EMORY

A *Guide* for Search Committees

Human Resources

2005

Emory University
Search Activities Guide
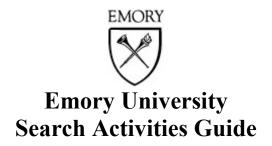
Introduction

Emory is committed to attracting and developing the best. This Guide provides instructions and resources to assist with hiring by search committee.   It is designed for administrators who direct the activities of search committees, and the faculty and staff members who serve on these committees. For administrators, it serves as a handy reference manual for assisting search committees in their efforts. For committee members, it serves as a how-to guide for performing all the tasks with which the search committee is charged.

The Office of Equal Opportunity Programs (EOP) is responsible for overseeing all Search Committee Activity. EOP is charged with planning, developing, implementing and monitoring programs and activities to ensure compliance with laws governing EEO/AA, disability and equity. EOP's dedicated purpose in the Emory Community is to promote diversity and justice while providing leadership to create opportunities for equal participation in an environment free from discrimination.

The procedures discussed within this manual apply to all faculty and staff positions in which a search committee is appointed to assist in recruitment and selection of faculty and principal staff positions. This guide will take you through the search process. If you require additional assistance please contact the Office of Equal Opportunity Programs.

Office of Equal Opportunity Programs
110 Administration Building
Atlanta, GA 30322-0520
(404) 727-6016
(404) 727-2666 (*fax*)
(404) 712-2049 (*TDD*)

Committed to an environment free of harassment and discrimination.

Section 1: Overview of Search Activity Procedures

Below is an overview of the search procedures that apply to all faculty and staff positions not filled through Open Recruitment or Administrative Decision. Detailed information on each area is found on the following pages.

Develop Position Description	• For new staff positions only, contact Human Resources/Compensation Department to classify. • For previously classified positions, call the Compensation Department to confirm salary information.
Develop Vacancy Announcement/ Advertisement	• Include "Emory University is an EEO/AA employer". • Provide minimum and preferred qualifications which will be the basis of the hiring decision. • Include vacancy number on purchase order for advertisement.
Compose Search Committee	• Search committee to include three or more persons representative of diverse Emory community.
Obtain Vacancy Number	• Discuss search procedures with an Equal Opportunity Programs staff member. • Check internal procedures within your school.
Acknowledge Applicants and Send Self-Identification Forms	• Each applicant should receive a Self Identification Form (copy original as necessary) and accompanying cover letter (copy as necessary) regardless of whether the individual meets the minimum qualifications.
Review Applicant Pool	• After closing date, review composition of applicant pool. Contact EOP for information regarding the composition of the applicant pool insert these numbers in Step 3 of the Search Activity Report. • Initiate additional recruitment efforts if necessary. Contact female and minority caucuses within professional organizations; notify female and minority organizations; target advertising in publications with female/minority audiences; solicit applications from predominately female/minority colleges/universities.
Reduce Applicant Pool to "Short List"	• On the basis of the predetermined position requirements and selection criteria, the initial pool of applicants may be reduced to a "short list". • Check references of candidates on "short list" and select 3 to 5 to interview.

Section 1: Overview of Search Activity Procedures, continued

Interview Final Candidates	• Ask job related questions.
	• Keep interview process equitable for all candidates.
	• Give interviewees a position description and Emory information.

Prepare for Proposed Hiring Decision	• On the Search Activity Report (SAR), list and rank the final candidates, indicate the proposed selection decision(s) and provide detailed explanations as to why a candidate was selected and why each unsuccessful candidate was not interviewed or selected.

Make Employment Offer(s)	• Once the proposed hiring decision is approved by EOP (plus HR for non-faculty jobs), notify candidates of their selection or non-selection.
	• Attach the completed SAR to Employment Information Form/Human Resources Action Form (HRAF) to initiate addition/change of payroll status.
	• All materials considered in the selection process within the hiring department should be maintained on file for three years.

Typical Timeframes for Filling Various Positions	The table below outlines the typical time frames for filling various positions through search procedures:

POSITION	ADVERTISING TIME	SELECTION TIME	TIME FRAME FOR STARTING NEW POSITION	TOTAL TIME
Directors and Department Chairs	4-6 weeks	4-6 weeks	4-6 weeks	3-4 months
Faculty	3-6 months	3-9 months	4-6 weeks	3-9 months
Deans and Academic Department Chairs	4-8 weeks	1-3 months	1-6 months	3-8 months
Vice Presidents	4-8 weeks	1-3 months	1-6 months	9-12 months
Presidents	3 months	3-6 months	1-6 months	1 year

Section 2: Getting Started

Develop Position Description

The most overlooked step in the hiring process is the first and most important one: job analysis. The chief by-product of a job analysis is a job description (tasks, duties, and responsibilities that a job entails). A job description should be created or updated before appointment of a search committee. For new staff positions only, contact Human Resources/Compensation Department to classify. For previously classified positions, call the Compensation Department to confirm salary information.

A job description can be used to identify the skills and competencies that the ideal candidate would possess as well as to describe the essential functions of the position. These competencies are used in the recruitment process to attract a pool of qualified applicants and in the screening process as a basis on which to evaluate these applicants. Appropriate attention to job analysis and production of an accurate job description will facilitate every other task in the hiring process.

Note: The temptation to use the old job description should be resisted as jobs change with incumbents and organizational needs.

Develop Vacancy Announcement/ Advertisement

Next you will need to develop an announcement.

Key steps to developing advertisements for search positions.

1. Include "Emory University is an EEO/AA employer".

2. Provide minimum and preferred qualifications which will be the basis of the hiring decision. These should be related to the essential functions of the position.

3. Include vacancy number on purchase order for advertisement

Please refer to the Job Advertisement Resources for more information.

Advertising Checklist For Faculty.

Checklists are provided of where to send the job advertisement.

__1. Send to Institutions and Universities with programs in targeted fields.
__2. Send to Human Resource departments of similar Institutions or Universities.
__3. Send to job clearinghouses of university systems.
__4. Post on Human Resources and Career Placement job boards and post at other campus locations.
__5. Post on job boards of associations and other organizations serving professionals in targeted field.
__6. Post at conferences of professionals in targeted field.
__7. Post at career fairs.
__8. Mail to targeted populations.
__9. Seek names from directors, division chairs, deans, vice presidents, and the president, as appropriate.
__10. Consider use of search firms and headhunters.
__11. Consult with and recruit retirees, former employees, and consultants.
__12. Recruit people from competitors.
__13. Recruit people from minority and women's organizations.
__14. Post on websites (professional, academic).
__15. General publications such as Affirmative Action Register, Black Issues in Higher Ed, Chronicle of Higher Education, etc.

Advertising Checklist For Staff.

__1. Post on Emory's Career Website.
__2. Post on job boards of associations and other organizations serving professionals in targeted field.
__3. Post at conferences of professionals in targeted field.
__4. Post at career fairs.
__5. Mail to targeted populations.
__6. Consult with and recruit retirees, former employees, and consultants.
__7. Recruit people from competitors.
__8. Recruit people from minority organizations.
__9. Post on websites (academic, professional, trades, service organizations).

Compose Search Committee

A search committee should be broadly representative of Emory, and its members should be able to provide a variety of perspectives on the role and function of the position in question. A good committee might include individuals who will be peers of the new hire, in his or her reporting chain, and among his or her "clients." In the case of top positions, such as presidents and provosts, the committee should also include some of Emory's stakeholders, such as representatives of alumni associations, foundations and boards. Ideally, the committee will reflect diversity in gender and race.

