RECRUITMENT & SELECTION

U of SC **Student Affairs and Academic Support**

Purpose of this toolkit

To assist employees in the Division of Student Affairs and Academic Support in the application of best practices when it comes to the recruitment and selection process.

This toolkit includes best practices and information on:
1. Planning
2. Job analysis and writing a position description
3. Recruitment
4. Selecting a search committee
5. Application review
6. Interview and selection
7. Freedom of Information Act (FOIA)
8. Reference check
9. Hiring decision
10. Onboarding
11. Process evaluation

What is the cost of a poor recruitment and selection process? A poor recruitment and selection process increases the probability of a poor hire and this can have a significant impact on the organization financially and non-financially.

The financial cost of hiring a poor candidate extends beyond the costs involved in appointing the person. It also extends to the ongoing salary costs of the person and, where a probation period is not managed efficiently or where a position turns out to be quite different to the position that was advertised, possible legal costs.

A poor recruitment decision can also have a demoralizing effect on staff as their roles may be affected. Recruitment and selection is an important function because it is paramount to quality service delivery. Using Human Resources best practices can help predict the best person for a role.

PD's, postings, and hiring proposals are all processed through PeopleAdmin, tip sheets are available at https://sc.edu/about/offices_and_divisions/human_resources/toolbox/peopleadmin/

Planning

Planning is the first step in the process. It involves holistically looking at the recruitment and selection process and includes scheduling activities, resources and time to support the process. A sample 90-day time-line is included in the appendix. Planning should include choosing a diverse selection of committee members, they should have an interest in the position as well as a day to day connection to the position.

If possible book time in advance to review applications and conduct phone/skype and on campus interviews. Good planning has a positive effect on the experience of all parties involved including the applicant.

Note:
- A position description takes 4 to 5 days for approval once it reaches Salary Administration
- Postings are typically approved within 24 hours once it reaches Talent Acquisition
- Positions should be posted a minimum of 5 days a maximum of 45

Job Analysis and Writing a Position Description

To successfully perform the role there are key knowledge, skills and abilities (KSA) an ideal candidate needs. A job analysis should begin with taking a look at the current position description. If you have a comparable position in your office ask the expert to review the job description and rate the top skills and time spent on task.

You can also refer to the Occupation Outlook Handbook or O*Net Online to assist with understanding KSA's of new positions or ask your Division Human Resources Director if there are similar positions in other departments for a comparison of duties and a compensation analysis.

Additional Questions to ask yourself
- What are the minimum qualifications a candidate needs to perform in this role? (Although minimum qualifications are set by the state based on hiring rates (https://sc.edu/about/offices_and_divisions/human_resources/docs/hiringrates.pdf) conducting a job analysis will help you determine if you need to reclassify your position.
- What additional qualification would a candidate need?
- What preferred qualification does the role need?

There are nuanced differences in each of those questions and answering each one will help you refine the KSA's.

Example:

Category	Description
Minimum Qualifications	Set by the state *e.g. Bachelor's degree and 4 years' experience in business, public administration or administrative services*
Position Specific Minimum Qualifications	Becomes the new minimum and anyone with less than position specific minimum qualifications will not meet the minimum requirements for hiring. (You can always ask for more experience but never less. If you have a position that is difficult to fill you can work with the Classification and Compensation office to get comparable experience written for the positions. For example, Bachelors and 2 years' experience may also include High School and 6 years' experience.) *Remember this will become the NEW minimum qualifications
Preferred Qualifications	Qualifications you would prefer the candidate to posses but are not necessary for success. These do not change the screening qualifications e.g. Master's degree and 3 years' experience in business, public administration or administrative services. *Be careful when crafting the preferred qualifications because they can artificially narrow the pool and eliminate candidates.*
Knowledge/ Skills/Abilities	This section should include the knowledge and skills a candidate needs to be successful in the position *e.g. Knowledge of student development theories. Ability to communicate project design, progress, and completion. Ability to act as a liaison between departments.*

Job Analysis and Writing a Position Description continued

Writing a position description, identifying selection criteria and using template questions for screening will all help with hiring an ideal candidate.

