

Inclusive Excellence Hiring Guide



**BALL STATE
UNIVERSITY**

W E F L Y

**Compiled by the Office of Inclusive Excellence
and the Human Resources Department**

April 21, 2022

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Introduction

At Ball State University, inclusiveness and freedom of expression are a part of our enduring values and inform all of our efforts. Our goal is to create a community of students, staff, and faculty that is diverse, positive and vibrant. We desire to attract, select, and hire candidates that reflect our commitment to inclusive excellence. We are guided by our mission, enduring values, and reflect our priorities in our university strategic plan and our inclusive excellence plan.

Our Mission

We engage students in educational, research, and creative endeavors that empower our graduates to have fulfilling careers and meaningful lives enriched by lifelong learning and service, while we enhance the economic, environmental, and social vitality of our community, our state, and our world.

Our Enduring Values

- **Excellence.** We commit to excel in all that we do.
- **Innovation.** We commit to be creative, responsive, and progressive.
- **Courage.** We commit to set ambitious goals and to take the risks necessary to achieve those goals.
- **Integrity.** We commit to be honest, ethical, authentic, and accessible.
- **Inclusiveness.** We commit to respect and embrace equity, inclusion, and diversity in people, ideas, and opinions.
- **Social responsibility.** We commit to act for the benefit of society at large.
- **Gratitude.** We commit to express appreciation to others and to demonstrate our gratitude through our actions.

The 2019-2024 Strategic Plan for Ball State University

Destination 2040: Our Flight Path

Ball State University has embarked on the “Destination 2040 Our Flight Path” as the 2019-2024 [campus strategic plan](#).

Goal 1: Undergraduate Excellence and Innovation

Our University provides a premier on-campus undergraduate experience.

Goal 2: Graduate Education and Lifetime Learning

Our University expands its reach and impact along the continuum of human development and is nationally recognized for serving graduate students and other adults throughout their lifetime educational journey and for our agility in anticipating and responding to workforce needs.

Goal 3: Community Engagement and Impact

As a community-engaged institution, our University is internationally recognized for mobilizing and leading partnerships that revitalize and sustain our city and our region.

Goal 4: Scholarship and Societal Impact

As a public research institution, our University recruits and retains outstanding faculty and staff who engage in scholarship—of discovery, integration, application, and teaching—that garners national and international recognition, attracts external resources, and improves lives.

Goal 5: Institutional and Inclusive Excellence

Our University is distinguished for institutional effectiveness and inclusive excellence across all dimensions of our work and for having a positive and vibrant culture of wellbeing that helps our faculty and staff lead engaged and meaningful lives.

Woven throughout our strategic plan is our commitment to diversity, equity, and inclusion with a specific emphasis on Inclusive Excellence with Goal 5.

Objective C reminds us that our human resource policies, procedures, and business processes enable us to recruit and retain outstanding people.

Objective H calls for a more diverse University community—students, faculty, staff, and alumni— that enriches the campus experience and improves educational outcomes for all of our students.

The Ball State University Inclusive Excellence Plan

Our Inclusive Excellence Plan was created to further guide our integral endeavor to fulfill our University's mission and our strategic plan. Our [Inclusive Excellence Plan](#) articulates six goals. Our focus for this guide is the first one which is "Recruitment" and supported by three Objectives.

GOAL 1: RECRUITMENT Achieve a more diverse and culturally representative undergraduate and graduate student body, faculty, and staff. Our goal is to have a campus that is accessible and equitable and that is representative of the rich diversity in our communities.

Objective 1 – To create a more diverse undergraduate student body

1. Assess current pipeline programs and implement selected pipeline recruitment initiatives to augment and support existing efforts
2. Include alumni from diverse backgrounds in marketing and student recruitment opportunities and programs

Objective 2 – To create a more diverse graduate student body

1. Enhance our strategies to recruit a diverse graduate student population
2. Establish one or more pipeline programs to ensure diverse students are able to graduate and proceed further on their flight paths (i.e., getting a PhD or beginning their careers)

Objective 3 – To create a more diverse staff and faculty

1. Increase recruitment strategies that attract underrepresented and diverse groups when hiring new faculty and staff.

Equal Opportunity and Affirmative Action Statement

Ball State University is committed to the principles of nondiscrimination and equal opportunity in education and employment. Further, the University is committed to the pursuit of excellence by prohibiting discrimination and being inclusive of individuals without regard to race, religion, color, sex (including pregnancy), sexual orientation, gender identity or gender expression, disability, genetic information, ethnicity, national origin or ancestry, age, or protected veteran status. This commitment enables the University to provide qualified individuals access to all academic and employment programs on the basis of demonstrated ability without regard to personal factors that are irrelevant to the program or job requirements involved.

The University assigns a high priority to the implementation of this [equal opportunity policy](#) and, through its affirmative action program, seeks to expand its efforts to guarantee equality of opportunity in employment. Affirmative action is taken to attract and recruit diversity, including underrepresented minority groups, females, protected veterans or individuals with disabled veteran status, and otherwise qualified persons with disabilities. Ball State will hire, transfer, recruit, train, promote, assign work, compensate, layoff and/or terminate based upon the tenets of this policy.

The University President affirms the commitment to equal opportunity and accepts responsibility for the implementation of the affirmative action program along with the vice presidents, deans, directors and heads of units. All persons involved in the decision-making process, including members of faculty and other employee committees, shall act in a nondiscriminatory manner. The Director of Employee Relations and Affirmative Action has been specifically designated to be responsible for overall compliance with all federal and state laws and regulations regarding nondiscrimination and for implementation and coordination of the University's affirmative action program. Information concerning the University's affirmative action program can be obtained from the Director of Employee Relations and Affirmative Action, Ball State University, Muncie, IN 47306.

To ensure equal employment opportunity and nondiscrimination, each member of the Ball State University community must understand the importance of this policy and his/her responsibilities to contribute to its success. This policy seeks to encourage the reporting of incidents so they may be addressed. Employees and applicants shall not be subjected to harassment, intimidation, threats, coercion, discrimination, or retaliation because they have engaged or may engage in any of the following: 1) filing a complaint; 2) assisting or participating in an investigation, compliance review, hearing, or any other activity related to the administration of any federal, state, or local law requiring equal employment opportunity; 3) opposing an act or practice deemed unlawful by a federal, state, or local law requiring equal employment opportunity; or 4) exercising any right according to this policy and/or any other lawfully protected right.

Complaints regarding unlawful discrimination or retaliation should be filed within 45 calendar days following the alleged act or incident giving rise to the complaint with the Director of Institutional Equity and Internal Investigations in accordance with the Ball State University Equal Opportunity and Affirmative Action Complaint Investigation Procedure and Appeal Process. A copy of this document may be obtained by contacting the Director of Institutional Equity and Internal Investigations. Any individual or group found to have violated this policy will be subject to disciplinary or remedial action, up to and including termination of employment or expulsion from the University. Faculty and staff who are determined to have violated this policy also may be held personally liable for any damages, settlement costs or expenses, including attorney fees incurred by the University. Please note that depending on the circumstances and individuals involved, some types of sexual harassment claims are subject to a separate set of procedures pursuant to the University's Title IX policy, and will be investigated and adjudicated under that policy, when applicable.

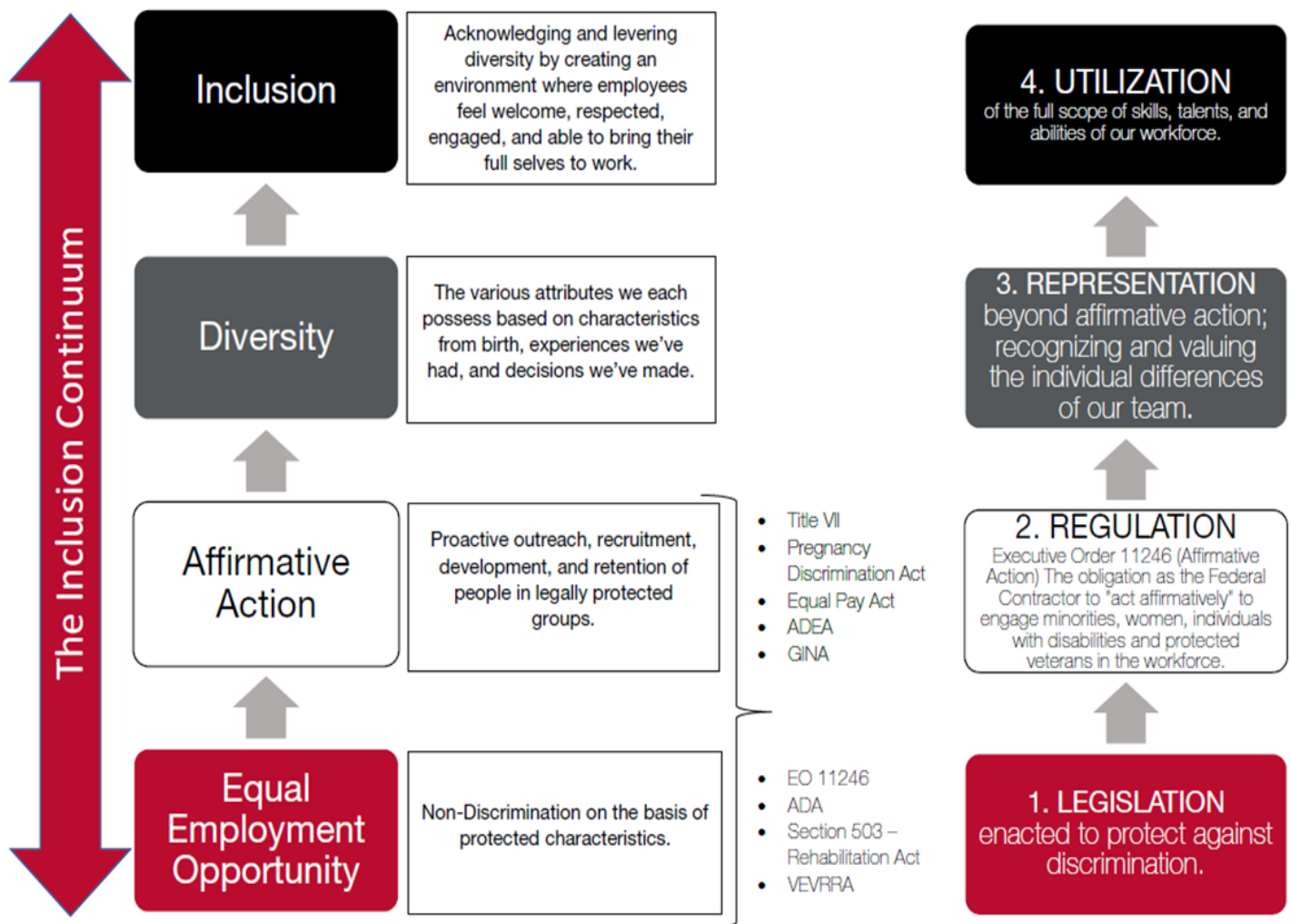
The University maintains an audit and reporting system to determine overall compliance with its equal employment opportunity mandates. As a part of this system, the President will review the University's equal opportunity and affirmative action policy and program at least once each year, measure progress against the objectives stated in the affirmative action program, and report findings and conclusions to the Board of Trustees.

Our Inclusive Excellence Statement

At Ball State University, we recognize inclusive excellence as an integral endeavor to fulfill our University's mission and our strategic plan. We recruit, support, and retain a diverse population of students, faculty, and staff. We encourage and reward diversity of thought. We promote a work environment that encourages and rewards innovation and creativity. We pledge to keep inclusive excellence at the highest level of institutional importance and as a foundation in all that we strive to do.

Our overarching goal for inclusive excellence is to adopt to a University wide inclusive excellence approach to academic, administrative support, and service functions of the University. We believe we must infuse inclusive excellence in every step we take.

The Inclusion Continuum



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Overview of the Inclusive Excellence Hiring Process

Step 1: Form and Prepare Search Committee

The hiring manager selects the members of the search committee/s and ensures they all meet the requirements of their roles in the search process.

Step 2: Job Design, Description and Posting

The hiring authorities formulate the job criteria in preparation for posting.

Step 3: Recruitment and Outreach

The search committee ensures the position receives the greatest possible pool of diversified applicants.

Step 4: Selection

The search committee reviews all applicant's materials without bias and removes those that do not meet the minimum qualifications.

Step 5: Interview

The search committee selects the top applicants to interview in multiple stages if necessary.

Step 6: Reference and Background Checks

The search committee recommends a top applicant for hire and the pre-employment checks are initiated. Upon completion of all necessary steps, an offer of employment is officially made.

Step 7: Extend the Offer to Hire

The hiring manager works with Human Resources to extend the offer to the selected applicant.

Step 8: Debrief and Collect Records

The search committee and hiring manager review the search and retain documentation.

Step 9: Onboarding

Acclimate the new hire to unit culture and ensure success is measured.

Process and Roles Between HR, Hiring Managers, and Leadership

Step 1: FORM AND PREPARE SEARCH COMMITTEE	Responsible
<ul style="list-style-type: none"> <input type="checkbox"/> Form the Search Committee Be sure to recruit a group of individuals with diverse perspectives and experiences. <input type="checkbox"/> Review your values – Review the university Strategic Plan and Inclusive Excellence Plan. If your Unit has mission and vision statements, re-familiarize yourself with those as well. 	Dean/AVP and Dept. Chair/Director
<ul style="list-style-type: none"> <input type="checkbox"/> Clarify your goals Identify your timeline for posting period, applicant review, interviews and start date. Be sure to review your diversity plan to confirm your objectives (see below). Establish a uniform selection process for all applicants. Document all relevant information and retain it in the appropriate department file for 3 years, and for 10 years when we have sponsored an international candidate. 	Hiring Manager/Search Committee
<ul style="list-style-type: none"> <input type="checkbox"/> Train the Search Committee Make sure that your committee members have completed search committee Inclusive Hiring/Implicit Bias training, and that the search chair has established rules of operation 	Hiring Manager/Dept. Chair/Director
<ul style="list-style-type: none"> <input type="checkbox"/> Create Your Evaluation Rubric To ensure equal opportunity for all job-seekers, create a spreadsheet tracking credentials regarding first, the minimum and second, the preferred qualifications of the position to assist the search committee members stay focused on evaluating job related credentials regarding the minimum and preferred qualifications of the position. Additional resources can be found on the Inclusive Excellence Hiring webpage. A specific rubric for applicants submitting an Inclusive Excellence statement can be found on Pages 26-27 and sample interview questions in Appendix II. <input type="checkbox"/> Search committee to discuss job description – Identify how minimum and preferred qualifications will be interpreted and/or considered. 	Hiring Manager; Search Committee
Step 2: JOB DESIGN, DESCRIPTION AND POSTING	
<ul style="list-style-type: none"> <input type="checkbox"/> Review the Job Description Make any necessary updates. Review minimum and preferred qualifications. 	Dept. Chair/Director; Hiring Manager;

<input type="checkbox"/> Write the Advertisement When we write the ad we want to make sure that it is clear and does not include language that would encourage qualified applicants to “read themselves out” of the position and not apply. Search committees should norm around the job advertisement language and discuss what qualifications are eligible--encourage the group to think beyond the typical.	Search Committee; Human Resources
Step 3: RECRUITMENT AND OUTREACH	
<input type="checkbox"/> Develop a Recruitment & Outreach Plan Identify any Affirmative Action and/or Inclusive Excellence goals with HR. Create and document the outreach plan in TMS. <input type="checkbox"/> Post the Advertisement In addition to the standard package of advertising locations, add locations that target discipline specific audiences as well as conducting outreach to further diversity goals	Dept. Chair/Director; Hiring Manager; Search Committee; Human Resources
<input type="checkbox"/> Ensure the Applicant Pool is Diverse EO/AA will review the diversity of the applicant pool near the end of the posting period and provide feedback to the Hiring Manager about any additional recommendations for outreach or extended posting, if needed	Employee Relations (EO/AA); Hiring Manager
Step 4: SELECTION	
<input type="checkbox"/> Review the Applicant Materials Search committee members should review all the required and optional documents submitted by job-seekers, and utilizing the Evaluation Rubric, to first assess whether they meet the minimum qualifications. Second, how closely they meet the qualifications stated in the job description. At this point in the process, do not consider any additional information/materials.	Hiring Manager; Search Committee
<input type="checkbox"/> Conduct the Screening – After the search committee discusses the job-seekers and determines who warrants further consideration. Optional: Phone Interviews: schedule 15-30 minutes phone interviews to further screen and narrow the pool to a manageable number for interview.	Hiring Manager; Search Committee
<input type="checkbox"/> Create Your Interview Schedule – Consider the various stakeholders that should be included in the interviews and plan interviews accordingly—be sure to allow adequate time for breaks	Hiring Manager; Search Committee

