

Inclusive Excellence Recruitment Guidelines for Faculty and Staff



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Message from Chief Diversity Officer

As Georgia's Public Liberal Arts University with a mission to prepare future global leaders for a diverse world, it is critical for us to understand the importance of diversity and inclusion and the role they play in our lives. Due to a changing world, we must not only recognize the need for diversity and inclusion, but welcome them.

To fully prepare our students for the 21st century, we must not only develop a campus environment that understands the significance of globalization and changing domestic diversity trends but also recognizes and appreciates all forms of diversity. As an institution of higher learning, we must be committed to collaborative solutions as we strive for inclusive excellence. By embracing diversity and inclusion, we can move our University forward and achieve the University's goals of both academic and inclusive excellence.

We must also be committed to providing a work environment that embraces all forms of diversity and allows for growth and development of all of its workers. Georgia College is a University that is inclusive to all, regardless of ethnicity, race, genetic information, national origin, age, gender, sexual orientation, veteran status, socioeconomic background, religion or disability. Georgia College is committed to increasing the diversity of its faculty and staff. This commitment begins with an open and inclusive search process.

Georgia College has a need to focus on the recruitment of a diverse faculty and staff. Therefore, departments and units should pay special attention to issues of diversity, equity and inclusion within their respective area.

The recruitment of diverse faculty and staff requires a real commitment to an inclusive and proactive search that builds a diverse applicant pool. These efforts are based on modifying traditional approaches to recruitment. Traditionally, searches consist of placing an ad in trade journals and waiting for applicants to apply. We must conduct more proactive search to attract the best and brightest applicants. A proactive search requires using personal and professional networks, discipline specific organizations and websites, listservs and social media that specialize in the recruitment of diverse faculty and staff to successfully identify diverse applicants. The Office of Inclusive Excellence is committed to increasing the number of diverse faculty and staff and with your help we can achieve this goal.

We would like to offer you this booklet as a resource for your recruitment success.

Thank you.

Veronica Womack

Catalyst for Inclusive Excellence: Leading the Transformation

Preparation for an Inclusive Search

1. Build a diverse search committee

A search committee that is diverse will bring varying perspectives and experiences to the search process. When building a search committee that inclusive, efforts should be made to include underrepresented groups. Some search committees include graduate students, members of external and related departments. This allows for greater diversity and inclusion while not overburdening underrepresented persons within the department with extreme service obligations. This does not mean that underrepresented persons should be relied on to be the only advocates of diversity and inclusion. Inclusive Excellence is the responsibility of every member of the search committee. All members should be committed to attracting and recruiting diverse and excellent candidates for the position and to provide a fair and equitable search experience.

2. The initial meeting should develop a recruitment plan not assess candidates.

The first meeting should occur before the applications are due for the position. This initial meeting should develop a recruitment plan that will include decisions about best approaches to attract diverse candidates, the criteria that will be used to evaluate candidates, and how the search committee will operate.

3. Make sure you know and follow institutional policies and procedures, as well as federal and state laws in the search process.

- Georgia College & State University is committed to a policy of equal employment opportunities and follows affirmative action guidelines.
- Georgia College is committed to the fundamental principle of equal opportunity and equal treatment for every prospective and current employee and strives to create a campus environment which understands, fosters, and embraces the value of diversity. No person shall, on the grounds of race, color, sex, sexual orientation, religion, national origin, age, disability, veteran status, or genetic information, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination, under any program or activity conducted by Georgia College.

The above statement should be included in all job advertisements

- **Non-Discrimination Statement**

Policy: Board of Regents Policy Manual, 8.2.1
<http://www.usg.edu/policymanual/section8/>

The following non-discrimination statement should be included in handbooks and policies as appropriate as they are developed, updated and/or placed online. This includes, without limitation, personnel policies, admissions policies, academic policies, and student affairs policies.

No person shall, on the grounds of race, color, sex, sexual orientation, religion, national origin, age, disability, or veteran status be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination, under any program or activity conducted by GCSU.

This is the official policy of the university as approved by the University Senate and the President.

- **Sexual Harassment Policy**

The GCSU sexual harassment policy and procedures.

Policy: GCSU Office of Institutional Equity, Sexual Harassment

<https://www.gcsu.edu/titleix/sexual-misconduct-policy>

- **State law**

Open Records

50-18-70.

(a) The General Assembly finds and declares that the strong public policy of this state is in favor of open government; that open government is essential to a free, open, and democratic society; and that public access to public records should be encouraged to foster confidence in government and so that the public can evaluate the expenditure of public funds and the efficient and proper functioning of its institutions. The General Assembly further finds and declares that there is a strong presumption that public records should be made available for public inspection without delay. This article shall be broadly construed to allow the inspection of governmental records. The exceptions set forth in this article, together with any other exception located elsewhere in the Code, shall be interpreted narrowly to exclude only those portions of records addressed by such exception. (b) As used in this article, the term: (1) 'Agency shall have the same meaning as in Code Section 50-14-1 and shall additionally include any association,

corporation, or other similar organization that has a membership or ownership body composed primarily of counties, municipal corporations, or school districts of this state, their officers, or any combination thereof and derives more than 33 1/3 percent of its general operating budget from payments from such political subdivisions.