HR Professional Development offers a 3 hour course for Writing Effective Position Descriptions, this course is part of LEAD 1 Supervisory essentials training but highly recommended as a stand-alone training for anyone in your department that will be writing position descriptions (PD's)

Recruitment

The process of attracting appropriate and suitable candidates for your position is an important factor. Key questions to ask yourself about identifying a qualified:

• Is my job description clear? It should be if you spend time writing the position description and identifying your selection criteria
• Will you advertise externally? (See the appendix for External Job Advertising Guidelines)
• The publications most commonly used in Student Affairs are the Chronicle of Higher Ed, HigherEdJobs, StudentAffairs.com, NASPA, WorkPlace Diversity. Included in the appendix is a more detailed list of recommended publications and organizations for minority advertisement
• Have you considered nontraditional advertising such as LinkedIn or Twitter?

Selecting a Search Committee

The search committee will play an important role in the recruitment process. Committee members should be fully committed to the process of reviewing resumes, screening and interviewing candidates. Search committees should be made up of diverse members that reflect the universities commitment to diversity and inclusion.

Search committee members do not have to be from the same department, so use the opportunity to bring in a diverse view-point from a campus partner.

EOP policy 1.00 requires each search committee be representative of the University as a whole

with regard to sex and race. It also requires a good faith effort by the University to ensure women and minorities are included in the applicant pool. Finally it states each search committee have a designated affirmative action advocate to represent the interest of applicants who are members of minority groups, women, individuals with disabilities and protected veterans. This person should have a high level overview of the diversity composition of the department and should monitor the EEO data of the candidate pool. Utilize your department HR Contact as a resource for this information.

All search committees should make a good faith effort to ensure that women and minorities are included in the applicant pool.

Application Review

When reviewing an application creating a spread sheet with the list of top qualifications and ranking your applicants is a helpful way to review candidates. A template can help ensure a fair assessment of candidates.

EXAMPLE:

List your selection criteria based on KSA's and create a ranking key:

0 - no experience (cannot be determined from application/resume)
1 - has knowledge of but little to no experience
2 - has minimal experience (1-2 years)
3 - some experience (3-5 years)
4 - substantial (6-10 years)
5 - extensive experience (10 or more years)

Name	Leadership Development	Planning and Assessment	Supervision	Other Selection Criteria	Degree Requirement	Total
Candidate 1	4	3	1	3	Yes	11
Candidate 2	3	3	3	4	Yes	13

If you have a position that is identified as underutilized by the Office of Equal Opportunity Programs you will receive a letter from the Office of Talent Acquisition. This letter is for your information only and you should assess your candidates fairly and unbiased.

One of the divisions strategic priorities is to "Enhance diversity, equity and inclusion at the university." One way to do this is to look at the qualified candidates in your pool, if 20% of the qualified candidates in your pool are underrepresented minorities you should strive to ensure 20% of the candidates you interview are also diverse e.g. if you telephone interview 10 candidates 2 should be diverse. Your department HR Manager can provide you with an anonymous report of your diverse candidates.

> Note:
> Dispose of candidates that you will not be interviewing in PeopleAdmin by selecting "Not Interviewed, Not Selected – Email Now or Email Later." Select a reason.

Disposing of candidates in PeopleAdmin who do not meet qualifications will ensure you have an accurate report of qualified candidates. Contact Alicia Bervine at 803-777-4989 if you have questions.

Interview and Selection

After you review your applicants you will have a list of candidates who you will phone/skype interview before you bring your top 3 to 4 to campus. Design your interview questions based on the selection criteria from your KSA's. You can refer to the SAAS Interview Question Bank to help you formulate questions.

EXAMPLE:

Name:

KSA: Ability to make clear decisions under pressure

Definition: The thought process of selecting a logical choice from the available options. When trying to make a good decision, a person must weigh the positives and negatives of each option, and consider all the alternatives. For effective decision making, a person must be able to forecast the outcome of each option as well, and based on all these items, determine which option is the best for that particular situation.

