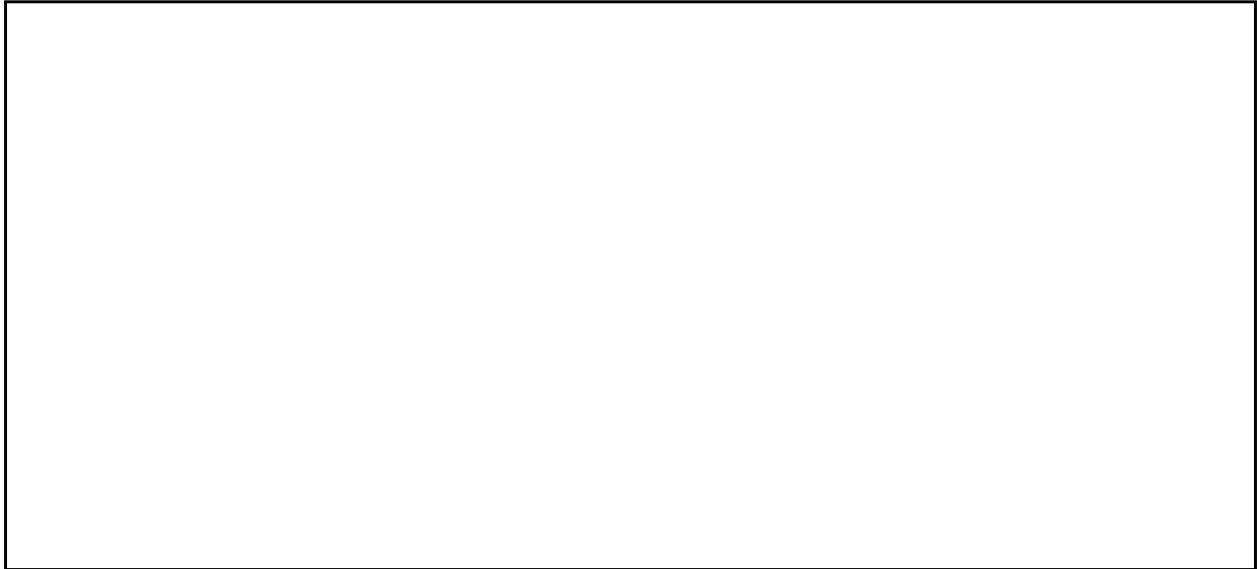
Obtain permission to contact on-list references. (Check on-list reference before on campus interview.)

Additional Information Requested:

1. AREA COMPETENCE

Questions asked of candidates to determine area competence will be extremely varied.