The level of the position to be filled is a good indicator of the number of people who should serve on the committee. Seven is typical for most faculty and director or department head positions. Nine is the norm for academic department heads, deans, and vice presidents. Even for presidents, no more than 11 members are recommended.

The search committee may appoint an individual from Human Resources, Equal Opportunities Programs, or the offices of Grants & Contracts as an ex-officio member to help the search committee understand laws and regulations as well as Emory's criteria relevant to the search process. Guidance from HR, the EOP office, or both is critical because many federal and state equal employment opportunity laws affect the search committee's work. See legal resources (Title VII of the Civil Rights Act, ADA, etc.)

Tips on Forming a Search Committee

- Committee chairpersons should hold positions at the same level as or a higher level than the vacant position.

- Exceptions are often made for professors, who may be asked to chair faculty search committees, regardless of their rank or tenure status.

- The size of the committee should reflect the importance of the vacant position (the more important the position, the greater the number of committee members).

- Ensure the committee is diverse in terms of gender and race.

- Appoint a Chair who has performed or held the vacant position or a similar position.

- Appoint ex-officio members from the Human Resources or EOP, or both.

Tips on Forming a Search Committee, continued

- Appoint as a committee member an individual who has supervised the vacant position or a similar position.

- Determine whether each potential appointee has sufficient time to devote to search committee duties.

- Ensure that the committee possesses technical expertise sufficient to make astute comparisons among applicants.

- Appoint stakeholders-for example, students in a search for a director of Student Activities, faculty in a search for a librarian, or members of the president's cabinet in a search for a vice president.

Duties Performed by Search Committee

Committee Chair Duties

- Serve as liaison between the committee and the hiring official.
- Call and chair meetings.
- Ensure that proper records and meeting minutes are kept of all committee meetings & interview activity.
- Correspond with semifinalists.
- Coordinate administrative and logistical support.
- Serve as lead host for candidates on campus.
- Coordinate the efforts of all committee members.
- Perform all duties of regular committee member.
- Perform other duties as requested by hiring official.

Committee Member Duties

- Help to identify and contact potential applicants.
- Attend all scheduled meetings.
- Review all materials.
- Screen applicants.
- Host candidates.
- Participate in the interview process.
- Check references.
- Maintain appropriate confidentiality about search committee proceedings.
- Other duties as assigned by chairperson.

Search Committee Charge

Search committees should always receive their charge before they begin their work. The hiring official should keep in mind that a poor hiring recommendation by the committee is often the result of a poorly conceived or written charge. The charge should indicate without any ambiguity the committee's task, deadline, and budget and the kind of candidate that the hiring official wishes to attract.

In some cases, the search committee is instructed to make a hiring recommendation. In other cases, the committee is instructed to make the hiring decision. If the committee is instructed to rank candidates for the hiring official, the charge should make clear that the hiring official is not bound by the committee's ranking in making his or her selection.

Reminder: Review Emory's Affirmative Action Plan

Among Emory's criteria that may bear upon the search committee's work is support of diversity and affirmative action goals.

The charge should include the following information:

__1. Official and/or working title of position in question.
__2. Position (job) description and a copy of the advertisement or position announcement.
__3. Essential and preferred criteria for selection; criteria that are important to the department and to Emory; and the hiring official's view of the position's scope and short- and long-term challenges and opportunities.
__4. Time frame for completing the search (the committee should formulate and distribute a timetable to appropriate constituencies, including the HR Vice President).
__5. Policy for handling late or incomplete applications.
__6. Emory's policy on diversity or affirmative action issues.
__7. Duties of the search committee chair and individual committee members.
__8. Hiring official's involvement in the search process.
__9. Preferred number of finalist candidates to visit the campus and a general idea of the conduct of the campus visit.

Search Committee Charge, continued	__10. Form in which the committee's final recommendations are to be brought forward (for example, single candidate, ranked candidates, narrative). __11. Where and how the committee will receive administrative and logistical support (for example, from the department with the vacancy and Human Resources). __12. How Human Resources will support and monitor the process. __13. Funds available for advertising and for candidates' travel, hotels, and meals. __14. EEOC AND EOP requirements.
Recruitment Activities	To enlarge the pool of candidates, the hiring official and search committee should advertise locally, regionally and nationally in print media and on internet sites which reach a diverse population, as well as make special effort to attract underutilized groups. (Please refer to the Americans with Disabilities Act of 1991, Resource C) It is required by Emory's Affirmative Action policy because Emory holds federal contracts for student financial aid and NIH grants. Human Resources and Equal Opportunity Programs professionals can provide invaluable guidance on these efforts. There are two general recruitment strategies. ***The first is to seek highly specific qualifications*** - a strategy likely to yield fewer but more qualified applicants. ***The second is to seek more general qualifications*** - a strategy likely to yield more applicants with a wider range of skills and experiences. Many advocates of diversity would argue that the second strategy yields a richer pool of applicants from which to choose. Although screening and selection may be more onerous because of a broad recruitment effort, the potential gain generally outweighs the extra effort.

Obtain Vacancy Number

Once the position description and advertisement have been developed and the search committee formed, it is necessary to obtain a vacancy number. The table below outlines the steps for obtaining a vacancy number to be included in the position description.

__1. Discuss search procedures with an Equal Opportunity Programs staff member.

__2. Deliver to the Equal Opportunity Programs office the following items before the actual search begins:

- the position description (the Compensation Department determines the salary range for staff positions),

- vacancy announcement/advertisement, and

- the Search Activity Report (SAR) with Step 1 completed.

__3. Obtain Search Guidelines Packet from the Equal Opportunity Programs office. The packet includes:

- a Self-Identification Form with the vacancy information provided, and

- the accompanying cover letters and envelopes which the department should send to all candidates who express interest in the position.

Additionally, the SAR, once returned from EOP will contain the availability of women and people-of-color as well as information regarding any affirmative action hiring goals which may exist for the position (see pages 19 & 36 for more information on hiring goals.)

Section 3: Employee Selection Process

Uniform Guidelines on Employee Selection Procedures	The following affirmative action recruitment and selection activities are recommended: ● Establish short- and long-term goals for the selection of available qualified persons. ● Establish and utilize a recruitment program designed to attract said applicants. ● Seek to organize, design, and redesign work to provide broad opportunities for all to enter and progress in a chosen career field. ● Validate selection procedures to ensure that they have no adverse impact on protected class applicants. ● Ensure that the selection process leads to an applicant pool that includes qualified candidates from targeted minority groups. ● Review the success of your affirmative action program.
Acknowledge Applicants and Send Self-Identification Forms	Each applicant should receive a Self-Identification Form (copy original as necessary) and accompanying cover letter (copy as necessary) regardless of whether the individual meets the minimum qualifications.
Acceptance of Applications	All applications should be handled in the same way. In keeping with relevant institutional policies, the hiring official should specify in his or her charge to the search committee the procedure for handling incomplete letters of application and updates. Hiring officials should not penalize applicants for letters of recommendation sent late or other actions beyond the applicants' control.
Screening Applicants	A well-documented screening process in which each candidate's qualifications are compared with the qualifications specified in the job ad or position announcement should withstand the scrutiny of any regulatory agency or individual attempting to challenge the process's legitimacy. Once applications are received, it is important to maintain them in a secure location to be viewed by members of the search committee and/or HR and the EOP liaison. A list should be compiled of each applicant including name, address, telephone number, and e-mail address. This record keeping is managed by a selected representative of the departmental hiring authority and/or committee chair.

Internal Employees	The committee must treat internal and external candidates the same to avoid even the appearance of discrimination, favoritism or unfairness.