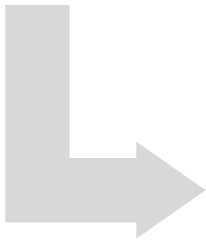
and navigating between meetings, as well as considering technology needs, room accessibility, and dietary needs if a meal will be shared.	
<input type="checkbox"/> Create Your Interview Questions – Develop questions based on the job description that all the candidates will be asked. Create a uniform interview experience for all candidates. Avoid questions that illicit information about personal factors and stay focused on professional and university-related considerations. The committee should discuss what “good” or “not great” interview answers would look like.	Hiring Manager; Search Committee
Step 5: INTERVIEW	
<input type="checkbox"/> Conduct the Interviews Stick to the core set of questions, understanding that follow-up questions are appropriate and may vary depending on the applicants’ responses. Test that technology is working with the candidate well ahead of the interview time. Remember they are interviewing us as much as we are interviewing them. For searches where candidates may relocate, provide them with materials promoting Muncie and Delaware County. Be collegial!	Hiring Manager; Search Committee
<input type="checkbox"/> Notify Finalist(s) Before Reference Checks Search committees have the discretion to determine whether to narrow the pool to one finalist or to conduct reference checks on more than one finalist. Be sure to notify finalist(s) that they have reached this state of the process and obtain their consent BEFORE reaching out to their references and current employer.	Hiring Manager; Search Committee
Step 6: REFERENCE AND BACKGROUND CHECKS	
<input type="checkbox"/> Conduct the Reference and Background Checks Consider how/which references will be conducted; best practice is to have at least 2 people listen in on each reference check contact. Consider the positive bias likely present in listed references, and control for personal biases of search committee members. The University’s background check policy requires we verify the finalist’s employment for the 7 years prior to date of application and for any experience that “qualified” them for the position.	Hiring Manager; Search Committee

Step 7: EXTEND THE OFFER TO HIRE	
<input type="checkbox"/> Select the Finalist The committee should discuss the reference and employment verification check information and determine who is the best qualified individual for the position based upon all the evidence. Make a verbal job offer to the finalist, contingent upon successful completion of background checks.	Hiring Manager; Search Committee
<input type="checkbox"/> Update TMS Before moving the candidate to "recommend for hire" status in TMS, notify finalist(s) interviewed but not selected that they will not be moving on (if TMS is updated first, an auto-generated email will be sent).	Hiring Manager; Search Committee
<input type="checkbox"/> Initiate Background Checks Upon Candidate Consent Once the final candidate has been selected, a candidate is in "recommend for hire" status in TMS, HR will initiate the criminal background check, sex offender registry check, etc. per the University's background check policy.	Human Resources
Step 8: DEBRIEF AND COLLECT RECORDS	
<input type="checkbox"/> Debrief in Prep for Future Searches, Close out Search At the conclusion of the search, plan a de-briefing meeting to gather all materials related to this search and to discuss what lessons were learned from this search that we should memorialize and/or change before the next search is conducted.	Hiring Manager; Dept. Chair/Director
Step 9: ONBOARDING	Responsible:
<input type="checkbox"/> Launch an Effective Onboarding Campaign Effective onboarding begins at the time of an offer and extends through the first year of employment. Key practices for effective onboarding include: Identify a key point of contact after the job offer is accepted to provide support through the first day of work, early acclimation to the unit culture. Review the job description and position priorities to address how success will be measured.	Hiring Manager; Dept. Chair/Director

Workflow of the Hiring Process Steps 1-3

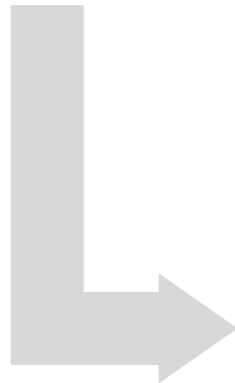
1. FORM AND PREPARE SEARCH COMMITTEE

- Recruit a search committee and ensure values are addressed
- Clarify goals with the committee and ensure everyone has received mandatory training



2. JOB DESIGN, DESCRIPTION AND POSTING

- Search Committee (including hiring manager) reviews and edits job description.
- Write the advertisement



3. RECRUITMENT AND OUTREACH

- Develop recruitment plan and compile resources needed for search.
- Hiring Manager submits Request to Fill through TMS (include desired recruitment plan)
- Vacancy routes through proper approvals in TMS.
- Hiring manager receives final approval notice before recruiting for position.
- Job is posted by HR and sourced through recruitment outlets selected.

Form and Prepare Search Committee

"Federal contractors are required to base hiring decisions on job-related knowledge, skills, and abilities. It is best to form diverse instructional staff search committees to reduce biases in the process."

– Office of Federal Contract Compliance Programs (OFCCP) U.S. Department of Labor

A search committee is encouraged for every posted position; exclusions to this policy are only for executive appointments and Dean appointments outlined in the Faculty and Professional Personnel Handbook.

Timing

A search committee should be formed as soon as possible when a vacancy has been determined in order to reduce difficulties in finding enough members qualified to serve. If a hiring chair is unable to find enough members that have met the qualifications outlined above, they should reach out to the Employee Relations for additional help finding trained members. Search Committee Training can be provided to entire groups with enough advanced notice. Resources for search committees should be gathered immediately. This includes the forms provided by Human Resources, departmental forms, and forms in the Appendix of this manual.

Faculty Searches Timeline

Expected hiring timeline for tenure and tenure-track faculty searches:

- October – December: Vacant positions to be posted
- January: Screening and interviews will occur
- February: Final candidates identified

Responsibilities

Each member is responsible for attracting, evaluating, and recommending the best candidate for the open position. The specific details outlined in the Search Committee Training will provide members with a more inclusive definition of their responsibilities. Confidentiality is key when serving on any search committee or participating in the hiring process in any way. While it may be permissible to discuss candidates with other members of the committee, those who are not involved in the search should not be part of the conversation. Applicants should never be discussed with other applicants, even if they are internal employees. E-mail should not be used to discuss applicants, only to set up meeting times.

Size and Inclusion

Each committee should include 3-7 members when feasible. At least one member should be from outside of the department of hire (this can include community members and other people that aren't employees, as long as they've undergone Search Committee Training and are approved). At least one member should reflect diversity such as a female or person of color. The hiring manager should strive to include as much diversity on the committee as possible. The committee should include other members whose specialty is similar to the qualifications listed for the position and members that work with the position directly. One-on-one interviews are discouraged, because they cause additional liability for the University. Structuring the committee in this fashion reduces the likelihood of group think and the chances of discrimination occurring.

Training

To serve on a search committee, all members (including the chair) are to attend the Search Committee Training provided by the Employee Relations office, prior to serving on a search committee. Training is to be retaken annually for updates to the laws and best practices. It is recommended that each employee take the Implicit Bias training to enhance their knowledge on barriers in hiring.

Search committee members do not need to be set in stone at this stage in the process. If you are unaware of who will serve on a future committee but want to gather more perspectives on steps one through three of the hiring process, you may consider utilizing staff and faculty already trained. Staff and faculty may make recommendations to these areas, even if they are not serving on the committee. All search committee members will have a shared understanding of what measurements will be used when evaluating candidates' qualifications.

Applicant Review - Additional Materials and Demonstrations

Faculty positions recommend including a teaching demonstration, or some form of demonstration that shows the applicant's ability to teach in a higher education setting. Professional positions are encouraged to have an open panel that allows other employees the opportunity to listen to a brief presentation and ask approved questions of the applicant/s. These demonstrations are not required. Demonstrations should be held to the same standards and follow the same policies as interviews. *Employees that have undergone the membership requirements but were unable to sit on a search committee can participate in the demonstration portion of the interview, Inclusive Excellence statement review, ask approved questions, and provide feedback to the search committee chair.*

Align the Job Description with Qualification Evaluation tool

The hiring chair or lead on the search should begin the process of discussing with the committee how the qualifications will be measured once candidates are received. The 'Sample Qualification Evaluation Template' located in Appendix I is an example. Committees can also develop the 'Qualification Matrix' in Appendix II to further develop the committees understanding of how and when each qualification will be measured. These matrixes take time to develop correctly but they can clarify decision making if recusals are needed. One should be developed at each search (do not reuse) to ensure all elements of each search are captured.

Documentation and Recordkeeping

The hiring chair or lead on the search committee must record details and retain those documents for 3 years in a recruitment file. Spreadsheets detailing the credentials of applicants as they relate to the opening's qualifications are recommended to help easily tell the story of the hiring process. These types of spreadsheets should be compiled and reviewed when the committee first meets, so that all members understand how to use it during the hiring process.

Examples of details to record:

- the meeting schedules
- responsibilities of members
- travel arrangements
- types of interviews conducted
- reference checks
- other forms related to the search process

The 'Sample Credential Evaluation Template' located in Appendix I is an example. Each member is responsible for keeping their detailed notes on every applicant they review and interview in the process.

At the end of the process, those notes will be turned in to the hiring manager/chair with the committee member's recommendation. This is a great time for the committee to reconvene and debrief over what went well during the search process and what could improve. The items revealed in the debriefing can be leveraged in future searches, so document the thoughts in the recruitment file clearly. The hiring manager/chair can compile these notes and forms from the search process, upload them to a pdf file, and send them to their Human Resources Partner for retention in TMS in addition to the physical recruitment file that must be retained in the department for 3 years.

Job Design, Description and Posting

"The job requirements for each open position under a federal contractor must be evaluated to ensure fairness in hiring. In addition, equal opportunity phrases must be included in all descriptions." – OFCCP

Job Description

Prior to posting the position, the search committee should meet to review the job description to ensure that the verbiage accurately reflects current department needs and to ensure everyone on the committee understands the job description. Recycling old job descriptions without review can result in failed searches, wasted time, and an inaccurate job preview. A job description is used to develop the job advertisement and should include:

- Appointment duration
- Appointment type (Tenured, tenured-track, professional, staff, service, temporary, etc.)
- Promotional paragraph
 - Summary statement about the University
 - Positive aspects of the community
 - Perks of the job
- Description of duties
 - Summation of the job
- Responsibilities
 - Ranked tasks detailing the job
- Qualifications
 - Minimum qualifications
 - Education should be the very minimum acceptable to prevent creating a barrier for applicants.
 - Experience requested should be clearly stated, quantifiable, and measurable.
 - Preferred qualifications
 - Education can be higher than minimum, but not so high that it discourages applicants.
 - Experience requested should be clearly stated, but not overstated as to discourage applicants that do not feel they measure up.
- Reporting relationship
- Salary or salary range

- Internal Equity: Are there current employees performing the same job in the same area? If so, the new hire salary should not be higher unless there are measurable job-related differences.
 - External competitiveness: Contact Human Resources for current market data
- Materials for submission
 - Curriculum Vitae or Resume
 - Cover Letter
 - Unofficial Transcripts (Avoid asking for official transcripts until later in the process)
 - Inclusive Excellence Statements
- Number of Vacancies (Multiple vacancies should be indicated in the job's promotional paragraph)
- EEO/AA statement
- Inclusive Excellence statement
 - At Ball State University, inclusiveness and freedom of expression are a part of our enduring values and inform all of our efforts.
- Inclusive Language

EXAMPLE: ...which values diversity; ...committed to diversity within its community; ...and encourages applications from candidates with diverse cultural backgrounds)

 - Avoid gender coded terms by filtering the job description through <http://gender-decoder.katmatfield.com/>

Minimum Qualifications

Qualifications must be job related and written with consideration of our strategic goals of equity and inclusion. Clearly defined qualifications will reduce the likelihood of failed searches. Ensure that each committee member agrees with acceptable evidence of the minimum qualifications prior to posting the position and strive for clarity in interpretation for any audience group.

EXAMPLE: "Three years of relevant experience" is not a clearly articulated minimum qualification and could be interpreted in many different ways. The correct wording could be, "Three years of experience in developing Affirmative Action plans and maintaining recruitment manuals."

Articulate which skills, knowledge and abilities are minimally needed to do the job and be aware of your ability to create a barrier for applicants with too much detail, but also the ability to include any applicant with too little detail. Limitations in a vacancy must be clearly defined in the minimum qualifications.

EXAMPLE: Some jobs require the use of tools/machinery that have weight lifting requirements. Include those requirements only if they are necessary to perform the job.

Education Equivalency

Consult with your HR Partner to create a proper education equivalency aimed at reducing barriers to application. An example is below:

Minimum Education:

1. Bachelor's degree from an accredited college or university by date of appointment.
Or, in lieu of Bachelor's degree:
2. Associate's degree plus an additional combination of education or experience in IT equivalent to two years. Or,
3. High school diploma or GED plus an additional combination of education or experience in IT equivalent to four years.

Inclusive Excellence Statements

Beginning in Fall 2021, faculty and professional applicants for searches within Academic Affairs are asked to provide an inclusive excellence statement. More information on the statements as well as a rubric for reviewing statements is covered in the Recruitment and Outreach. The following prompts appear in the TMS job posting:

Professional and Full-time Faculty version:

At Ball State University, inclusiveness and freedom of expression are a part of our enduring values and inform all of our efforts. We encourage applicants to familiarize themselves with our Inclusive Excellence Plan to learn more about our commitment and to identify how you might contribute to these efforts.

In the Applicant Documents section of this application, please provide an inclusive excellence statement describing how you would contribute to the development of a diverse and inclusive learning community at Ball State University through your teaching, research, and/or service. Please include examples of your contributions when possible. Word limit 500.

Part-time or Full-time Semester Instructors version:

At Ball State University, inclusiveness and freedom of expression are a part of our enduring values and inform all of our efforts. We encourage applicants to familiarize themselves with our Inclusive Excellence Plan to learn more about our commitment and to identify how you might contribute to these efforts.

In the Applicant Documents section of this application, you have the option provide an inclusive excellence statement describing how you would contribute to the development of a diverse and inclusive learning community at Ball State University through your teaching, research, and/or service. Please include examples of your contributions when possible. Word limit 500. Applicants selected for interview will be required to provide this statement.

Additional Materials

Some searches may require additional materials like an unofficial transcript, writing samples, philosophy statements, and/or letters of reference. Be aware that these types of materials may result in less applicants due to creating a barrier for those that struggle with developing additional materials, or those that do not have their materials readily available. The documents requested should always align with the qualifications for the position. For positions that typically receive an overabundance of applications, requesting additional materials may help to reduce generic applications and provide a higher quality applicant pool. Those positions that are typically harder to fill should use caution in requiring additional materials, so that the applicant pools do not decline more than normal.

Internal Searches

In some situations, search committees may determine that there are likely a number of existing employees who would qualify for the opportunity and request that the search be limited to only internal candidates. A 'Request for an Internal Search' can be requested from the Employee Relations department who will review affirmative action goals and strategic plan initiatives to determine the appropriateness of the request. Upon approval, an internal search may be conducted with the same equitable standards set forth for external positions in this manual.

Job Design and Description Approval

Once the job description has been developed, it must be sent through the TMS system for approvals. The position will be posted to the desired sources once approved by all levels required. Approval levels include the department head, Human Resources, Budget, EEO, the designated AVP, the VP, and the President. The hiring manager initiating the process should follow up with others in the approval queue to ensure timeliness and reduce the likelihood of a job getting improperly routed.

Recruitment and Outreach

"Federal contractors must use techniques to improve recruitment and increase the flow of minority and female applicants. They should also recruit from a variety of recruitment sources and create mentoring partnerships within and outside of the organization." – OFCCP

To support our Affirmative Action Plan and the goals of the University, each position needs to be evaluated to ensure the right recruitment sources are used to achieve a diverse applicant pool. Our success depends on our efforts to learn the specific job goals and the recruitment outlets available to deliver qualified applicants of diverse environments. Your HR Partner will inform you if there is an Affirmative Action goal associated with the position. Build the recruitment plan with our mission and strategic goals in mind. Determining if the position's outreach community is at the local, national, or international level is an integral and crucial aspect of such efforts. Our recruitment outreach efforts should continue to include historically underrepresented populations and these sources should be documented in the recruitment file. It is recommended that during the interview process, candidates selected are questioned about the source or sources where they learned about the open position to inform and improve where future related openings are posted.