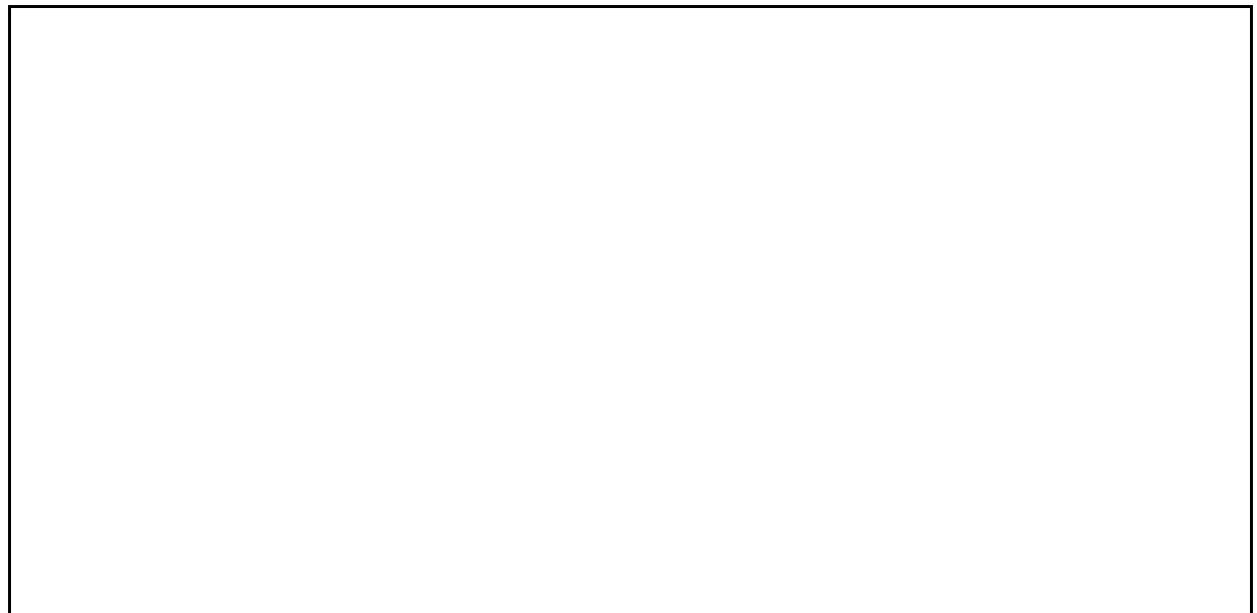
LIST QUESTION



2. PERCEPTIONS ABOUT ONE SELF

In our hiring profile, we want to look for individuals who have positive self-perceptions (seem to be a “can do” kind of person) and, at the same time, identifies well with people from broad, diverse backgrounds.

LIST QUESTION



3. PERCEPTIONS OF STUDENTS AND OTHERS

For our institutional profile, we want to hire people who have very positive perceptions about others. Specifically, we want people who think that students are able, worthy, and valuable.

LIST QUESTION

4. FRAME OF REFERENCE

Our institutional profile focuses on characteristics that are people-oriented rather than thing-oriented. We are looking for people who spend a great deal of their time building positive relationships with students, fellow colleagues and the community. The person that fits our profile will have a service orientation and will have an outlook that demonstrates a commitment to building a long term personal relationship with each of the University constituents. We will look for people who see the larger issues, rather than the more immediate and less important ones.

LIST QUESTION

THE **RECRUITMENT** PROCESS FOR

Position for Recruitment

AGENDA DAY TWO

_____ Review the Composite Tally Sheet – page 2a*

_____ Preparation for Candidate Telephone Interviews Finalized
Interview Questions have been chosen
Interview Teams have been formed.

_____ Telephone Reference Calling
Teams Formed – page 2b
Telephone Reference Questionnaire Provided – page 2c, d, e

_____ Preparations for Campus Visit
Form Hospitality Team
Select Host

Next meeting date _____

Telephone Interviews Completed By _____

Other:

*Committee Chair has calculated the Composite Tally Sheet (page 2a) from the individual committee members tally sheets which give each applicant a +1, 0, or –1 overall score.

EXAMPLE

Composite Tally Sheet												
for COMMITTEE CHAIR												
Rating Scale: +1 0 -1												
C & I Chair Applicants												
Committee Members Names												
<i>First</i>	<i>Al-Khatab</i>	<i>Brown</i>	<i>Davis</i>	<i>Diebold</i>	<i>Long</i>	<i>McGuire</i>	<i>Newsome</i>	<i>Plummer</i>	<i>Masicsko</i>	<i>Wilder</i>	<i>Wirtz</i>	Total
Applicant 1	1		1	1	-1	1		1	1	1	1	7
Applicant 2	-1	1	1	0	0	1	1	1	1	1	0	6
Applicant 3	1	0	1	0	-1	1		1	1	1	-1	4
Applicant 4	0	1	-1	0	1	0	1	1	0	0	0	3
Applicant 5	0	1	-1	-1	1	-1		1	1	1	1	3
Applicant 6	-1	1	0	1	1	0	0	0	1	-1	0	2
Applicant 7	-1	0	0	0	0	-1	1	1	0	1	0	1
Applicant 8	-1	0	1	-1	0	1	0	1	0	0	0	1
Applicant 9	1	-1	1	-1	-1	0	1	0	0	0	1	1
Applicant 10	-1	-1	1	1	-1	-1	1	1	1	0	-1	0
Applicant 11	-1	0	0	0	0	-1	0	1	0	0	0	-1
Applicant 12	-1	-1	0	0	-1	1	1	0	-1	0	-1	-3
Applicant 13	0	-1	-1	-1	-1	-1		1	-1	-1	-1	-7
Applicant 14	-1	-1	0	-1	-1	-1	-1	-1	-1	-1	-1	-10

Note: Committee will determine the cut score for telephone interviews.

It is the responsibility of the Committee Chair to calculate and rank candidates.

If a committee member has a strong rationale for a candidate the cut score is lowered to include all candidates with the same score.