It is usually in the best interest of Emory to entertain current employees as applicants. Handling the applications and interviews of internal candidates is, however, a delicate matter. Dealing with the disappointments of such candidates often puts search committees in an awkward situation as the candidates may be friends of committee members.

Search committees must evaluate internal candidates objectively. Whether the internal candidate has the right amount of experience and the appropriate credentials should be the test. The extent to which people find the internal candidate pleasing to work with should not be the test.

Should search committees conduct "courtesy interviews" of internal candidates who, because they are unqualified, have no chance of a job offer?
- No. Such interviews falsely raise a person's expectations. Internal candidates should only be interviewed if they meet job requirements.

Should search committees check on the current performance of internal candidates?
- Absolutely. Reference checking is required for screening of external candidates and should be for screening of internal candidates.

When there are internal candidates for a position, the committee must take great care not to engage in a false search, that is, a search with a predetermined outcome. Such a search is both unethical and violates federal laws.

Reduce Applicant Pool to "Short List"	Review applicant pool. On the basis of the predetermined position requirements and selection criteria, the initial pool of applicants may be reduced to a "short list." Some senior searches may include a screening interview of 60-90 minutes before the full interview.

Preparing for the Interview

The interview often takes a half day to a full day, depending on the level of the position in question. For senior academic and administrative positions, a day and a half or two days may be needed.

Two major factors must be taken into account in the scheduling of interviews:

- **First**, most candidates for professional-level positions meet not only with the search committee but also with people with whom they would interact on campus if they were hired. Depending on the position, candidates might meet with the vice president or chief academic officer to whom they would ultimately report. Various customers or constituents might be included in interviews of department heads and administrative position holders. HR Vice President candidates might meet with employees, students might meet with counselor and student activity candidates, professors might meet with librarian candidates, and various budget managers might meet with comptroller candidates.

- **Second**, is the potential need for the search committee to arrange or provide meals and other quasi-social events as well as transportation and lodging. The committee chair is usually the chief host but will often seek volunteers or assign committee members to the task of hosting. As a host, a committee member may be responsible for picking a candidate up from the airport, taking him or her on a tour of the campus, having dinner with him or her, and answering questions about the position in question and the selection process. The committee chair may ask the hiring department to assist with the many administrative and logistical requirements of arranging and holding on-site interviews.

When on-campus interviews will involve meetings with many people and various meal and other functions, the search committee should send candidates and individuals responsible for escorting the candidate a schedule of events in advance. The schedule should note the names and titles of the individuals with whom the candidate will meet.

Guidelines for Interview Questions

- Ask only for information that you intend to use to make a hiring decision.
- Know how you will use the information to make that decision.
- Recognize that the practice of seeking information that you do not use can be difficult to defend.

See resource section for suggested interview questions for both staff and faculty.

Interview Process Checklist	**Before the Interview:**
	o Book an appropriate location.
	o Review the job description.
	o Draft and agree upon the interview questions to be asked.
	o Review the candidate's resume/application.
	o Agree on the format for the interview.
	o Ensure that you know and can identify the indicators of the candidate's ability to perform the job.

During the Interview:
- o Introduce committee members.
- o Describe the format of the interview.
- o Ask open-ended informational, situational, and behavioral questions.
- o Let the applicant do most of the talking.
- o Keep the interview on track.
- o Observe nonverbal behavior.
- o Take notes.
- o Leave time for the candidate to ask questions.
- o Ask if you can check references and pursue references not listed on the resume.
- o Describe the remainder of the search process and the time it will take.
- o Thank candidate for his or her time.

After the Interview:
- o Give the final candidates a brief overview or written synopsis of benefits.
- o Answer any questions related to salary.
- o Evaluate the candidate.
- o Document the interview.

Making Travel Arrangements and Accommodations	The search committee should notify each candidate in writing of which expenses for travel and accommodations will be reimbursed. Airfare to one area airport may be reimbursable whereas airfare to another area airport may not be reimbursable. Lodging may or may not be reimbursable. In addition, it should notify candidates of any special arrangements with travel agencies, rental car companies, hotels, and restaurants.

Assemble Welcome Packages for Interviewees	The following table is a brief list of information that you should send to all candidates invited to campus for an interview:

        __1. Employee/ faculty handbook.
        __2. Benefits synopsis - listing all benefits, including all leaves (such as sabbaticals and administrative leave) in addition to sick leave and vacation time, computer purchase programs, health and gym facility access, tuition assistance for the employee and his or her family, and support of professional development activities.
        __3. College or university catalog.
        __4. Department brochure.
        __5. Organizational chart (department and institution).
        __6. History of Emory.
        __7. Statement of mission, goals, objectives, and initiatives.
        __8. About local Chamber of Commerce.

Interview Final Candidates	When interviewing candidates be sure to ask job related questions:

      Keep interview process equitable for all candidates.
      Give interviewees a position description and Emory information.
      Have final candidates complete an employment application.

Conduct Background Checks	Verifying the accuracy of the facts of a candidate's background as you know them and uncovering facts relevant to the duties of the position sought is always prudent. Moreover, the search committee, as a representative of Emory, may have a de facto legal requirement to verify and uncover these facts. Otherwise, Emory could face legal action on the grounds of negligent hiring, a tort doctrine (recognized in many states) under which a party can claim that an employee who brought harm to coworkers or others would not have been hired if the employer had exercised due diligence in conducting a background check.
Due Diligence	How much background checking is consistent with due diligence? The right amount depends on the position and the organization in question. The scope and depth of a check might increase with the seniority and sensitivity of the position. Verification of degrees, licenses, and skills is probably more critical in background checks of physicians than in background checks of librarians. Background checks can expose employers to legal liability. As a general rule, the search committee should ask permission to seek references and tell the candidate which individuals it plans to contact. In addition, it should know what types of information it can and should seek and how it can appropriately use that information. It should consult with Human Resources or general counsel if it has any questions or doubts about these matters. (**Important**: Do not ask any questions of a third party which would be illegal or improper to ask the applicant directly.)

Background Check Checklist	o Get the candidate's permission in writing to check references or make other background checks.
	o Ask the candidate if you can seek references from individuals not listed on his or her reference list if such individuals are identified by individuals on the reference list.
	o Ask if there is anyone you should not contact and why you should not contact that person.
	o Ask the candidate to notify individuals that you will call them for a reference.
	o Ensure that all references are individuals who have worked with the candidate in a professional capacity and who are not relatives or close friends of the candidate.
	o Ensure that at least one reference is a former or current supervisor of the candidate.
	o Ask the candidate if he or she is professionally acquainted with any of Emory's employees.
	o Ask the candidate if he or she worked under any name other than one given you.
	o Review (or seek) letters of recommendation.
	o Verify dates of employment, titles, and periods of time in each position.
	o Verify salary (if applicable).
	o Verify education and licenses.
	o Ask for copies of past performance evaluations.
	o Ask references how well the candidate works with others.
	o Obtain opinions about how the candidate would perform in your position.
	o Ask about the candidate's work ethic.
	o Ask whether the candidate was the subject of any disciplinary action or legal action.
	o Ask the candidate's former supervisor (if identified as a reference) or Human Resources of the candidate's former employer if the candidate is eligible for rehire.
	o Ask why the candidate left the position in question.
	o Document all reference-checking activities, send a copy to Human Resources with the Human Resources Action Form (HRAF) and maintain a copy in your department file for three years.
Criminal Background Checks	*It is the policy of Emory to require a criminal background check for all newly hired non-faculty, regular and temporary employees and rehired employees as a condition of employment.*
	Applicants must provide valid identification and sign a consent form authorizing Emory to obtain a criminal background history. In some instances, fingerprinting may be required for clarification. The consent form may be signed and notarized in Human Resources or if a notary is not available, Emory will accept a legible copy of a driver's license, passport or government issued identification. The following identification cards are not acceptable: school, employer and privately issued.