Note: If possible, have a designated note taker in the interview because it can be hard to take notes and ask questions.

Question: Describe a time when you had to make a difficult decision in a high pressure situation. What was the setting, what did you do and what was the outcome?

Notes: Include room for additional notes

Score:

Scoring should be well defined:
0= Not acceptable – Applicant did not demonstrate KSA being measured
1= Less than acceptable – Applicant insufficiently demonstrated KSA
2= Acceptable – Candidate showed sufficient evidence of KSA
3= Above Average answer – Candidate demonstrated above average use of KSA
4= Excellent – Candidate more than significantly demonstrated the KSA

Questions should be:
- Fair and unbiased
- Observe equal opportunity laws by not including potentially discriminatory questions; A list of illegal questions is provided in the appendix
- Questions should be related to job success
- All records are subject to FOIA request

Included in the appendix is a handout on Overcoming Bias. Review this with your search committee before screening applicants. One additional question you must ask if you have an international candidate is: Do you need USC to sponsor work authorization now or any time in the future?

FOIA

The Freedom of Information Act (FOIA) is a United States federal law that grants the public access to information possessed by government agencies. As a public institution the university is subject to state FOIA guidelines. A candidate can request their personal records from the recruitment process. It is important to keep consistent and accurate records. A FOIA checklist is included in the appendix.

Reference Check

The Employment Office is responsible for verifying an applicant's educational background or obtaining a criminal background check when requested by a hiring supervisor. Request for educational and criminal background checks are integrated into the hiring proposal in PeopleAdmin.

The Division of Human Resources has the following guidelines posted for reference checks:

1. You should state during the interview with a job applicant that references will be checked. Also, don't just rely on letters of reference or personal references provided by the job applicant.

2. A telephone reference check takes less time than a written reference check and usually more information is gained. Forms rarely uncover negative information. Employers hesitate to put into writing what they may say in a conversation.

3. The hiring supervisor should make the phone call because he or she is most familiar with the information received from the applicant and the responsibilities of the job. Supervisors should be prepared with a written list of questions to ask.

4. When calling an applicant's reference: identify yourself immediately; tell the reference about the position for which the applicant is being considered.

5. To gain as much information as possible, let the person speak without interrupting. If the reference pauses in the conversation, it usually means he/she has other information and is hesitant to share this information. Get them to talk about everything that would be helpful, but only ask for information that will be used in your hiring decision.

6. Again, ask only job-related questions and document all answers. Avoid questions that can be answered "yes" or "no."

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

8. Avoid questions that screen out minorities, women and persons with disabilities, or will bias the reference in terms of age, gender or religion.

The Division of HR also has a Reference Check Form that can be found at
https://sc.edu/about/offices_and_divisions/human_resources/docs/interview.pdf.

This form should be retained for three years with your hiring records for the position.

Hiring Proposal

Hiring Proposals are completed in PeopleAdmin and must be reviewed by Salary Administration before an offer is made to a candidate.

If you need to complete a hire above minimum this must be done by completing an HR27 and attaching it to the hiring proposal.

Guidelines set by HR are up to 5% for directly related education, experience, certifications and specific job related licenses. Roughly 2 to 3% if the experience is not directly related. Even though the form gives space for justification, it is always better to attach a more detailed memo.

Salary Administration will look at department averages as well as across USC and South Carolina.

Once your hiring proposal is approved you can make an offer to the candidate using the offer letter included in PeopleAdmin. Additionally an Attestation and New Hire Justification form must be attached to the hiring proposal.

Onboarding

After effective recruitment and selection, one of the most important ways that organizations can improve the effectiveness of their talent management is through the strategic use of onboarding. The onboarding process focuses on helping employees new to your department and new to the university become acclimated to the work environment. Onboarding at the university is a two-fold process. In PeopleAdmin it is the process of assigning the appropriate checklist to ensure the new employee is actually hired into the system. Much of this will be completed by the department HR contact but supervisors play a role in this process. The tip sheet provided by human resources can help you navigate the process, https://sc.edu/about/offices_and_divisions/human_resources/docs/pa_ onboarding_tips_for_supervisors_managers.pdf.