Telephone Interview Teams & Assignments
for Reference Calling

THE RECRUITMENT PROCESS FOR

Position for Recruitment

Committee Team Members (at least two in a group)	Candidates (for conducted reference calling)	Time/Location
1. _____		
2. _____		
3. _____		
4. _____		

Telephone Reference Questionnaire

Position for Recruitment

Candidate's Name _____ Committee Member _____

Name of Reference Called _____

Today's Date _____

1. What strengths would _____ bring to the _____ in a regional university? (Department)

THE RECRUITMENT PROCESS FOR

Position for Recruitment

AGENDA DAY THREE

_____ Preparations for Campus Visit

Schedule

Select (or have selected) a Hospitality Team

Select Host for each candidate

Prepare campus interview questions – page 3a, b

Prepare interviewer comment sheet – page 3c

_____ Set up Visit Timelines

Interview schedules and appointments

Next meeting date: _____

Campus Visits start: _____

_____ Final on- and off-list reference checks – page 2c, d, e* (If Needed)

Definition of Terms:

Applicant (anyone who has applied)

Candidate (anyone who is telephoned interviewed)

Finalist (anyone who is invited for a campus interview after the telephone interview)

On-list References (provided by candidate on application)

Off-list References (anyone not provided by candidate)

*On-list references may only be checked for candidates after the telephone interview and any references may be checked for finalists who agree to a campus interview. No on campus interview until on-list references are checked. No employment offer until off-list references are checked.

“Hire for Attitude – Train for Success”

CAMPUS INTERVIEW SUGGESTED QUESTIONS

What are some of the most exciting recent developments in your area?

Where do you see the next major developments taking place in your discipline?

What area of your discipline do you find personally most challenging and exciting?

What do you see as the special challenges of your field in an institution such as ECU?

What kind of contribution do you anticipate making in your professional area?

What are your major strengths?

What are you particularly good at?

What aspect of your work do you find most enjoyable or fulfilling?

Tell about a situation in which you were very successful. What happened, what did you do, and what was the outcome?

Tell about a situation in which you were involved with a person from a different (from you) ethnic, religious, racial, or other minority status background.

What is it that allows you to be successful in working with people very different than you are?

What personal accomplishment are you most proud of and why?

If you were guaranteed to accomplish at least one major task in your lifetime, what would that accomplishment be?

How would you handle the challenge of creating a common sense of purpose in an organization of highly diverse individuals? (Or . . . in a classroom of highly diverse students?)

What would your students say about you?

If I were to ask your colleagues about you, what would they say?

Tell about a positive situation in which you helped a student and made a significance difference in that student's life.

Tell about a situation that you had working with another student that did not work out the way that you would have liked. Looking back on it now, what might you have done differently to improve the outcome?

What are your most effective techniques for increasing student learning?

What are the characteristics of an outstanding teacher?

What are the most important factors in establishing a long-term working relationship with students, colleagues?

What are the greatest challenges that higher education faces in the coming decade?

What do you see as higher education's most important contribution to American society today?

SOME OF MARK'S FAVORITES:

What is the most common misperception about you among your colleagues in your current job?

When is the last time you went home whistling after a really good day at work? What happened that day?

What kind of problems do people bring to you for your advice?

When was the last time you failed? What did you learn from the incident?

Of what are you most proud?

What would you like to be remembered for?

ON CAMPUS FINALIST INTERVIEW

Ideally to be compiled by any individuals who have interviewed the candidate. (Search Committee, COEALL, Departments, University)

COMMENT SHEET

Candidate: _____ **Date of Interview:** _____

1. What do you feel are the strengths of this finalist?

2. What do you feel are the weaknesses of this finalist?

3. Other comments or observations you would like to make including how you think this finalist will be the best fit for Eastern Kentucky University:

3b

Signature/Job Title (Optional)

Please return to: _____
Search Committee Chair

THE RECRUITMENT PROCESS FOR

Position for Recruitment

AGENDA DAY FOUR

Collect and compile information from:

Search Team

Campus Interviewers (On-Campus Comment Sheet)

On and off-list references

Forward acceptable finalists to Dean

Rank finalists by rationale for ranking or leave unranked if requested.

Have a party!

*As a general rule you might consider giving a candidate 7 to 10 days to make a decision if they request it.