Pre-Employment Drug Screening Policy	An offer of employment will be conditioned on a negative drug test result. The job offer will be automatically withdrawn in the event that the applicant refuses to submit to testing; the test reveals a confirmed positive result; or, in the opinion of Emory or the testing laboratory, the testing sample has been tampered with, substituted or altered in any way.
	
	 • The following criteria will be used to determine Staff and Principal hires who will be subject to testing:
	   ○ Provides care to animals.
	   ○ Required to drive a university vehicle.
	   ○ Operates dangerous machinery/equipment and/or is exposed to chemicals or other hazardous materials.
	   ○ Provides patient/personal care.
	   ○ Provides security to campus community.
	   ○ Transfers (employees) into a job that requires drug testing.
	 • Drug testing will be coordinated by Human Resources and will be conducted by a certified forensic toxicology laboratory.
	 • A positive test result caused by the appropriate use of legally prescribed medications that are taken in accordance with the prescription and that do not cause unsafe or unacceptable job performance will not affect an applicant's employment.
	 • Applicants who test positive or otherwise fail to satisfy the requirements of this policy may not reapply for Emory employment for one year.

Section 4: Hiring Process for Search Committee Procedures

Recommendation of Final Candidate	After the conclusion of final interviews, the search committee determines which candidate(s), if any, to recommend. It can recommend one candidate, rank all the semi-finalists, or provide a report outlining the strengths and weaknesses of each semi-finalist as requested by the hiring official in the charge given to the committee. No one other than the hiring official should be notified of the recommendation.

If a candidate does not accept the offer of employment, the search committee may be asked to recommend another candidate. It also may be asked to extend or reopen a search. The decision to extend or reopen a search is the responsibility of the hiring official, who should act on advice from the search committee chair. A failed search can be an indicator of an ill-defined position, inadequate recruiting techniques, or ineffective selection methods. |
| **Prepare for Proposed Hiring Decision** | On the SAR, list and rank the final candidates, indicate the proposed selection decision(s) and provide detailed explanations as to why a candidate was selected and why each unsuccessful candidate was not interviewed or selected.

Emory has affirmative action hiring goals for people of color and women in equal employment opportunity (EEO) job groups which are currently underutilizing these populations. The processes for establishing these goals are based on University-wide information rather than departmental statistics. |
| **Hiring Goal** | **If a hiring goal exists**, or if the position is non-faculty, return the SAR with resumes/curriculum vitae of final candidates to the EOP office or EOP's designated representative <u>prior to making an employment offer.</u> (After review, EOP will forward these materials to HR).

If no hiring goal exists, the SAR must still be returned and reviewed by EOP prior to making an employment offer to complete documentation requirements. For faculty and staff positions, a copy of the completed SAR must be attached to the new hire paperwork forwarded to Human Resources.

Reminder: For all non-faculty positions, the SAR (including starting salary information) must be approved both by EOP and Human Resources administration prior to an offer. |

Make Employment Offer(s)

1. Once the proposed hiring decision is approved by EOP (plus HR for non-faculty jobs), notify candidates of their selection or non-selection.

2. Attach the completed SAR to Employment Information Form/Human Resources Action Form (HRAF) to initiate addition/change of payroll status.

3. All materials considered in the selection process (including interview notes) should be maintained on file for three years.

4. All new hires MUST complete an employment application.

Salary Offer, Orientation, Post Offer

The hiring authority will coordinate salary once approval by EOP is confirmed (plus HR for non-faculty jobs). Approval may be necessary from the division head to stay in-line with the department's budgets. Initial offer notification may be done verbally, but the selected candidate should also receive a letter of offer that includes a designated departmental information package.

Once the offer is accepted, orientation should be coordinated with the designated department or Human Resources representative. During the Human Resources orientation session, all benefits, programs, policies and procedures are reviewed.   A scheduled departmental orientation is recommended as well.

After the offer has been offered and orientation schedules arranged, the search committee chair or designated representative should conclude processing all recordkeeping; follow-up with all communications to both committee members and candidates; and coordinate any other services essential for newly hired employees. See resources for a new hire checklist.

RESOURCES

Resource A – Emory University Affirmative Action Policy Statement

41 C.F.R. §§ 60-2.12(b) and 60-2.21

EMORY pursues a policy of equal employment opportunity and affirmative action. Although we recognize that our policies and practices are free from systemic discrimination, it has been our observation in pursuing our policy of equal employment opportunity and affirmative action that some of society's discriminatory practices of the past may continue to have an adverse effect on certain groups of our population. Identification and elimination of these discriminatory practices and elimination of the effects of possible past discrimination through specific remedial action are the major thrusts of the Emory *Affirmative Action Plan (AAP)*.

We feel very strongly that equal employment opportunity is not only a legal and economic necessity, but is also an extension of our earnest desire to fulfill our role as a responsible citizen in the community. For an affirmative action program to be successful, it must not only have realistic goal-setting programs, but it must also provide measurement and evaluation factors similar to those for other major university programs. Accountability for goal achievement is established in this *AAP* to assure that proper priority is given to these goals.

Emory's policy is to take affirmative action to implement and to assure equal employment opportunities for qualified employees and all applicants for employment without regard to race, color, religion, age, sex, national origin, disability or veteran status. This commitment includes, but is not limited to, the following matters:

> 1. We will recruit, hire, train and promote persons in all job titles without regard to race, color, religion, age, sex, national origin, disability or veteran status except where sex or religion are bona fide occupational requirements, or where a specific disability constitutes a bona fide occupational disqualification;

> 2. We will base decisions on employment matters so as to further the principles of equal employment opportunity;

> 3. We will ensure that promotion decisions are in accord with principles of equal employment opportunity, imposing only valid requirements for promotional opportunity;

> 4. We will ensure that all personnel actions such as compensation, benefits, transfers, layoffs, returns from layoff, University-sponsored training, educational tuition assistance, and social and recreational programs will be administered without regard to race, color, religion, age, sex, national origin, disability or veteran status.

Resource A - continued

To accomplish the above aims, specific accountabilities have been established for carrying out the Emory affirmative action policies and programs. Each official and supervisor is expected to review his or her present and future personnel policies and practices to ensure that equal employment opportunity is being actively implemented and that no employee or applicant for employment suffers from any form of discrimination because of race, color, religion, age, sex, national origin, disability or veteran status. Each official and supervisor will be held accountable for using good-faith efforts to achieve the goals and timetables set forth in his or her area.

A detailed reporting and monitoring system on Emory's achievement of defined goals has been established. It shall be Emory's policy to review the effectiveness of this affirmative action plan at least once each year.

From a management point of view, discrimination, however unconscious, is a waste of human resources. Emory and its management intend to ensure that this waste has been eliminated, to further principles of affirmative action and equal employment opportunity, and to ensure full and best utilization of our minority and female work-force.

Resource B - Affirmative Action Policies

Among Emory's criteria that may bear upon the search committee's work is support of diversity and affirmative action goals.

