

# A Guide to Effective Recruiting Practices for Administrative and Support Staff Positions



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# A Guide to Effective Recruiting Practices for Administrative and Support Staff Positions at Gettysburg College

## INTRODUCTION

At Gettysburg College, our perspective on diversity and inclusion is grounded in our core values. We believe in the worth and dignity of all people and the limitless value of their intellectual potential. We are also committed to providing a diverse and inclusive learning and working environment because it enhances the educational experience for all students. Research shows us that a diverse college environment is linked to the development of critical thinking skills. Nurturing, respecting, and sustaining an inviting campus climate where individual differences and identities are perceived as strengths, not deficits, is critical to developing a sense of belonging. We strive to be that place where everyone can live authentic lives without concern that this authenticity will negatively impact their opportunities for success.

This guide provides a checklist of best practices for the hiring process for administrative and support staff positions at Gettysburg College. These practices will be incorporated into all full-time and part-time, ongoing administrative and support staff searches conducted on our campus.

Hiring managers and supervisors are charged with the responsibility to recruit candidates for open positions from a diverse backgrounds and experiences. At Gettysburg College, we define diversity very broadly. It refers to all the ways in which people differ, including primary characteristics, such as age, race, gender, ethnicity, mental and physical abilities, and sexual orientation; as well as secondary characteristics, such as education, income, religion, work experience, language skills, geographic location, and family status. Put simply, *diversity* refers to all of the characteristics that make individuals different from each other.

The purpose of this guide is to equip all search committees for administrative and support staff positions with the means to ensure that each search is conducted in a way which guarantees that the job seeker has equal access to the entire process and equal opportunity throughout the process.

Please address all comments and suggestions to Human Resources at [HR@gettysburg.edu](mailto:HR@gettysburg.edu).

## REQUIREMENTS TO CONDUCT A SEARCH

All full-time and part-time positions lasting a year or more are subject to the full search requirements. The College encourages as broad-based a search as possible for these positions. For most administrative positions, a national search is required.

Managers and supervisors will only be permitted to waive the search process in the following situations:

- Temporary appointments that last 1 year or less – however a newly-hired temporary employee may not move into the position on an on-going basis without doing a full search (national search for administrative positions)
- Departmental restructure or reorganization
- Previous search pool for identical position – Search conducted within the previous four months or less
- Formal reclassifications of existing positions
- Internal promotions within the same department – Only if there are no other possible internal employees qualified to move into the position, otherwise an expedited search may be allowed.

To waive a search, please complete the form found in the appendix (Appendix I) and forward it along to the Human Resources Office for approval prior to making any final arrangements or speaking with the impacted employee(s).

## TRAINING REQUIREMENTS

All search committee chairs and search committee members are required to complete the following trainings at the beginning of the search process. The trainings must be completed prior to the process of narrowing the pool of candidates.

Online training through Vector. Please contact Human Resources after the search committee has been identified to assign committee members this course.

## CONFIDENTIALITY

Confidentiality is vital in recruiting strong candidates and preserving the integrity of the search. All persons involved in the search are responsible for maintaining the confidentiality of the search process. Information obtained during the application and interview process must remain confidential throughout the entire process and thereafter.

Search committee members or members of the interview team may not contact an applicant individually, discuss the qualifications of an applicant outside of the search committee, or call references without the approval of the Search Committee Chair.

Additionally, search committee members may not serve as references for applicants in the pool for which they have assumed search committee responsibilities.

# Before the Search

## SELECTING SEARCH COMMITTEE MEMBERS

No committee on campus has a greater ability to make profound and substantive changes in a department than that of a search committee. Search committees play a critical role in developing and shaping a rich and diverse community at Gettysburg College.

Every member of the search committee should thoroughly understand the requirements of the position to be filled, the needs of the department, the College's efforts to diversify our community, and the mission of the department and the College. The individuals appointed to the committee should have good judgement and a strong commitment to diversity and inclusion. They should represent different backgrounds, career stages, and areas of expertise.

## INCLUSION OF HISTORICALLY UNDERREPRESENTED GROUPS

It is important to include women, underrepresented racial and ethnic minorities, and members of other represented groups on search committees whenever possible, as a diverse search committee is more likely to generate a strong applicant pool.

## IDENTIFY AN INCLUSION PARTNER

In order to ensure that the search is exhaustive and gives due consideration to all candidates, each search committee must include an Inclusion Partner. A listing of current Inclusion Partners can be found on our website.

***The Search Chair should select an Inclusion Partner from outside of their department. If the Search Chair is unable to add an Inclusion Partner from another department, they must, at the very least, choose an individual who does not report to them to serve as the Inclusion Partner.*** Although all committee members need to be trained on issues of diversity and inclusion and make sure best practices in fair and open searches are followed, the Inclusion Partner can help the committee stay focused on these efforts.

The Inclusion Partners have been employed by Gettysburg College for at least one year and have participated in a number of training sessions to help them do their work. A listing of their responsibilities are on page#4.

## RESPONSIBILITIES OF THE SEARCH COMMITTEE CHAIR

- Ensure that the search committee charge is understood and implemented.
- Ensure that the search guidelines are followed.
- Select an Inclusion Partner to be a part of the search.
- Ensure compliance with equal opportunity and diversity requirements.
- Facilitate all committee meetings.
- Ensure that the appropriate search records/documentation and meeting minutes are maintained.
- Perform all regular duties of a search committee member.
- Maintain confidentiality throughout the search process.
- Also responsible for all items below as a member of the search committee.

## RESPONSIBILITIES OF THE SEARCH COMMITTEE MEMBERS

- Understand College's strategic plan, as well as applicable equal opportunity and diversity goals.
- Adhere to the search guidelines.
- Evaluate applicants fairly based on the qualifications advertised in the job ad.
- Create an open and welcoming environment and establish positive rapport with candidates during the interview.
- Attend all scheduled committee meetings and actively participate in the search process.
- Maintain confidentiality throughout the entire search process.

## RESPONSIBILITIES OF THE INCLUSION PARTNER

- Understand College's strategic plan, as well as applicable equal opportunity and diversity goals.
- Assist the search chair in the development of the evaluation criteria and the recruitment plan. Share the recruitment plan with the Human Resources Office prior to posting the position (A full recruitment plan is only necessary for administrative searches).
- Assist the search chair with developing the vacancy announcement.
- Attend all scheduled committee meetings and actively participate in the search process (including phone and campus interviews).
- Educate the search committee on unconscious bias, appropriate interview questions, etc.
- Watch for unconscious biases in the hiring process and be willing to address it appropriately with search committee members.
- Have a conversation with Human Resources to discuss the demographics of the pool, prior to beginning phone interviews.
- Assist the search committee with the development of their interview questions (generally all candidates should be asked the same set of interview questions).
- Report unethical search committee conduct immediately to either HR or the Chief Diversity Officer.
- Receive regular ongoing professional development consisting of participating in 2 meetings per year (1/semester) to maintain their knowledge and skills in this area.