The Human Resources Department measures the effectiveness of each recruitment outlet and monitors external accounts related to recruitment. Beyond the standard advertising package, additional sources can be requested depending on budgetary restrictions to develop and attract a diverse and qualified pool of applicants. For guidance on recruitment sources and different availability, contact Human Resources.

It is important to remember that TMS records data on which source the applicant found the position, so this can be tracked over time. Asking applicants where they found the position during the phone interview stage can also help track this information accurately. It's possible for a candidate to have heard about a job from multiple sources, so record them all in your documentation.

Department or Units Inclusive Excellence Plan for Hiring

Inclusive Excellence Goal 1: Achieve a more diverse and culturally representative undergraduate and graduate student body, faculty, and staff. Our goal is to have a campus that is accessible and equitable and that is representative of the rich diversity in our communities.

1. To create a more diverse staff and faculty:

Performance Indicators
1. Increase much-needed specialists in these content areas
2. Increase advertising faculty positions in venues likely to attract the attention of diverse applicants.
3. Identify comparable diverse publications in which to advertise any staff positions as they become available;
4. Increase consultation with campus units with diversity expertise;
5. Increase the number of potential diverse job candidates by identifying other likely diverse candidates through networking.

2. Create a positive candidate experience. Help the candidates feel welcome and supported during telephone, online, and campus interviews, within the legal constraints on what may be asked and brought up during interviewing by:

Performance Indicators
1. Develop list of community members for networking as desired by candidates;
2. Develop list of relevant resources in the community;
3. Develop list of local real estate market for candidate review.

Recruitment Plan in TMS

Our Ball State strategic priority is to achieve a more diverse and culturally representative faculty and staff that are reflective of the rich diversity in our communities. We recognize diversity and inclusive excellence as an integral endeavor to building a vibrant culture and workplace.

To increase recruitment strategies that attract underrepresented and diverse groups, all searches will need a recruitment plan. View the [Recruitment Plan Guide](#) from Ball State's Office of Inclusive Excellence.

An effective recruitment plan includes:

- **Advertising:** utilizing high yielding advertising/posting sites
- **Active outreach efforts:** networking, professional, and/or academic associations, etc.

Advertising Resources

University Human Resource Services has negotiated advertising packages with a number of high yielding sites, where your ads will automatically be placed. You have the option to request additional placements. Due to the recruitment area for Service positions, the standard advertising packages may not reach the desired audience; check with your HR Partner to determine the best method for advertising.

Negotiated Standard Advertisement Package

Standard Package

- AcademicWomen.com
- Circa
- DiverseEducation.com
- DiversityWork.com
- HigherEdJobs.com
- Indeed.com
- UniversityJobs.com

Additional advertisers for Faculty and Professional

- Chronicle of Higher Education (60-day online posting)
- Higher Education Recruitment Consortium (HERC)
- Hispanic Association of Colleges & Universities (HACU.net)

Active Outreach Efforts

In addition to the standard advertising package, target discipline (faculty, professional) or location specific (staff, service) audiences. These efforts are integral to successful recruitment efforts, so record these actions on your recruitment plan.

Some ideas for active outreach are:

- Sending the job announcement to professional networks and degree granting institutions
- Sharing and monitoring on professional and social media, e.g., LinkedIn or Twitter
- Posting in public spaces or with local businesses

As you develop the recruitment plan, please review your area's Inclusive Excellence plan and Affirmative Action goals, if any.

Document your recruitment plans below to record your Hiring Team's outreach and advertising efforts.

If you need additional assistance with developing a recruitment strategy, please contact University Human Resource Services at (765)285-1834.

Recruitment & Outreach

Each search committee member is responsible for proactively recruiting in ways that align with the University's goals. This may include social media links, telling others about vacancies through word-of-mouth, or sharing flyers. Social media best practices are included in the 'Ball State Services Social Media Best Practices' form in Appendix III. This is our opportunity to reach out and spread the word about the search to those who may not be actively looking for a new job and therefore are not seeing our advertisements on job boards, so think creatively where we might source candidates. What if we emailed department chairs at schools graduating the talent we are seeking and asked them to share with their recent graduates? Can we put up flyers at AutoZone's free bulletin board when we are hiring Automotive Mechanics? What if you emailed your network and asked them to forward the invitation on to anyone they can? To ensure consistent messaging, the search committee chair should help the committee develop a standard message. Sample invitation email templates are available in Appendix IV. All members asked to serve on a search committee should communicate their efforts to recruit with the hiring manager for documentation. Be sure to include important information in communications with applicants to ensure they do not miss any deadlines.

Double Check the Posting

As a search committee member, help the University by checking that the job description created is the correct job description posted to the website. In addition, regularly check to ensure the job is posted through the recruitment outlets requested. If you find any differences, inform your hiring manager who will then work with the HR Partner to correct any errors.

How to Apply

All interested individuals should be directed to our website to apply for any vacancy. Application materials should not be accepted anywhere other than through our TMS system, and only those applications in the TMS system will be considered for employment. Individuals needing assistance completing an application may come to the Human Resources Office during open hours.

Avoid Favoritism

Word-of-Mouth recruiting is often perceived as akin to favoritism; however, it is one of the most successful approaches to building an applicant pool. Nepotism is never acceptable at Ball State. The Anti-Nepotism Policy and Procedures found in every employee handbook

and on the Employee Relations's website gives further details on this subject. At the University, search committee members must be sure to recuse themselves from a search committee the moment they suspect they could favor one applicant over the others for any personal reason. Upon recusal, the hiring manager may be made aware of the relationship and the willingness to serve as a reference for the applicant at the reference stage in the hiring process. If you suspect favoritism is happening on a search committee or in the hiring process, please contact the hiring chair, or someone in the Employee Relations department immediately. If a recusal puts a search committee under the minimum size guidelines, contact Employee Relations for alternatives.

Internal candidates

Our goal is to create a hiring process where all candidates have an equal opportunity to be considered, and we do that by creating as similar of a review process for each candidate as we can. However, there are times when we may want to handle the timing of communication with external and internal candidates in slightly different ways. For example, when one of our internal peers is in an applicant pool, you may not be ready to inform others in the applicant pool that they are not moving forward to the on-campus interview phase, but you may wish to inform our internal peer directly just before the campus announcement is made about who is moving forward. It can feel like a professional slight to have applied for a position, been phone interviewed or maybe not heard from the search committee at all, and then learn from the public announcement. To prevent a slight of a colleague, the hiring manager or a member of the search committee may reach out to share that person is no longer being considered.

The search committee should also be sure not to bring information into search committee deliberations about "known" candidates before similar information is gathered on other candidates in the pool (likely at the reference checking stage). The information the search committee considers at the initial screening of the pool should be the materials requested of all job-seekers, nothing more and nothing less.

As a general rule, avoid giving "courtesy interviews" if the person is not qualified for the position. Similarly, if the person is qualified, they should receive fair and equal consideration. When the internal candidate is already working in the department, it can be awkward to be chatting with them in the hallway or sharing office space, and then encounter each other at the interview table. Decisions should be made early on about how open forums and conversations with graduate students or team members might be handled, including in situations when the internal candidate is not invited to a campus visit, but might be involved because of their current role on campus. Please remember to be collegial with our peers, but do not share confidential information from the search committee/process or otherwise discuss the search with the job-seeker outside of the hiring process.

Removing Postings

If you post a flyer in the community, do your best to remove it once the post is no longer accepting applications. When flyers are posted in the community, remove them when you notice they are no longer actively accepting applications so we can help our University share relevant information. The Employee Relations department and Human Resources department work together to create and track these flyers, so send these flyers to one of the departments for processing electronically or through the internal mail system. The position's closing date should always be posted on the flyer, so do not remove them if they are still active! If you share a link on social media, you can delete those as well, or add an end date where available, when the position closes to avoid confusion for job seekers.

Documentation

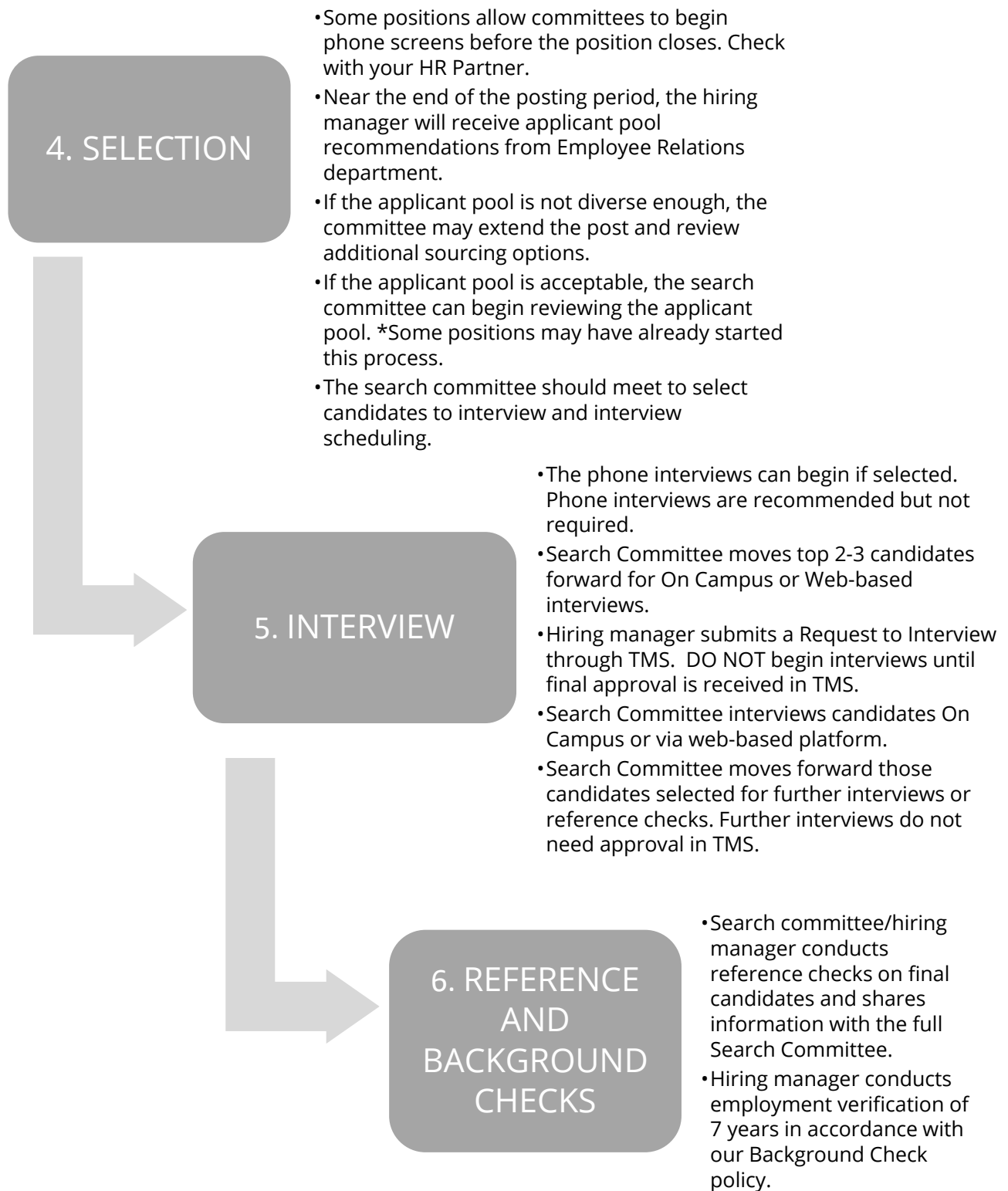
The 'Recruitment File Checklist' in Appendix V can help keep you on track throughout the hiring process. Following this checklist will ensure you are not missing any critical steps in the process and are keeping the right information along the way. Document all relevant information and retain it in the appropriate department file for 3 years, and for 10 years when we have sponsored an international candidate.

Recommended Applicant Pool Size

For one vacancy, 20 to 30 applications is the recommended applicant pool size. This is so that the committee has less of an undertaking when reviewing applications and in order to give every candidate a fair chance to receive a thorough review. To help achieve a pool of this size:

- Review past job searches for similar roles and see if there was an overwhelming number of applicants from any specific source.
- The timeframe that the posting is available could determine how many applicants the pool receives.
 - If too many applicants are present, the minimum timeframe could be the issue, discuss the option of a shortened posting period with Employee Relations.
 - If too few applicants are present, the post can be extended to collect more applications.

Workflow of Hiring Process Steps 4-6



Selection

"Federal contractors must ensure the selection process is free from bias through review of job applications and other pre-employment forms; evaluation of selection methods that have an adverse impact; and training in EEO for management and staff." – OFCCP

Acknowledgement of Application

An email is automatically sent from TMS when an applicant applies. This communication is broad and lacks the personal touch most candidates prefer in the hiring process.

Therefore, search committees can send additional email communication to all applicants once the screening process begins. Check with Human Resources to see what emails are already sent to applicants for the job you are working on. Ensure emails are sent on an individual basis, do not copy multiple candidates on one email. If emailing candidates individually is not feasible, then in Outlook, blind-copy each individual if one message will be sent to all, to ensure candidate confidentiality is maintained. Then, review the email templates in Appendix VI and email all candidates additional communication for the appropriate stage if desired. This is not a required step in the process, but it is a best practice in recruiting. Think of the applicant pool as customers who are having an experience with Ball State. Ultimately, one candidate gets the job and the other job seekers had an experience. Will they reapply to other opportunities? What will they tell their friends about applying for jobs at BSU?

Initial Screening

The search committee should go through all applicants, review the credentials, and remove those that do not meet the minimum qualifications for experience, education, or another circumstance outlined in the disposition code list. This can be done by every individual before the first review meeting or all members can go through all applicants together during a meeting. All members should review all applicants in the pool. The 'Sample Credential Evaluation Template' in Appendix I or a similar spreadsheet can provide guidance on the best method available to review applicant credentials resulting in the selection of the most qualified candidates and the clear distinction of the unqualified candidates. This exact spreadsheet does not need to be used, but similar documentation showing the process the search committees used to reach the selected applicants at each stage of the process must be retained within every department. Document all relevant information and retain it in the appropriate department file for 3 years, and for 10 years when we have sponsored an international candidate.

Evaluating Inclusive Excellence Values and Global and Cultural Competencies of Applicants

In the inclusive excellence statement, the following evidence is sought:

Awareness: 1) inequities and barriers to inclusion experienced by underrepresented and minoritized students, staff, and faculty and 2) an awareness of the Ball State Inclusive Excellence values and efforts.

Commitment: 1) removing barriers to inclusion and 2) building on the campus' efforts.

Evidence of Effort: (commensurate to career stage) that demonstrates work they have done to reach these goals of inclusion in other contexts.

Vision: of how they see their efforts contributing to campus Inclusive Excellence efforts.

Inclusive Excellence Rubric

	Expert 4-5 Points	Intermediate 2-3 Points	Novice 1 Point	No evidence 0 Points
Awareness of inequalities in society	Strong awareness of inequalities and impact on campus community members	Notes inequalities and impact on campus community members	Some mention of inequalities	No mention of inequalities
Awareness of BSU Inclusive Excellence plan	Strong awareness of Inclusive Excellence plan in context of broader IE conversations	Some awareness of Inclusive Excellence plan in context of broader IE conversations	Some awareness of Inclusive Excellence plan	No reference to BSU Inclusive Excellence plan
Commitment To Inclusive Excellence efforts	Strong commitment to IE as a core value and commitment to supporting campus' IE efforts	Shows strong commitment to supporting campus' IE efforts	Shows commitment to supporting campus' IE efforts	No evidence of commitment to Inclusive Excellence efforts
Effort/Track Record	Specific examples provided with demonstrated impact	Specific examples provided	Reference to general record provided	No evidence of track record provided
Vision	Specific examples of vision provided in BSU context	Specific examples of vision provided	General examples of vision provided	No evidence of vision provided

Disposition Codes

Each employment classification has a unique coding system for defining the reason that a candidate is rejected from consideration or removes themselves throughout the hiring process. Search committee members can locate the disposition code list for every employment type in Appendix VII. These codes are discussed in-depth during Search Committee Training, which each search committee member is required to complete before participating in interviews.