Affirmative Action

According to the Code of Federal Regulations, "The goal of any affirmative action plan should be achievement of genuine equal employment opportunity for all qualified persons. Selection under such plans should be based upon the ability of the applicant(s) to do the work. Such plans should not require the selection of the unqualified, or the unneeded, nor should they require the selection of persons on the basis of race, color, sex, religion, or national origin" (29 CFR, Title 29, Volume 4, Parts 900-1899, revised 1998; CITE 29CFR1607.17-4).

Executive Order 11246 requires that employees put forth a "good faith effort" in the recruitment and selection process. Not seeking the assistance of affirmative action personnel in this process would show a blatant disregard for such an effort.

Resource C - Americans With Disabilities Act, 1991

The Americans with Disabilities Act of 1991 (ADA) makes it unlawful to discriminate in all employment practices including but not limited to the following: **recruitment, hiring, promotion, training, lay-off, pay, firing, job assignments, leave and benefits**. Additionally, the ADA prohibits an employer from retaliating against an applicant or employer for asserting his rights under the ADA. Therefore, our search process is subject to all federal, state, and local regulations.

The ADA raises many questions for employers. Most significant are: Who is protected? What are essential functions of a job and how are they determined? What is a reasonable accommodation? What information can be legally sought and relied on at various stages of the search process?

In **all** cases, the ADA is not designed to interfere with an employer's right to hire the best-qualified applicant. A person with a disability and or chronic medical condition (documented) must be qualified to perform the essential functions of a job with or without a reasonable accommodation.

Should you have any questions and/or concerns, we strongly recommend a consult with EOP/Disability Services @ 404 727-6016 (v.) or 404 712-2049 (TDD).

Resource D – Creating An Announcement/Advertisement

The job advertisement should be written by the hiring official or the search committee, and it should be consistent with the job description drafted by that official before the search process began.

Ads should be placed in media most likely to attract appropriate applicants. A decision must be made where the ad should be placed in the printed media and under what heading. Emory University Human Resources has contracted with TMP Worldwide for recruitment advertising and can provide assistance in placing ads. TMP has negotiated with numerous national print and electronic media for discounted advertising rates and can provide assistance in identifying and placement of recruitment advertisements in targeted and minority sources. Their number is 770-280-0154.

Budgets often limit where and how often ads are placed. Generally, ads yield the better results when targeted toward specific, known populations than toward general populations. For example, an ad in the *Chronicle of Philanthropy* for $900 will likely yield several times more desirable applicants for a development position than an ad in the *Chronicle of Higher Education* for $600.

1. Print Media Recruiting

Job advertisements describe position openings and are placed in the classifieds section of newspapers, magazines and professional journals. By contrast, position announcements generally offer more detailed information about openings. Both the job advertisement and position announcement should contain information about Emory.

Resource D – continued

2. Internet Recruiting

The primary electronic recruitment media are list serves and bulletin boards, job banks, and web sites. List serves and bulletin boards are forums for people to discuss a shared interest. These forums often allow posting of jobs related to the shared interest. However, many list serves and bulletin boards prohibit job postings. Review the FAQ's (frequently asked questions) prior to posting on a listserv or bulletin board. Often, posting at such sites which allow the practice, is free of charge. Job banks usually come in one of two forms: commercial sites or association sites.

Most of the commercial sites have electronic resume databases that employers can search using key words to identify candidates who most directly match their criteria. (They also contain listings of job vacancies for which prospective employees can apply, often online.) Employers pay to post their job openings at these sites. Many professional associations' job banks allow association members to post their resumes for prospective employers. Many employers use their web sites to post job vacancies. A link from the advertisement to the Emory Careers Webpage is recommended. Links from the pages of individual departments where vacancies exist to the Emory Careers Webpage are also highly recommended.

3. Determine Advertisement-Application Filing Deadline

The hiring official should follow Equal Opportunity Programs policies in specifying the application deadline in his or her charge to a search committee. If the committee continues to accept applications until an offer has been made and accepted, it can result in a larger pool of candidates.

Hiring officials may allow specification of preferential filing dates-dates after which the screening process is already underway. Specification of such a date is beneficial in two ways. It allows search committees to consider applications made after the preferred date, and it discourages filing of applications after the date.

The time frame for a search depends on the nature of the position to be filled and the response of the labor market. The time frame for the period between acceptance of an offer and reporting for work also varies. For professional positions, a month is reasonable. For some administrative and executive positions the time between acceptance of an offer and the first day of employment can range from one to six months, depending on the time of year of the offer and the nature of the finalist's current position. For faculty positions, six months may pass between the offer and the beginning of the next academic term.

Resource E – Recommended Publications and Organizations

Affirmative Action Register for Effective Equal Opportunity Recruitment
8356 Olive Blvd.
St. Louis, MO 63132
314-991-1335; 800-537-0655; fax 314-997-1788 aareeoCwconcentric.net
www.aar-eeo.com

Black Issues in Higher Education
10520 Warwick Ave., Suite B-8 Fairfax, VA 22030
703-385-2981; 800-783-3199; fax: 703-385-1839

The Black Collegian Magazine
504-523-0154

WEB BASED

http://www.affirmativeaction.org/ The American Associate for Affirmative Action

http://www.hispanicbusiness.com/ Links to Hispanic recruiting sites

http://newsjobs.com Diversity Newspaper Job Bank, which is devoted to diversifying the newspaper industry; lists job-hunting tips and information on minority job fairs

www.MinorityCareer.Com Job postings and career advancement tips

www.new.blackvoices.com/classified/jobs/ extensive career information and employment services

www.minorityexecsearch.com-Minority Executive Search, a site at which recruiters help women and minorities find jobs; lists job openings, presents company profiles, and accepts online resumes

www.naaap.org/-National Association of Asian American Professionals home site with links to career and employment information

http://www.aabl.com/ African American Business Link with employment center

http://www.nahj.org/   National Association of Hispanic Journalists; dedicated to the career advancement of Hispanic journalists, media professionals, and students

Resource F – Acceptable Interview Questions

For Staff
1. Tell us a little more about your professional experiences, particularly those not mentioned on your resume.
2. Why are you interested in leaving your current assignment and why do you feel that this assignment would be better for you?
3. Do you feel this position is a promotion, a lateral move, a broadening of your professional experience, or just a change? Why do you think so?
4. How does this position fit into your overall career goals?
5. Describe the duties of your current job.
6. What do you dislike most about your current job?
7. What is your favorite part of your current job and why is it your favorite part?
8. What are the three college courses that best prepared you for your current job?
9. What qualities or experiences make you the best candidate for this position?
10. Describe two or three major trends in your profession today.
11. On the basis of the information you have received so far, what do you see as the major challenges of this position and how would you meet them?
12. Describe a situation in which you did "all the right things" and were still unsuccessful. What did you learn from the experience?
13. Discuss the committees on which you have served and the impact of these committees on the organization where you currently work.
14. Why did you choose this profession/field?
15. What new skills have you learned over the past year?
16. Think about an instance when you were given an assignment that you thought you would not be able to complete. How did you accomplish the assignment?
17. Have you ever had a great idea but been told that you could not implement it? How did you react? What did you do?
18. Describe the best boss and the worst boss you have ever had.
19. Describe your ideal job.
20. What would your coworkers or your supervisor say about you?
21. Can you describe how you go about solving problems? Please give us some examples.
22. What is the biggest conflict you have ever been involved in at work? How did you handle that situation?
23. What new programs or services would you start if offered the position?
24. Please share with us your philosophy about customer service in an academic environment and give us some examples of service that would illustrate your views.
25. Tell us how you would learn your new job in the absence of a formal training program.
26. How would you characterize your level of computer literacy? What are some of the programs and applications with which you are familiar?
27. Think about a coworker from the present or past whom you admire. Why?
28. What are the characteristics that you prize most in an employee? What behaviors or characteristics do you find intolerable?
29. Can you share with us your ideas about professional development?
30. Describe some basic steps that you would take in implementing a new program?
31. What are one or two of your proudest professional accomplishments?
32. Do you have any knowledge of the unique role of a research university?
33. How do you feel about diversity in the workplace? Give us some examples of your efforts to promote diversity.