The second part of onboarding is the process of helping new hires adjust to social and performance aspects of their new jobs quickly and smoothly. This should always be a priority for departments.

University Orientation is designed to welcome new staff to the University and provide valuable information about working at Carolina and about a few of the policies and practices that may affect the employee.

The Division of Student Affairs Orientation is offered twice a year in the Fall and Spring Semester and will provide new staff with an opportunity to meet and network with colleagues, learn more about the division and ask questions of the AVP's.

Please refer to the Onboarding Packet to help you with onboarding an employee to your department.

https://sc.edu/about/offices_and_divisions/student_affairs/documents/toolbox/human_resources/ onboarding_nov18.pdf.

Process Evaluation

Evaluating your selection process will help you identify area where you can improve.

Question	Always (4)	Usually (3)	Sometimes (2)	Rarely (1)	Never (0)
How often do you analyze your position descriptions?					
How often do you involve a subject manner expert in your position description review?					
How often do you communicate your departments' mission and values to the candidates in the recruitment and selection process?					
How often to you used scoring when evaluating candidates?					
How often are structured behavioral interview questions used?					
Are the questions structured around job knowledge, skills and expertise?					
Do interview panel members score applicants independently?					
How often are selections decisions based on a numerical aggregation of scores that the applicants received?					
How often are defined, structured reference checks used?					
How often do you use a structured onboarding process?					
How often are probation periods monitored?					
How often is your recruitment process evaluated from internal feedback?					

Scoring

37 and above: You have and efficient well managed interview and selection process. This toolkit can also be used to evaluate processes and measure improvement over a number of years through a periodic assessment.

25-37: You have a very good structure to your recruitment and selection process. Look at areas where you scored three or below and incorporate them into your recruitment and selection process.

13-24: The recruitment and selection process needs improvement, incorporating the best practices in this tool kit can help your process.

0-12: The best practices presented in this toolkit can help you tremendously, review them and meet with Alicia Bervine to help you reorganize your process.

Appendix

Levels of Supervision

Direct Supervision

The supervisor gives specific instructions on all assignments. Work is reviewed for completeness and accuracy, or the employee performs tasks which provide inherent checks built into the nature of the work.

General Supervision

The supervisor provides continuing or individual assignments by indicating generally what is to be done, limitations, quality and quantity expected, deadlines and priorities. Additional, specific instructions are given for new, difficult, or unusual assignments. The employee uses initiative in carrying out recurring assignments. The supervisor assures that the work is technically accurate and in compliance with instructions or established procedures.

Intermittent Supervision

The supervisor makes assignments by defining objectives, priorities and deadlines, and assists the employee with unusual situations that do not have clear objectives. The employee plans and carries out successive steps and resolves problems and deviations in accordance with instructions, policies, and accepted practices. The supervisor reviews the work for technical adequacy and conformance with practice and policy.

Administrative Supervision

The supervisor sets the overall objectives and resources available. Supervisor and employee, in consultation, develop deadlines, projects, and work to be done. The employee plans and carries out the assignment, resolves most of the conflicts, coordinates work with others and interprets policy on own initiative. The employee keeps the supervisor informed of progress, potentially controversial matters, or far-reaching implications.

General Direction

Assignments are made in terms of broad practice, precedents, policies, and goals. Work may be reviewed for fulfillment of program objectives and conformance with departmental policy and practice.

Limited Supervision/Long-Range Administrative Direction

The employee generally proceeds independently in accordance with general plans, policies and purposes of the department. Results of work are considered technically authoritative and are normally accepted without significant change.

Hiring & Selection Timeline

This 90-day sample timeline identifies typical components included in a recruitment plan and helps to keep the activities on track. It can be used to tailor any type of recruitment whether it be a classified service, professional or a management position. It is a tool that visually describes the steps involved in a recruitment effort.