(2) 'Public record' means all documents, papers, letters, maps, books, tapes, photographs, computer based or generated information, data, data fields, or similar material prepared and maintained or received by an agency or by a private person or entity in the performance of a service or function for or on behalf of an agency or when such documents have been transferred to a private person or entity by an agency for storage or future governmental use.

50-18-71.

(a) All public records shall be open for personal inspection and copying, except those which by order of a court of this state or by law are specifically exempted from disclosure. Records shall be maintained by agencies to the extent and in the manner required by Article 5 of this chapter.

(b)(1)(A) Agencies shall produce for inspection all records responsive to a request within a reasonable amount of time not to exceed three business days of receipt of a request; provided, however, that nothing in this chapter shall require agencies to produce records in response to a request if such records did not exist at the time of the request. In those instances where some, but not all, records are available within three business days, an agency shall make available within that period those records that can be located and produced.

- [Ethics USG Policy](https://www.usg.edu/organizational_effectiveness/ethics_compliance/ethics_policy)
https://www.usg.edu/organizational_effectiveness/ethics_compliance/ethics_policy

Role of the Search Committee Chair/Hiring Authority:

The search committee chair/hiring authority should appoint a search committee to review applications and to make recommendations for selection. As you consider possible committee members, always be mindful of the University's commitment to diversify the workforce. It is important to include minorities, women and individuals from a cross-section of the University departments on your search committee to ensure that a diverse range of people and views will assist in making an important hiring decision.

The Office of Inclusive Excellence serves as a resource for the chair/hiring authority and the search committee to help your department or office find the best qualified candidate, while furthering the University's commitment to attract, support, and retain highly qualified diverse faculty and staff. Therefore, OIE is available to discuss the position, to offer best practices in diversity recruitment, answer questions about Affirmative Action and to clarify appropriate recruiting procedures. The Office of Inclusive Excellence can also assist by suggesting additional resources, if appropriate, to affirmatively recruit women and minority applicants.

After all approvals have been completed and the position is posted, the search chair/hiring authority should contact the Office of Human Resources (OHR) to arrange a meeting/training with the search committee to review guidelines, departmental gaps and goals, and the search process. Search committees may request individualized training from OHR as needed. If search committee members have already attended a search training class, no further training is required.

Responsibilities of the Search Chair/Hiring Authority:

- Schedule and oversee search committee meetings
- Work with OIE to review diversity initiatives
- Receive applications
- Explain the expectations and purpose of the search committee, as stated by your Vice-President, Department Chair and/or Dean
- Provide copies of applications and job announcement to each search committee member
- Coordinate outreach efforts
- Manage communication and maintain confidentiality during the search process. All committee members must keep discussions completely confidential.
- Ensure compliance with federal and state laws, Georgia Board of Regents, and GC policy

- Develop a systematic process for screening applicants to determine the best qualified applicants
- Develop a rubric for applicant assessment
- Arrange and conduct conference calls among search committee members, if needed
- Schedule on-campus interviews
- Provide OHR with a diversity recruitment plan (including strategies to recruit minority candidates including resources utilized, rubric, interview questions)
- Send OHR the shortlist of candidates
- Send OHR a copy of candidate agenda

For additional information on developing search committees for faculty and department chair searches, please refer to the Faculty Search procedures or the Department Chair Search procedures at <https://intranet.gcsu.edu/chair-handbook/faculty-resources>.

Role of the Search Committee:

The essential role of the committee is to identify, review, evaluate, and recommend candidates to fill positions. The search committee should also ensure that all applicants are considered equitably throughout the process. In addition, committee members should make every effort to reach and attract individuals from underrepresented groups.

Responsibilities of the Search Committee:

- Be committed to the University's effort to enhance diversity of faculty and staff
- Assist search chair/hiring authority in conducting outreach efforts
- Review applications to determine if applicants meet requirements as listed in the posting
- Adhere to strict confidentiality. All discussions about the candidates and the search process must not go beyond the meeting room.
- Develop a rubric for applicant assessment
- Screen and interview applicants
- Determine the process by which references will be checked and letters of recommendation requested
- Make recommendations
- Be fair, impartial, and open-minded during the review and consideration of all applicants/candidates

Advertising and Recruitment Plan:

For your search to be successful, it is imperative that you develop a recruitment plan that prevents exclusion of diverse applicants. In addition, avoid spending funds in areas that have not been helpful in recruiting qualified diverse applicants previously. Search committees should invest significant time in brainstorming various advertisement and recruitment plans to broaden the applicant pool of qualified individuals, which would also include efforts to reach out to qualified members of underrepresented groups. This means going above and beyond traditional recruiting methods. For a list of possible recruitment resources, please review Appendix A.

