



BEST PRACTICES FOR A SUCCESSFUL SEARCH  
A Guide for Hiring Managers

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# BEST PRACTICES FOR A SUCCESSFUL SEARCH

## Introduction

Guilford College is committed to the recruitment and retention of a broad, inclusive student body, faculty and administration who represent a wide range of interests, abilities and cultures. Just as a vibrant liberal arts education in the classroom challenges attitudes, beliefs and accepted ways of thinking, the interaction outside the classroom of individuals with different perspectives strengthens our educational enterprise.

## Section I: Recruitment

The College's objective is to reach a broad labor market of qualified and diverse individuals within appropriate institutional advertising and hiring budgets.

### A. Authorization for Recruitment

The department head contacts the appropriate vice-president or dean to request a position be filled. Once approval is obtained, the hiring manager creates a job description (see "b" below). Using that job description, he/she creates an on-line posting using the College's on-line recruitment at <https://guilford.peopleadmin.com/hr>. Once in the system, click on "create new posting" and then "from posting" or "from position type." Once the posting is complete, it is automatically forwarded on-line for appropriate authorizations. Once the appropriate authorizations to search have been obtained, recruitment can begin.

### B. Job Description

Searches begin with the development of a current job description prepared by the hiring manager. Criteria should be explicit but broad enough to attract qualified and diverse candidate pools. The job description must include: position title, department/office, division, and title of immediate supervisor, essential functions, education, experience, required skills, and any other applicable requirements. The Department of Human Resources can assist in the development of job descriptions.

### C. Advisory Search Committee

Search committees are normally required for exempt positions. Effective search committees provide important benefits which may improve the quality of the search process. If structured properly, they reflect the participatory nature of campus governance and result in a more open and inclusive process. Good search committees help the candidates learn more about the values, culture, traditions, mission and history of the institution. Members of the search committee provide an informal network for the final candidate that can influence a candidate's success. Departments should include individuals who have broad perspectives and a commitment to diversity. An essential role of the search committee is to develop the largest, qualified applicant pool by pursuing high-quality and diverse applicants and to ensure that all applicants are considered equitably

throughout the process.

Search committees should include individuals who thoroughly understand the requirements of the position and are committed to the mission and goals of the department, division, and college. Personnel from outside a hiring department can share diverse perspectives on a position as well as Guilford College's educational mission. Stakeholders directly affected by a hiring decision are particularly valuable resources. Hiring managers should feel free to contact the Department of Human Resources for recommendations of committee members.

The hiring manager may use the search committee as he or she chooses, but is encouraged to consult on all phases of recruitment including planning, resume review, and interviewing.

Hiring managers may (with the approval of the vice president or dean and the president) elect not to appoint an advisory search committee. In this situation, hiring managers are encouraged to consult with and involve individuals with whom the individual hired will work in the interview process.

#### **D. Advertising**

The Department of Human Resources can assist by placing advertisements. HR's budget includes funds for advertising in HigherEdJobs.com, Indeed, and DiversityClassifieds. Hiring managers are encouraged to post vacant positions with other industry specific professional organizations and journals.

Hiring managers will work with the Office of Human Resources to identify the appropriate labor market from which to attract candidates (national, regional, or local), and advertising will be targeted accordingly.

Every effort will be made to expedite the search process. The hiring manager should bear in mind that many publications have deadlines for placing advertisements. These deadlines should not be a deterrent to conducting a competitive search that will reach a diverse applicant pool.

#### **E. Confidentiality**

The confidentiality of internal and external candidates for positions should be respected to protect the applicant. Therefore, the hiring manager, search committee members, and those consulted during searches must keep candidate information confidential during and following a search. Information regarding deliberations or details concerning candidate comparisons should remain confidential even after the search is completed.

Once finalists are invited to campus and information and/or resumes are circulated to the broader campus community, an individual's candidacy and his or her qualifications may no longer be considered confidential.

## **Section II: Preparing for the Interview**

The most important step in the recruitment process is the selection interview. Conducting an effective, successful, and legal interview takes careful planning and preparation, but the end results are well worth the initial effort. Hiring the correct person for the job can reduce costly turnover, increase productivity, and promote a general feeling of confidence within the department. This document is designed to help develop effective interviewing skills, determine what legally can and cannot be asked, prepare and conduct an effective and successful interview, and make a final selection. Please direct any specific questions or concerns regarding employment interviews to the Director of Human Resources.