4 Weeks Prior to Posting
- Review position description (pd) and update if necessary.
- Submit the pd to division for approval

1 to 2 Weeks Prior to Posting
- Decide on a marketing plan, review the external job advertising requirements and recommended publications and organizations for minority advertisement.
- Determine who will be involved in each step of the selection process for the position.
  - Application review
  - Phone interviews
  - In-person interviews (including panel)
  - Reference checks

1 Day Prior to Posting
- Submit job posting in PeopleAdmin.
- Confirm posting duration. (Job requisitions must be posted a minimum of 5 calendar days and should be posted no more than 45 days)
- During Posting:
- Block off time for all members involved in the selection process as applicable. (Time estimates vary on the number of applicants referred.) Consider:
  - Application review (3-6 hours)
  - Phone interviews (5-8 hours)
  - In-person interviews (5-8 hours per candidate)
  - Reference checks (1-3 hours)
- Finalize phone and in-person interview guides with your Employment Consultant.

1 Day After Posting Closes
- Review application materials
- Determine top applicants to receive phone interviews.

4 Days After Posting Deadline
- Call top applicants to schedule phone interviews. (Average phone interview takes 30 minutes.

Week After Posting Deadline
- Conduct phone interviews.
- Schedule on campus interviews.

Hiring & Selection Timeline continued

2 Weeks After Posting Deadline
- Determine top candidates to bring in for in-person interviews.
- Contact top candidates to schedule in-person interviews.
- Contact candidates who completed a phone interview, but who were not selected to move forward in the process.

2 ½ Weeks After Posting Deadline
- Conduct in-person interviews.
- Evaluate and rate each candidate individually on the major job responsibilities of the position.
- Finalize reference check guides with your Employment Consultant.

3 ½ Weeks After Posting Deadline
- Identify top candidates.
- Conduct reference checks on top candidates.
- Select most qualified, best fit candidate.

4 Weeks After Posting Deadline
- Complete a hire above minimum on selected candidate and obtain appropriate approvals if applicable
- Extend offer to candidate once hire above has been approved by Salary Administration
- Complete hiring proposal in PeopleAdmin
- Contact candidates who completed an in-person interview, but were not selected for the position.
- Communicate selection of new team member to department. Thank your panel members for their help with the hiring and selection process.)

Prior to Candidate's First Day of Employment and Candidates first day
See onboarding guide at https://sc.edu/about/offices_and_divisions/student_affairs/documents/toolbox/human_resources/onboarding.pdf

Helpful Information:

- Positions should be posted on uscjobs before being sent out to any other sources.

- HR policy (HR 1.24, II-B, 2) states that departments may advertise in other sources with prior approval of the Employment Office.

- The Employment Office should be notified of where and what information is being advertised.

Job Advertisement Approval Checklist:

- Spelling

- Grammar

- Quicklink from the requisition (optional)

- Requisition #

- Make sure the USC website is included: http://hr.sc.edu/employ.html

- Make sure that the information on the ad is the same from the requisition.