## THE SEARCH COMMITTEE'S CHARGE

The search committee's responsibilities are to identify a listing of qualified candidates for the position vacancy. In the charge, the Search Chair should emphasize that this responsibility includes advancing the goal of identifying outstanding candidates who are women, underrepresented minorities, or members of other underrepresented groups.

Search committees should always receive their charge before they begin their work. The charge should include the committee's tasks, deadlines, and a review of the job description as well as the agreed-upon selection criteria for the position.

### Charge Checklist:

- a. Distribute position description
- b. Discuss the essential functions of the position (required vs. preferred criteria)
- c. Explain screening procedures (search rubric, etc.)
- d. Discuss interview procedures (appropriate interview questions, etc)
- e. Explain the policy for handling late or incomplete applications
- f. Review the institutional policy on diversity
- g. Assign duties of individual committee members
- h. Determine timeline for the search
- i. Maintain confidentiality
- j. Determine preferred number of finalists to visit campus for interviews
- k. The search committee should bring forward a short narrative of each candidate based on pre-determined criteria (strengths, challenges, etc). Search Committee members are not responsible for making the hiring decision.

## INTERVENTIONS TO AVOID COMMON BIASES OR ERRORS IN THE SEARCH PROCESS

Mitigating unconscious bias in the hiring process allows search committees to make better hiring decisions, helps to create an environment where all committee members can share their ideas and opinions, and allows the committee the opportunity to help build a more diverse and inclusive community.

Think about incorporating the following evidence-based interferences to mitigate unconscious bias.

- Educate committee members on unconscious bias – All committee members are required to take the online training entitled "Managing Bias" through Vector prior to narrowing the pool of candidates. *Please Human Resources to assign training to all search committee members prior to narrowing pool of candidates.*
- Establish evaluation criteria – Making snap judgments where his or her first impression (either positive or negative) cloud the entire interview.
  - **First-Impression Error** – snap judgments where his or her first impression (either positive or negative) cloud the entire interview.
  - **Inconsistency in Questioning** – Asking different questions of candidates.
  - **Halo/Horn Effect** – Allowing one strong point that the candidate 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 opposite direction, with the interviewer judging the potential employee unfavorably in all areas on the basis of one trait, it is called the horn effect.
  - **Shifting standards** – Holding different candidates to different standards based on stereotypes
  -

- **Similar-to-me bias** - which is people's tendency to like people who are similar to them (graduated from the same school, have similar hobbies, etc).
- **Stereotyping** – forming generalized opinions about how people of a given gender, religion, or race appear, think, act, or feel.
- Spend enough time reviewing applications – Allow 15-20 minutes per candidate to decrease the likelihood of arriving at biased judgements of applicants

## DEVELOP A RECRUITMENT AND OUTREACH PLAN

Developing a comprehensive recruitment and outreach plan is one of the most important components of the search process. The search must include a broad spectrum of strategies which will yield a more diverse pool of qualified candidates. A sample recruitment plan can be located in Appendix II. Recruitment plans are only required for administrative searches.

Before the search committee does its work, a recruitment plan must be created for each administrative search which includes substantial outreach aimed at developing a diverse pool of candidates. The Inclusion Partner must be a part of establishing the recruitment plan and it must be forwarded to the Human Resources Office at the beginning of the search for approval.

A full national search is recommended for administrative positions. Although support staff positions may require a more local/regional recruiting approach, it's still very important to think about how to broaden these searches as well.

## DEFINING THE POSITION

Prior to beginning the search, the department or search chair, along with the Inclusion Partner, should engage in a relatively extensive review of the position requirements and the job description to determine screening criteria. The search chair should share a draft with the search committee for review. In order to attract a wide range of applicants, the department should aim for consensus on specific criteria, while planning to cast the hiring net as broadly as possible. The search criteria must be finalized before any review of the application materials.

Advertised qualifications must be consistent with the qualifications outlined in the job description. Minimum qualifications must be clearly stated. To obtain the largest pool of candidates, identify only the minimum qualifications. Desired qualifications that are not actual requirements should be specified as "preferred" or "desired".

## CRAFT THE POSITION ANNOUNCEMENT

Proactive language should be included in the vacancy announcement to emphasize the College's commitment to diversity. Examples of approved statements can be found in the Appendix (Appendix III). These statements should be listed toward the beginning of the announcement, not at the end.

# During the Search

## ACTIVE RECRUITING

A robust and diverse applicant pool is the most helpful tool for recruiting highly qualified candidates who can further the institutions mission and strategic initiatives. Active recruiting includes making information about the vacancy widely known, both through advertising broadly and seeking out individuals through professional networks. The search committee must take an active role in the recruitment process; it is not solely HR's responsibility.

## STRATEGIES TO ENHANCE THE DIVERSITY OF THE APPLICANT POOL

- Consider non-traditional advertising venues. (Example: Professional associations).
- Personally invite members of underrepresented groups to apply for position openings.
- Maintain ongoing professional contacts with colleagues at other institutions to solicit nominations of well-qualified women and people of color.
- Advertise positions in a variety of publications and with professional organizations that reach diverse populations.
- Maintain close contact with diverse graduates from Gettysburg College.
- Identify institutions with programs that provide diverse graduates (year-round recruiting)

## SCREENING APPLICANTS

When search committees evaluate candidates, it's important to make sure that the process is fair and gives due consideration to each candidate.

1. Establish criteria to evaluate candidates – As discussed earlier, the evaluation criteria should have been identified prior to reviewing application materials. Select criteria that reflects requirements of the position.
2. Adhere to evaluation criteria – Use a standard evaluation form (rubric) to determine that all candidates are evaluated based on the same set of screening criteria. Be aware of this potential unintended bias. Evaluate all candidates based on the same set of standards. See sample rubric in the appendix (Appendix V).
3. First, look for strengths – In the initial review of applicants, it's helpful for search committee members to search for reasons to continue to consider the individuals for the position. This approach will ensure that strengths are not overlooked and that all promising candidates are included in the process.
4. Give each applicant enough time – Allow 15-20 minutes to review each candidate's materials to ensure that each receives a thorough assessment.
5. Consider candidate's record of working with diverse students and colleagues – Gettysburg College is committed to building a diverse and inclusive search process. To that end, attention should be given to candidates who have a similar track record.
6. Avoid ranking — Make sure that all candidate materials have been given the time and attention prior to expressing preferences for particular candidates.

## INTERNAL APPLICANTS

Internal applicants should be considered similarly to external applicants. They must apply through the same process and are given similar scrutiny based on the same set of screening criteria as compared to external applicants.