Recruitment beyond the Statement:

The traditional summary statement found in position announcements –“[GC is an Affirmative Action/Equal Opportunity Employer](#)” — is required by federal regulation and must appear in all advertisements. However, in order to attract a more diverse pool of applicants, Georgia College **requires** that departments and units also add the following statement to all advertisements:

Georgia College is committed to the fundamental principle of equal opportunity and equal treatment for every prospective and current employee and strives to create a campus environment which understands, fosters, and embraces the value of diversity. No person shall, on the grounds of race, color, sex, sexual orientation, religion, national origin, age, disability, veteran status, or genetic information, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination, under any program or activity conducted by Georgia College.

This message shows a level of commitment to diversity and inclusion should attract qualified potential applicants. However, recruiting diverse faculty members goes beyond just a diversity statement.

Strategies for Building a Diverse Applicant Pool

There are numerous innovative strategies to help departments build a diverse applicant pool of qualified individuals. Here are some examples:

- Contact colleagues at other institutions to see if they would like to recommend women and underrepresented faculty or Ph. D/graduate students.

- Request names of potential candidates from women and members of underrepresented communities at Georgia College and at institutions with strong graduate programs for diversity and inclusion in your discipline.
- Ask and/or attend women and minority caucuses for underrepresented communities at conferences for names of potential candidates.
- Place announcements in newspapers, journals, publications, and websites aimed specifically at under-represented groups.
- Contact Ph.D. candidates about a year before degree is awarded.
- Create pipeline programs in the discipline.
- Identify qualified junior or mid-level faculty at other institutions and send job announcements. Telephone calls and letters to nominees and applicants can send a strong message of openness and welcome.
- Market position openings (present and future) at conferences.
- Send announcements and request nominations from departments in Historically Black Colleges and Universities and Hispanic, American Indian and Asian serving institutions. For a list of institutions see the OIE website at www.gcsu.edu/oie.
- Maintain close contact with candidates throughout the recruitment process.

Effective searches utilize creative and aggressive strategies to identify qualified applicants. Make technology work for you. Web advertising is often an effective and affordable means of reaching your target audience, as well as qualified women and minorities. In addition to advertising on the web, personal contact and networking with colleagues to source applicants has proven to be another effective means of identifying qualified candidates.

Screening Applicant Pool:

When developing the rubric to screen applicants, diversity and inclusion should be included to ascertain the applicant's understanding and commitment to diversity. After the search committee/hiring authority develops a rubric and the rubric receives approval from the Office of Human Resources, the committee will begin the process of reviewing and screening the applicant pool. At this stage, the committee must clearly understand what qualities, skills, experience and knowledge are required to successfully perform the job as described in the advertisement and job description. The selection criteria should relate to the stated qualifications in the ad or job description and all candidates must be evaluated using the same criteria.

Once the applicant pool has been approved, you may begin to review the applications. The initial screening of applicants should be based on the minimum qualifications as listed on your rubric. All applicants not meeting the minimum requirements should not be considered. The applicants who meet the minimum requirements will be further evaluated based on preferred qualifications, departmental needs, and any other selection criteria that the committee has agreed upon in advance.

Approval of Short List of Candidates

The committee may want to create a matrix to help narrow the field of qualified applicants to a short list. The short list is usually the “semi-finalists” and they are normally pre-screened via telephone.

Telephone Interviews

Telephone interviews can be an effective and inexpensive prescreening method to assist the search committee in determining which candidates to invite for an on-campus interview. This stage of the process should reflect our institution’s desire to hire personnel with experience and understanding of diversity and inclusion. If you plan to conduct telephone interviews, make sure they are performed consistently and professionally. Questions should be uniform and must be related to the qualifications and responsibilities advertised in the job posting.

Although the search committee is encouraged to use a list of standard questions, you can ask some questions that are specific to the candidate or triggered by the candidate’s response. There may be something in the applicant’s background that may be unique and may warrant additional questions, e.g., different kinds of research or other type of experiences. These different questions are appropriate as long as they are job related.

Interviewing and Selection Process:

When the field of candidates has been narrowed down to the candidates to invite for an on-campus interview, the search committee/hiring authority should change the statuses of applicants to “Selected for Interview”. When the list of candidates is approved, the search committee will proceed to the interviewing preparation process.