Recommended Publications and Organizations for Minority Advertisement

Circulation Source	Contact Information	Readership Target	Readership Numbers
Academic Diversity Search, Inc	Academic Diversity Search, Inc. P.O. Box 1086 Webster, N.Y. 14580 585-787-0537 – Tel 585-787-1321 – Fax info@academicdiversity-searc h.com	With women and minorities as the target candidate pool, this portal is powered by job posting advertisements, an extensive network and database of professionals, and executive search firm capabilities.	ADS is a nationwide portal that brings together candidates and employers.
Affirmative Action Register	225 S. Meramec Ave. Suite 400 St. Louis, MO 63105 314-863-2900 – Tel 800-537-0655 – Fax www.aarjobs.com	Organizations, departments, placement offices and other locations identified as centers of concentration of female, minority, disabled and veteran individuals.	Print form-free circulation of approximately 60,000. Website access to 20 million daily.
American Indian Higher Education Consortium	121 Oronoco Street Alexandria, VA 22314 703-838-0400 – Tel 703-838-0388 – Fax www.info@aihec.org	Tribally controlled Native American Colleges.	AIHEC represents 36 Tribally controlled Native American Colleges in the United States, and one Canadian Institution.
Asian American Village	IMDiversity, Inc. 140 Carondelet St. New Orleans, LA 70130 281-265-2472 – Tel 504-523-0271 – Fax www.IMdiversity.com	Provides cutting-edge information on career resources for Asian-American collegians. Job search strategies, graduate school opportunities, career and industry reports are abundantly explored.	Focuses on underrepresented minority groups. Over 350 members. Links with over 800 college/university campus career centers and over 500 minority organizations.
Black Collegian Online	IMDiversity, Inc. 140 Carondelet St. New Orleans, LA 70130 281-265-2472 – Tel 504-523-0271 – Fax www.IMdiversity.com	Provides cutting-edge information on career resources for Black collegians. Job search strategies, graduate school opportunities, career and industry reports are abundantly explored.	Focuses on underrepresented minority groups. Over 350 members, Links with over 800 college/university campus career centers and over 500 minority organizations.

Circulation Source	Contact Information	Readership Target	Readership Numbers
Diversity Web Association of American Colleges and University	Association of American Colleges & Universities 1818 R Street NW Washington, DC 20009 Hugo Najera at diversityweb@aacu.org – email www.diversityweb.org/index.cfm - website	The DiversityWeb Staff is a group of dedicated higher education professionals devoted to connecting, amplifying and advancing campus diversity work throughout postsecondary education.	The office helps colleges and universities to establish diversity as a comprehensive institutional commitment and educational priority.
Feminist Career Center	1600 Wison Blvd, Suite 801 Arlington, VA 22209 703-522-2214 – Tel 703-522-2219 – Fax Or 433 S. Beverly Drive Beverly Hills, CA 90212 310-556-2500 – Tel 310-556-2509 – Fax www.feminist.org	Created to help feminist job seekers find each other.	Supported by more than 100,000 women and men.
Hispanic Magazine	6355 NW 36th St. Miami, FL 33166 305-744-3547 – Tel 305-774-3540 – Fax www.hispaniconline.com	Hispanic community worldwide.	National circulation of 315,000.
Insight Into Diversity	11132 South Townes Square, Suite 203 St. Louis, MO. 63123 Phone 314-200-9955 Toll Free: 800-537-0655 Oneline: www.insightintodiversity.com Email: info.insightintodiversity	INSIGHT Into Diversity is the oldest and largest diversity magazine and website in higher education today. INSIGHT Into Diversity successfully connects employers to the most highly qualified individuals regardless of race, color, national origin, religion, gender, age, disability, medical condition or history, veteran status, gender identity or expression, and sexual orientation.	Employers advertising with INSIGHT Into Diversity magazine reach hundreds of thousands of readers per issue. In addition, more than 125,000 people visit our website monthly.

Circulation Source	Contact Information	Readership Target	Readership Numbers
Minority and Women Doctoral Directory	MWDD 3001 Bridgeway Suite K119 Sausalito, California 94965 info@mwdd.com – email www.mwdd.com – web-site 415-332-6933 – Tel 415-332-4799 – Fax	For 18 years the Minority and Women Doctoral Directory has been a valuable resource for universities seeking to recruit women and minority Ph.D.s. into their faculties. Registry maintains up-to-date information on employment candidates, who have recently received, or are soon to receive, a doctoral or master's degree in their respective field from one of approximately two hundred major resource universities in the United States.	Directory lists approximately 4,900 Black, Hispanic, American Indian, Asian American, and women students in nearly 80 fields in the sciences, engineering, the social sciences and the humanities.
Saludos Website	31938 Highway 80 South A-324 Temecula, CA 92592 800-748-6426 or 951-303-8035 – Tel 800-460-8507 – Fax info@saludos.com – email www.saludos.com – web-site	Aids in recruiting bilingual Hispanic professionals.	With a 1,000,000 hits per month, this website is one of the most effective recruiting tools available online.
The Chronicle of Higher Education	1255 Twenty-Third St., NW Seventh Floor Washington, DC 20037 General Information – 202-466-1000 – Tel Recruitment – 202-466-1231 – Tel 202-452-1033 – Fax www.careers.chronicle.com	The Chronicle is the academic world's No. 1 source of news and information.	Published weekly, and read by more than 400,000 college and university administrators and faculty members.