34. Tell us how you go about organizing your work. Also, describe any experience you have had with computers or other tools as they relate to organization.
35. Please tell us what you think are the most important elements of a good service.
36. Describe your volunteer experiences in community-based organizations.
37. What professional associations do you belong to and how involved in them are you?
38. Tell us about your preferred work environment.
39. What experiences or skills will help you manage projects?
40. Tell us how you would use technology in your day-to-day job.
41. In what professional development activities have you been involved over the past few years?
42. What volunteer or social activities have helped you develop professional skills?
43. What things have you done on your own initiative to help you prepare for your next job?
44. Do you have any concerns that would make you have reservations about accepting this position if it were offered to you?
45. What do you think uniquely qualifies you for this position?
46. Do you have any additional information that you would like to share?
47. Do you have any questions for us?

For Faculty

1. Describe your teaching style.
2. Describe your teaching philosophy.
3. What technology applications have you utilized in the classroom?
4. How do you engage students, particularly in a course for non-majors?
5. Share your ideas about professional development.
6. In your opinion, how should the workload of a faculty member be split and into what areas?
7. What changes have you brought to the teaching of (name of field)?
8. How would you go about being an advocate and resource for the use of technology in the teaching and learning process?
9. What courses have you created or proposed in the past five years?
10. What do you think are the most important attributes of a good instructor?
11. Where would this position fit into your career development goals?
12. How do you define good teaching?
13. What do you think are your greatest strengths as an instructor? In which areas do you feel you can use some further development?
14. How do you feel your teaching style can serve our student population?
15. In what professional development activities have you been involved over the past few years?
16. What pedagogical changes do you see on the horizon in your discipline?
17. How would your background and experiences strengthen this academic department?
18. How do you adjust your style to the less motivated or under-prepared student?
19. Have you involved your students in your research?
20. What are your current research interests?
21. What is the next scholarly project you will undertake?
22. Can you describe your scholarship in terms a layperson would understand?
23. How will your agenda fit with/advance the agenda of the department/school?

Resource G – Non-Acceptable Interview Questions With Alternatives

You cannot ask any question during an interview that relate to an applicant's race, color, religion, age, gender, national origin, or disability. In some states, inquiries about a candidate's sexual orientation are illegal. The following questions are merely a few of the questions that should not be asked:

1. Are you a U.S. citizen?
2. Where were you born?
3. What is your birth date?
4. How old are you?
5. Do you have a disability?
6. Are you married?
7. What is your spouse's name?
8. What is your maiden name?
9. Do you have any children?
10. Do you have child care arrangements?
11. What is your race or ethnic origin?
12. Which church do you attend? What is your religion?

The following questions should be asked only when there is a bona fide, job-specific reason to ask them. If asked of one candidate, they should be asked of all candidates for the same position.

Acceptable Alternative Questions

1. Do you have any responsibilities that conflict with the job's attendance or travel requirements?
2. Are you able to work in the United States on an unrestricted basis?
3. Are you able to perform the duties on the job description with or without reasonable accommodations?
4. If hired, can you provide proof of your eligibility to work in the United States?
5. Do you have any conflicts that would prevent you from working the schedule discussed?
6. What languages do you speak or write fluently?
7. Have you worked under any other professional name or nickname?
6. Do you have any relatives currently working for this institution?
9. Would you have any problem working overtime, if required?
10. Would anything prohibit you from making a long-term commitment to the position and Emory?

Resource H – Faculty Evaluation Form

FACULTY EVALUATION BASED ON ESSENTIAL COMPETENCIES

CANDIDATES NAME: _____ DATE: _____

MASTERY OF A BODY OF KNOWLEDGE

1. In your opinion, did the candidate have sufficient mastery of a body of knowledge in
_____
_____
_____

2. Was the candidate's area of professional emphasis evident and was his or her level of knowledge in this area sufficient to be considered expert?
_____
_____
_____

TEACHING ABILITY

3. Was the candidate's teaching philosophy consistent with the needs and expectations of Emory's students and faculty?
_____
_____
_____

4. How would you evaluate the candidate's presentation?
_____
_____
_____
_____
_____
_____
_____
_____

SCHOLARSHIP

5. Did the candidate have a well thought out and planned research agenda?

_____
_____
_____
_____
_____
_____

6. Has the candidate been published? Presented papers? Where and how often?

_____
_____
_____
_____
_____
_____

SERVICE RELATED TO THE PROFESSION

7. Has the candidate worked on any school committees?

_____
_____
_____
_____
_____
_____

8. Is the candidate a member of a professional association in the field of _____ ?

_____
_____
_____
_____

EXCELLENT CANDIDATE   _____

ACCEPTABLE CANDIDATE   _____

UNACCEPTABLE CANDIDATE   _____

Resource I – Staff Evaluation Form

STAFF EVALUATION BASED ON ESSENTIAL COMPETENCIES

CANDIDATE'S NAME:_____   DATE: _____

GENERAL KNOWLEDGE OF EXPERIENCE

1. In your opinion, did the candidate communicate a thorough knowledge of all experience?
_____
_____
_____

2. Was the experience level evident based on the candidate's knowledge of all experience? What previous/current experience did the candidate identify as essential to this position?
_____
_____
_____
_____

DECISION/MAKING/PROBLEM SOLVING/ANALYTICAL

3. Did the candidate provide examples of his/her accountability which involved analytical skills? Did these examples involve resolving problems while communicating effectively within complex environments?
_____
_____
_____
_____
_____
_____

FINANCIAL MANAGEMENT

4. Was the candidate effective in communicating detailed examples of his/her financial expertise and accountability?   Did the candidate outline any critical financial accomplishments? What were those accomplishments?
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

TECHNICAL SKILLS

5. Did the candidate provide a list of current technical proficiencies? Which of the technical proficiencies did the candidate identify as essential to the position?

_____
_____
_____
_____

ORGANIZATIONAL RELATIONSHIPS/ INTERPERSONAL COMMUNICATION SKILLS

6. Was the candidate successful in providing details regarding his/her roles within previous/current organizations? How did the candidate communicate within these organizations? Did the candidate provide any accomplishment outlining his/her role as an effective communicator within these organizations?

_____
_____
_____
_____
_____
_____
_____
_____

INITIATIVE/CREATIVITY/INNOVATION

7. Did the candidate provide demonstrated opportunities where his/her initiative was valued by organizations? Was there any accomplishments which highlighted his/her creativity and/or ability to learn?

_____
_____
_____
_____
_____
_____
_____
_____

EXCELLENT CANDIDATE   _____

ACCEPTABLE CANDIDATE   _____

UNACCEPTABLE CANDIDATE   _____

Resource J – Evaluate Response Form

Evaluate Candidates' Interview Responses

If no screening interview has been conducted, evaluation of the candidate's interview responses might focus on evaluation of the candidate's possession of the knowledge, skills, and abilities required for the job. If a screening interview has been conducted, the evaluation might focus on the candidate's work ethic, professional character, interpersonal skills, and match with the position and organization.

Along with information on evaluation forms, the selection committee may wish to consider feedback from individuals with whom the candidate met on campus.