Tips for Planning the On-Campus Interview

Interviews must be planned and conducted in a manner that is fair and equitable for all candidates. Fairness and consistency are instrumental in the interview process. Here are some tips to promote equal opportunity during interview:

- Develop an interview agenda that follows a consistent format for each candidate and ensures an equitable process. (*Include on the agenda a time for an affinity group to meet with the candidate.*)
- Provide each candidate a copy of the agenda prior to the campus visit, or at the very least, at the beginning of the visit.
- Ensure the interview schedules are the same or similar for each candidate. If receptions or meals are part of one candidate's interview schedule, then they must be a part each candidate's interview schedule.
- Develop interview questions that directly relates to skills, abilities, and experience that are required of the position. Review the questions in advance to be certain they do not show any hidden biases or assumptions.
- Avoid questions regarding personal life or questions related to race, genetic information, color, sex, sexual orientation, religion, national origin, family status, age, or disability. Remember this key point: when the question is unrelated to the position requirements, don't ask it!
- If a candidate offers information that you are not allowed to ask, **do not** pursue the topic. Simply change the topic right away.
- Be consistent – ask the same core questions to all candidates.
- Before the campus visit, ask all candidates if they require special accommodations for their interview. At no time shall any candidate be asked if he or she has a disability.

Developing Interview Questions:

The following are a list of questions you may ask:

Questions Related to Teaching/Working in a Diverse Environment:

- What do you see as the most challenging aspects of an increasingly diverse academic community?
- How have you mentored, supported, or encouraged students on your campus? What about minority students, women, LGBTQ+, or international students?
- Describe your experiences of working in a diverse environment. How did you foster mutual respect for differences?

- How do you view diversity course requirements for students?
- In what ways have you integrated multicultural issues as part of your professional development?
- How have you worked with students and others to foster the creation of climates receptive to diversity in the classroom, in the curriculum, in the department?
- If you were to get this job, what would you do to create a work environment that is based on mutual respect in the workplace?
- What does it mean to have a commitment to diversity and how would you apply that commitment at this university?

Questions Related to Research, Publications and Funding:

- How do you implement diversity and inclusion into your research?
- Describe your research. What are you currently working on? What is your five year plan?
- What other research areas are you interested in pursuing in conjunction with undergraduates, graduate students or other colleagues?
- How do you plan to financially support your research?
- What specific research projects would you want to undertake if you receive this position? Are the current facilities adequate to take on these projects? If not, what equipment would be needed?
- What are your plans for publishing?
- What experience do you have in writing grant proposals/obtaining funding for research projects?

Questions Related to Teaching and Mentoring:

- Describe your involvement and accomplishments in relation to nurturing the academic success of women and students of color?
- Has diversity played a role in shaping your teaching and advising styles? If so, how?
- What do you consider an appropriate (or desirable) balance of teaching and research?
- Describe your teaching philosophy?
- How do you feel your teaching style can serve our students?
- What do you think are the key components of successfully mentoring students?
- What classes have you taught recently?
- What courses would you like to teach?
- Describe how you typically structure your courses?
- How do you determine which textbooks to choose for a particular class?
- What innovative instructional methods do you employ in the classroom?

- Describe any accomplishments or interests you might have in broadening the curriculum, introducing innovative teaching methods, mentoring students or responding to the needs of special groups, or other areas, that may not be reflected in your vita?
- What courses have you created or proposed in the past five years?

Questions Related to Service and Outreach:

- How do you see your responsibilities relative to the public service component of this position?
- What department and/or college committees have you served on?
- What student associations have you advised?
- Describe a professional service assignment that you have completed and are very proud of its results.

Questions for Administrative & Professional Faculty Positions:

- What are some of the strategies – either individual or collective – that can make the campus a more welcoming place to students, faculty, and staff? Or, describe your involvement and accomplishments in diversity-related initiatives in your previous positions.
- Explain why this position interests you at this particular time in your career?
- What is the most important accomplishment, achievement or innovation you brought to your present (past) job?
- What has been your greatest work-related disappointment? How did you handle it?
- How would you describe your leadership style? Share several examples to illustrate your approach?
- What are your experiences with juggling compelling people needs against an extremely heavy workload?
- Tell me about a difficult situation when it was necessary for you to keep a positive attitude.
- Give a specific example of something you did that helped inspire enthusiasm in others?
- Why do you want to work here?
- What are the most significant challenges facing higher education today?
- Was your work ever criticized? If so, in what way? How did you improve?