### **A. Legal Considerations**

Before screening any applications, talking to any applicants, or arranging any interviews, it is imperative to understand that significant legal limitations exist that restrict employment decisions. It makes no difference whether the interviewer is a faculty member, human resource professional, department manager, or division director; everyone must know what information is fair game, what is not, and how to avoid unnecessary liability.

In 1978, the Equal Employment Opportunity Commission (EEOC) developed a uniform set of guidelines for employers to follow for any employment decision. In addition to the EEOC Guidelines, many state and federal laws and regulations govern employment practices that affect the hiring process. The major federal laws that apply to most employers include:

- Title VII of the Civil Rights Act of 1964
- Equal Pay Act
- Age Discrimination in Employment Act
- Vocational Rehabilitation Act of 1973
- Pregnancy Discrimination Act of 1978
- Civil Rights Act of 1991
- Immigration Reform and Control Act of 1986
- Americans with Disabilities Act \*
- Genetic Information Nondiscrimination Act of 2008 (GINA)

These laws prohibit employment discrimination based on race, color, religion, national or ethnic origin, sex, sexual orientation, age, disability, veteran's status, genetic information or any other unlawful criteria.

Technically, while there are no “illegal” questions, the burden of proof is up to the employer to defend why certain questions were asked in an interview. A complaint generally arises from an unsuccessful applicant who is dissatisfied with the interview. They may hold the perception that the interview was unfair or not job-related. This is why it is so important to stick to questions in which the same general issues relevant to the position are discussed with all candidates. These include:

- inquiries about the individual's qualifications, abilities, experience, and education compared to the advertised requirements;
- details about the duties and responsibilities of the position, travel requirements, work hours, career opportunities, etc.

In order to keep the interview on a legal track and ensure fairness to all applicants, remember these four things:

1. Ask only for job-related information that you intend to use to make hiring decisions;
2. Know how you will use the information to make that decision;
3. Recognize that it is difficult to defend the practice of seeking information that you do not use; and
4. Treat all applicants with fairness, equality, and consistency by asking the same general questions and requiring the same standards for all applicants.

See the Appendix for examples of legal and potentially discriminatory questions.

### **B. Screening Applications/Resumes**

The hiring manager or search committee typically will screen the pool of applicants to select the best-qualified candidates for interviews. It is particularly important to note salary requirements prior to scheduling on-campus interviews since there is considerable expense involved in bringing candidates to campus.

Phone interviews and/or responses to written questions are often used to reduce a long-list of applicants to a shorter list for on-campus interviews. HR staff are available to answer questions and/or provide benefits information to candidates at any point in the process.

### **C. Preparing for the Interview**

By the time the hiring manager or the search committee chooses applicants for actual interviews, they have already carefully assessed and evaluated each applicant's resume and cover letter for education and experience and determined which ones possess at least minimum qualifications for the job. The purpose of the selection interview should be to collect additional information on the applicant's job-related knowledge, skills, and abilities, which should be helpful in selecting the individual most likely to succeed on the job.

A selection interview should be as structured as possible, yet tailored to each applicant. The same general criteria should be evaluated for each applicant. A selection interview that follows a general standard outline will produce more reliable and valid information for selection than an unstructured interview, and is less likely to run afoul of rules and regulations governing the selection process. Each applicant should be evaluated against the job description and specifications.

### **1. Review the job description and specifications.**

It is impossible to conduct a successful interview without knowing exactly what the job entails. To this end, it is very important to know as much as possible about the requirements, qualifications, and specific responsibilities of the job. Refer to the job description for this information. List the specific tasks performed on the job, and decide which of the tasks are critical to performance of that position. List the methods, techniques, tools, equipment and work aids to accomplish these tasks.

### **2. Understand the qualifications required for the position.**

Identify the specific knowledge, skills, and abilities required to perform these tasks. Again, these are listed in the job description. In addition to educational or technical requirements (such as computer knowledge), look at the more abstract requirements such as “ability to deal with confidential information” or “must be able to work independently.” Based on previous employees’ success, what qualifications were found essential to success on the job? What qualifications did unsuccessful employees lack? How much of the job did successful employees learn and develop while on the job?