## USE OF THE INTERNET AND SOCIAL MEDIA IN THE SCREENING AND SELECTION PROCESS

Conducting internet research on applicants for employment can result in the discovery of information that cannot be verified or is untrue. This is particularly true of information that you would find on blogs, social networks and websites such as Facebook, Flickr, Twitter, Instagram and YouTube. Additionally, some of this information is protected under the College's nondiscrimination policy such as race, ethnicity, color, religion, national origin, disability, veteran status, marital/familial status, possession of a General Education Development Certificate (GED) as compared to a high school diploma, sexual orientation, gender identity, gender expression, sex, age, or genetic information in all aspects of employment, educational programs, activities, and admissions.

No internet searches of any applicant may be performed by the search committee members. If a search committee wishes to conduct an internet search, it must be performed by Human Resources on all of the finalists.

This policy does not prohibit verifying an applicant's current employment by accessing an official website of the applicant's employer.

\*NOTE: There may be few exceptions to this rule. As an example, a candidate for a position in Communications & Marketing may require additional screening to determine how they utilize social media for their previous work. For those departments requesting an exception, please reach out to HR in advance - phone/zoom.

## CANDIDATE SHORTLIST

Prior to inviting candidates for phone or campus interviews, the Inclusion Partner must review the short list with Human Resources to ascertain that all possible efforts were made to conduct a fair recruiting and evaluation process. The Human Resources Office will review the demographics of the pool with the Inclusion Partner at this time.

## PHONE + ZOOM INTERVIEWS

After the candidate short list has been approved, the search committee may begin the process of phone interviewing. The Human Resources Office recommends phone interviewing at least 5-6 candidates for administrative and full-time support staff searches. During the phone interview stage, we recommend discussing the proposed salary range with the candidates. The purpose of the phone interviews is to determine if the candidate's qualifications, education, experience, and salary needs are compatible with the position.

## ON-CAMPUS VISITS AND INTERVIEWS

It is now time for the search committee to identify the top 3 candidates to bring to campus for interviews. These visits are opportunities for candidates and department members to learn more about each other as potential colleagues.

## DEVELOP THE INTERVIEW SCHEDULE

The interview schedule will look different for administrative vs. support staff searches. The following represents a full schedule for an administrative-type position. (Support staff positions may require a condensed version).

1. Structure the interview as much as possible.
2. Encourage participation on the interview team which represents a cross section of individuals from across campus who would work closely with the successful candidate (include, when possible, women, members of underrepresented groups, as well as both administrators and support staff).
3. Ensure that there are different ways in which each candidate may interact with campus partners and students. Social gathering over lunch or dinner are appropriate as long as the conversations stay on track and all members of the interview team remember to focus on job-specific questions. Avoid having alcohol at these events as it might make some candidates feel uncomfortable if they don't consume alcohol.

4. Consider a guided tour of campus as well as the community if the candidate wishes. See appendix for Dave Site's information (Appendix VI).

Dave is an alum and local realtor who has offered his services to our candidates.

## CONDUCTING THE INTERVIEWS

1. Share the interview schedule with the candidate in advance of their visit to campus.
2. Provide a warm welcome to all candidates.
3. Let the candidate do most of the talking (80%).
4. Ask all candidates the same set of interview questions, all of which must be legal and appropriate for the position. Follow-up questions to clarify ideas are appropriate.
5. Do not ask leading questions – (Example: signaling expected answers or leading to preferred answers).
6. Be mindful that all questions about diversity should not always be posed by the interviewer who is a woman or a member of an underrepresented group.
7. Ensure that you do not make statements that presume a candidate's sexual orientation or gender identity.
8. Utilize good listening patterns.
9. At the end of the interview, it's important to ensure that no questions have been overlooked. Encourage the candidate to suggest anything to be expanded on or to help clarify their training and experience.
10. Advise the candidate of the schedule for filling the position and how and when the search chair will communicate their hiring decision.
11. Thank the candidate for their time.

When selecting the interview questions, the search committee should ask themselves: (1) Will the answers to this question, if used in making a selection, have a disparate effect in screening out candidates in a protected class? And (2) is the information essential to judge a candidate's

qualifications for the job? See the attached appendix for a listing of appropriate job interview questions (Appendix VII).

Based on the premise that past behavior is almost always an indicator of future behavior, we encourage search committees to ask behavioral interview questions of their candidates. These questions focus on how a candidate has specifically handled a certain situation in the past. Questions like this might begin with "Tell me about a time when you. . . .". If you choose to add behavioral questions to your interview list, please be sure to ask all candidates the same set of questions.

## CHECK REFERENCES

References provide a valuable complement to the interview process, allowing search committees to gain a better understanding of the candidate's experience and professional accomplishments. Search committees must have a consistent approach to reference checking. See the appendix for a listing of good reference questions (Appendix IX). Be sure to only ask job-related questions.

Notify candidates that their references may be contacted. Candidate requests should be honored, if at all possible. As an example, if a candidate requests that a search chair not contact their current employer until the candidate is a finalist for the position, the request should be honored.

It is important to notify your candidate that the College reserves the right to check additional references that might not be on the original list provided.

The search committee should only feel compelled to check references on the finalist. Committees are not required to check references on all interviewees.

## SELECTING A CANDIDATE AND MAKING THE OFFER

After all interviews have been completed and references have been checked, the search committee should meet to discuss all of the campus interviews. Adhering to the agreed-upon process for discussing and voting on the candidates will contribute to unbiased decision making that reflects the opinions of all members.

After the search committee determines their recommendations, the search chair will make a final selection and notify Human Resources via a **Hiring Recommendation Memo** (email) of the finalist's name and the recommended rate of pay to offer the candidate.

After the search chair receives approval from Human Resources, the chair will call the successful candidate to offer the position. It is recommended to inform the candidate that they may wish to visit the Human Resources Office website for information about benefit offerings. We suggest giving the candidates at least 2 days to review the offer before expecting response.

If the candidate accepts, the search chair is required to call all other candidates who were interviewed for the position and not selected to thank them for applying and going through the process. Please inform them that, after careful review and consideration, another candidate was chosen for the position.

The search chair must then work with Human Resources to send rejection letters to all of the other applicants for the position.

## EVALUATING THE SEARCH

After the search is finalized, it's helpful for the search committee to reflect upon the search it just led. By documenting and sharing lessons-learned, future searches can better employ practices that will recruit a talented group of administrators and support staff at Gettysburg College.

The following questions can help guide the committee's evaluation of the process:

1. Did the committee use a checklist of best practices in their search?
2. What parts of the search went well?
3. What parts didn't go so well? How could they be improved next time?
4. Was the applicant pool diverse? Did it include women and members of underrepresented groups?
5. Are there ways that the department can become more attractive to women and members of underrepresented groups?

## ONBOARDING YOUR NEW EMPLOYEE

Successfully onboarding your new hire is very important. It is the perfect opportunity to make a positive impression on your new employee and can have a dramatic effect on job performance, satisfaction, organizational commitment and retention. When you think about onboarding your new employee, you should consider the first day, first week, first month, and first year.