Permissible and Prohibited Interview Questions:

OIE encourages you to contact our office or OHR for assistance with pre-interviewing preparation, including the legality and appropriateness of interview questions. Please review the list of EEOC Pre-employment Inquiries to help you develop interview questions.

| Categories | *Permissible Questions | Prohibited Questions |
|-----------------------------|---|--|
| Age | Inquiries as to whether or not applicant meets minimum/maximum age requirements | Any inquiry which may reveal applicant's age, requiring birth certificate or proof of age |
| Arrest Records | None | Any inquiry relating to arrest |
| Child Care | None, unless asked of all applicants | Inquiry into child care arrangements of only female applicants |
| Citizenship/National Origin | What languages do you speak fluently? Do you currently have authorization to work in the US? Do you require employer sponsorship? | Any inquiry into name, citizenship, visa status, place of birth, place of relatives' birth, language used at home, address or duration of residence, national origin or ancestry |
| Conviction Records | Inquiry into convictions if job-related | Any inquiry about conviction, unrelated to job requirements |
| Credit Rating | Inquiries about credit history that relate to the job in question | Inquiries relating to credit rating or history that does not relate to the job in question |
| Creed or Religion | Whether applicant can meet work schedule with reasonable accommodation if necessary | Applicant's religious affiliation, church, parish, or religious holidays observed |
| Disability | Can you perform all the essential job functions with or without a reasonable accommodation? | Any inquiry into current or past disability or illness, need for accommodation (unless requested by candidate), Worker's Compensation claims, or past on-the-job injuries |
| Education | Inquiries regarding to degrees or equivalent experience. | Questions regarding national, racial, or religious |

| | | |
|-----------------------------|---|---|
| | Information regarding courses relevant to a particular job. | affiliations of schools attended. |
| Family/Marital Status | Have you ever worked under a different name? | Any inquiry or discussion about marital status, children, pregnancy, child care arrangements, family plans, maiden name |
| Gender/Sexual Orientation | None | Any inquiry which would indicate gender or sexual orientation |
| Genetic Information | None | Information about an individual's genetic tests, information about genetic tests of family member, family medical history, requests for, and receipt of, genetic services by an individual or family member |
| Height and weight | None, unless necessary for the job | Height and weight requirements unrelated to job |
| Categories | Permissible Questions | Prohibited Questions |
| Military status | Type of education and experience related to the job | Any request into type of discharge or request of military service records |
| Name | Whether applicant has worked under another name | Inquiries to determine national origin, ancestry, or prior marital status. Requirements of prefix Mr., Miss, Ms., Mrs. |
| Organizational Affiliations | Applicant's membership in professional organizations if job-related | Inquiry into candidate's membership into organizations which are not job related |
| Photographs | None | Photographs should not be requested or obtained of any candidate |
| Political Affiliations | None | Questions about candidates political affiliation or lack of political affiliation |
| Pregnancy | None | Any inquiry into pregnancy, medical history of pregnancy or family plans |

| | | |
|------------------------|--|--|
| Race, Color, Ethnicity | None | Inquiries about a candidate's race, color, complexion, ethnic background, or ancestry is not |
| References | Names of character or professional references | Name of applicant's pastor or religious leader |
| Sex | None, except where sex is a bona fide occupational qualification | Sex of applicant, where sex is not a bona fide occupational qualification |
| Union Affiliations | None | It is illegal to discriminate on the basis of union membership |
| Worker's Compensation | None | Past workers' compensation claims |

* Remember: **permitted** questions may be asked **only** if asked of all candidates.

Reference Checks:

Reference checking provides the search committee/hiring authority with information about the applicant's past job performance and knowledge, skills, abilities, and other job-related characteristics. Reference checks can be conducted early in the hiring process to assist in identifying a smaller group of finalists, or at a later stage, to help select one candidate from among finalists, or after a finalist has been selected, but before the offer of employment to verify the candidate's job-related information. When contacting your finalists, you may inform them that you will be contacting their references using the following statement:

"You are being considered as a finalist for the position of _____. At this stage of our search, Georgia College would like to contact your listed references as well as other persons not listed in your references who may have knowledge regarding your credentials and abilities."

Points to Consider:

- To maintain a fair and equitable process, the reference check cannot solicit illegal, irrelevant, or unnecessary information. Questions asked should only relate to the candidate's past job performance and/or requirements associated to the position being filled.
- Develop a list of questions prior to calling the references.
- Contact the same number of references for all candidates.
- It is permissible to contact references other than those provided by the applicants; however, the applicants must be informed prior to contacting the references.

- When calling the reference, identify yourself and the purpose of the phone call. Verify dates of employment, job titles, education, licenses, and/or credentials.
- If committee member seek references beyond the candidate's references, then it must have approval by the search committee chair before proceeding. Furthermore, it must be online information. All reference information must be brought to the search committee's attention.

Selecting Final Candidate:

After the interviews are completed, the search committee will deliberate to discuss and review the evaluations of the candidates. For staff positions, the search committee chair will communicate their recommendation of candidates to the hiring authority. For faculty positions, the chair of the Search committee will communicate their recommendation of candidates to the Chair of the Department, who will communicate with the Dean. For further information regarding the faculty search process, go to <https://intranet.gcsu.edu/academic-affairs/recruitment-new-faculty>.

Closing the Search:

Once the Dean or the hiring authority has selected the finalist for the position, he/she/they will submit the recommended candidate to OHR. The hiring authority shall prepare the offer letter and submit electronically via e-mail to OHR for review.