UNIVERSITY FACULTY SEARCH COMMITTEES

Conducting a Search (Eastern Kentucky University, Equal Opportunity Office)

Introduction

Eastern Kentucky University is an equal employment opportunity and affirmative action employer. President Glasser is committed to seeking to achieve diversity among the faculty. Sandra Moore, Special Assistant to the Provost for University Diversity, is available to provide assistance to search committees in this area. In order to further the effective practice of equal opportunity and affirmative action in faculty hiring initiatives, specific faculty recruitment, selection and appointment procedures are to be followed.¹ Should you have any questions regarding these procedures, please contact the appropriate dean's office, the Provost's Office, or the Equal Opportunity Office.

As a federal contractor, Eastern Kentucky University is required to engage in outreach and other good faith efforts to broaden the pool of qualified candidates to include groups previously excluded. "The actual selection decision is to be made on a non-discriminatory basis."²

Affirmative action is a set of positive steps that employers use to promote equal employment opportunity and to eliminate discrimination. **Equal employment opportunity** is the right of individuals to treatment on a non-discriminatory basis. These are proactive concepts that imply aggressive, vigorous, and systematic activities to achieve equality and equity for all.

¹ Under special circumstances, a faculty search may not be required. In these instances, the Equal Opportunity Office will review exemption requests upon receipt of a *Request for Exemption* and memorandum of justification (where warranted) indicating the reason that the exemption is appropriate. ***Prior written approval from the Provost and the Equal Opportunity are required for all exemptions.***

² "Facts on Executive Order 11246 -- Affirmative Action, Part C(i), Executive Order Affirmative Action Requirements for Supply and Service Contractors" (revised January 2, 2002) (<http://www.dol.gov/esa/regs/compliance/ofccp/aa.htm>)

The following outline will address the role of the Equal Opportunity Office and the Search Committee in the search process.³

Equal Opportunity Office:

The Equal Opportunity Office serves two primary roles:

1. To be a resource on all aspects of the recruitment and selection process; and
2. To monitor the process for purposes of
 - a. reaching a broad pool of candidates,
 - b. ensuring qualified candidates are given equitable consideration,
 - c. ensuring qualified candidates are given equitable consideration,
 - d. strengthening EKU's efforts in hiring members of underrepresented groups,
 - e. maintaining necessary documentation of good faith efforts taken towards attainment of equal opportunity/affirmative action/CPE goals, and
 - f. maintaining records of the entire search process.

Please feel free to contact Virginia Underwood in the Equal Opportunity Office to meet with search committees, to answer questions or to otherwise assist in any manner appropriate before or during any stage of the search process.

Search Committees. When forming a search committee, seek to create an inclusive pool of candidates.

The Search Committee is on the front line of the recruiting and selection process and has the opportunity and responsibility to enhance the academic quality and diversity of their departments and the institution as a whole.

Appendix A – Equal Opportunity Office Cont'd

- a. seek to create an inclusive pool of candidates,
- b. to determine duties of and qualification required for the position,
- c. decide how and where to advertise,
- d. maintain confidentiality,
- e. recommend candidates for interviews,
- f. conduct interview (telephone and on-campus),
- g. conduct reference checks,
- h. recommend candidates for consideration to the appointing official,
- i. keep complete and accurate documentation on the search process,
- j. comply with all University policies and laws applicable to the recruitment and selection process⁴, and
- k. be good representatives of the University.

³ The information in this outline is based in part on the search guidelines from the University of Virginia, Kristine L. Kaplan, "Working with Your Faculty on Faculty Recruitment and Hiring" NACUA 2002), and Christopher D. Lee, PhD, *Search Committees: A Tool Kit for Human Resource Professionals, Administrators, and Committee Members* (CUPA 2000).

⁴ An inadequate or badly run search may a university to increased liability including among others, discrimination, defamation, negligence for conduct during the process, or "negligent hiring" for employees chosen without adequate reference checks.

- To assist in successfully completing these activities, the Search Committee should establish a proposed time frame in which to:
 - ⇒ draft an advertisement and/or announcement of the position;
 - ⇒ publish advertisement;
 - ⇒ develop a check list of items to be received from applicants (you can notify applicants if incomplete applications-must do for all applicants);
 - ⇒ send acknowledgment letter upon receipt of applicant's materials; may include information about the search committee's time frame and may be used to request additional information such as copies of papers/publications, statement of educational/teaching philosophy; **Affirmative Action Compliance Program Information, Applicant Information Form** should accompany letter together with return postage prepaid business reply envelope; the letter should always include language that completion of the form is voluntary and the information the applicant provides is used for analysis purposes for the University's equal opportunity/affirmative action program (a sample letter is available from the Equal Opportunity Office upon request);
 - ⇒ receive applications;
 - ⇒ review applications;
 - ⇒ screen and evaluate applications;
- Appendix A – Equal Opportunity Office Cont'd
- ⇒ make final recommendation.