Managers, supervisors and search committees play a vital role in onboarding a new hire. It should not be left only to the Human Resources Office. Help make your new hire feel welcome, introduce them to people from across campus, take them on a campus tour, and explain the many benefits of being a Gettysburg College employee!

## WELCOME AMBASSADOR PROGRAM

The New Employee Welcome Ambassadors Program is designed to provide new staff members of the College community with the basic knowledge and skills necessary to succeed during their first weeks at the College, and to help these individuals feel welcome. Through this New Employee Welcome Ambassadors Program, a Welcome Ambassador will be assigned to each newly hired administrative and support staff employee to offer a friendly resource for guidance and encouragement. The Human Resources Office manages the New Employee Welcome Ambassadors Program.

# Checklist: Best Practices in Search and Hiring for Administrative and Support Staff Positions

## BEFORE THE SEARCH

1. Create a diverse search committee, including, *where possible*, women and a member of an underrepresented group.
2. Appoint an Inclusion Partner to the committee from our list. Notify Human Resources of your selection.
3. For administrative searches, create a recruitment plan with your Inclusion Partner, including a broad outreach, and forward it along to the Human Resources Office. See the sample in the Appendix. (Appendix II)
4. Add language to the job ad signaling a special interest in candidates who contribute to the department's diversity priorities. (Appendix III).
5. The Human Resources Office will ensure proper wording and formatting of the advertisement and will provide the PeopleAdmin URL.
6. The Human Resources Office will place the approved advertisement in the pre-determined locations. For administrative level searches, consider additional diversity recruitment locations and work with HR on those postings. (Appendix IV). These advertisements offer a broad outreach. The department will be responsible for placing the approved advertisement in the appropriate listservs or websites that reach their targeted audience (Via associations, etc.).
7. Search Committee Members complete required online training as well as in-person training with the Inclusion Partner.
8. The search committee chair meets with the committee at the beginning of the search process to officially "charge" the committee. At this committee meeting, the search chair, along with the Inclusion Partner, will reinforce the importance of diversity and the goal of identifying outstanding women, underrepresented racial and ethnic minorities and/or members of other underrepresented groups as candidates for the position, and reiterate the selection criteria.
9. Determine screening criteria, pulled from the position description and identified in the job ad, and discuss how criteria will be weighted and valued.

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## DURING THE SEARCH

1. Have the search committee chair and committee members reach out to colleagues at other institutions and/or professional associations that have diverse staff members and students to identify female candidates and candidates from underrepresented groups.
2. Advertise as broadly as possible, including interest groups with diverse staff members.
3. The Inclusion Partner will have access to all search materials in PeopleAdmin, along with the Search Committee Chair. HR does not conduct a preliminary review of the materials.
4. Ensure that each candidate is evaluated on all criteria listed in the job ad (See Appendix V for Sample Candidate Evaluation Form).
5. The Inclusion Partner should connect with Human Resources prior to inviting candidates for phone interviews to review the diversity of the pool of applicants.



6. The search chair or designee, updates PeopleAdmin throughout the search, moving candidates in the workflow on a regular basis as appropriate for the search.
7. The Human Resources Office recommends phone/zoom interviewing at least 5-6 candidates for administrative and full-time support staff searches. During the phone interview stage, we recommend discussing the proposed salary range with the candidates.
8. After phone/zoom interviews are concluded, we recommend bringing 3 candidates to come to campus. (See Appendix IX for search expense guidelines). Consultation with the Human Resources Office must occur before candidates are invited to campus for interviews. Send an **"Interview Memo"** electronically to the Human Resources Office explaining the candidates you would like to interview on campus and a general statement about how they meet your qualifications for your position.
9. During the phone/zoom interview and campus interview stage, only ask questions that are legally appropriate and are meant to gauge a candidate's education, experience and competencies necessary for the position. (See Appendix VII).
10. If possible, during the on-campus interview, connect the final candidates with employees who share similar background and interests.
11. To ensure that each candidate is asked about his or her demonstrated commitment to diversity, and experience working in diverse environments, designate one person to lead asking these questions. This person should (preferably) not be the only female or underrepresented minority committee member. A list of recommended questions is located in Appendix VI.

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## AFTER INTERVIEWS ARE CONCLUDED

1. The search committee discusses each top candidate. The search committee should not rank order candidates, rather they should provide a summary review of each candidate (overall strengths, challenges, etc.)
2. The search committee should discuss the process of conducting reference checks. References should be conducted on the finalist.
3. The search chair send a **"Hiring Recommendation Memo"** electronically to the Human Resources Office indicating the name of the final candidate and the recommended salary to be offered. The Human Resources Office must give approval before any offer of employment is made.
4. The search committee chair calls finalist to offer the position with the agreed upon salary approved by Human Resources.
5. After an offer has been made and accepted, the search committee chair calls all candidates who were interviewed for the position and not selected to thank them for participating in the search.
6. The search committee chair sends letter of regret to all other applicants using the College's applicant tracking system.

## AFTER THE SEARCH

1. The search chair conducts a post-search debrief to review how the process went for the search committee, the chair, and the new hire, including a discussion of any candidates who turned down offers and what could have been done to make their recruitments successful.

# APPENDIX

# Appendix I: Employment Search Waiver Request

Gettysburg College values a diverse workforce and is committed to providing equal opportunity in employment through non-discriminatory open recruitment and equitable hiring practices. Exceptions to the standard recruitment practices or policies may be made where such waiver of the standard recruitment process demonstrates a compelling need.

There may be rare cases in which the College believes it is necessary to waive the search process and place an individual into a position without a search. This document is to clarify the process related to requesting a search waiver and outline a procedure that is designed to create uniformity in the search and selection process utilized by Gettysburg College. A waiver of the search process occurs when the College can justify why the placement of an individual into a position, without a search, is in the best interest of the College.

Submit a Search Waiver form to the Human Resources Office prior to making any final decisions or offering a position to an internal candidate.

Date: \_\_\_\_\_

Vice President: \_\_\_\_\_

Department/Division: \_\_\_\_\_

Title of Position: \_\_\_\_\_

Name of Proposed Hire: \_\_\_\_\_

Person Being Replaced (if applicable): \_\_\_\_\_

Waivers to the standard search process may be requested for the following reasons:

- Temporary appointments that last 1 year or less – however a newly-hired temporary employee may not move into the position on an on-going basis without doing a full search (national search for administrative positions)
- Departmental restructure or reorganization
- Previous search pool for identical position – Search conducted within the previous four months or less
- Formal reclassifications of existing positions
- Internal promotions within the same department – Only if there are no other possible internal employees qualified to move into the position, otherwise an expedited search may be allowed.

Provide a justification statement explaining selection above. Attach additional pages, as needed.