The Office of Human Resources will review the applicant for minimum qualifications. If the candidate meets the qualifications, then HR will notify the hiring authority via email to proceed with the pre-employment process. The hiring authority or designee should notify, preferably in writing, all applicants who were interviewed that another candidate has been selected. Prior to making a verbal offer to the applicant, the hiring authority will need to contact OHR to obtain an offer letter template. The hiring authority should complete the template and return it to OHR via email to hr@gcsu.edu for approval. After approval, the hiring authority can contact the applicant with the offer letter along with the additional employment requirement forms. The hiring authority will also continue additional closing procedures designated by OHR.

Retention Strategies for Women and Underrepresented Groups:

Hiring departments should be proactive in welcoming new hires, particularly women and underrepresented groups, by developing an atmosphere that is supportive and safe; as well as, providing assistance to secure a smooth transition.

The following are some tips to acclimate new hires to Georgia College:

- Introduce new hire to your department; as well as, other faculty and staff members which s/he may associate with in the future.
- Arrange a tour of Georgia College.
- Identify someone who may serve as a mentor for new hire.
- Recommend leadership role on an important university committee.
- Contact MOVE multicultural organization to connect underrepresented hires with a mentor. For additional information, contact Jennifer Birch, MOVE representative, at jennifer.birch@gcsu.edu.

Appendix A

BLACK/AFRICAN-AMERICAN Resources:

Black Collegian

<https://imdiversity.com>

The Journal of Blacks in Higher Education

<http://www.jbhe.com/>

National Alliance of Black School Educators

<http://www.nabse.org/>

National Black MBA Association, Inc.

<http://www.nbmbaa.org/>

National Urban League, Inc.

<http://nul.iamempowered.com/>

The Black Scholar

<http://www.theblackscholar.org/>

HISPANIC Resources:

Association of Latino Professionals

<http://www.alpfa.org>

Hispanic Association of Colleges and Universities

<http://www.hacu.net/hacu/default.asp>

Hispanic Outlook in Higher Education

<http://www.hispanicoutlook.com>

Latinos in Higher Education

<http://www.latinosinhighered.com>

Prospanica

<http://www.prospanica.org>

Saludoa Hispanos

<http://www.saludos.com>

NATIVE AMERICAN Resources:

Tribal College Journal of Higher Education

<http://www.tribalcollegejournal.org>

Resources for WOMEN:

Advancing Women

<http://www.advancingwomen.com>

American Association of University Women

<http://www.aauw.org>

Women in Higher Education

<http://www.wihe.com>

GENERAL Recruitment Resources:

Academic Careers

<http://www.academiccareers.com>

Academic Diversity Search

<http://www.academicdiversitysearch.com>

Academic Keys

<http://www.academickeys.com>

American Association for Affirmative Action

<http://www.affirmativeaction.org/careercenter>

American Association of University Professors

<http://www.aaup.org>

American College Personnel Association

<http://www.myacpa.org>

American Educational Research Association

<http://www.aera.net>

College and University Professional Association

<http://www.cupahr.org>

Diverse Issues in Higher Education

<http://www.diverseeducation.com>

Diversity Employers

<https://www.diversityemployers.com/>

Diversity Link

<http://www.diversitylink.com>

Diversity Search

<http://www.diversitysearch.com>

Equal Opportunity Employment Journal

<http://www.eoejournal.com>

Equal Opportunity Publications, Inc.

<http://www.eop.com>

Higher Education Jobs

<http://www.higheredjobs.com>

IM Diversity

<http://imdiversity.com>

INSIGHT into Diversity

<http://www.insightintodiversity.com>

National Conference on Race & Ethnicity in American Higher Education

<https://www.ncore.ou.edu>

National Employment Minority Network

<http://www.nemnet.com>

The Chronicle of Higher Education

<http://www.chronicle.com/section/Home/5>

DATABASES/DIRECTORIES Resources:

NORC Career Outcomes of Doctoral Recipients

<https://norc.org>

Data from Survey of Doctorate Recipients helps to forecast labor demand and supply in many fields.

Nemnet

<http://www.nemnet.com/>

Nemnet is a national minority recruitment firm committed to helping schools and organizations in the identification and recruitment of minority candidates.

The Directory of Minority Doctoral Students

<http://www.cic.net/students/doctoral-directory/search>

An on-line directory of minority Ph.D., M.F.A., and M.L.S. candidates and recipients at schools that are a part of the Committee on Institutional Cooperation (CIC).