With respect to the above, the following provides additional guidance:

Advertising.

A good ad/announcement is critical to attracting a well-qualified applicant pool and to the overall success of the search. Please see attached "Job Advertisement Checklist" taken from Christopher D. Lee, PhD, *Search Committees: A Tool Kit for Human Resource Professional, Administrators, and Committee Members* (College and University Professional Association for Human Resources, 2000). (referred to herein as the "CUPA Publication")

Recruiting.

While budgets often limit the placement of ads, good recruitment activities are necessary to ensure an adequate pool of diverse, qualified applicants. Sandra Moore, Special Assistant to the Provost for University Diversity, is available to assist you in this area. Also, see attached "Recruitment Activities Checklist" from the CUPA Publication, and the information available at <http://www.president.eku.edu/EqualOp/recruiting.shtml>, including a listing of [Historically Minority and Women's Colleges and Universities, Journals, Directories, Websites and Magazines](#) and other recruiting resources.

Confidentiality. The following are recommendations.

The Search Committee should preserve integrity and candor of member-to-member discussions and identity of candidates.

Limit discussions within EKU to those from whom it is appropriate to seek input or who otherwise have a need to know; outside, limit discussions to those who are formally/informally serving as references or recruiting sources. Also, see information under references.

The Search

❑ Establish Criteria

Refer to advertisement; a well-conceived, well-written description provides the criteria on which interview questions are based; all committee members should clearly understand and endorse the qualifications expected and the standards used for judging (all Job-related)

❑ Review Applications

- ✓ Use advertisement/criteria to conduct initial screening of applications.
- ✓ Applicants who do not meet the basic requirements should be notified that they are not being considered for this reason. Sample letter available upon request.

Appendix A – Equal Opportunity Office Cont'd

- ✓ Written comments showing judgment of each committee member should be made for every candidate (speeds up process of selecting interview list/saves time if you have to go back to the pool)
- ✓ Shows efforts of committee to comply with EOO/AA requirements
- ✓ Keep comments legitimate/job related; all notes, etc. become a part of the search file; not a committee member's private property; all search materials should be collected and maintained at the close of the search; see, record keeping.

❑ Check References

- ✓ The timing of references and maintaining confidentiality are two critical aspects of reference checks.
- ✓ The search committee should designate either the committee as a whole or pairs of members to conduct reference checks in a consistent manner.
- ✓ Use prepared questions; consistent questions should be asked of all references
- ✓ Unfortunately, unsolicited information that is inappropriate or discriminatory may be provided by the reference. Such info should be ignored. (“unring the bell”) Rule of thumb: “Do not discuss anything with references that could not be discussed with applicants themselves.” (See interview outline)
- ✓ Off list references should be conducted prior to an offer. Obtain the consent of the candidate before going off list. Some search committee may prefer conducting off list references prior to selecting finalists for on campus interviews.

❑ Conduct Interviews. Interviews, including telephone, video conference and on campus, are one of the most critical stages of recruitment process.

- ✓ The search committee should draft a group of core interview questions based solely on job-related criteria.
- ✓ Ask the same questions of all candidates (this provides for comparative judgments and ensures that crucial job-related information is obtained; also, minimizes unconscious biases/preferences)

- ✓ May be useful to print questions on a form with space for committee member to record candidate's responses and interviewer's evaluation (all notes become part of search committee file)
- ✓ For on campus interviews, treat all applicants same (i.e. information/information folders provided to candidates; opportunities to meet department members, staff, students, dean, etc.) (Reminder: Good candidates will be interviewing us as much as we'll be interviewing them.)
- ✓ Concentrate on job-related questions; avoid inquiries with a discriminatory implication
- ✓ Committee members need to know what information may legitimately be sought during the interview (see outline hand-out at [Conducting Interviews](#)) and should avoid any question that could signal an illegal bias or discrimination. What questions can you ask regarding nationality and visa status; what questions can you absolutely **not** ask? Please see