Circulation Source	Contact Information	Readership Target	Readership Numbers
The Hispanic Outlook in Higher Education	Advertising Sales Assoc. 201-587-8800, ext. 104 or 106 – Tel 201-587-9105 – Fax www.Hispanicoutlook.com	Northwest 12% Northeast 41% Southwest 33% Southeast 14% Higher Education 90.5% Other than Higher Education 9.5% Presidents 14% Provosts 16% Public Relations 5% Human Resources 13% Diversity 23% Librarians 10% Deans and Faculty 9.5% Corporation COE 9.5%	Readership over 28,000.
University Faculty Voice	P.O. Box 8387 Houston, TX 77288 713-521-1999 – Tel 713-521-1981 – Fax	Historically black colleges and universities – mostly South-east.	Over 10,000 monthly.
Women in Higher Education	5376 Sarmco Drive Madison, WI 53704 608-251-3232 – Tel 608-284-0601 – Fax https://www.wihe.com/	About 65% are on four-year campuses and 35% on two-year campuses. About 60% of the campuses have more than 5,000 students, while 4$ have fewer.	12,000 women readers each month. 1,500 hits per day online for the print issue.

Illegal and Legal Questions

Subject	What Can't I Ask?	What Can I Ask?
Age	How old are you? What year did you graduate? What is your birthday?	Are you over 18?
Citizen/National Origin	Are you a U.S. citizen? What is your native language? Where were you/your parents born?	Are you authorized to work in the United States? (not necessary to ask this - this is verified with the I-9 at time of hire) What language(s) do you read/write fluently? (only if required by the position)
Marital/Family Status	Are you married? Do you plan to have a family? Do you have any children? What are your child care arrangements?	Would you be able and willing to travel as needed for the job? (only if required by the position) This position requires occasional overtime (nights and/or weekends); would this present a problem? Would you be willing to relocate if necessary? Note: These questions should be asked of ALL applicants if applicable.
Affiliations	What clubs or social organizations do you belong to?	List any professional or trade organizations you consider relevant to the position.
Personal	How much do you weigh? How tall are you?	Are you able to lift a 50lb weight and carry it 10 yards, as this type of physical activity is part of the job? (only when specifically required in main duties of the job, and HR should be consulted)
Disabilities	Do you have any disabilities? Do you have any medical conditions? How is your health? Do you need an accommodation to perform this job?	Are you able to perform the essential functions of this job, with or without an accommodation?
Arrest Record	Have you ever been arrested?	(At the time of offer, HR will advise the candidate that the offer is contingent on completion of a sufficient background check.)
Military Record	If you were in the military, were you honorably discharged?	In what branch of the armed services did you serve? What type of training did you receive in the military?
Religion	What religious holidays do you observe? Does your religion prohibit you from working any particular days?	(There are no legal questions related to this subject.)

FOIA Position File Checklist

1. CANDIDATES
   - Printed list of all the candidates that applied for the position

2. PRE-SCREENING
   - Telephone Interviews (if applicable) – including notes, questions, responses, etc.
   - Hard copy of portfolios, surveys, writing samples, etc.