Action:  Approved  Not Approved

Human Resources: \_\_\_\_\_ Date: \_\_\_\_\_

Chief Diversity Officer: \_\_\_\_\_ Date: \_\_\_\_\_

# Appendix II: Recruitment Plan for Administrative Positions

**Title:** \_\_\_\_\_

**Department:** \_\_\_\_\_

**Search Committee Chair:** \_\_\_\_\_

**Division:** \_\_\_\_\_

## THE FOLLOWING PEOPLE WILL SERVE ON THE COMMITTEE

| Name | Role on Search Committee | Ethnicity/Gender<br><i>(HR to complete)</i> |
|------|--------------------------|---|
|      |                          |   |
|      |                          |   |
|      |                          |   |
|      |                          |   |
|      |                          |   |
|      |                          |   |
|      |                          |   |
|      |                          |   |
|      |                          |   |
|      |                          |   |

*Every member of the search committee should thoroughly understand the requirements of the position to be filled, the needs of the department, the College’s efforts to diversify our community, and the mission of the department and the College. The individuals appointed to the committee should have good judgement and a strong commitment to diversity and inclusion. They should represent different backgrounds, career stages, and areas of expertise. It is important to include women, underrepresented racial and ethnic minorities, and members of other represented groups on search committees whenever possible, as a diverse search committee is more likely to generate a strong applicant pool.*

*\* Include additional search committee members as an attachment.*

## PLEASE COMPLETE THE FOLLOWING WITH YOUR INCLUSION PARTNER:

- 1. The position will be advertised in the following publications:**

**2. Professional Societies/Associations to be contacted to recruit diverse applicants:**

**3. Scholars/colleagues to be contacted (emails or calls) for recommendations of diverse applicants:**

**4. Conferences or annual meetings to be attended to recruit diverse applicants:**

**Search Chair** \_\_\_\_\_ **Date** \_\_\_\_\_

**Inclusion Partner** \_\_\_\_\_ **Date** \_\_\_\_\_

*The search committee and Gettysburg College will make a good faith effort to recruit a diverse pool of applicants for this position.*

## Appendix III: Sample Diversity Language for Advertisements

In keeping with its strategic focus, Gettysburg College is interested in candidates who have demonstrated a commitment to participating in building an inclusive, equitable and diverse campus community. Successful candidates will have experience working with campus partners to integrate their position's primary responsibilities with creating a campus environment in which underrepresented students will thrive.

- Gettysburg College seeks candidates whose education and/or experience has prepared them to contribute to our commitment to diversity and inclusion.
- Gettysburg College seeks candidates who have the communication skills and cross-cultural abilities to maximize their effectiveness with diverse groups of students, colleagues, and community members
- Successful candidates will have a demonstrated record of supporting and advocating for inclusion across a broad spectrum of campus life.
- Gettysburg College exemplifies diversity and inclusion in our mission. Our goal is to create an environment that recognizes the value of individual and group differences. We encourage inquiries from applicants who will contribute to our cultural and ethnic diversity.
- Gettysburg College is committed to fostering a climate of diversity and inclusion. Please include in your cover letter any initiatives in which you have been involved that support diversity and inclusion practices.

## Appendix IV: Resources for Advertising Positions

|                             |  |
|-----------------------------|--|
| Hispanic Outlook            | <a href="http://www.hispanicoutlook.com">www.hispanicoutlook.com</a>     |
| Women in Higher Ed          | <a href="http://www.wihe.com">www.wihe.com</a>                           |
| Diversity                   | <a href="http://www.diversity.com">www.diversity.com</a>                 |
| LGBT in Higher Ed           | <a href="http://lgbtinhighered.com">lgbtinhighered.com</a>               |
| Latinos in Higher Ed        | <a href="http://www.latinosinhighered.com">www.latinosinhighered.com</a> |
| Academic Keys               | <a href="http://www.academickeys.com">www.academickeys.com</a>           |
| Black EOE Journal           | <a href="http://blackeoejournal.com">blackeoejournal.com</a>             |
| Affirmative Action Register | <a href="http://www.aarjobs.com">www.aarjobs.com</a>                     |
| Chronicle Philanthropy      | <a href="http://hire.philanthropy.com">hire.philanthropy.com</a>         |
| Chronicle Higher Ed         | <a href="http://hire.chronicle.com">hire.chronicle.com</a>               |
| Diverse Jobs                | <a href="http://diversejobs.net">diversejobs.net</a>                     |
| Higher Ed Jobs              | <a href="http://www.higheredjobs.com">www.higheredjobs.com</a>           |

# Appendix V: Applicant Screening and Selection Worksheet

Position Title: \_\_\_\_\_ Date: \_\_\_\_\_

Screened/Interviewed by: \_\_\_\_\_

- 3 = fully prepared to assume duties of the position
- 2 = somewhat or minimally prepared to assume duties of position
- 1 = not prepared to assume duties of the position

|                  | Criteria 1 | Criteria 2 | Criteria 3 | Criteria 4 | Criteria 5 | Criteria 6 | Total Score | Summary |
|------------------|------------|------------|------------|------------|------------|------------|-------------|---------|
| Applicant's Name |            |            |            |            |            |            |             |         |
| Applicant's Name |            |            |            |            |            |            |             |         |
| Applicant's Name |            |            |            |            |            |            |             |         |
| Applicant's Name |            |            |            |            |            |            |             |         |
| Applicant's Name |            |            |            |            |            |            |             |         |
| Applicant's Name |            |            |            |            |            |            |             |         |
| Applicant's Name |            |            |            |            |            |            |             |         |
| Applicant's Name |            |            |            |            |            |            |             |         |



# Appendix VI: Examples of Good Interview Questions

- You've read the vacancy announcement and have some idea of the tasks and duties involved with the position. What drew your attention to this position and made you apply?
- Describe previous work history:
  - Verify dates of employment beginning with first full-time position
  - Broad responsibilities for each position
  - Reason for leaving each position
- What was your favorite position? Why?
- Least favorite? Why?
- What professional accomplishments are you most proud of and why?
- Why are you interested in leaving your current position and why do you feel that this position would be better for you?
- 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?
- Why did you choose this profession/field?
- Where do you see yourself in five years?
- What makes you stand out among your co-workers/peers?
- How would you describe the amount of structure, direction, and feedback that you need to excel?
- In what areas do you typically have the least amount of patience at work?
- How would you grade your ability to communicate with upper-management, customers, and co-workers?
- Would co-workers say that you are more casual and relaxed or more intense and focused?
- What pace do you typically work at?
- In regards to your most recent position/current position: What aspects of your job do you consider to be the most crucial? How have you added value to your job over time?
- Would you consider your last job stressful at times? If so, could you give me a couple of situations which would illustrate this stress? How did you handle these situations?
- What kinds of things motivate you?
- What kind of environment do you most like to work in?
- Think about a co-worker from the present or past whom you admire. Why?
- Tell us how you go about organizing your work.
- What professional associations do you belong to and how involved in them are you?
- In thinking about your past educational courses, any previous employment you've had, and any other experiences, what do you think you would bring to this position?
- Tell me about your greatest professional strength (as far as employment goes). What's the greatest asset you'll bring to our department?
- Can you describe a time when you didn't accomplish a goal and how you rectified the situation?
- If we were to call one of your previous supervisors, give me an idea of how they would describe you as an employee?
- Tell me about the most difficult or frustrating individual that you've ever had to work with, and how you managed to work with them.
- 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.
- Describe any experiences you've had in the past in providing customer service?
- Please describe an unpleasant situation in helping a customer, and how you handled the situation.
- Describe any word processing or data entry experience or training you've had.