Ford Foundation Fellows

<http://sites.nationalacademies.org/pga/fordfellowships>

National Minority Faculty ID Program

<http://www.theregistry.ttu.edu>

University Job Bank

<http://www.universityjobs.com>

LGBTQIA Resources:

Out and Equal

<http://outandequal.org>

Consortium of Higher Education Professionals LGBT Resource Professionals

<http://www.lgbtcampus.org/>

Diversity Working

<http://www.diversityworking.com/communityChannels/gayAndLesbian/>

Out for Work

<http://www.outforwork.org/about/who.asp>

National Gay and Lesbian Task Force

<http://www.thetaskforce.org/>

Lambda Legal

<http://www.lambdalegal.org/>

National Black Justice Coalition

<http://www.nbjc.org>

Transgender Law & Policy Institute

<http://www.transgenderlaw.org>

Campus Pride

<http://www.campuspride.org>

DISABILITY Resources:

Getting Hired

<http://www.gettinghired.com>

VETERAN Resources:

MilitaryHire.com

<http://www.militaryhire.com>

RESOURCES BY DISCIPLINE:

Accounting/Finance

Accounting & Financial Women's Alliance Annual Conference

<http://www.afwa.org/events>

American Society of Women Accountants

<http://www.afwa.org>

American Women's Society of Certified Public Accountants

<http://www.aicpa.org/career/womenintheprofession/awscpa.html>

Association of Latinos Professionals of Finance and Accounting

<http://www.alpfa.org>

National Association of Black Accountants, Inc.

<http://www.nabainc.org>

Athletics

Black Coaches Association

<http://www.bcasports.org>

Biological Sciences

American Institute of Biological Sciences

<http://www.aibs.org/home/index.html>

American Society for Microbiology

<http://www.asm.org>

Business

Academy of Management Online

<http://aom.org>

Association for Information Systems

<http://start.aisnet.org>

Association to Advance Collegiate Schools of Business

<http://www.aacsb.edu>

Chemistry

American Chemical Society

<http://www.acs.org>

Chemistry Jobs

<http://www.chemistryjobs.com>

National Organization for the Advancement of Black Chemists and Chemical Engineers

<http://www.nobcche.org>

Society for the Advancement of Chicanos, Hispanics, and Native Americans in Science

<http://www.sacnas.org>

Computer/Science

African American Women in Technology

<Http://www.aawit.net>

American Association for the Advancement of Science

<http://www.aaas.org>

American Association of Physics Teachers

<http://www.aapt.org>

American Indian Science & Engineering Society

<http://www.aises.org>

American Physical Society

<http://www.aps.org>

Association for Women in Science

<http://www.awis.org>

Association for Women in Computing

<http://www.awcps.org>

Black Data Processing Associates

<http://www.bdpa.org>

Dice (career hub for technology professionals)

<http://www.dice.com>

Just Garcia Hill

<http://www.justgarciahill.org>

National Organization of Gay and Lesbian Scientists and Technical Professionals

<http://www.noglstp.org/>

Out in Science, Technology, Engineering, and Mathematics, Inc.

<http://www.ostem.org/>

Society for Advancement of Chicanos and Native Americans in Science

<http://sacnas.org>

Women in Technology International

<http://www.witi.com>

World Computer Society

<http://www.computer.org>

Education

American Educational Research Association

<http://www.aera.net>

Engineer

Society of Women Engineers

<http://www.swe.org>

Society of Hispanic Professional Engineers

<http://www.shpe.org>

American Indian Science & Engineering Society
<http://www.aises.org>

National Society of Black Engineers
<http://www.nsbe.org>

Geology

American Geological Institute
<http://www.agiweb.org>

Association for Women Geoscientists
<http://www.awg.org>

The Geological Society of America
<http://www.geosociety.org>

National Association of Black Geologists and Geophysicists
<http://www.nabg-us.org>

Health Sciences

Academic Physician & Scientist
<https://www.careerconnect.aamc.org>

History

Organization of American Historians
<http://www.oah.org>

International Education

National Association of International Educators
<http://www.nafsa.org>

Journalism

Asian American Journalists Association
<http://www.aaja.org>

National Association of Black Journalists
<http://www.nabj.org>

National Association of Hispanic Journalists
<http://www.nahj12.com>

Native American Journalists Association

<http://www.naja.com>

Library Sciences

Asian/Pacific Librarians Association

<http://www.apalaweb.org>

Association of College & Research Libraries

<http://www.ala.org/acrl>

Black Caucus of the American Library Association

<http://www.bcala.org>

Mathematics

American Mathematical Society

<http://www.ams.org>

American Statistics Association

<http://www.amstat.org>

Association for Women in Mathematics Newsletter

<https://sites.google.com/site/awmmath/awm/newsletter>

National Council of Teachers of Mathematics

<http://www.nctm.org>

Music

The Society for Ethnomusicology

<http://www.ethnomusicology.org>

Nursing

American Nurses Association

<http://www.nursingworld.org>

Minority Nurse

<http://www.minoritynurse.com>

National Black Nurses Association

<http://www.nbna.org>

Philosophy

American Philosophical Association

<http://www.apaonline.org>

Jobs in Philosophy

<http://www.jobsinphilosophy.org>

Physics

American Physical Society: Committee on the Status of Women in Physics, Committee on Minorities in Physics