Disposition codes are important because they are used to inform our affirmative action reports, determine the usefulness of recruiting methods, and evaluate position descriptions. It is imperative to code all applicants correctly to maintain correct documentation of the hiring process. This step should be where we tell the story of why candidates were not selected, so make sure the right story is told. Screen out applicants using the initial review disposition codes during this phase in the process. It is rare that all applicants removed will have the same disposition code, just like it is rare that applicants would all have the same story. It is important to use the best code for each individual applicant and have documentation in the file showing how the committee reached that decision. HR Partners and the Affirmative Action/ER Specialist can help determine the right codes to use when questions arise.

Questioning During Initial Screening

During the initial screening process, no questions should be asked of the applicants. This step of the screening process should only consider the information required and submitted through TMS. Questions that may arise when reviewing that information should be considered for use during the interview process. Please make sure to review the rules in developing interview questions in the following section before beginning that process; these rules can be found in Appendix VIII: Interview Question Do's and Don'ts.

Evaluating Candidates for Interviews

The applicants remaining in the pool after screening out those that do not meet the minimum qualifications are to be evaluated to determine who is best qualified and will receive an interview. The 'Sample Credential Evaluation Template' is a way to easily track via spreadsheet the requirements for the position and the credentials that each applicant possesses as they relate. It is up to the committee to decide who among those remaining will receive an initial interview, and how the initial interview will be conducted. All members of the search committee should review each applicant and evaluate their credentials using the agreed upon criteria. Resist impulses to label one applicant as "best" or rank the applicants, because this makes it difficult for all applicants to be given equal consideration.

Instead, use the spreadsheet and base decisions from the criteria and qualifications of the job description to compare each applicant to the job description and not to each other or the previous incumbent.

Biases

Avoid unfounded assumptions or biases about any particular group of individuals. Let applicants decide for themselves if the position is a right fit for them and do not make stereotypical assumptions based off an applicant's demographics. Implicit bias training is offered by the University and is recommended for every search committee member to complete prior to serving on a search committee. For additional training in biases, visit the Office of [Inclusive Excellence's website](#) or [contact Human Resources](#) for additional courses offered.

Interview

"All questions asked during the interview process must relate only to the job the applicant is seeking. Employers must be aware of what questions their hiring committees are asking during the process and ensure the questions could not give rise to disparate treatment or disparate impact lawsuits."

– Aaron Werner, Partner, HMB Legal Counsel

Basic Guidelines for Conducting Equitable Interviews

- Prior to the interview, agree upon a structure to the interviews, e.g. the order of questions, who will ask questions
- Give adequate notice to candidates to prepare for interviews
- Greet the applicant, be professional, and establish rapport
- Explain the format of your interview and the process
- Make the candidate comfortable and ask questions in a way that builds the applicant's self-esteem
- Be prepared to answer resourceful questions of the University for the applicants
- Allow candidates to ask questions about the position, the University, and the community
- Eliminate interruptions
- Ensure the environment is comfortable and non-threatening
- State the purpose of the interview and gather appropriate information during the interview
- Share relevant background information about the job
- Take relevant notes and record answers to questions asked (when applicants discuss personal information, do not address it)
- Represent the University respectfully and with civility
- Equitable treatment is imperative during the hiring process

Emailing the Candidate

Before interviews begin, some search committees may elect to email the candidates selected for interview to ensure they are aware of the salary, benefits, and/or other critical components of the position. Ensure emails are sent on an individual basis, do not copy

multiple candidates on one email. No prior permission is needed to email candidates. Informational email templates are available in Appendix IX.

Responding to unsolicited candidate emails

To ensure fairness and equity, materials sent outside of the Applicant Tracking System (TMS) cannot be accepted. If a candidate shares additional materials, return the materials. An email template is available in Appendix X for responding to unsolicited application materials. The initial review is limited to just those materials requested at the time of application through the applicant tracking system. Of course, search committees may request additional information later in the search process; however, that information will be asked of all candidates still under consideration.

Initial Interview

Phone Interviews: Once the search committee has identified candidates they want to consider further, a short phone interview of approximately 15 minutes and about 5 questions can help ensure the candidate and the University are both interested in spending more time together in a longer interview. Phone interviews typically consist of 3-8 candidates and may be conducted without obtaining prior approval through TMS. It is never too early in the search process to ask the candidates a question about how they would contribute to the diversity and inclusion culture we are fostering on campus. Examples of questions to use in a phone interview are in the Interview Questionnaire Guide in Appendix XI.

On Campus or Web-Based interviews: If phone interviews are not desired, On Campus or Web-Based interviews can be the initial interview. **On Campus or Web-Based interviews must be requested and approved through the TMS system before interviews can be scheduled.** *ADA regulations apply to interview applicants, so ensure we're doing our best to provide accommodations when needed.* For most on-campus interviews, pools are narrowed to 2-3 candidates to efficiently use applicant travel reimbursement funds and committee time. Search committees are advised to interview with this in mind, but exceptions can be made based on the number of qualified applicants in the pool and the number of vacancies available. Applicants should be sent an 'Interview Memo' that details when the interview is, the location of the interview, who is on the interview committee, and how/where to park and navigate campus. A sample 'Interview Memo' can be found in Appendix XII.

Closing the Interview

Ensure all questions have been asked and answered of the applicant, and that the applicant has had the opportunity to ask questions of the committee. Inform them that once the interviews conclude, the committee will proceed to the next step in the process and the applicant will be contacted and informed of their status at that time. The applicant can be reminded of the contact information if they have any questions that arise after the interview and the expected timeline for filling the position. Applicants can be led to the original meeting place when the interview began (if different from where the interview/s end) and ensure they are aware of where they're going to exit and locate the parking lot before you leave them. If none of the applicants selected for the initial interview are desired for the position after interviews conclude, the search committee can go back to the pool of candidates and select alternative candidates to Request to Interview in TMS. If no other viable candidates remain in the pool, consult with HR about the next steps.

Second Interview

The second interview conducted should consist of an applicant pool that has been narrowed from the initial interview. **On Campus or Web-Based interviews must be requested and approved through the TMS system before interviews can be scheduled, but only once.** If the initial interview was On Campus or Web-Based, the second interview does not have to be approved again in the TMS system. Phone interviews should not be conducted at this stage unless no other option is available. (Web-Based interviews are very common, but some candidates may not have access to this technology. To avoid creating a barrier for applicants, a phone interview can be conducted for those with limited technology access.) Be consistent and ensure all applicants go through the same process.

Recording Interviews

In times of uncertainty, there may be occasions where interviews need to be recorded so that decision makers can view the interview after it occurs. Recording interviews (phone, on campus, or web-based) should not be a normal practice, and should be reserved for special situations.

Legal requirements provide that storing personally identifiable information extends to IP addresses and video footage, including recording an applicant's interview. This information is confidential, and must be stored the same way other personnel confidential information is stored within the department. This information must be retained for 3 years along with other hiring information. Access to the video or audio taped material should be only made available to the committee members selected for the interview in question. These tapes

should be viewed in a location where those not permitted to view the material cannot hear or see them. For more information, please see Appendix XIII Preparing to Record an Interview; please reference Appendix XIV for an informed consent form for the applicant to be recorded.

Request Interview Approval in TMS

When applicants have been selected for On Campus or Web-Based interviews, the hiring manager or designee must make this request in the TMS system. All applicants being considered for On Campus or Web-Based interviews should be requested in TMS at the same time. HR checks the process at this time to ensure our bases are covered, so it is important for us to know where you are with all applicants before interview approvals can begin. Do not send through each request as they are phone screened/interviewed, instead wait until all of the initial screenings and initial interviews are concluded before requesting to interview. Applicants that are qualified, not selected for further interviews, but still potential applicants if others withdraw, can remain in alternative status. If the first group of selected candidates for interviews are not selected for further consideration, alternative candidates can be sent through TMS one at a time for interview approvals.

Alternative Applicants

At this stage, all applicants that are not being interviewed but are qualified may be considered as alternative applicants. They meet the minimum qualifications, but are not the preferred applicants in the pool. If all the preferred applicants in the pool withdraw, keeping these applicants in active status shows that we have no reason to fail the search or research new avenues until we consider those remaining in the pool that meet the minimum qualifications. The 'Sample Credential Evaluation Template' will help keep track of which applicant is next in line for consideration based upon their qualifications and the initial search committee's screening, if someone withdraws or is no longer in consideration for another reason. Once the initial request for interviews has been made on the original applicant group, alternative applicants can be requested for interviews one at a time as needed. The hiring chair is responsible for coordinating the process until a final applicant is selected for an offer.

Acceptable Questions

All applicants must be asked the same questions. Search committees are welcome to send their questions to their HR Partner or the Affirmative Action Specialist for review prior to the start of interviews. A list of approved questions is available in the 'Interview Questionnaire Guide' in Appendix X. Search committee members should take notes of the

responses to the questions asked, but should not record information that is not relevant to the question asked.

EXAMPLE: If an applicant is asked about their 5-year plan and they respond with information about their child or spouse, do not write down the information about their child or spouse, only the information that relates to the job. If they do not answer with information related to their employment plan, restate the question emphasizing the term 'employment' to help guide the applicant towards the information you're looking for. DO NOT ask follow up questions on personal information or comment on prohibited information that an applicant may disclose.

Try to form your questions with enough details that personal information is not freely given, but sometimes applicants will discuss this information despite attempts to not address it.

EXAMPLE: Instead of "Tell us about your 5-year plan." Ask the applicant to "Tell us about your employment goals in the next 5 years."

Prohibited Questions

A 'Interview Questions Do's and Don'ts' in Appendix VIII provides questions that are allowed and prohibited in the hiring process. Refer back to this guide when developing questions to ask during the process. Contact Employee Relations or Human Resources for any questions or concerns on this topic.

Disposition Codes

Whenever your search committee refines the candidate pool, remember to enter disposition codes in TMS to define the reason for removing candidates from your applicant pool. Remember, this is a critical piece of information in the University's search process. Each employment classification has a unique coding system for dispositions throughout the hiring process. The disposition code list for each employment classification is located in Appendix VII and also provided during Search Committee Training.

Additional Interviews

More than two interviews can be conducted when appropriate, but the level of job should reflect the intensity of the interviews given. Multiple interviews can delay the hiring process, cause frustration for applicants, and become a financial burden for the University. On the other hand, multiple interviews can provide more insight and assessment of who is

best qualified, which can add value to decision making process. Be mindful of the benefits and disadvantages of multiple interviews and use them only when necessary.

Campus Visits

Faculty and professional positions often allow the opportunity for nonlocal applicants to travel to campus for multiple reasons. The applicant gets the chance to be interviewed face-to-face and they can evaluate the campus and community for personal planning. Applicants should be provided an itinerary for campus visits in advance. The applicant will pay for the travel expenses up front, and we will reimburse reasonable expenses afterwards. All potential face-to-face interviews should be planned for one trip, so that applicants are not required to travel more than once and for budgetary reasons.

Try not to occupy more than 8 hours out of the day for interviews, and provide the applicant with break periods as often as possible. Meals should be provided, but it is not required to dine with the applicant if they prefer to dine alone. Giving applicants time to think and unwind in between interviews is important. Some applicants may prefer to dine with the committee, and that is acceptable as well. This social interaction is important and provides the applicant with a good opportunity to determine if they are a good fit for the University. Search committees and hiring chairs must remember that when personal conversations arise during meals, or when traveling, that this information is not to be considered when analyzing who to extend an offer too. Incidental conversations that include these topics are permissible, and faculty must be able to address an applicant's questions about the school system, spousal employment (dual-career hires), benefits, and other personal issues that arise when relocating or accepting a new job.

Demonstrations and Presentations

The University encourages all faculty positions to require a teaching demonstration as part of the campus visit. Professional positions are also encouraged to require applicants to give a brief presentation showcasing their speaking skills when appropriate for the position. This requirement must be administered consistently with all applicants selected for this step and all applicants selected must be given adequate notification to properly prepare. These can be conducted through a web-based platform when on campus interviews are not permissible.

Information Packets

Information packets can be constructed and given to all applicants brought to campus for interviews. These packets can include a copy of or link to the University's employee

handbook (based on the classification of the position), departmental brochures, a campus map, benefit information, dual-career brochures, cultural center brochures, and any other information that the search chair finds helpful for applicants.

Reference and Background Checks

Once interviews have concluded, the search committee may move on to reference checking of several finalists or the top finalist. Remember that references provided by applicants to speak to their performance will likely be positively biased towards the applicant. Listen carefully for any red flags raised or hesitations to respond, and dig deeper.

Before beginning reference checks, alert the finalist(s) that they have reached the reference checking stage and will be reaching out to their references. If you intend to speak to other individuals, like their current supervisor, who may not be listed as references, make sure finalist(s) know that before you do so. Be careful not to “out” an applicant at their current institution without allowing them an opportunity to know and/or alert their supervisor of the impending contact. Conversely, candidates may have additional information to share about their situation and what you may hear.

At this time, personal internal references can be contacted, and social media and internet searches can be utilized to research the final applicants in consideration. In addition to checking references, the final applicant must have seven years of employment verified and completed in accordance with the [Background Checks for Employment policy](#) found on the Human Resources website. Questions regarding the Background Checks for Employment policy can be directed to the Human Resources office.

Search committees should determine how references and/or employment will be checked and structure these to limit biases interfering. Ideally, at least 2 individuals should listen in on phone reference/employment checks. Don’t allow one search committee member to do all reference/employment checks on one candidate. The search committee should agree what places are going to be referenced checked, so that we gather consistent information on each finalist. For example, don’t check “Rate My Professor” or “Facebook” on some finalists, but not all, and discuss in advance whether or not that information reliably relates to the position at hand and whether it will be considered at all.

FAQs on Background and Reference Checks

Q: Is verifying 7 years of employment the same as a reference check?

A: It can be, but not necessarily. Verifying 7 years of work history is not asking about performance necessarily, but a verification of job titles and dates of employment. Whereas, reference checks are questions regarding performance, remember since specific references are provided by the applicant, they are likely to be personally biased in favor of the candidate. Checking references can be completed simultaneously with employment verification.

Q: If an applicant is self-employed, how do you verify employment?

A: Check their online presence or ask the applicant to help verify their self-employment.

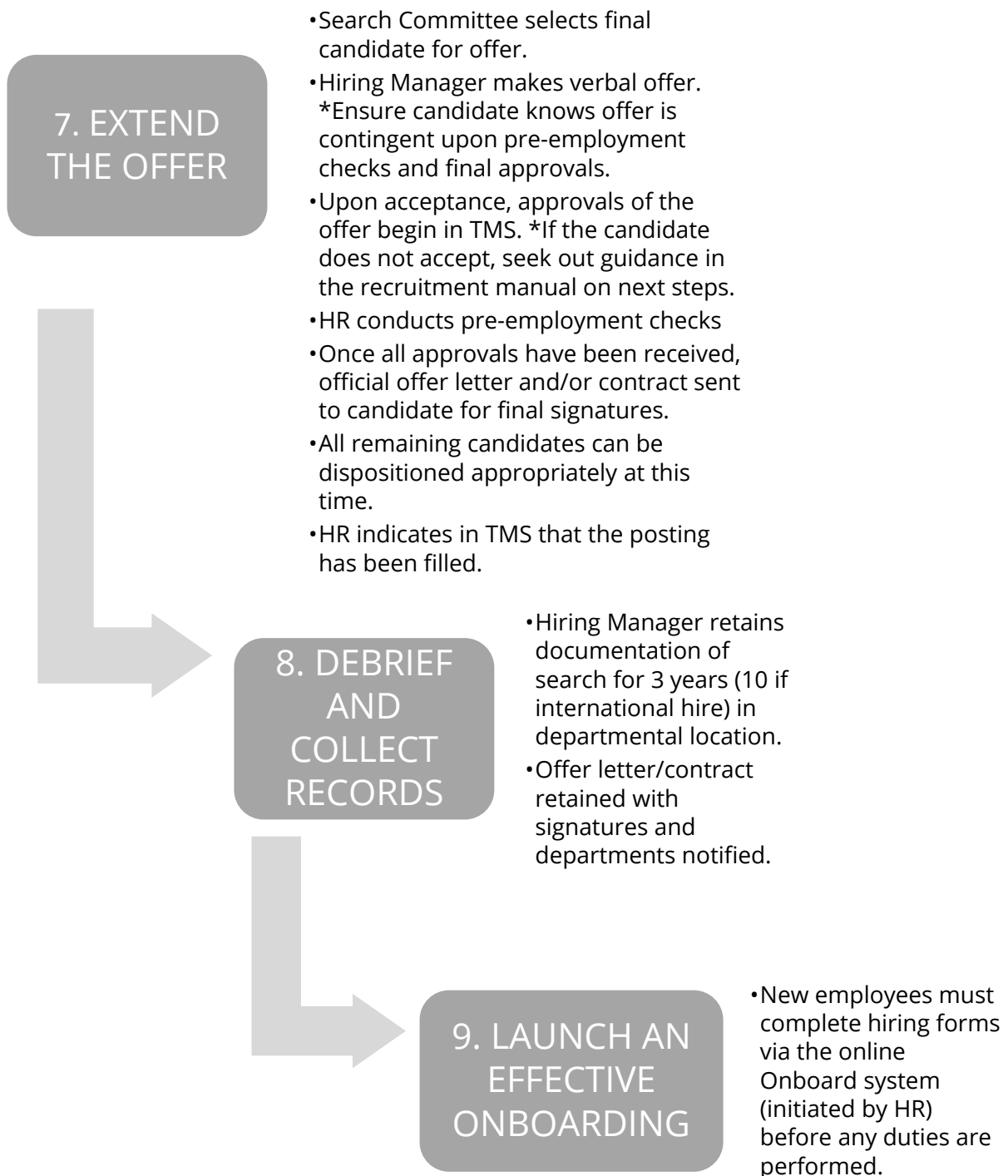
Q: If an applicant has no employment history, how do we check the 7-year period?