- Do you consider your technical abilities basic, intermediate, or advanced? What types of projects did you complete with each software program?
- Can you describe an example of when you worked with a colleague or a group to solve a problem?
- How would your supervisor grade your ability to cope with last-minute change without breaking stride?
- Tell me about your last performance evaluation. Were there any areas that supervised you or disappointed you?
- Why do you want to work here?
- Give me a specific example of a time when you had to conform to a policy with which you did not agree.
- Give me an example of a time when you had to make a split second decision.
- Tell me about a time when you were forced to make an unpopular decision.

## QUESTIONS RELATING TO DIVERSITY AND INCLUSION

- What opportunities have you had working, and collaborating in a diverse, multicultural, and inclusive setting?
- Please describe how you would work to create a campus environment that is welcome, inclusive, and increasingly diverse
- Describe how you would function and communicate effectively and respectfully within the context of varying beliefs, behaviors, and backgrounds.
- Describe a situation in which you utilized your multicultural skills to solve a problem.
- Tell us about a time when you changed your style to work more effectively with a person from a different background.
- Describe a time when you needed to work cooperatively with someone that did not share the same ideas as you.
- What have you learned from working with diverse populations?

## QUESTIONS FOR MANAGERIAL POSITIONS

- How do you typically confront subordinates when results are unacceptable?
- How do you typically stay in the information loop and monitor your staff's performance?
- Tell me about a time when you had to be a strict disciplinarian?
- How swiftly will you resort to written documentation when a performance problem occurs?
- Give me an example of your ability to facilitate progressive change within your organization.
- How would you grade your ability to predict needs before they arise? In other words, how would you evaluate your intuition, timeliness, and proactive business style?

## QUESTIONS TO REVEAL INTEGRITY/HONESTY/TRUSTWORTHINESS

- Discuss a time when your integrity was challenged. How did you handle it?
- What would you do if someone asked you to do something unethical?
- Have you ever experienced a loss for doing what is right?
- Have you ever asked for forgiveness for doing something wrong?
- In what business situations do you feel honesty would be inappropriate?
- If you saw a co-worker doing something dishonest, would you tell your boss? What would you do about it?

## QUESTIONS TO REVEAL PERSONALITY/TEMPERAMENT/ABILITY TO WORK WITH OTHERS

- If you took out a full-page ad in a newspaper and had to describe yourself in only three words, what would those words be?
- How would you describe your personality?
- What motivates you the most?
- If I call your references, what will they say about you?
- Do you consider yourself a risk taker? Describe a situation in which you had to take a risk.
- What kind of environment would you like to work in?
- What kinds of people would you rather not work with?
- What kinds of responsibilities would you like to avoid in your next job?
- What are two or three examples of tasks that you do not particularly enjoy doing? Indicate how you remain motivated to complete those tasks.
- What kinds of people bug you?
- Tell me about a work situation that irritated you.
- Have you ever had to resolve a conflict with a co-worker or client? How did you resolve it?
- Describe the appropriate relationship between a supervisor and subordinates.
- What sort of relationships do you have with your associates, both at the same level, and above and below you?
- How have you worked as a member of teams in the past?
- Tell me about some of the groups you've had to get cooperation from. What did you do?
- What is your management style? How do you think your subordinates perceive you?
- As a manager, have you ever had to fire anyone? If so, what were the circumstances, and how did you handle it?
- Have you ever been in a situation where a project was returned for errors? What effect did this have on you?
- What effect did this have on you?
- What previous job was the most satisfying and why?
- What previous job was the most frustrating and why?

- Tell me about the best boss you ever had. Now tell me about the worst boss. What made it tough to work for him or her?
- What do you think you owe to your employer?
- What does your employer owe to you?

## QUESTIONS TO REVEAL PAST MISTAKES

- Tell me about an objective in your last job that you failed to meet and why.
- When is the last time you were criticized? How did you deal with it?
- What have you learned from your mistakes?
- Tell me about a situation where you "blew it." How did you resolve or correct it to save face?
- Tell me about a situation where you abruptly had to change what you were doing.
- If you could change one (managerial) decision you made during the past two years, what would that be?
- Tell me of a time when you had to work on a project that didn't work out the way it should have. What did you do?
- If you had the opportunity to change anything in your career, what would you have done differently?

## QUESTIONS TO REVEAL CREATIVITY/ CREATIVE THINKING/PROBLEM SOLVING

- When was the last time you “broke the rules” (thought outside the box) and how did you do it?
- What have you done that was innovative?
- What was the wildest idea you had in the past year? What did you do about it?
- Give me an example of when someone brought you a new idea, particularly one that was odd or unusual. What did you do?
- If you could do anything in the world, what would you do?
- Describe a situation in which you had a difficult (management) problem. How did you solve it?
- What is the most difficult decision you’ve had to make? How did you arrive at your decision?
- Describe some situations in which you worked under pressure or met deadlines.
- Were you ever in a situation in which you had to meet two different deadlines given to you by two different people and you couldn’t do both? What did you do?
- What type of approach to solving work problems seems to work best for you? Give me an example of when you solved a tough problem.
- When taking on a new task, do you like to have a great deal of feedback and responsibility at the outset, or do you like to try your own approach?
- Situational Question: You’re on the phone with another department resolving a problem. The intercom pages you for a customer on hold. Your manager returns your monthly report with red pen markings and demands corrections within the hour. What do you do?

## MISCELLANEOUS GOOD QUESTIONS

- How do you measure your own success?
- What is the most interesting thing you’ve done in the past three years?
- What are your short-term or long-term career goals?
- Why should we hire you?
- What responsibilities do you want, and what kinds of results do you expect to achieve in your next job?
- What do you think it takes to be successful in a company like ours?
- How did the best manager you ever had motivate you to perform well? Why did that method work?
- What is the best thing a previous employer did that you wish everyone did?
- What are you most proud of?
- What is important to you in a job?
- What do you expect to find in our company that you don’t have now?
- Is there anything you wanted me to know about you that we haven’t discussed?
- Do you have any questions for me?