<http://www.aps.org/>

American Institute of Physics

<http://www.aip.org>

National Society of Black Physicists

<http://www.nsbp.org>

Political Science

American Political Science Association

<http://www.apsanet.org>

National Conference of Black Political Scientists

<http://www.ncobps.org>

Psychology

American Psychological Association

<http://www.apsanet.org>

Association for Psychological Science

<http://www.psychologicalscience.org>

Association of Black Psychologists

<http://www.abpsi.org>

National Latina/o Psychological Association

<http://www.nlpa.ws>

Society for Industrial and Organizational Psychology

<http://www.siop.org>

Sociology

Association of Black Sociologists

<http://associationofblacksociologists.org>

Spanish

American Association of Teachers of Spanish & Portuguese

<http://www.aatsp.org>

Attachment A
Office of Inclusive Excellence
Search Committee Checklist

Organizing the Committee

- Appointment of search committee chair and committee members by the hiring official, dean, department chair or designee
- Review and/or create charge to search committee
- Identify tasks to be completed by the search committee chair
- Identify tasks to be completed by the search committee
- Establish search committee meetings
- Complete online search committee training module
- Review importance of confidentiality and attendance at committee meetings
- Identify the person(s) responsible for meeting minutes, correspondence, travel arrangements, candidate itineraries, etc.

Organizing the Search

- Develop timelines for the search, including application deadline, initial review date, interview schedule, and target dates for submitting hiring recommendations
- Determine materials to be submitted by applicants and how they will be evaluated:
 - Cover letter
 - Curriculum vitae or resume
 - Letters of recommendation
 - List of references
 - Transcripts
 - Statement of philosophy, goals
 - Other: _____
- Provide OHR with a diversity recruitment plan (including strategies to recruit underrepresented candidates including resources utilized, rubric,

interview questions); as well as, the shortlist of candidates and copy of candidate agenda

Position Description & Advertising the Position

- Develop or review a position description with the department/unit head and all members of the search committee
- Ensure position description contains only job-related criteria; as well as, identify required and preferred qualifications
- Include EEO/AA statements in all postings
- Identify journals, publications, websites, and other sources to advertise/announce the position including sources aimed specifically at underrepresented groups to broaden applicant pool
- Consult with the Chief Diversity Officer for further assistance with broadening the applicant pool, if necessary
- Retain copies of all advertisements and announcements for the search file

Communicating with Applicants/Candidates

- Send a letter of acknowledgement to all applicants
- Send an invitation to apply to all nominated individuals
- Review guidelines for questions that can and cannot be asked of applicants
- Keep applicants informed of the search process
- Notify candidates before conducting reference or employment checks
- Maintain confidentiality of applicants

Reviewing Applications

- Develop criteria and create evaluation/rubric sheet
- Make criteria as objective as possible, do not include any information that would exclude an individual on the basis of race, color, religion, sex, age, national origin, sexual orientation, disability, marital status, citizenship, or status as a veteran

Checking References

- Identify the persons to conduct telephone and written reference checks

- Determine the questions to be asked each reference; all references should be asked the same questions, allowing for individualized follow-up questions as needed
- Inform applicants prior to contacting references other than those provided by the applicants

Conducting Interviews

- Develop and design a plan and schedule for the interview process and campus visits being careful to avoid bias or unlawful discrimination
- Identify all persons and groups to be involved in the interview process
- Develop specific job-related questions to ask each candidate. All candidates should be asked the same questions, allowing for individualized follow-up questions as needed
- Review list of permissible and prohibited questions; as well as, suggested interview questions to help you develop interview questions

Evaluating the Candidates

- Evaluate candidates on their qualifications and the full range of their strengths and experiences
- Document all decisions, comparing credentials and qualifications of the excluded candidates to the finalist(s)

Selecting the Final Candidate(s)

- Search committees will send list of final candidates for staff positions to Hiring Authority or faculty positions to Department Dean
- Hiring Authority or Department Dean will select the final candidate from the list of recommended candidates
- After offer has been accepted, the hiring authority or designee should notify, preferably in writing, all applicants who were interviewed that another candidate has been selected

Documenting the Search

- Collect all search committee materials and forward the materials to Human Resources; search committee records will be filed and maintained by Human Resources for three (3) years
- The file should include, but not limited to:
 - Materials submitted by each candidate
 - Copies of job announcement
 - List of interview questions
 - Summary of search committee meetings with committee members' notes
 - Rubrics and/or list of criteria
 - List of recommended candidates for hire
 - List of members on the search committee
- Provide OHR with a diversity recruitment plan (including strategies to recruit underrepresented candidates including resources utilized, rubric, interview questions); as well as, the shortlist of candidates and copy of candidate agenda