A: You do not need to check employment history where none exists.

Q: Do employment checks happen before the University's background checks?

A: Yes, our background checks are done at separate times. Verification of seven years employment history is done after interviews if the applicant is selected to move forward. Criminal background checks, among other pre-employment checks, begin after the applicant has been selected for the recommended for hire stage.

Workflow of the Hiring Process Steps 7-9



Extend the Offer to Hire

"Although salary is a major enticement or deterrent, the conversation regarding the compensation packages should include other incentives the institution is willing to provide." – Association of American Colleges and Universities

The Offer Package

To discuss the offer package, the hiring manager should be aware of the benefits provided by the University, the compensation ranges, the office space, working hours, dual-career hiring needs, and/or any other academic personnel issue that may arise. Knowing information regarding relocation and moving expenses in the area when applicable is appropriate and helpful in reducing complications for new employees. There is a [cost-of-living calculator on HR's website](#) that can be helpful in highlighting the region's affordability. During communications, it is imperative that applicants are aware that no commitments are finalized until the President of the University gives written approval in an offer letter.

For candidates relocating to the area, remember to promote living in Muncie and Delaware County. The University has developed a [Live Near Your Work website](#), that provides pertinent information about the community, entertainment, the school system, and relocation services.

Verbal Contingent Offers Prior to Background Checks

Faculty and Professional: Department extends a verbal offer contingent upon the results of the background check. HR initiates the background check by sending the applicant a link to the background consent.

Staff and Service: HR initiates the background check by sending the applicant a link to the background consent. HR then extends an offer once background is complete.

Salary Equity

The salary/hourly rate should have been determined during the job development phase of the recruitment process. The salary offer should not surpass the equitable range agreed up during the development stage. Salaries should be in-line with current employees of similar rank and experience in similar positions. It is the duty of every department to make efforts to understand salary equity and ensure their area/s are operating fairly. Human Resources will also advise on questions on salary equity and to ensure the correct salary/hourly rate is being considered.

Notifying Unsuccessful Candidates

Since some offers are rejected, it is important to keep all interested and qualified applicants in the pool. Unsuccessful candidates should be notified only after an offer has been accepted, to reduce the chance of losing alternative applicants. Hiring managers are responsible for contacting applicants to inform them of their status. The tone of a rejection letter should always be respectful and encourage applicants to reapply to positions applicants feel they qualify for, and do not make any promises about continuing to consider them or keeping their resume 'on file'. Once someone is dispositioned as "Recommend for Hire", TMS will send auto-generated rejection messages, so if the search committee wants to send a message ahead of that, be prepared to send the emails ahead of submitting disposition codes. A sample rejection email can be found in Appendix XV.

TMS

TMS must be updated to reflect the offer being made. Once the candidate accepts the official offer letter, the remaining applicants must be dispositioned based upon the specific reasoning for each individual. Remember that you are telling the story of why the applicant was not selected for the position with these codes, so make sure they are correct. For any uncertainty during this process, reach out to the HR Partner assigned to the position.

The Offer Letter

Faculty and Professional offer letters are created in HR and approved by the Provost and President, and then emailed to the candidate.

Staff and Service offer letters are created in HR and emailed to the candidate.

Rejected Offer

When an offer is rejected, the search committee can go back to alternative applicants interviewed, re-evaluate, and select another applicant for the offer. This applicant must have gone through the same process as the other applicant that rejected the offer. This includes all interviews leading up to the pre-employment checks, the pre-employment checks themselves, and official requests in the TMS system. If there is no interest in any of the other applicants, the search must be failed and a new search can begin. Contact Human Resources for more information on this topic.

Failed Search

If a search committee is unable to achieve an accepted offer, the search results in a failed search. The job design, posting, recruitment plan and outreach should be re-evaluated at this time to identify improvements needed. Why did applicants not accept the offer, or were there enough qualified applicants to begin with? Ensure there are no barriers to entry or other issues preventing applicants from applying or being considered. Search committees should also consider new recruitment outlets and not utilize sources that yielded unfavorable results.

Debrief and Collect Records

Debrief with the entire search committee to discuss what went right and potentially could have went better during the search. What lessons did you learn that should be memorialized and/or changed before the next search is conducted? Share any relevant knowledge with others in the department and HR if it could help others conduct a more inclusive search.

Ensure your documentation tells the correct story of your process so that an outsider with no recollection of your process could see how the search went without your verbal guidance. Document all relevant information and retain it in the appropriate department file for 3 years, and for 10 years when we have sponsored an international candidate.

The search chair will collect these documents at the conclusion of the search process, and the file will be held in the departmental system created for hiring. These documents must be easily accessible if Employee Relations asks for them in the event of an audit. Keep this in mind when designing your system and reach out to Employee Relations with any questions on documenting the process and/or retaining the documentation.

Onboarding

An exclusive guide to the onboarding process at Ball State University can be located [here](#). This web page gives everything a new hire may want or need to know about life in our vibrant community. Information given begins before the hire up to the first year of employment.

When an employee accepts a position, the next step is to set them up in our Onboard system. Onboard is for new employees and is a user-friendly feature of TMS (our HR online portal) that will allow new employees to conveniently access, complete, and submit forms as well as upload documents electronically. This feature is used for Staff, Service, Professional, and Faculty employees. New employees will receive an email to their personal email account containing instructions and a link to direct them to the Onboard site.

The 'New Employee Onboarding Checklist' can be found in Appendix XVI.

Additional Options

"By failing to prepare, you are preparing to fail (Ben Franklin). You should encourage your hiring team to ask each candidate the same set of questions and use consistent evaluation methods. Companies are required to provide evidence through documentation that they follow these practices when prompted by litigation." – Kelly Smith-Haley, Fox, Swibel, Levin & Carroll, LLP

Waivers and Exceptions

Occasionally situations arise where a hiring manager believes the normal search processes should not be utilized, and they wish to Request a Waiver of the Search Process as an exception due to special circumstances. Departments considering this request should start by contacting Employee Relations to discuss their situation before initiating the Request for a Waiver form. The waiver form must be initiated and routed through proper departments for approval and uploaded to TMS once approved. Under no circumstances should an offer be made or a search begin before a waiver and a request to fill receives final approval in TMS. Contact Employee Relations for further guidance on this topic.

Search Firms and Temporary Agencies

Consulting with a search firm or temporary agency (vendors) must be established in Human Resources. When working with a vendor, everyone involved must understand Ball State's search process. Vendors are not exempt from following the University's regular search processes and must work with Human Resources to ensure the appropriate procedures and record-keeping. The position description must be routed and approved in TMS prior to the search and must include the EEO statement. If it is determined not to utilize TMS to collect applicant information, the search firm will need to work with Employee Relations to ensure voluntary self-identification forms are sent to all applicants. Documentation of all applicants must be requested of the search firm and retained for 3 years by the department. The Affirmative Action/Employee Relations Specialist must be involved with the vendor to ensure compliance with the University's policies and EO/AA regulations. The offer request must be routed and approved as normal in TMS before a job offer can be made.

Appendix I: Sample Qualification Evaluation Template

Search committees need to create/update the template to reflect the minimum and preferred qualifications articulated on the job description. You can access the [Sample Credential Evaluation Template](#) on the [Inclusive Hiring Page](#).

The information gathered in the template is listed below:

1. Job Seeker
 - First name
 - Last name
2. Required Application Materials ("X" indicates received")
 - Resume/vita
 - Unofficial transcripts
 - Diversity statement
3. Optional Application Materials ("X" indicates received)
 - Cover letter
4. Minimum Qualifications ("X" indicates qualification evident from materials)
 - Education
 - Experience
 - Software proficiency
5. Preferred Qualifications ("X" indicates qualification evident from materials)
 - Specialized education
 - Additional experience
 - Additional software proficiency
6. Notes
 - Work/business related notes about
7. Diversity/Inclusive Excellence Statement ("X" indicates evidence from materials)
 - Knowledge of DEI
 - Achievement in DEI
 - Future DEI plans
8. Interview Questions ("X" indicates applicant responded appropriately)
 - What is your favorite thing about teaching and why?
 - Why do you feel advancing education and research in your field is important?
 - How will you contribute to promoting a diverse and inclusive community at BSU?
9. Disposition (transfer to Applicant List when submitting)
 - Status: finalist, alternate, rejected or hired
 - Code

Appendix II: Developing Screening Criteria

INTRODUCTION - Implicit bias research strongly suggests a need to invest time early in the hiring process (ideally before posting, at least before applications are reviewed) for the committee to reach a shared understanding of the qualifications in relationship to the job. The full search committee participates to develop this tool, discussing what meets or demonstrates strength for each qualification, which qualifications most strongly predict better performance, and how/when to evaluate each qualification. Doing this before advertising double-checks the qualifications for effectiveness, allows them to be refined as needed, and uncovers structural bias. Rigorous accountability to the matrix at each successive stage helps mitigate cognitive *and* structural bias.

Qualification and Required or Preferred – Copy each qualification word-for-word from the job description, one qualification in each cell. In the second column, indicate *R* for required or *P* for preferred. Remember, a candidate **must** meet all required qualifications to be hired. Preferred qualifications predict better performance.

Relationship to Job – To understand how broadly we can evaluate/interpret a qualification, we must understand what it enables the appointee to do in the position. Which position duties require it? Why is it needed, how is it used in the job, what might be difficult or impossible without it? Does this qualification tie directly to duties described in the job description, or have we failed to show the part of the job this qualification supports? Is it a proxy for skills not otherwise articulated? If so, what skills? Might it be better to list them individually?

Transferable? – Is this a transferable skill? Transferable skills are portable skills that one can learn in any setting (professional, personal, or educational) and take to any other setting; when a skill is transferable, the screening criteria are highly flexible.

Screening Criteria – This column broadens our understanding of how candidates may meet each qualification, so we can consider more candidates and those who are qualified less typical ways. Given its relationship to the job, what experiences, accomplishments, or learning meet this qualification? If it could be assessed in an interview, what **MUST** the candidate include in their answer—at a minimum—to meet the need? Go beyond *quantity* (such as number of years) to define indicators of acceptable *quality* in their performance or understanding. Ask “who might we miss?” and “What ways to meet this we have overlooked?” to broaden the criteria.

Answer the above questions for all required and preferred qualifications before continuing to Priority.

Priority – How important is *strength* in this qualification compared to *strength* in other qualifications?

Required qualifications: If meeting a qualification *strongly* (vs. minimally) strongly predicts *better* performance, it is a *high priority* for the committee to spend more time evaluating. Conversely, once an objective numeric qualification is met, there is no need for the committee to spend more time on it; it is *low priority*.

Preferred qualifications: Those that most strongly predict better performance are *high* priority. Those that least strongly predict better performance are *low* priority. *High, medium, and low* priority apply to both preferred AND required qualifications.

Strength – For medium and high-priority qualifications, what are indications that a candidate meets them *strongly* (beyond just meeting them) in relationship to the job? What *ways* of meeting (or exceeding) the qualification predict better performance? Go beyond quantity (how *much*) to include quality (how *well*).

When to Assess – At what stage will we have enough information to assess this qualification for all applicants? If it is high priority and will be evaluated at more than one stage, what are we looking for at each stage? When will we eliminate candidates for not meeting it?

Position Title: _____

Qualification	Required or Preferred?	Relationship to job – <i>What parts of the job does this qualification support? Why is it needed/how is it used? What might they not be able to do without it?</i>	Transferable?	Screening Criteria – <i>what are the different ways someone might meet this qualification?</i>	Priority – <i>relative importance</i>	Strength – (for medium & high-priority qualifications) <i>what are indicators that someone meets the qualification STRONGLY – what ways of meeting it predict better performance?</i>	When to Assess <i>(and eliminate for not meeting)</i>
	R				Low Medium High		Application Video/phone interview Site Interview References
	R				Low Medium High		Application Video/phone interview Site Interview References
					Low Medium High		Application Video/phone interview Site Interview References
					Low Medium High		Application Video/phone interview Site Interview References

Appendix III: Ball State Social Media Best Practices

Facebook – Key Demographic: Prospective Non-Student Employees

- When posting about job opportunities, link directly to the website in the caption instead of including the link in a graphic.
 - Include the link at the end of the caption
 - “See more details here: (link)”
 - “Apply now: (link)”
 - This will streamline the navigation process
- Tag “@ballstate” in every post, so we can share on the University account
- List openings in the captions in a bulleted format
- Include an engaging photo
 - A photo will take the place of the link display and look more aesthetically pleasing
 - If there are multiple positions open, try to include photos of employees in action for each position

Twitter – Key Demographics: Prospective Student/Non-Student Employees

- When posting about job opportunities, link directly to the website instead of including the link in a graphic.
 - Include the link at the end of the caption
 - “See more details here: (link)”
 - “Apply now: (link)”
- Include the link to the job posting page in the bio/account description
- Tag “@ballstate” in every post, so we can share on the University account
- List openings in the captions in a bulleted format
 - If the character limit allows
- Include an engaging photo
 - A photo will take the place of the link display and look more aesthetically pleasing
 - If there are multiple positions open, try to include photos of employees in action for each position

Instagram – Key Demographic: Prospective Student Employees

- Post the job listing website link in your bio
- When posting about job opportunities, refer to the link in your bio. Links are not clickable in Instagram captions
 - “Apply through the link in our bio!”
- Use clear and relatable photos for your posts. Let the photos tell the story.
 - Graphics that list the job opportunities would be great, too!
- Tag “@ballstate” in every post, so we can share on the University account

Appendix IV: Sample Invitation to Apply

Dear _____,

Ball State University's Department of (____) is conducting a search for a hire in (____). Your name was forwarded to me as a potential candidate for this position, and I am writing to encourage you to apply. I have attached the link to the job posting for your reference. Please let me know if you have any questions.

We hope you will also explore all that Ball State University and the Muncie Community has to offer.

<https://www.bsu.edu/about/administrativeoffices/humanresources/jobs/working-at-ball-state>

<https://www.muncie.com/Muncie-Living.aspx>

Sincerely,

Search Committee Chair

OR general invitation

Dear _____,

Ball State University's Department of (____) is conducting a search for a hire in (____), and I am hoping you can help us spread the word. I have attached the link to the job posting for your reference (____).

Please let me know if you have any questions.

We hope you will also explore all that Ball State University and the Muncie Community has to offer.

<https://www.bsu.edu/about/administrativeoffices/humanresources/jobs/working-at-ball-state>

<https://www.muncie.com/Muncie-Living.aspx>

Sincerely,

Search Committee Chair

Appendix V: Recruitment File Checklist

University Human Resource Services, in collaboration with hiring managers and search committees, must document searches to ensure compliance with federal and state records retention requirements. Information documenting recruitment and selection procedures must be retained for **all** hires. Records must be maintained for a period of **three (3) years** from the date the position is filled.¹ Additionally, if an international candidate is selected, records must be maintained for a period of **ten (10) years** from the date the position is filled.