# Appendix VII: Interviewing Guidelines: Information on Acceptable and Unacceptable Questions

| Inquiry   | Acceptable  | Unacceptable   | Legal Reference *                    |
|---|---|--|--------------------------------------|
| <b>Name</b>                                     | for access purposes, inquire whether applicant's work records are under another name  | a) to ask if a woman is to be addressed as Miss, Mrs., or Ms.<br>b) to request a maiden name   | Title VII;<br>Title IX               |
| <b>Age</b>                                      | a) require proof of age by birth certificate or other document after hiring<br>b) require proof of youth's age to comply with labor laws  | a) to ask age or group age<br>b) to request birth certificate, baptismal certificate, or like document before hiring<br>c) to express a preference for a certain age or age-related characteristics unless validated for job relatedness                                 | Age Discrimination in Employment Act |
| <b>Birthplace, National Origin, Citizenship</b> | a) to ask for a birth certificate or other proof of citizenship after hiring<br>b) to ask whether a U. S. citizen or legal alien is authorized to work in the U. S. and able to provide specified proof upon request  | a) to inquire into national origin or birthplace of applicant or applicant's relatives<br>b) to ask date of citizenship<br>c) to ask how foreign-language skills or accent were acquired, unless clearly job related   | Title VII                            |
| <b>Race, Color</b>                              | a) to state the College is an equal-opportunity/affirmative-action employer<br>b) to request applicant's race for affirmative action program<br>c) to express language that encourages applications from minorities   | a) to require information on an applicant's race or color before hiring, except for affirmative-action purposes<br>b) to ask for information before hiring that closely correlates with an applicant's race or color, except for affirmative-action purposes, is suspect | Title VII; Executive Order 11246     |
| <b>Sex</b>                                      | a) to state the College is an equal-opportunity/affirmative-action employer<br>b) to express language that encourages applications from women<br>c) to identify sex as a bona fide occupational qualification if valid (e.g., for locker room attendance in women's or men's locker room) | a) to ask for information before hiring that closely correlates with an applicant's gender, except for affirmative-action purposes, is suspect<br>b) to specify a preference for sex if not validated for job relatedness  | Title VII; Executive Order 11246     |
| <b>Sexual Orientation</b>                       | to state the College's employment policy prohibits discrimination on the basis of sexual orientation  | to ask an applicant to identify his or her sexual or affectational orientation, or a question closely correlated with such an inquiry  |                                      |

| <b>Inquiry</b>                         | <b>Acceptable</b>  | <b>Unacceptable</b>   | <b>Legal Reference</b>                              |
|--|--|---|---|
| <b>Religion</b>                        | to state regular hours and days of work required by the job, including special working conditions (such as uniforms, rotating shifts or assignments, holiday and vacation scheduling) and to inquire whether applicant can meet requirements   | a) to inquire about an applicant's religion, religious customs, religious practices, or religious holidays<br>b) to request recommendations from officials of religious institutions (not job related)  | Title VII; Executive Order 11246                    |
| <b>Marital Status, Parental Status</b> | a) to inquire whether an applicant can meet required work schedules and attendance rules<br>b) to ask a question of both males and females about how long they plan to stay on the job or about anticipated absences   | a) to request an applicant's marital status before hiring<br>b) to ask about the number or age of children, child-care arrangements, and applicant's planned pregnancies  | Title VII; Executive Order 11246                    |
| <b>Disability</b>                      | a) to ask whether applicant is able to perform essential functions of the job<br>b) after a conditional offer of employment: to ask applicant to submit to a physical examination required of all employees or to ask whether the applicant needs a reasonable accommodation to perform the job safely and efficiently | to ask whether applicant has a disability, except through voluntary self-identification for affirmative-action purposes   | Rehabilitation Act; Americans With Disabilities Act |
| <b>Military Service</b>                | to inquire into service in the U. S. Armed Forces, including rank attained, branch of service, and job-related experience  | a) to ask the type of military discharge<br>b) to inquire into military service in a country other than the U. S.   | Vietnam Era Veterans' Readjustment Assistance Act   |
| <b>Education</b>                       | a) to ask what academic, professional, or vocational schools attended, and what degrees, certificates, or licenses held<br>b) to ask about job-related language skills, including English and foreign languages  | a) to ask for the national, racial, or religious affiliation of the schools attended<br>b) to ask how foreign-language skills or accent were acquired, unless clearly job related<br>c) to state a preference for applicants without a foreign accent | Title VII   |
| <b>References</b>                      | a) to request the name and address of parents or guardian of minor applicants<br>b) to request after hiring the name, relationship, and address of person to be notified in case of an emergency<br>c) to request the names of relatives already employed by the College   | to request names of an applicant's relatives, other than those already employed by the College  | Title IX  |

| <b>Inquiry</b>                               | <b>Acceptable</b>   | <b>Unacceptable</b>  | <b>Legal Reference</b>                                      |
|--|---|--|---|
| <b>Work Schedule</b>                         | a) to ask whether applicant is willing and able to work the required schedule<br>b) to ascertain whether applicant has military obligations requiring known absences (if for non-discriminatory purposes) | a) to ask whether applicant is willing to work on specific religious holidays<br>b) to ask about potential conflicts in work schedules associated with medical treatments for a known or suspected disability  | Title VII;<br>Americans With Disabilities Act               |
| <b>Address, Housing</b>                      | a) to request a current address<br>b) to request a current telephone number or other information on how the applicant can otherwise be contacted  | a) to ask whether applicant lives in house or apartment and whether he or she owns or rents their home<br>b) to ask specifically about a foreign address as a means of identifying national origin<br>c) to ask for the name of and relationship to the person with whom the applicant resides | Title VII   |
| <b>Organizational Affiliations</b>           | a) to ask about memberships in professional and social organizations, (if for non-discriminatory purposes)<br>b) to ask about any offices held in organizations   | to request a list of all organizations, clubs, societies, and lodges to which the applicant currently (or formerly) belongs, if not relevant to the position   | Title VII   |
| <b>Photographs</b>                           | photographs may be required after hiring for identification purposes  | a) to ask that a photograph of the applicant be provided during the application process<br>b) to photograph the applicant during the interview unless related to the position (e.g., videotaping a classroom lecture to evaluate job performance)  | Title VII   |
| <b>Conviction, Arrest, and Court Records</b> | inquiry into actual convictions that reasonably relate to job performance   | inquire into arrests   | Title VII   |
| <b>Other Qualities</b>                       | to inquire about any area that directly reflects on the applicant's ability to perform the job under relevant working conditions  | any job-related inquiry that elicits information to be used for unlawful, discriminatory purposes  | Federal, state, and local civil-rights laws; College policy |
| <b>Workers Compensation</b>                  | to ask whether a person will be able to perform the essential functions of the job as described   | to inquire whether the applicant has ever submitted a claim for or received workers' compensation for a work-related injury  | Rehabilitation Act;<br>Americans With Disabilities Act      |

\* For more information, refer to the following web-based sources:

Age Discrimination in Employment Act of 1967 ([www.eeoc.gov/policy/adea.html](http://www.eeoc.gov/policy/adea.html))

Americans With Disabilities Act of 1990 ([www.usdoj.gov/crt/ada/](http://www.usdoj.gov/crt/ada/))