Appendix A – Equal Opportunity Office Cont'd

- ✗ ~~Some questions may be viewed as discriminatory~~
- ✓ Some questions may have potential to elicit information that is improper to use in making a decision (i.e. marital/family status)
- ✓ Volunteered information from the interviewee may become problematic if it is used in the selection/hiring decision
 - Example: applicant mentions being divorced, talks about children, childcare arrangements, recovering from illness, elderly parent needs, etc. If this information is used to eliminate an otherwise qualified applicant, applicant could later allege discrimination on one or more bases
 - How do you handle this information:
 - Do not write the information down
 - Do not ask follow up questions or make statements to continue in the area of discussion
 - Do not consider the revealed information in evaluation the applicant's candidacy
 - Refer the applicant to sources that may answer the questions (Faculty/staff handbook, benefits source, information about resources in the Richmond/Madison County community, etc.)
 - Return the discussion to job related issues
 - The question for the search committee is whether the candidate can meet the attendance and time requirements of the position. This should be the focus, not the personal needs or responsibilities of the candidate. Turn any such comments around at the appropriate time by stating the requirements of the position and asking whether the candidate would be able to meet those requirements.

□ **Conclude Process**

- ✓ **Meet to review merits of each individual**
- ✓ Prepare interview summations (each committee member)
- ✓ Identify strengths/weaknesses of the finalists
- ✓ Make recommendations; should be able to articulate clear indication of why the recommended applicant is the most qualified

❑ **Retain Search Records**

Adequate records must be maintained at all point in the screening and interviewing processes. These records and the applications and related materials are to be maintained for a period of five years from the date of hire, unless circumstances require a longer period of retention.

Appendix A – Equal Opportunity Office Cont'd

I-9 Guidelines and the Recruiting Process⁵

The I-9 process is designed to require employers to verify the identity and work eligibility of individuals who present themselves for employment. At the same time, the form is designed to prevent unnecessary or discriminatory inquiry into the employee's nationality. As with many employment issues, it is critical for employers to be familiar with the rules and requirements of the I-9 process in order to avoid expensive litigation and possible fines.

There are generally three instances where I-9 and immigration issues arise in a hiring of foreign professionals:

- **Recruitment:** What questions can you ask regarding nationality and visa status; what questions can you absolutely **not** ask.
- **Job Offer:** What visa must be obtained? Prior to making a job offer to a foreign professional, please contact Virginia Underwood, Equal Opportunity Office, to obtain guidance in this area.
- **Hiring Stage:** I-9 process. Human Resources will handle this process during new employee orientation.

Each of these phases has its own rules. This material covers only the recruitment stage. For the job offer stage, please contact the University's Equal Opportunity Office at 622-8020.

Recruiting Inquiries:

“You must treat all job applicants and employees equally-whether they are U.S. citizens or noncitizens. **Citizenship status discrimination** refers to unequal treatment because of citizenship or immigration status. **National origin discrimination** refers to unequal treatment because of nationality, which includes place of birth, appearance, accent, and can include language.”

The EEOC has adopted Guidelines on Discrimination Because of National Origin that contain the following statement: “Because discrimination on the basis of citizenship has the effect of discrimination on the basis of national origin, a lawfully immigrated alien who is domiciled or residing in this country may not be discriminated against on the basis of citizenship; except pursuant to national security requirements by a federal statute of executive order.” Employers are, however, authorized to ask about employment eligibility.

⁵ This information is based upon and taken from Eliot Norman and Helen L. Konrad, “U.S. Immigration law handbook (University)”, (McCandish Holton, Richmond, VA, 2002), and Kristine L. Kaplan, “Working with Faculty Search Committees”, (NACUA 2002). “Look at the Facts Not at the Faces, Your Guide to Fair Employment”, U.S. Department of Justice, civil Rights Division, Office of Special Counsel for Immigration-Related Unfair Employment Practices.

An employer is required under IRCA (Immigration Reform and Control Act 1986) to verify employment eligibility of all employees.

Please note that the following "can" questions, if asked, should be asked of everyone, not just "foreign-looking" or "foreign-sounding" candidates.

Can:

- Ask if an applicant is "currently authorized to work in the United States on a full-time basis for any employer."

- If the applicant answers "yes," you may then ask "will you require now or in the near future employment visa sponsorship (i.e., H-1B visa)."

- You MAY NOT ask what their employment eligibility is based on.
 - You MAY state that, if hired, applicant must furnish proof of employment eligibility sufficient to satisfy I-9 requirements.