As the Hiring Manager or Search Committee Chair, recordkeeping is part of your responsibilities. Thankfully, our talent management system is programmed to do most of the recordkeeping for us. However, if anything is printed out of the system and marks (writing, symbols, etc.) are made on that printed document, it too must be collected and retained. Once a search is closed, all records must be maintained in a central recruitment file.

The records **(electronic or printed)** that must be retained are the following:

- ☐ Names of all members of the search committee and who served as chair
- ☐ Copy of the position description
- ☐ Copy of the Recruitment Plan, advertisements, press releases, and other publicity materials and outreach activities
- ☐ Assessment and screening criteria
- ☐ List of applicants with copy of dated email sent to Affirmative Action Specialist
- ☐ Candidate materials (i.e. cover letters, work history, resumes/curriculum vitae, transcripts, recommendation letters, reference list, reference check materials, and copies of correspondence with individual applicants and nominees)
- ☐ Sample correspondence (emails/letters) sent to applicants
- ☐ List of interviewees and interview questions
- ☐ Evaluations of candidates at each step, evaluations of candidates who are interviewed (including all interview notes), reasons why candidates were not referred for selection, reason for selecting the finalist
- ☐ Documentation of any communication regarding affirmative action goals for this position, (if any)

Questions about this Checklist and/or recordkeeping requirements can be referred to Melissa Rubrecht, Director, Employee Relations & Affirmative Action, at mrubrech@bsu.edu or at (765) 285-1845.

¹ 41 CFR 60-1.12; 41 CFR 60-300.80; 41 CFR 741.44(f)(4)

Appendix VI: Acknowledgement Email Template

Dear [Applicant Preferred Name],

This email is to advise you that we have received your application for the open [Position Title] position and have begun reviewing all submitted applications.

In the next few weeks, we will begin reaching out to applicants to conduct interviews and hope to hire someone by [expected hire date]. We will notify you on the status of your application by [define a time period].

Thank you for your interest in employment with Ball State University.

Sincerely,

[Position Title] Search Committee

Appendix VII: Disposition Codes

Faculty Disposition Codes

Workflow State: Do Not Select (move to Not Interviewed, Not Selected – Email when filled)

- D1 – Application incomplete
- D2 – Submission received after position closed or filled
- D3 – Does not meet minimum qualifications - education
- D4 – Does not meet minimum qualifications - experience
- D5 – Does not meet minimum qualifications - other required license/certification/credential
- D6 – Did not leave the university in good standing
- D9 – Experience not as strong as other candidates
- D10 – Education not as strong as other candidate
- D11 – Duplicate application
- D12 – Candidate withdrew from consideration (pre-offer)
- D13 – Candidate not eligible to work in the U.S.
- D14 – Later discovered fraudulent information in application/interview materials
- D15 – Position not filled
- D16 – Failed search
- D17 – Hiring Freeze
- D18 – Retiree – not eligible for benefited position
- D19 – Unable to verify/unsatisfactory references
- D20 – Non-BSU employee applicant, not eligible for internal posting
- D21 – Application received - ready pool vacancies satisfied
- D22 – Application received – ready pool expired

Workflow State: Submit (move to Phone Pre-Screened – Not Selected – email at Filled)

- P1 – Unable to contact candidate
- P2 – Not available/late for interview
- P3 – Lack of interest in the position
- P4 – Experience not as strong as other candidates
- P5 – Education not as strong as other candidates
- P6 – Not eligible for hire/transfer (cannot work required shift)
- P7 – Candidate withdrew from consideration (pre-offer)
- P8 – Candidate not eligible to work in the U.S.
- P9 – Later discovered fraudulent information in application/interview materials
- P10 – Position not filled
- P11 – Failed search
- P12 – Hiring freeze
- P13 – Teaching credentials not as strong as other candidates
- P14 – Research credentials not as strong as other candidates
- P15 – Teaching specialization does not meet needs of the department
- P16 – Record in research, publication, creative endeavors or other scholarly productivity does not meet the needs of the department.
- P17 – Unable to verify/unsatisfactory references

Workflow State: Do Not Select (move to Interviewed, Not Hired – Email when filled)

- F1 – Unable to contact candidate
- F2 – Did not show/late for interview

F3 – Lack of interest in the position
F4 – Experience not as strong as other candidates
F5 – Education not as strong as other candidates
F6 – Qualified but skill set not as strong as top candidate
F7 – Unable to verify all employment during seven (7) years immediately preceding application
F8 – Unable to verify all experience that qualifies individual for position
F9– Unable to verify all academic diplomas and degrees
F10 – Unable to verify all required licensure(s)/certifications
F11 – Unable to verify/unsatisfactory references
F12 – Candidate withdrew from consideration (pre-offer)
F13 – Candidate not eligible to work in the U.S.
F14 – Later discovered fraudulent information in application/interview materials
F15 – Position not filled
F16 – Failed search
F17 – Hiring freeze
F18 – Teaching specialization does not meet needs of the department
F19 – Record in research, publication, creative endeavors or other scholarly productivity does not meet the needs of the department.
F20 –Teaching credentials not as strong as other candidates
F21 – Research credentials not as strong as other candidates
F22 – Declined verbal offer post-interview

Workflow State: Not Hired (move to Recommended for Hire – Not Hired)

R1 – Not eligible for hire/transfer (delinquent account)
R2 – Not eligible for hire/transfer (extended leave)
R4 – Did not satisfactorily pass criminal background check
R5 – Did not satisfactorily pass credit/tax background check
R6 – Declined – no longer interested in position (post-offer)
R7 – Declined – pay and/or benefits
R8 – Declined – location
R10 – Candidate withdrew from consideration (pre-offer)
R11 – Candidate not eligible to work in the U.S.
R12 – Later discovered fraudulent information in application/interview materials
R13 – Position not filled
R14 – Failed search
R15 – Hiring freeze

1/4/21

Professional Disposition Codes

HR-TMS – Under Review by Department - Not Interviewed – Not Selected

- D1 – Application incomplete
- D2 – Submission received after position closed or filled
- D3 – Does not meet minimum qualifications - education
- D4 – Does not meet minimum qualifications - experience
- D5 – Does not meet minimum qualifications - other required license/certification/credential
- D6 – Did not leave the university in good standing
- D9 – Experience not as strong as other candidates
- D10 – Education not as strong as other candidate
- D11 – Duplicate application
- D12 – Candidate withdrew from consideration (pre-offer)
- D13 – Candidate not eligible to work in the U.S.
- D14 – Later discovered fraudulent information in application/interview materials
- D15 – Position not filled
- D16 – Failed search
- D17 – Hiring Freeze
- D18 – Retiree – Not eligible for benefited positions
- D19 – Unable to verify/unsatisfactory references

Phone Pre-Screen

HR-TMS Phone Screen (Interviewed, Not Hired – Email when filled)

- P1 – Unable to contact candidate
- P2 – Not available/late for interview
- P3 – Lack of interest in the position
- P4 – Experience not as strong as other candidates
- P5 – Education not as strong as other candidates
- P6 – Not eligible for hire/transfer (cannot work required shift)
- P7 – Candidate withdrew from consideration (pre-offer)
- P8 – Candidate not eligible to work in the U.S.
- P9 – Later discovered fraudulent information in application/interview materials
- P10 – Position not filled
- P11 – Failed search
- P12 – Hiring freeze
- P13 – Unable to verify/unsatisfactory references.

HR-TMS Request for Interview/Interviewed not Hired Status

- I1 – Unable to contact candidate
- I2 – Did not show/late for interview
- I3 – Lack of interest in the position
- I4 – Experience not as strong as other candidates
- I5 – Education not as strong as other candidates
- I6 – Qualified but skill set not as strong as top candidate
- I7 – Unable to verify all employment during seven (7) years immediately preceding application
- I8 – Unable to verify all experience that qualifies individual for position
- I9 – Unable to verify all academic diplomas and degrees
- I10 – Unable to verify all required licensure(s)/certifications
- I11 – Unable to verify/unsatisfactory references
- I12 – Candidate withdrew from consideration (pre-offer)
- I13 – Candidate not eligible to work in the U.S.

I14 – Later discovered fraudulent information in application/interview materials
I15 – Position not filled
I16 – Failed search

HR-TMS Recommended for Hire – Not Hired

R1 – Not eligible for hire/transfer (delinquent account)
R2 – Not eligible for hire/transfer (extended leave)
R3 – Not eligible for hire/transfer (cannot work required shift)
R4 – Did not satisfactorily pass criminal background check
R5 – Did not satisfactorily pass credit/tax background check
R6 – Declined – no longer interested in position (post-offer)
R7 – Declined – pay and/or benefits
R8 – Declined – location
R9 – Declined – work shift
R10 – Candidate withdrew from consideration (pre-offer)
R11 – Candidate not eligible to work in the U.S.
R12 – Later discovered fraudulent information in application/interview materials
R13 – Position not filled
R14 – Failed search
R15 – Hiring freeze

2.1.19

Staff Disposition Codes

Not Interviewed-Not Selected

- D1 – Application incomplete
- D2 – Submission received after position closed or filled
- D3 – Does not meet minimum qualifications - education
- D4 – Does not meet minimum qualifications - experience
- D5 – Does not meet minimum qualifications - other required license/certification/credential
- D6 – Did not leave the university in good standing
- D9 – Experience not as strong as other candidates
- D10 – Education not as strong as other candidate
- D11 – Duplicate application
- D12 – Candidate withdrew from consideration (pre-offer)
- D13 – Candidate not eligible to work in the U.S.
- D14 – Later discovered fraudulent information in application/interview materials
- D15 – Position not filled
- D16 – Failed search
- D17 – Hiring Freeze
- D18 – Retiree – Not eligible for benefited positions
- D24 – Not eligible for hire or transfer-student status

Phone Pre-Screened Interviewed- Not Selected

- P1 – Unable to contact candidate
- P2 – Not available/late for interview
- P3 – Lack of interest in the position
- P4 – Experience not as strong as other candidates
- P5 – Education not as strong as other candidates
- P6 – Not eligible for hire/transfer (cannot work required shift)
- P7 – Candidate withdrew from consideration (pre-offer)
- P8 – Candidate not eligible to work in the U.S.
- P9 – Later discovered fraudulent information in application/interview materials
- P10 – Position not filled
- P11 – Failed search
- P12 – Hiring freeze

Interviewed- Not Hired

- I1 – Unable to contact candidate
- I2 – Did not show/late for interview
- I3 – Lack of interest in the position
- I4 – Experience not as strong as other candidates
- I5 – Education not as strong as other candidates
- I6 – Qualified but skill set not as strong as top candidate
- I7 – Unable to verify all employment during seven (7) years immediately preceding application
- I8 – Unable to verify all experience that qualifies individual for position
- I9 – Unable to verify all academic diplomas and degrees
- I10 – Unable to verify all required licensure(s)/certifications
- I11 – Unable to verify/unsatisfactory references
- I12 – Candidate withdrew from consideration (pre-offer)
- I13 – Candidate not eligible to work in the U.S.

I14 – Later discovered fraudulent information in application/interview materials
I15 – Position not filled
I16 – Failed search

Approved for Interview- Not Interviewed

F1 – Unable to contact candidate
F2 – Did not show/late for interview
F12 – Candidate withdrew from consideration (pre-interview)

Recommend for Hire-Not Hired

R1 – Not eligible for hire/transfer (delinquent account)
R2 – Not eligible for hire/transfer (extended leave)
R3 – Not eligible for hire/transfer (cannot work required shift)
R4 – Did not satisfactorily pass criminal background check
R5 – Did not satisfactorily pass credit/tax background check
R6 – Declined – no longer interested in position (post-offer)
R7 – Declined – pay and/or benefits
R8 – Declined – location
R9 – Declined – work shift
R10 – Candidate withdrew from consideration (pre-offer)
R11 – Candidate not eligible to work in the U.S.
R12 – Later discovered fraudulent information in application/interview materials
R13 – Position not filled
R14 – Failed search
R15 – Hiring freeze
R-16 – Does not meet minimum qualifications- Other required license/certifications/credentials

11.4.19

Service Disposition Codes

Workflow State: HR Determined Does Not Meet Min Quals – Email when filled

- HR1 – Application incomplete
- HR2 – Submission received after position closed or filled
- HR3 – Does not meet minimum qualifications - education
- HR4 – Does not meet minimum qualifications - experience
- HR6 – Did not leave the university in good standing
- HR7 – Not eligible for hire/transfer (delinquent account)
- HR8 – Not eligible for hire/transfer (extended leave/retiree)
- HR9 – Not eligible for hire/transfer (cannot work required shift)
- HR10 – Would violate Anti-Nepotism Policy
- HR11 – Duplicate application
- HR12 – Candidate withdrew from consideration (pre-offer)
- HR13 – Candidate not eligible to work in the U.S.
- HR14 – Later discovered fraudulent information in application/interview materials
- HR15 – Position not filled
- HR16 – Failed search
- HR17 – Hiring freeze
- HR18 – Not Eligible for rehire
- HR19 – Not Eligible for rehire/transfer (duplicate record)
- HR20 – Not Eligible for rehire/transfer (at maximum transfers/promotions)
- HR21 – Not Eligible for rehire/transfer (on Probation)
- HR22 – Candidate not most senior
- HR23 – FT Service applicants not eligible to apply to external postings
- HR24 – Suspension list - Not eligible to bid outside Seniority Department for 1 year from suspension date
- HR25 – Disqualification list- Not eligible to bid for positions in the job classification from which they were disqualified for 3 years
- HR26 – Non-BSU Employee Applicant Not Eligible for Internal Posting

Workflow State: (External Candidate) Skills Test Failed - Email When Filled

- ST1 – Did not pass test
- ST2 – Did not complete test
- ST3 – Did not show-up for test
- ST4 – No test required
- ST5 – Declined no longer interested in position (post-offer)
- ST6 – Declined pay and/or benefits
- ST7 – Declined location
- ST8 – Declined work shift
- ST9 – No offer – better qualified candidate accepted offer
- ST10 – Candidate not eligible to work in the U.S.
- ST11 – Later discovered fraudulent information on applications/interview materials
- ST12 – Position not filled
- ST13 – Failed search
- ST14 – Hiring freeze
- ST15 – Candidate withdrew from consideration (pre-offer)

Workflow State: Do Not Select (move to Interviewed, Not Hired – Email when filled)

ST1 – Did not pass test
ST2 – Did not complete test
ST3 – Did not show-up for test
ST4 – No test required
ST5 – Declined no longer interested in position (post-offer)
ST6 – Declined pay and/or benefits
ST7 – Declined location
ST8 – Declined work shift
ST9 – No offer – better qualified candidate accepted offer
ST10 – Candidate not eligible to work in the U.S.
ST11 – Later discovered fraudulent information on applications/interview materials
ST12 – Position not filled
ST13 – Failed search
ST14 – Hiring freeze
ST15 – Candidate withdrew from consideration (pre-offer)

**Workflow State: (External Candidate) Skilled Trade HR & Department Review Does Not Meet Min
Quals - Email when filled**

DP3 – Does not meet minimum qualifications - education
DP4 – Does not meet minimum qualifications - experience
DP5 – Does not meet minimum qualifications - other required license/certification/credential
DP9 – Not eligible for hire/transfer (cannot work required shift)
DP14 – Later discovered fraudulent information in application/interview materials
DP15 – Position not filled
DP16 – Failed search
DP17 – Hiring freeze

**Workflow State: (Internal Candidate) Skilled Trade HR & Department Review Does Not Meet Min
Quals - Email when filled**

DP3 – Does not meet minimum qualifications - education
DP4 – Does not meet minimum qualifications - experience
DP5 – Does not meet minimum qualifications - other required license/certification/credential
DP9 – Not eligible for hire/transfer (cannot work required shift)
DP14 – Later discovered fraudulent information in application/interview materials
DP15 – Position not filled
DP16 – Failed search
DP17 – Hiring freeze

Workflow State: (External Candidate) Phone Interviewed, Not Hired - Email When Filled

P1 – Unable to contact candidate
P2 – Did not show/late for interview
P3 – Lack of interest in the position
P4 – Experience not as strong as other candidates
P5 – Education not as strong as other candidates
P6 – Candidate withdrew from consideration (pre-offer)
P7 – Candidate not eligible to work in the U.S.
P8 – Later discovered fraudulent information in application/interview materials
P9 – Position not filled
P10 – Failed search