Executive Order 11246 – Equal Employment Opportunity, 1965 ([www.dol.gov/esa/regs/statutes/ofccp/eo11246.htm](http://www.dol.gov/esa/regs/statutes/ofccp/eo11246.htm))

Rehabilitation Act of 1973 ([www.eeoc.gov/policy/rehab.html](http://www.eeoc.gov/policy/rehab.html))

Title VII of the Civil Rights Act of 1964 ([www.eeoc.gov/policy/vii.html](http://www.eeoc.gov/policy/vii.html))

Title IX, Education Amendments of 1972 ([www.dol.gov/oasam/regs/statutes/titleix.htm](http://www.dol.gov/oasam/regs/statutes/titleix.htm))

Vietnam Era Veterans' Readjustment Assistance Act of 1974 ([www.dol.gov/esa/regs/compliance/ofccp/fsvevraa.htm](http://www.dol.gov/esa/regs/compliance/ofccp/fsvevraa.htm))

# Appendix VIII: Candidate Reference Sheet

Candidate's Name: \_\_\_\_\_

Reference Called: \_\_\_\_\_

Reference's Position: \_\_\_\_\_

Company Name: \_\_\_\_\_

Identify yourself, your institution, reason for calling and the position for which the candidate is applying.

1. What is/was your relationship to \_\_\_\_\_?
2. From what month and year until what month and year did you work with \_\_\_\_\_?
3. Can you verify the position that he/she held?
4. Can you provide a general sketch of \_\_\_\_\_'s character?
5. How would you describe his/her performance in this position?
6. What would you consider \_\_\_\_\_'s strengths to be?
7. How about weakness or areas of development needed?
8. How would you compare the performance of \_\_\_\_\_ with that of others who have held the same job?
9. Please describe \_\_\_\_\_'s work ethic in the context of punctuality, attendance, dependability, and trustworthiness.
10. How would you grade \_\_\_\_\_'s general attitude on a daily basis?
11. How does \_\_\_\_\_ handle interruptions, breaks in routine, and last-minute changes?
12. What was the reason for leaving your organization?
13. Would you hesitate to re-employ \_\_\_\_\_ if you had the opportunity?
14. Any additional information you would like to share?

Other Possible Questions:

1. Does this individual typically adhere strictly to job duties, or does he/she assume responsibilities beyond the basic, written job description?
2. Please comment on this person's ability to accept constructive criticism?
3. How much do outside influences play a role in \_\_\_\_\_ job performance?
4. Does \_\_\_\_\_ ask questions when he/she is unclear of something?



# Appendix IX: Expense Guidelines for Administrative Recruitment

**Special note: The Human Resources Office does not cover the cost for support staff searches.**

## 1. Recruitment at Professional Meetings

In most cases, the Human Resources Office will not cover the cost for a hiring supervisor to attend a professional meeting. This includes those professional meetings intended to solicit application materials and/or to conduct interviews.

## 2. Salary Information for Candidates

Candidates should be told the approximate salary range before they come to campus for an interview. Hiring supervisors can obtain this information by calling the Human Resources Office. We want to avoid bringing anyone to campus for whom the salary available is unacceptable.

## 3. Travel Expenses and Arrangements

Candidates ordinarily make their own transportation arrangements. They should be told to seek the most inexpensive method that is still reasonably convenient. Ordinarily, for candidates coming a long distance, this method is coach accommodation on an airplane. Candidates should be gently reminded to explore the discount fare options available. Seat upgrades, fees for more than one bag, and early bird fees must be purchased by the candidate and will not be reimbursed by the College. Sometimes candidates ask the College to pay for their airline ticket in advance. For such arrangements, prior approval must be obtained by contacting the Human Resources Office.

Arrangements should be made with the Transportation Office (extension 6923) for transporting the candidate to and from the airport or train station. Candidates using their own cars will be reimbursed at the standard rate set forth by the Financial Services Department.

## 4. Reimbursement of Meal Expenses for those Candidates Interviewed on Campus

The Human Resources Office recognizes that the sharing of meals between candidates and department members is an important component of the interviewing process. We wish to support departments in these expenses while being mindful of budget constraints.

- The Human Resource Office will provide meal support for the candidate, department members, and students for breakfasts, lunches, and dinners. Should a candidate be accompanied by his/her spouse or partner, please seek prior approval from the Human Resources Office for meal compensation. Meals for spouses, partners, or dependents of department members will not be paid using Gettysburg College funds.
- **Types of Payment.** Departments can use the College p-card at local restaurants. Alternatively, meals can be charged on personal credit cards or paid in cash and reimbursement can be made. Should departments wish to use the Gettysburg Hotel, group breakfasts or dinners can be charged to the candidate's room bill. Please note that breakfast and dinner receipts must include names of the attendees.

### **Breakfast(s).**

- Breakfast(s) may be taken in the Dining Center or occur at local restaurants.
- The Human Resources Office will pay for the candidate and two department members up to \$15 per person for a maximum of \$45 (including tip). Any amount over \$45 is the responsibility of the department.

## **Lunch(es)**

- Since Specialty Dining is closed in 2017-2018, on-campus lunches can be provided through Dining Services, the Bullet Hole, or ordering from the Catering Department. Other options include delivery from nearby restaurants or eating at nearby restaurants.
- The Human Resources Office will pay for the candidate and five department members/students at a cost of \$10.00 per person for a maximum of \$60 (including tip). Any amount over \$60 is the responsibility of the department.
- If a department wishes to conduct their lunches a different way, the Human Resources Office will contribute up to \$60 towards that lunch.

## ▪ **Dinner(s)**

- Dinner(s) will be at local restaurants.
- The Human Resources Office will pay for the candidate and three department members up to \$40 per person for a maximum of \$160 (including tip). Any amount over \$160 is the responsibility of the department.
- Should a candidate arrive early or depart late, a second dinner can be arranged for which the Human Resources Office will pay for the candidate and three department members up to \$20 per person for a maximum of \$80 (including tip). Any amount over \$80 is the responsibility of the department.

- **Welcome Baskets.** If a department wishes to place a welcome basket in the candidate's hotel room, this expense is the responsibility of the department.
- **Other Entertainment, Tours, Souvenirs, etc.** Gettysburg College funds (Human Resources Office or Department) may not be used for this purpose.

## **5. Lodging Accommodations for Candidates**

Lodging accommodations for candidates visiting campus may be made for one night in Gettysburg at a location of the department's discretion. Standard business accommodations at mid-market establishments are required. Upon check-out, candidates are expected to pay for any personal expenses charged to their room. Gettysburg College will cover room cost, taxes, and parking.

Gettysburg College has a working relationship with the Gettysburg Hotel for which we receive special College discounts.

## **6. Moving Expenses**

Eligible moving expenses will be paid one time, and the relocation of residence must be from outside a 50 mile radius of Gettysburg to within that radius of Gettysburg. Those eligible are newly employed full-time administrators. To view the complete guidelines, please visit the Human Resources Office web site.





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