3. INTERVIEWS
   - Candidate Interviewed - Application, Resume, Cover Letter, and other application documents
   - Interview Schedule – including Telephone and Skype
   - List of interview questions and responses
   - Notes
   - Rating Guides/Evaluations

4. DEMOGRAPHICS
   - EEO Report (Accessible from PeopleAdmin by your division contact)
   - Copy of the Underutilized Letter/EEO Letter

5. COMMUNICATIONS
   - All Email communications with candidates
   - All Email communications with the Search Committee or HR

6. ADVERTISMENT
   - A list of the places the position was advertised

7. FINALIST
   - Application, Resume, Cover Letter, and other application documents for each finalist
   - Reference Checks

Hiring Manager's Signature: Date:

Overcoming Bias

Without formal training interviewers may inadvertently make inappropriate selection choices by misinterpreting the information they receive from selection interviews. Interviewers must take precautions to ensure that their preconceptions don't overly color their judgment. Here are some common factors that may create problems in interviewing.

Stereotyping: Involves forming generalized opinions about how people of a given gender, religion, or race appear, think, act, feel, or respond. Example: Presuming that a woman would prefer a desk job over working outdoors is stereotyping.

Inconsistency in questioning: Asking different questions of candidates. Example: Inconsistency in questioning might involve asking only Caucasian male candidates to describe their successes on previous jobs.

First-impression error: The interviewer makes snap judgments and lets his or her first impression (either positive or negative) cloud the entire interview. Example: Giving more credence to the fact that the candidate graduated from the interviewer's alma mater than to the applicant's knowledge, skills, or abilities is an example of the first-impression error.

Negative emphasis: Rejecting a candidate on the basis of a small amount of negative information. Research indicates that interviewers give unfavorable information roughly twice the weight of favorable information. Negative emphasis often happens when subjective factors like dress or nonverbal communication taint the interviewer's judgment.

Halo/horn effect: The interviewer allows one strong point that he or she values highly to overshadow all other information. When this works in the candidate's favor, it is called the halo effect. When it works in the opposition direction, with the interviewer judging the potential employee unfavorably in all areas on the basis of one trait, it is called the horn effect.

Cultural noise: The failure to recognize responses of a candidate that are socially acceptable rather than factual. Since the candidate wants the job, he or she will be reluctant to tell the interviewer unacceptable facts about himself or herself. The candidate may give responses that are "politically correct" but not very revealing. Example: An employer may comment, "I note that you are applying for a job that has a lot less authority than the job you currently hold. How do you feel about that?" The applicant might say that this is fine even though this is not the case.

Nonverbal bias: Undue emphasis is placed on nonverbal cues that are unrelated to job performance. Example: Hair length or distracting mannerisms are good examples of nonverbal bias.

Contrast effect: Strong candidates who interview after weak ones may appear even more qualified than they actually are because of the contrast.

Similar-to-me error: Picking candidates based on personal characteristics that they share with the interviewer rather than job-related criteria.

Equal Opportunity and Affirmative Action Considerations for Search Committees

The University of South Carolina is subject to federal and state laws prohibiting unlawful discrimination in employment practices.

Among those laws are:

1. Title VII, which prohibits discrimination based on race, color, religion, sex, national origin;
- Age Discrimination in Employment Act, which prohibits employment discrimination against anyone 40 years of age or older;
- The federal Pregnancy Discrimination Act, which prohibits employment discrimination based on pregnancy, childbirth or medical conditions related to pregnancy or childbirth.
- The South Carolina Human Affairs law, which prohibits employment discrimination based on race, religion, color, sex, age, national origin or disability. Also included in this law is the South Carolina Pregnancy Accommodations Act, which prohibits employment discrimination based on pregnancy, childbirth or medical conditions related to pregnancy or childbirth.

2. Section 503 of the Rehabilitation Act of 1973 to take affirmative action to employ individuals with disabilities.

3. Vietnam Era Veterans Readjustment Assistance Act (VEVRAA) to take affirmative action to hire protected veterans. Protected veterans include:
- disabled veterans;
- veterans recently separated from the military (i.e., during the last three years);
- active duty, wartime or campaign badge veterans; and armed forces service medal veterans.

It should be noted that affirmative action has acquired a negative connotation in American society. However, affirmative action was never intended to require the lowering of standards to fulfill affirmative action obligations. Practicing affirmative action actually increases the likelihood that an employer will locate the best qualified persons.