P11 – Hiring freeze
P12 – Candidate not most senior

Workflow State: (Internal Candidate) Phone Interviewed, Not Hired - Email When Filled

P1 – Unable to contact candidate
P2 – Did not show/late for interview
P3 – Lack of interest in the position
P4 – Experience not as strong as other candidates
P5 – Education not as strong as other candidates
P6 – Candidate withdrew from consideration (pre-offer)
P7 – Candidate not eligible to work in the U.S.
P8 – Later discovered fraudulent information in application/interview materials
P9 – Position not filled
P10 – Failed search
P11 – Hiring freeze
P12 – Candidate not most senior

Workflow State: (External Candidate) Not Interviewed, Not Selected – Email when filled

D1 – Application incomplete
D2 – Submission received after position closed or filled
D3 – Does not meet minimum qualifications - education
D4 – Does not meet minimum qualifications - experience
D5 – Does not meet minimum qualifications - other required license/certification/credential
D6 – Did not leave the university in good standing
D9 – Experience not as strong as other candidates
D10 – Education not as strong as other candidate
D11 – Duplicate application
D12 – Candidate withdrew from consideration (pre-offer)
D13 – Candidate not eligible to work in the U.S.
D14 – Later discovered fraudulent information in application/interview materials
D15 – Position not filled
D16 – Failed search
D17 – Hiring freeze
D18 – Candidate not most senior
D19 – Does not meet minimum qualifications - failed written exam
D20 – Does not meet minimum qualifications - failed required physical
D21 – Did not show or late for testing
D22 – Violation of anti-nepotism policy
D23 – External position excludes active bargaining unit eligible applicants
D24 – Not eligible for hire or transfer - student status
D25 – Aptitude test results lower than top range
D26 – Not eligible for hire - under contract with temporary agency

Workflow State: (Internal Candidate) Not Interviewed, Not Selected – Email when filled

D1 – Application incomplete
D2 – Submission received after position closed or filled
D3 – Does not meet minimum qualifications - education
D4 – Does not meet minimum qualifications - experience
D5 – Does not meet minimum qualifications - other required license/certification/credential
D6 – Did not leave the university in good standing

D9 – Experience not as strong as other candidates
D10 – Education not as strong as other candidate
D11 – Duplicate application
D12 – Candidate withdrew from consideration (pre-offer)
D13 – Candidate not eligible to work in the U.S.
D14 – Later discovered fraudulent information in application/interview materials
D15 – Position not filled
D16 – Failed search
D17 – Hiring freeze
D18 – Candidate not most senior
D19 – Does not meet minimum qualifications - failed written exam
D20 – Does not meet minimum qualifications - failed required physical
D21 – Did not show or late for testing
D22 – Violation of anti-nepotism policy
D23 – External position excludes active bargaining unit eligible applicants
D24 – Not eligible for hire or transfer - student status
D25 – Aptitude test results lower than top range
D26 – Not eligible for hire - under contract with temporary agency

Workflow State: (External Candidate) Interviewed, Not Hired - Email when filled

I1 – Unable to contact candidate
I2 – Did not show/late for interview
I3 – Lack of interest in the position
I4 – Experience not as strong as other candidates
I5 – Education not as strong as other candidates
I6 – Qualified but skill set not as strong as top candidate
I7 – Unable to verify all employment during seven (7) years immediately preceding application
I8 – Unable to verify all experience that qualifies individual for position
I9 – Unable to verify all academic diplomas and degrees
I10 – Unable to verify all required licensure(s)/certifications
I11 – Unable to verify/unsatisfactory references
I12 – Candidate withdrew from consideration (pre-offer)
I13 – Candidate not eligible to work in the U.S.
I14 – Later discovered fraudulent information in application/interview materials
I15 – Position not filled
I16 – Failed search
I17 – Hiring freeze
I18 – Candidate not most senior
I19 – Unable to verify/unsatisfactory background check

Workflow State: (Internal Candidate) Interviewed, Not Hired - Email when filled

I1 – Unable to contact candidate
I2 – Did not show/late for interview
I3 – Lack of interest in the position
I4 – Experience not as strong as other candidates
I5 – Education not as strong as other candidates
I6 – Qualified but skill set not as strong as top candidate
I7 – Unable to verify all employment during seven (7) years immediately preceding application
I8 – Unable to verify all experience that qualifies individual for position
I9 – Unable to verify all academic diplomas and degrees

- I10 – Unable to verify all required licensure(s)/certifications
- I11 – Unable to verify/unsatisfactory references
- I12 – Candidate withdrew from consideration (pre-offer)
- I13 – Candidate not eligible to work in the U.S.
- I14 – Later discovered fraudulent information in application/interview materials
- I15 – Position not filled
- I16 – Failed search
- I17 – Hiring freeze
- I18 – Candidate not most senior
- I19 – Unable to verify/unsatisfactory background check

Workflow State: (External Candidate) Recommended for Hire - Not Hired - Email When Filled

- R1 – Not eligible for hire/transfer (delinquent account)
- R2 – Not eligible for hire/transfer (extended leave)
- R3 – Not eligible for hire/transfer (cannot work required shift)
- R4 – Did not satisfactorily pass criminal background check and/or motor vehicle record
- R5 – Did not satisfactorily pass credit/tax background check
- R6 – Declined – no longer interested in position (post-offer)
- R7 – Declined – pay and/or benefits
- R8 – Declined – location
- R9 – Declined – work shift
- R10 – Candidate withdrew from consideration (pre-offer)
- R11 – Candidate not eligible to work in the U.S.
- R12 – Later discovered fraudulent information in application/interview materials
- R13 – Position not filled
- R14 – Failed search
- R15 – Hiring freeze
- R16 – Does not meet minimum qualifications – Other required license/certification/credentials
- R17 – Candidate not most senior

Workflow State : (Internal Candidate) Recommended for Hire - Not Hired - Email When Filled

- R1 – Not eligible for hire/transfer (delinquent account)
- R2 – Not eligible for hire/transfer (extended leave)
- R3 – Not eligible for hire/transfer (cannot work required shift)
- R4 – Did not satisfactorily pass criminal background check and/or motor vehicle record
- R5 – Did not satisfactorily pass credit/tax background check
- R6 – Declined – no longer interested in position (post-offer)
- R7 – Declined – pay and/or benefits
- R8 – Declined – location
- R9 – Declined – work shift
- R10 – Candidate withdrew from consideration (pre-offer)
- R11 – Candidate not eligible to work in the U.S.
- R12 – Later discovered fraudulent information in application/interview materials
- R13 – Position not filled
- R14 – Failed search
- R15 – Hiring freeze
- R16 – Does not meet minimum qualifications – Other required license/certification/credentials
- R17 – Candidate not most senior

Workflow State: Hired

H1 – Position Accepted

H2 – Pooled Hire

Appendix VIII: Interview Questions Do's and Don'ts

Guidance regarding questions and topics for interviews that align with Equal Employment and Affirmative Action.

TOPIC	ALLOWED	PROHIBITED
1. Name	Name, how to pronounce it, and pronouns. Previous names for verification of identity only.	Any non-employment related inquiry or discussion about applicant's name or previous name, such as personal discussion about maiden name or birth name.
2. Address	Place and length of time at current address	Any inquiry that would indicate national origin. Names or relationship of persons with whom applicant resides. Whether applicant owns or rents home.
3. Age	Nothing	Any inquiry or discussion about age.
4. Birthplace or National Origin	Nothing	Any inquiry or discussion about birthplace or national origin.
5. Race or color	Nothing	Any inquiry that would reveal race or color. Any discussion about race or color.
6. Sex or Gender	Nothing	Any discussion of applicant's sex or gender. Any inquiry made of members of one sex or gender but not the other.
7. Religion or Creed	Nothing	Any inquiry that would indicate religious custom or denomination. Any discussion of applicant's religion. Applicant may not be told any religious identity or preference of employer.
8. Disability	Nothing	Any inquiry that would reveal disability.
9. Citizenship	Will you have lawful, unexpired authorization to be employed by Ball State University in the United States for the duration of this assignment?	Any inquiry about citizenship or national origin. Any inquiry about type or duration of visa.
10. Personal	Nothing	Inquiry or discussion about marital status, number and age of children, pregnancy, child care arrangements, sexual orientation, maternity plans.
11. Arrests	Nothing	Inquiry or discussion about arrests without conviction.
12. Organizations	Inquiry about professional organizations	Inquiry or discussion about non-professional, social organizations.
13. Military Service	Branch of service, rank	Inquiry or discussion about type of discharge.
14. Work Schedule	Inquiry into willingness to work required schedule	Inquiry about willingness to work any particular religious holiday, or inquiry about caring for children during scheduled work time.

Notes: When considering applicants, the preceding guide applies not only to questions that may or may not be directed to applicants, *but also* to areas that may or may not be discussed *about* applicants. Also, just because a candidate brings up a topic, it is *not* ok to pick up that line of questioning.

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Appendix IX: Informational Email Screening Templates

EXAMPLE ONE

Good Morning/Afternoon [Candidate's Preferred Name],

Thank you for your interest in our [Position Title] position at Ball State University. We would like to confirm some details with you before we proceed with interview selection.

1. The pay for this position is [Pay Details] and is not negotiable. Is this acceptable for you?
2. This position will require the following hours:

[Insert hours]

Do you have any issues with these hours?

Please respond to this email by [Date 2-3 days past the email] to be considered further for this position.

We look forward to hearing from you!

EXAMPLE TWO

Dear [Candidate's Preferred Name]:

Thank you for your interest in the [Position Title] at Ball State University. This is an exciting time at Ball State University as we look towards [Insert exciting information about what your area is currently doing or has done].

The search committee has identified you as an individual whom they would like to learn more about before proceeding with interviews.

To ensure we make the best use of everyone's valuable time, would you let me know if you remain interested and, if so, what your desired salary range would be in order to consider this position? We realize that each individual's expectations may vary and we want to be sure that we have the resources to support the final candidate.

Please reply by [Date established in timeline] so we may move forward with our established timeline. Thank you for your time and consideration.

Appendix X: Rejection of Application Materials Sent Outside of the TMS Application Process Email Template

Dear [Applicant Preferred Name],

Thank you for your interest in the open [Position Title]. Though I have received your email with your application materials, I am returning them to you. To ensure a fair and equitable hiring process, we require all applications be submitted through the [Applicant Tracking System](#).

If you have experienced trouble with the Applicant Tracking System, you may contact the [Technology Help Desk](#), or if you need accommodations in the application process, please contact University Human Resource Services at 765-285-1834 or HumanResources@bsu.edu.

Thank you for your interest in employment with Ball State University.

Sincerely,

[Position Title] Search Committee

Appendix XI: Interview Questions Guide

When developing interview questions, consider the following:

- Ask only for information that will serve as a basis for the hiring decision
- Know how the information will be used to make the decision

Hiring managers should develop questions based on each major task and responsibility in the position description and on the knowledge, skills, and abilities required by the position. When possible, refrain from asking questions that elicit only a “yes” or “no” response. Behavior-based questions can help supervisors locate the applicant that is the best qualified for the job. The same set of questions should be used to interview all applicants.

The following sections provide sample questions that can be used in evaluating various performance factors. All applicants do not need to be asked all of these questions. Each applicant should be asked the same set of questions in each applicant pool. In the case of multiple interviews, a different series of questions should be used to reduce repetitiveness in the process. This is not an exhaustive list of questions; for additional questions, access a list of [behavior-based interview questions](#) via PolicyTech. Other questions and factors can be considered. The global and cultural effectiveness of an applicant can be measured by reviewing the competencies below and aligning questions to match behaviors.

When determining which questions to ask in interview, it is advised for Search Committees to determine what constitutes an appropriate answer to each question. Below are is an example of considerations for evaluating answers:

Expert	Intermediate	Novice	No evidence
Answers questions clearly with detail	Clear answers with consistent detail	Incomplete answers and/or unclear examples	Insufficient, contradictory or inconsistent answers
Connects past experience with the position posting	Connects current work with position posting	Shows inconsistent evidence or contradictions in answers	Did not display enthusiasm and/or does not know basic information about the University
Articulates competency	Answers are clear, concrete and succinct	Answers to questions lacks enthusiasm or is rehearsed	Fails to articulate an answer that connects to experience
Shows preparation and enthusiasm for position through engaged listening and thoughtful questions	Shows interest and has some questions	Provides 'textbook' answers that do not display depth of understanding	

Global and Cultural Effectiveness Competencies

Definition: The ability to value and consider the perspectives and backgrounds of all parties

Sub-competencies:

- Global Perspective
- Openness to Various Perspectives
- Diversity Perspective
- Empathy
- Openness to Experience
- Tolerance for Ambiguity
- Adaptability
- Cultural Awareness and Respect

Behaviors:

- Has a strong set of core values while operating with adaptability to particular conditions, situations and people
- Maintains openness to others' ideas and makes decisions based upon experience, data, facts and reasoned judgment
- Demonstrates nonjudgmental respect for other perspectives
- Works effectively with diverse cultures and populations
- Conducts business with an understanding and respect for the differences in rules, customs, laws, regulations and business operations between own culture and all cultures
- Takes the responsibility to teach others about the differences and benefits that multiple cultures bring to the organization to ensure inclusion
- Appreciates the commonalities, values and individual uniqueness of all human beings
- Possesses self-awareness and humility to learn from others
- Embraces inclusion
- Adapts perspective and behavior to meet the cultural context
- Navigates the differences between commonly accepted practice and law when conducting business in other nations
- Operates with a global, open mindset while being sensitive to local cultural issues and needs
- Operates with a fundamental trust in other human beings
- Incorporates global business and economic trends into business decisions

Phone Interview Questions

A short phone interview of approximately 15 minutes and about 5 questions can help ensure the candidate and the University are both interested in spending more time together in a longer interview. Questions should be disqualifiers or quick questions and not questions that are detailed or rely on facial queues for clear understanding. Basic questions, like the examples below, can help reduce the likelihood of wasting the candidate's or the committee's time.

1. How did you hear about this opportunity?
This is a good question to ask in order to learn where your top candidates are finding our positions! If you find a trend, you can use these sources more in future openings.
2. Why did you apply for this position?
3. How much would you want to earn in a position like this?
If the response is more than the job pays, you can ask if a lower salary than what they stated would be acceptable with the right benefit package. This communication upfront can lead to a reduction in rejected offers later.
4. What is your timeline for starting a new position?
5. Are there specific benefits you're looking for in a position?
6. What do you know about Ball State University? OR Why do you want to work at BSU?
7. Why are you looking for a new opportunity?

Applicants will display 'red flags' during the phone interviews that will help the committee in their decisions. Some of these 'red flags' include:

- A bad attitude – Does the applicant seem to lack excitement about this opportunity or did they have simply a bad attitude over the phone?
- Sole focus on money – If a candidate's sole focus is monetary gains, it is likely that they will not be retained for long if a better opportunity arises.
- Negative comments – Badmouthing former employers or others during an interview is never a good sign. Consider how much responsibility they took in the scenario with negativity.
- Cursing – Some interviewees lack the professionalism needed to understand that cursing is not tolerated during an interview. It's something to consider depending on the level of the position and the relationships the job will have with others.
- Distracted – Having a child or dog interrupt a conversation is quite normal, but you will be able to tell if someone has zoned out of the conversation due to multitasking other priorities. That is a sign they aren't as into the job as they should be and their commitment isn't at the level we would want to see.
- No final questions – A final question shows how prepared the candidate was. While this isn't a deal breaker, it does show the level of forethought the candidate had for the interview.

Behavior Based Interview Questions

VALUING AND ENCOURAGING DIVERSITY

1. Tell me about a time when you had to adapt to a wide variety of people by accepting or understanding their perspectives?
2. Tell me about a time when you adapted your style in order to work effectively with those who were different from you?
3. Tell me the steps you have taken to create a work environment where differences are valued, encouraged, and supported?
4. Tell me about a time when you took action to make someone feel comfortable in an environment where people were obviously uncomfortable with his or her presence?
5. Describe a time when you had to separate the person from the issue when working to resolve differences?
6. Describe a situation when you had to give feedback to someone who was not accepting of others?
7. Describe a time where you provided support services to diverse populations? What was the outcome?
8. Provide a specific example (or examples) about how you have contributed to promoting diversity and inclusion?
9. Please think of a time where you encountered a challenging situation where inclusion was an issue. Give me/us a short background and explain how you handled it?
10. Concerning diversity and inclusion or Social Justice, what was your most proud moment/what was your most disappointing moment?