- If the applicant answers "no" to your original question whether they are currently authorized to work in the United States on a full-time basis, you may ask what their current immigration status is.

- You MAY assess all candidates regarding ability to communicate sufficient for job and proficiency in English, provided job-related.

Appendix A – Equal Opportunity Office Cont'd

Cannot during recruiting stage:

- Ask how the person obtained citizenship.

- Ask if the person is a permanent resident alien (i.e., green card holder).

- Ask what kind of work authorization the person has.

- Ask to see the green card.

- Ask what the person's visa status is.

- Ask what the person's home country is.

- Ask when their work authorization expires.

- Ask if the applicant has "unlimited work authorization" or work authorization for an "indefinite period of time."
 - Under IRCA employers cannot reject "protected individuals" because of time limited employment eligibility, even if the remaining eligibility is short. For example, asylees, refugees, and temporary resident aliens or applicants for temporary residents may have work authorization that is only valid for six to

eighteen months from the time that it is obtained. However, all of these people are able to obtain automatic extensions of work authorization and are, protected under IRCA as "intending citizens" of the United States. Thus, the better practice is never even to inquire as to the remaining time left on work authorization, since it is not relevant at the recruiting or interview stage.

- Ask what the person's native language is.
 - Ask how the person acquired the ability to read, write or speak in that language.
 - Appendix A – Equal Opportunity Office Cont'd
 - Ask if the person intends to become a citizen of the United States.
 - Ask if the person intends to remain permanently in the United States.
 - Ask about the national origin of other members of applicant's family.
 - Ask questions regarding place of birth, "where originally from," native language, etc.
- Note: Persons who would need an employer to petition to obtain an H-1B visa or a green card are not "protected individuals" under IRCA. Therefore, the employer is free to provide this service or not provide this service. However, the employer should not have a policy that has a disproportionate impact on employees of certain national origins. In other words, you may not apply for green cards only for nationals of certain countries and not nationals of other countries.

Appendix B

SPECIAL ASSISTANT TO THE PROVOST FOR UNIVERSITY DIVERSITY

Sandra Moore, Special Assistant to the Provost for University Diversity, facilitates and directs the implementation of Eastern Kentucky University's commitment to diversity and the challenge to serve an increasingly diverse student, faculty and staff population. Reporting to the Provost, the Special Assistant assumes a leadership role in recommending policies and programs that are responsive to this commitment to diversity and also consults with the President on special initiatives. The Special Assistant to the Provost develops and implements a comprehensive diversity program, including educational programs on diversity and nondiscrimination. In conjunction with the Equal Opportunity Officer the Special Assistant to the Provost monitors recruitment, retention, and promotion of protected groups and provides consultation, workshops and advice on equity, and diversity.

SPECIFIC DUTIES INCLUDE:

- Plan, coordinate, and oversee the implementation of the University's diversity programs. Serve as primary advisor to the President, Provost and senior management on all matters related to the development of policies impacting diversity.
- Develop and promote an education and awareness program of faculty, staff and students that implements the University's vision of diversity. Serve as a resource to faculty and staff in developing and recommending pedagogical innovations that promote diversity and approaches to teaching a diverse student population.

- **Partner with Human Resources, academic departments, deans and other administrators to devise strategies for recruitment and retention of a diverse faculty and staff.***
- Represent the University's diversity interest with external constituencies.
- Coordinate the activities of the Office of Multicultural Services.
- Partner with Enrollment Management to develop and implement student retention and recruitment goals for a diverse populous.
- Partner with Admissions Office to serve as a resource person at Admission Receptions and special recruitment events.
- Collaborate with the Dean of the Graduate School to recruit and retain a diverse graduate student population and to award the Minority Graduate Student Assistantships.
- Consult with the Director of Financial Aid/Scholarship Coordinator regarding the awarding of the Minority and Diversity Scholarships.
- Coordinate the efforts of the University Diversity Committee.

***Committee Chair will consult with Sandra Moore regarding extending the search to diverse populations.**

Appendix C

SERVICES FOR INDIVIDUALS WITH DISABILITIES

Should a self-referred applicant need assistance with the application process or a self-referred candidate need assistance with the interview process, contact Teresa Belluscio, Disabilities Coordinator with ECU's office of Services for Individuals with Disabilities, 361 Student Services Building (622.2933), to make any accommodations in accordance with ADA.