1. Candidate's strengths:

2. Candidate's weaknesses:

3. Did the candidate answer all questions to your satisfaction? If not, which questions were left unanswered?

4. Does this candidate appear to be able to perform the job?

5. Do you have any reservations about this candidate's ability to succeed at Emory?

6. Other comments:

7. How would you rank this candidate in relation to the other candidates who have come to campus?

Resource K – Hiring Goals and Underutilization Letter

TO: Hiring Official

FROM: Robert W. Ethridge, Ph.D., Vice President
                    Delbridge King, Director, Employment

SUBJECT: Hiring Goals and Underutilization

As you are probably aware, the University has affirmative action hiring goals for people of color and women in equal employment opportunity (EEO) job groups which are currently underutilizing these populations. However, the process for establishing these goals may not be clear to you. Briefly, current employee statistics in each EEO job group are compared to statistics of those available individuals in the recruiting area qualified to perform the specific type of work in question (called availability). This availability information includes the updated 1990 census information as well as other market information. *Underutilization* exists when there are fewer current employees than what is available in the population. Remember that these hiring goals are based on University-wide information rather than departmental statistics.

The federal government requires that comparison of Emory's current workforce and external availability information be conducted for any minority group that is two percent or more of the population in your immediate labor area. Therefore, in addition to any hiring goals which may be indicated on the attached *Applicant Referral Form*, we are now including information regarding specific minority groups which are currently *underutilized* in that job group at Emory.

If "minority" or "female" is circled in the top right-hand corner of the Applicant Referral Form (ARF) indicating a hiring goal, you are required to return the ARF with the accompanying documentation (see instructions on the form) to the Equal Opportunity Programs office for approval prior to an employment offer.

The additional information (in the upper right-hand corner of the ARF) on specific minority groups which are currently underutilized in that job group is meant to keep you informed of the University's progress as you make your hiring decision. However, you are not required to get Equal Opportunity Programs' approval unless "minority" or "female" is circled in the hiring goal space. Please keep in mind, hiring goals are established where there are identified underutilizations of a particular group and are but one aspect of the University's Affirmative Action Plan. Affirmative Action does not establish quotas or require employers to hire unqualified individuals.

If you have questions about recruitment/referral procedures, please call your employment department. Questions concerning hiring goals should be directed to the Office of Equal Opportunity Programs.

Resource L – Search Activity Report (SAR)

VACANCY #	AUTO-EXPIRATION DATE
EMORY	HIRING GOAL: Minority | Female
EQUAL OPPORTUNITY PROGRAMS	Underutilized: Black Hispanic Asian

SEARCH ACTIVITY REPORT (SAR)

Use this form for all faculty and staff positions filled through search procedures rather than through referral by the Employment Department, Human Resources Division. To avoid processing delays, please provide all requested information. Please print or type.

STEP 1: BEFORE SEARCH BEGINS, SEND THIS FORM WITH THIS SECTION COMPLETED WITH POSITION DESCRIPTION AND ADVERTISEMENT TO EQUAL OPPORTUNITY PROGRAMS (EOP).

For staff positions, job description must be approved by the Human Resources Compensation Department.

JOB CODE _____ JOB TITLE _____
PAY GRADE_____SALARY RANGE_____(for non-faculty jobs, call 7-7617 to confirm salary)

DEPARTMENT # _____DEPT NAME _____   APPLICATION DEADLINE
CONTACT PERSON _____
ADDRESS &
PHONE_____

DATE OPENED (*For EOP Use Only*)

Check all ☐ Regular Full Time ☐ Regular Part-time ☐Short Term Faculty appointment
that apply: (no longer than two years)
          ☐ Temp Full Time ☐ Temp Part-time

List publications advertising the position and any special efforts to attract female applicants and applicants of color.

_____

_____

List Members of Search Committee   ____ Total number of search members
_____   _____   ____# Female   ____# Black
                                                                              ____# Asian
_____   _____   ____# Male   ____# Hispanic
                                                                              ____#Native American
_____   _____   ____# White

STEP 2: AVAILABILITY POOL (obtain from AFFIRMATIVE ACTION PLAN OR EOP)

JOB GROUP # _____   SPECIFIC DISCIPLINE or GENERAL CATEGORY

Total People of Color % _____   Total Women % _____
Black   _____   Source: ☐ Affirmative Action Plan, abridged edition, page _____
Hispanic   _____   ☐ Availability Data, page _____
Asian   _____   ☐ Professional Women and Minorities, page _____
Native American _____

STEP 3: REVIEW APPLICANT POOL. BEFORE ELIMINATING ANY CANDIDATES, CALL EOP FOR APPLICANT POOL INFORMATION (BELOW)

					Female		Male	
					#	%	#	%
Black	____	____	____	____	TOTAL APPLICATIONS Rcv'd			
Asian	____	____	____	____	By Department _____			
Hispanic	____	____	____	____				
Native American	____	____	____	____				
White	____	____	____	____	TOTAL SELF-IDs Returned			
Unknown	____	____	____	____				
					TOTAL____ ____		____ ____	

For Staff Positions

*The Office of Equal Opportunity Programs can provide you with information concerning your applicant pool prior to interviewing. While we **strongly** encourage you to complete this step, it is optional.

STEP 4: SELECT FINAL CANDIDATES. IN THE SPACES PROVIDED BELOW, LIST INFORMATION REGARDING THE "SHORT LIST" OF APPLICANTS INCLUDING ALL THOSE INTERVIEWED.

All SARs (including salary information) must be approved by both EOP and Human Resources/Compensation prior to an employment offer. Return this form with resumes of final candidates and proposed starting date to EOP **prior to making an offer**. EOP will forward SAR to Compensation for salary approval.

Proposed starting salary for final candidate $ _____ (required for non-faculty positions)
Salary must be approved by Compensation **prior to extending an offer**. For information call 7-7617.

For Faculty Positions

IF A HIRING GOAL IS INDICATED (on the front of this form), return this form with curriculum vitaes of final candidates and proposed starting date to EOP or the EOP representative **prior to making an offer**. Approval of EOP or designated EOP representative must be obtained before an official employment offer can be made.

IF POSITION HAS NO HIRING GOAL INDICATED, the SAR must still be returned and reviewed by EOP to complete documentation requirements. List the final candidates, the reason(s) for not selecting each applicant, and the appointment/starting date for the successful candidate. **A copy of the completed SAR with appropriate signatures must be attached to the department's new hire paperwork forwarded to Human Resources**.

NAME & SOCIAL SECURITY NUMBER	RACE SEX	INTERNAL Y/N	REASONS FOR SELECTION/NON-SELECTION Include proposed starting date for successful candidate
1.			
2.			
3.			
4.			

_____ _____ _____   _____ _____
Search Committee Chairperson   Phone Number   Date   Department Chair   Phone Number

_____ _____ _____ _____
Approval of Equal Opportunity Programs   Date   HR/Compensation Approval (required for non-faculty positions)   Date

Applicant Tracking: # _____ EOP _____ HR _____ Analyzed _____   Revised 12/03

Resource M – Self Identification Request Letter and Form

TO: Applicants for position at Emory University Number _____

FROM: Dr. Robert W. Ethridge
             Vice President

SUBJECT: SELF-IDENTIFICATION REQUEST

In compliance with Executive Order 11246 and its implementing regulations, we are collecting and analyzing data on the race and sex of all applicants for employment. We, therefore, solicit your cooperation and would be grateful if you would complete the enclosed Self-Identification Form. Self-identification is voluntary and refusal to submit the form will not subject you to any discriminatory action. Information obtained through self-identification will be kept confidential except for those purposes specified in the Assistance Act or regulations issued pursuant thereto.