Initiative Related Questions

The following questions help identify if an applicant is able to perform work without being asked and the level of initiative the applicant has taken in the past.

1. Have you ever recognized a problem before your boss or others in the organization? How did you handle it?
2. Tell us ways you've identified in the past that have made your job easier or more rewarding?
3. We all have moments of imperfection, give us an example of a time when something "slipped through the cracks" and how you handled it?
4. Have you ever noticed a process or a task being performed incorrectly? How did you handle it?
5. Have you ever suggested new ideas in the workplace and give examples?
6. Describe a time you went above and beyond the normal requirements in your job.

Stress Tolerance Questions

The following questions help identify how well an applicant has performed under pressure in past situations.

1. Have you ever gotten frustrated or impatient with a situation at work and what did you do?
2. Describe a time when your ideas were opposed by a supervisor. What was your reaction to the opposition and what was the result of the situation?
3. How do you maintain constant performance while under pressure to get a job done right in a timely fashion?
4. Do you feel pressures in your current job? How do you deal with them?
5. Recall a time a customer or co-worker got frustrated or lost their temper. How did you respond?
6. Think of the highest-pressure situation you have ever had to go through in a job. How did you cope with that?

Technical/Position Specific Questions

The following questions are designed to gather information regarding an applicant's work experience as they relate to the position's duties.

1. Walk me through the procedures you take to _____.
2. What training have you received in _____.
3. Describe your experience with the following tools and equipment.
4. What job experiences have you had that would help you succeed in this position?
5. What equipment have you been trained to operate and where did you receive training?
6. Walk me through the procedures on how to operate that equipment needed to do the job.
7. How do you ensure safety standards are met when performing _____?
8. Being a _____ requires a lot of technical knowledge. How did you go about getting it and how long did it take you?

Organizational Questions

The following questions are designed to gather information related to how well an applicant can multi-task.

1. In your current job, describe a typical day or typical week.
2. Do you have a procedure for keeping track of items that require your attention? Explain.

3. How do you organize your work day?
4. When you return from vacation or a conference, how do you catch up on the backlog of work?
5. How do you establish priorities when scheduling your time?
6. Do you often have your time interrupted by unforeseen circumstances? What do you do when this happens?
7. If you cannot meet a deadline, what do you do?
8. When you have long- and short-term goals, how do you identify what goal takes priority from day to day?
9. When is a good time to postpone something?

Motivational Questions

The following questions are designed to help identify if an applicant has the motivation to do the work being requested. When asking these questions, search committees should pay attention to intent to see if things they enjoy doing are mentioned in the job or things they hate doing are included in the job. (*EXAMPLE: If someone doesn't like being outside in the weather, but a large part of the job is in the weather, the committee should take note that the job is not a great match for this individual.*)

1. Why are you leaving your current job or why did you leave your most recent job?
2. What did you like best about your last/current job?
3. Describe one of your greatest achievements in your job and why it was one of the greatest.
4. Have you ever had a work experience be personally satisfying? Tell us about it.
5. What gives you satisfaction when doing your job? Dissatisfaction? Why?
6. What led you to this type of work?
7. Why do you want to be a (title of position)?
8. All jobs have frustrations. What have been some dissatisfying elements of your current/last job you want to avoid in future jobs?
9. Have you ever asked to take on more responsibility in a job and why? What was the responsibility you took on?
10. Have you ever struggled to perform a job due to your lack of personal satisfaction? What was the job and how did you handle that?

Standards of Performance Questions

The following questions are designed to gather information related to how an applicant performs on the job.

1. What has been your most important contribution to your department or organization in your role?

2. In your position, what are the standards of success and what have you done to meet those standards?
3. Describe a time that you worked hard and felt a sense of achievement.
4. What do you consider most important when evaluating yourself and your success during performance evaluations or in your career path?
5. When looking at the performance of others, what factors are most important to consider?
6. Recall a time you weren't pleased with your own performance at work. What was the reasoning for the performance and what did you do to turn it around?

Leadership Questions

The following questions are designed to obtain information that relates to an applicant's utilization of appropriate styles of guidance towards a goal.

1. Describe a time when you had to gain approval from your peers for a new idea and how you went about that.
2. Have you ever had to take a firm stand with a co-worker? What was the situation and what made it difficult?
3. What leadership skills and experience do you have that would qualify you as an effective leader? Please provide examples.
4. In past positions, have you ever had to train someone to do something new? What did you train them in and walk us through how you approached it?
5. At your current or previous employer, have you ever pitched a new idea or way of doing something to your supervisor? How did it go and was it successful?
6. Have you had any leadership training relevant to this position?

Teamwork Questions

The following questions are designed to collect information related to a person's aptitude to work and get along with others.

1. How do you go about developing rapport or relationships with co-workers at work?
2. Explain your efforts to be a team player in past work experiences.
3. What are things you've done to show consideration for others as a co-worker?
4. How do you keep employees informed on the elements of your job/position?
5. When dealing with individuals, how do you know when you've pushed a topic too hard and should back off? Give examples.
6. Dealing with difficult individuals is part of life. Give an example of a time when a co-worker was difficult to deal with, how you handled it, and the results.
7. What have you done to show you're a team player?
8. How do you stay informed on what's going on in your organization?

Communication Questions

The following questions provide ways to gather information that relate to how well an individual can communicate at work. Consider during these questions if an applicant is able to express themselves effectively, the non-verbal communication used, the grammar, structure of sentences, and appropriate wording as it aligns with the position.

1. Have you ever written a proposal or report and if so, give an example?
2. Misinterpretations happen (we miss a due date, overcomplicated instructions, etc.), give us an example of a time you misinterpreted a situation and what was the outcome?
3. When talking to different groups of individuals, do you use different approaches in how you get your point across?
4. What reports that you have prepared are the most challenging and what made them the most challenging?
5. Tell us a time when you told someone to do something and they did it wrong. What was the situation and the outcome?
6. What is your experience creating presentations? Give examples and how many you've made in a year's time.
7. When instructions are given verbally, have you had any issues following through on the details associated with the instructions? Examples.
8. What is the worst communication issue you've experienced at work and how did you handle it?

Appendix XII: Interview Memo Sample

Date: [Date Sent]

To: [Candidate Name]

From: [Search Committee Chair/Designee]

RE: [Position Title]

Your interview for the [Position Title] will be conducted [Date] on [Date of Interview] at [Time of Interview] EST. The search committee for this position will include the following:

Search Committee Name 1

Title of Search Committee 1

Name 2

Title 2

Name 3

Title 3

**If there is anything the candidate should bring or needs a reminder of, here is a good place to put that. Teaching demonstration instructions, where to park, schedule for interview/s, etc.

Appendix XIII: Preparing to Record an Interview

General Rules

1. Obtain the 'Informed Consent Form' in Appendix III and have it available for use in the process.
2. Inform the applicant that the interview will need to be recorded as soon as possible.
3. Informed consent can be received:
 - a. By signing face-to-face for on campus interviews
 - b. By signing electronically for web-based or phone interviews
4. Retain completed form in applicant's file.
5. After recording the interview, save the recording on a drive or reference where the recording is electronically located in the file. Be sure to include this with the documentation submitted to the search file at the end of the search process so it can be retained for 3 years.

Best Practices for Preparing to Record an Interview

1. Give the applicant ample notice to prepare for the interview. If the interview is being conducted through a web-based platform, the applicant may need more time to return the form than in person.
2. You must have the interviewee's signed 'Informed Consent Form' before you can begin the interview.
3. Maintain professionalism at all time and remember your Search Committee Training.
4. Choose a location that is quiet, non-distracting, private, and well lit.
5. Turn off cell phones, laptop sounds, or any other noise that could be distracting during the interview.
6. Prior to the interview, familiarize yourself with the necessary technology and ensure everyone has the required information to participate (call in number or access codes/invite to web-based interview).
7. Invite the interviewee to ask questions at the end of the recording so that any final thoughts are also recorded.

Best Practices for Recording the Interview

1. Introduce the interviewers by name to the interviewee.
2. Everyone participating should be reminded that they're being recorded. Be aware that all comments are being recorded, so exercise discretion and remember your Search Committee Training.
3. If possible, all interviewees for the position should be recorded for consistency. Consult Employee Relations if this is not possible.

Issues with Recording Interviews

Applicants may not have equal access to technology and hiring managers/committees should be aware of the barrier or advantage this could give some over others. Some may have a desktop or laptop, while others are using their phone or a friend's phone. Some may have access to high-speed internet services, but others may live in rural areas that lack a good connection. These factors can influence the unconscious and subconscious bias of how they're rated, so it is important to reflect on those biases and not allow them to influence the final decision. If the position requires knowledge and access to these items where the hiring manager/committee feels that their abilities to manage technology should be part of the evaluation, the applicant should be made aware that they are being critiqued on the technology aspects as well beforehand.

Appendix XIV: Informed Consent for Recording Interviews

Consent Form for Audio Taping and Transcribing Interviews

Position:

Interviewee's Name:

Date of Recording:

This consent form covers only the interview/s for the position listed above. Only search committee members and administrative professionals involved in the hiring process will have access to this audiotape or the transcript.

By signing this form, you are consenting to Ball State University video/audio recording your interview/presentation for internal use and accessed solely by members of the University search committee. The video/audio will only be available to the search committee and/or hiring manager and will be stored in a secure location and will not be used for any other purpose than evaluating the candidacy without explicit written permission. Signing this form acknowledges that granting permission to record this interview/presentation is completely voluntary. At any point during the recording, the interviewee can request the recording device be turned off.

Interviewee's Name:

Interviewee's Signature:

Interviewee's Address:

Interviewee's Phone:

Appendix XV: Rejection Email Templates

Initial Screening:

Dear [Applicant Preferred Name],

Thank you for applying for the [Position Title] opening at Ball State University.

Unfortunately, your application was not selected by the search committee for an interview. We receive many applications, so our decision on who to bring forward is strict to ensure it is equitable.

We encourage you to seek out other openings and apply to those you're interested in the future.

Thank you for your interest in employment with Ball State University.

Sincerely,

[Position Title] Search Committee

Phone Interview:

Dear [Applicant Preferred Name],

Thank you for talking with us about the [Position Title] opening at Ball State University.

Unfortunately, you were not moved forward for further consideration. These decisions are never easy, and we thank you for your investment in the process.

We encourage you to seek out other openings and apply to those you're interested in the future.

Thank you for your interest in employment with Ball State University.

Sincerely,

[Position Title] Search Committee

Final Interview:

Dear [Applicant Preferred Name],

Thank you for meeting with us regarding the [Position Title] opening at Ball State University. Unfortunately, you were not selected as the finalist for this position. These decisions are never easy, and we thank you for your investment in the process.

We encourage you to seek out other openings and apply to those you're interested in the future.

Thank you for your interest in employment with Ball State University.

Sincerely,

[Position Title] Search Committee

Rejected Offer:

Dear [Applicant Preferred Name],

Thank you for your interest in the [Position Title] opening at Ball State University. We were saddened to hear that our offer was not acceptable for you at this moment, but we understand that these types of decisions are complex.

We hope that you'll continue to consider Ball State's job opportunities if you're ever in the job market again.

Thank you for your time and good luck in your future endeavors.

Sincerely,

[Position Title] Search Committee

Appendix XVI: New Employee Onboarding Checklist

Review this list prior to your new employee's first day. Activities are to be completed within the first 30-60 days from the new employee's start date. Internal hires need to only complete relevant activities specific to their department.

Before the First Day of Work

- ☐ BSU ID – Questions? Contact the ID card office at 765- 285-CARD (2273), visit bsu.edu/idcards, or email idcards@bsu.edu.
- ☐ Purchase [parking](#) permit
- ☐ Complete I-9 online & bring supporting documents to University Human Resource Services, Administration Building, Room 350 on or before your first day of employment
- ☐ Email account & password

Basics:

- ☐ Attend New Employee Orientation
- ☐ Benefits enrollment – within 30 days from start date.
- ☐ Business cards, if applicable
- ☐ Coordinate with ongoing projects & assignments
- ☐ Review Employee handbook
- ☐ Job specific tour – work area & buildings
- ☐ Sign for keys, if applicable
- ☐ Office Hours
- ☐ Reporting worked or exception time on [Kronos](#)
- ☐ Review overtime policy, if applicable
- ☐ Security access
- ☐ [Self-Service Banner](#) Access
- ☐ Sick Leave Policy
- ☐ Vacation Policy/how to request
- ☐ Work place Do's & Don'ts
- ☐ Are you essential personnel?
- ☐ Discuss dress code

Workstation:

- ☐ Phone/Voicemail
- ☐ Dept. IT—computer functioning first day
- ☐ List of Acronyms—including building codes
- ☐ Locker, if applicable
- ☐ Office supplies
- ☐ Office/Desk name plaque, if applicable
- ☐ Work Station Set up

Discuss work responsibilities/planning with supervisor:

- ☐ Department or team work plan, if applicable
- ☐ Individual work plan/goals—general understanding
- ☐ Job description/expectations
- ☐ Onboarding “Go-To” Partner
- ☐ Performance Evaluation plan/expectations
- ☐ Probationary period, if applicable
- ☐ Relative timeline (projects & learning curve)
- ☐ Shadow assigned individual, if applicable

University Information:

- ☐ [Campus Map](#) (download APP option available)
- ☐ Campus Tour
- ☐ [Emergency Alerts](#) – sign up for [text alerts](#)
- ☐ Emergency plans – building & university
- ☐ [MyBSU - Important Ball State links](#)
- ☐ Review [BSU Employee Guide](#)
- ☐ University mission & vision
- ☐ University policies – *see BSU website*

Training:

- ☐ [Learning & Development](#) Courses
- ☐ [LinkedInLearning.com](#) Access for tutorials

Department Organizational Overview:

- ☐ Compliance forms, if applicable
- ☐ Department customer service expectations
- ☐ Department goals mission & values
- ☐ Department strategic plan, if applicable
- ☐ Departmental policies
- ☐ Departmental systems & access
- ☐ Duo Authentication (two-factor) set up, if applicable
- ☐ Identify customers & contacts phone list & BSU online directory
- ☐ Department’s organizational chart

On-Boarding Follow Up/Check-In:

- ☐ First Week (complete survey)
- ☐ 30/45 days (complete survey)
- ☐ 90 days Progress Review (complete survey) – Use Progress Review Form to guide discussion, if applicable
- ☐ Six-Month Check-In
- ☐ 1 Year *One-on-One* (complete survey). This is not the same as the annual HR performance evaluation.

BSU Community

- ☐ [Athletics Events](#)
- ☐ [BSU Calendar of Events](#)
- ☐ [Campus Dining Locations](#)
- ☐ [Employee Quick Clinic](#) - Health Center
- ☐ [LA Pittinger Student Center](#)
- ☐ [Muncie Indiana Transit System \(MITS\)](#) city buses
- ☐ [Pruis/Emens](#), [Planetarium](#), [Museum](#), etc.
- ☐ [Recreation Center](#) Services
- ☐ [Theatre and Dance Productions](#)
- ☐ [Working Well](#) - Wellness

Other—*specific to the department or job:*

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Resources and References

"Diversity Statement and Evaluation Rubrics." Office of Institutional Equity and Diversity, *Brown University*, <https://www.brown.edu/about/administration/institutional-diversity/resources/campus-resources-students-faculty-staff-and-alumni/faculty-recruitment-and-retention/guide>.

Gillies, Anne. "Search Advocate Resources." University Human Resources, *Oregon State University*, <https://hr.oregonstate.edu/search-excellence>.

"Guidelines for Writing a Statement of Contributions to Diversity, Equity, and Inclusion." Academic Affairs, University of California - Davis, *University of California - Davis*, <https://academicaffairs.ucdavis.edu/guidelines-writing-diversity-statement>.

"Rubric for Assessing Candidate Contributions to Diversity, Equity, Inclusion, and Belonging." Berkley Office for Faculty Equity and Welfare, *University of California, Berkeley*, <https://ofew.berkeley.edu/recruitment/contributions-diversity/rubric-assessing-candidate-contributions-diversity-equity>.