Emory University is an equal opportunity/affirmative action employer and does not discriminate on the basis of race, color, religion, sex, sexual orientation, national origin, age, disability, or veteran status.

If you have questions or wish to receive additional information about the programs, please feel free to contact me at 404/727-6016 (V) 404/712-2044 (TDD) or e-mail at eeorwe@emory.edu.

K:\search-cover_lettergeneric.doc

EMORY UNIVERSITY   **Vacancy Number:**
Equal Opportunity Programs
Self-Identification Form

To help us comply with federal/state equal employment opportunity record keeping, reporting and other legal requirements, please answer questions below. Completion of this form has no bearing on whether or not you are hired by Emory. This pre-employment questionnaire will be kept in a confidential file separate from the application for employment.

TITLE OF POSITION
For Which You Are Applying: _____

DEPARTMENT/SCHOOL: _____

SOCIAL SECURITY #:
NAME:
ADDRESS:

Please fill in the appropriate response:
☐ *I prefer* not to provide this information

Race/Ethnic Group
☐ **WHITE**: Not of Hispanic Origin: *Persons having origins in any of the original peoples of Europe, North Africa, or Middle East.*
☐ **BLACK**: Not of Hispanic Origin: *Persons having origins in any of the black-racial groups of Africa.*
☐ **HISPANIC:** *Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.*
☐ **ASIAN or PACIFIC ISLANDER**: *Persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.*
☐ **AMERICAN INDIAN or ALASKAN NATIVE:** *Persons having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition.*

Sex   **Referral Source**
☐ Female   ☐ Male   ☐ Employee Referral
                                                        ☐ Newspaper Ad
Birth Date   ☐ Walk--in
  Month _____ Day _____ Year _____   ☐ *Chronicle of Higher Education*
                                                        ☐ Internet
                                                        ☐ Other (specify)

Previous Emory employment?   **Are you a disabled veteran?**
☐ Yes   ☐ No   ☐ Yes   ☐ No
A veteran of the Vietnam Era?   **Do you have a documentable disability?**
☐ Yes   ☐ No   ☐ Yes   ☐ No

Emory University   Emory Healthcare
An Equal Opportunity/Affirmative Action Employee

Resource N – Reference Form

HR Recruiter: _____

Candidate name: _____

SS#_____

Emory position applied for: _____

Department focus for reference: _____

Name of reference: _____

Title _____

Company name: _____

Phone #_____

Relationship to candidate (check one): ❏ Direct Supervisor ❏ Indirect Supervisor
❏ Peer ❏ Personal

How long did the reference supervise the candidate:
_____

Position status (check one): ❏ Full-time ❏ Part-time ❏ Temporary

1. List **primary** responsibilities of the position held. Reiterate job duties & dates of employment as listed on the candidate's resume/application to the reference. Indicate if accurate, or list any discrepancies.

    _____
    _____

2. What skills were most called upon in this position in order to perform these responsibilities?

    _____
    _____

3. What was his or her reason for leaving (salary, schedule, personal, interpersonal office relationships, etc)?

    _____
    _____

4. Would you rehire the candidate in the same capacity or do you suggest a different position?

    _____
    _____
    _____
    _____

Resource N – continued

5. How did the candidate add value to the company/organization?
   _____
   _____

6. Did the candidate demonstrate any leadership qualities (please check)?
   ❑ Yes ❑ No
   Explain_____
   _____

7. How well did the candidate adapt to change?
   _____
   _____

8. Describe the candidate in one word or phrase.
   _____
   _____

9. Describe the candidate's strengths.
   _____
   _____

10. Describe areas in which improvement is needed.
    _____
    _____

11. How did the candidate respond to difficult situations or challenges?
    _____
    _____

12. Was this applicant more productive working as an individual or in team situations?
    _____
    _____

13. How did the candidate handle rules and direction by others?
    _____
    _____

14. How did the candidate pace himself or herself with the workload?
    _____
    _____

15. Attendance (please check): ❑ Problem ❑ No Problem
    If problem, was it resolved? ❑ Yes ❑ No
    Explain_____
    _____

Resource N – continued

16. Tardiness (please check): ❑ Problem ❑ No Problem
    If problem, was it resolved? ❑ Yes ❑ No
    Explain_____
    _____

17. Overall performance (check one): ❑ Exceeds Standards ❑ Meets Standards
    ❑ Does Not Meet Standards

18. Is there anything else you wish to add to aid us in making our hiring decision?
    _____
    _____

_____
Signature of individual completing reference

_____
Date

Resource O – Degree Verification Form

DEGREE VERIFICATION

(To be completed by Employment Staff)

College/University

_____

Date attended/graduated

_____

Degree/Major

_____

Person providing information

_____

_____ _____
Signature of individual completing verification   *Date*

Resource P – New Hire Checklists

New Faculty Hire Checklist

Human Resources

_____	Letter of Offer from Chair/Dean
_____	Faculty Contract/Appointment forms
_____	CV/Bibliography
_____	Human Resources Action Form
_____	Federal W-4 Tax Form
_____	State of Georgia G-4 Tax Form
_____	1-9 Form (Employment Eligibility)
_____	Direct Deposit Form
_____	HI-B (other related VISA forms), if applicable
_____	Search Activity process completed
_____	Faculty HR Orientation confirmed
_____	Departmental/Divisional orientation scheduled
_____	Emory Card (University ID)
_____	Library Access ____ ITD Access/e-mail/blackboard, etc.
_____	PeopleSoft ID
_____	Departmental Office supplies (keys, phone, computer)
_____	Faculty Handbook (*http://www.emory.edu/PROVOST/*)
_____	Confidentiality Policy/Research/Clinical Protocol Policy
_____	Drug-Free Workplace Policy
_____	Relocation Reimbursement (if applicable)
_____	Holiday and Leave Policies
_____	Work Schedule/Rotations/Locations
_____	Performance and Development Plan
_____	Dean/ Departmental Chair Expectations
_____	Academic/Research/Clinical Responsibilities
_____	Major Instructional Projects/Research
_____	Departmental tour/overview/organizational chart
_____	Refer to website: http://www.emory.edu/PROVOST/newcomers

Employee Signature   (Date)   Supv/HR Representative Signature   (Date)

 NOTE: Create New Hire Checklist Specific to Your Department

New Staff Hire Checklist

Human Resources

_____   Letter of Offer

_____   Letter of Acceptance

_____   Date for New Hire Orientation

_____   Review of Bloodborne Pathogens Guidelines, if applicable

_____   Office Supplies, E-mail, Phone Listing, Business Cards

_____   Obtain Emory Credit Card/Purchasing Card, if applicable

_____   Welcome Plan

_____   Necessary Paperwork/Forms

_____   Co-Workers Introduction

_____   Designated "Buddy"

_____   Lunch for the First Day

_____   Tour of Department and Campus

_____   Major Departmental Events

_____   Organizational Mission and Priorities

_____   Reporting Relationship/s

_____   Position Expectations

_____   Review of Staff Handbook

_____   Confidentiality Policy

_____   Drug-Free Workplace Policy

_____   Dress Code

_____   Holiday and Leave Policies

_____   Work Hours, Overtime Policy, Lunch Hours, Breaks

_____   Performance and Development Plan

_____   Supervisor Expectations

_____   Specific Duties and Responsibilities

_____   Major Projects

_____   First Job Assignment

Employee Signature   (Date)   Supv/HR Representative Signature   (Date)

NOTE: Create New Hire Checklist Specific to Your Department