### **3. Review the resume and application (note areas to explore).**

Review the application form, resume, and any correspondence that would be useful in understanding the applicant’s background. This should be done ahead of time to avoid constantly referring to this information during the interview. Interviewers many times make the mistake of interviewing directly from the resume; this type of interview simply duplicates what is already a matter of record. In addition, some of the spontaneity and freedom that should characterize a good interview is lost. Interviewing from an application form may also limit the range of topics covered and the kind of information elicited.

### **4. Write questions.**

Questions should be formulated to help reveal those areas of knowledge, skills, and abilities required for a new employee to be successful. Open ended questions - “who, what, when, where, why and how” - will elicit much better responses than those that require a simple “yes” or “no.” Questioning will also be broken into two distinct areas - questions that assess actual skills, education, and experience and, more importantly, questions that assess motivation, professionalism, creativity, leadership, problem solving ability, and job fit. The former is a much easier area of questioning; concrete answers to simple questions. The second area is more intangible and thus requires more probing, reflective, and evaluative questions. The following are sample structured interview questions for an administrative position:

#### Background/Experience

- Tell me about your job. To whom do you report? How many employees (if any) report to you?
- What do you like most about your current job? What do you like least?
- What do you want out of your next job? Why do you want to work at Guilford College?

- What skills or experience do you offer that are most relevant to this job?
- Describe an accomplishment of which you are particularly proud. What obstacles did you face along the way? How did you overcome them?
- What are the limitations of your current job?

#### Management Style/Work Style/Leadership

- How do you think your subordinates would describe you as a manager?
- What type of management style do you think is particularly effective?
- How do you plan and organize your work?
- What personal skill or work habit have you struggled to improve?
- What is your most productive or ideal work setting?
- What steps do you generally follow in making a decision?
- Tell me about a time when you had your greatest success in building team spirit. What specific results were accomplished by the team?
- Describe a situation in which you were able to positively influence the actions of others in a desired direction.
- Tell me about a time you had to handle multiple responsibilities. How did you organize the work you needed to do?
- In many problem situations, it is often tempting to jump to a conclusion to build a solution quickly. Tell me about a time when you resisted this temptation and obtained all facts associated with the problem before coming to a decision.
- If you were to take this position, how would you spend your first few weeks/months on the job?

#### Cultural Competence

- Guilford College is committed to creating an inclusive college where people from all races, ethnicities, national origins, genders, sexual orientations and backgrounds may succeed. How have you demonstrated a commitment and sensitivity to the importance of diversity and inclusion in your previous experience?
- What specific experiences have you had addressing concerns of diverse populations at your current or previous institution? What role have you taken in addressing those concerns?

#### Interpersonal and Communication Skills

- Many of us improve our personal interaction with others as we mature. Looking back over the past two years, in what way have you improved?
- Tell me about a time you had to defend an idea to your boss.
- Give an example of when you had to work with someone who was difficult to get along with. Why was this person difficult? How did you handle that person?
- 

#### Career Goals and Objectives

- Why is this job the right one for you at this time in your career?
- What plans do you have for self-development in the next 12 months?



- Have you progressed in your career as you expected?
- Describe your ideal job.

### Self-Knowledge

- What types of criticism are leveled at you most often?
- Tell me about two or three aspects of your last job that you would never want to repeat.
- What sets you apart from the crowd?
- What do you think would be your biggest challenge in this position?

When making up a list of questions, it's important to determine why a certain question is being asked and what relevance it has to the job. Remember also that not all the questions on the list might be asked in the actual interview. But it is a good idea to be prepared with a comprehensive list of structured interview questions to be asked of all applicants.

By now you have prepared yourself by reviewing the specific knowledge, skills, and abilities required for the job and have become thoroughly familiarized with the applicant's resume and cover letter. You should also have your list of questions ready as well as any handouts or literature you may wish to present to the applicants. It is now time to begin the actual job interview.

## **Section III: Conducting the Interview**

It is usually best to have a fairly structured format for interviewing applicants. This helps to ensure consistency and comparability of information on each candidate. It is also helpful in maintaining control of the interview and turning an overly talkative applicant back to the "interview track." Efficient use of time is very important.

Ideally, the interview should be conducted in a private area, free from interruptions such as the phone or other employees or students. You should be able to talk in a conversational tone of voice and give the applicant your undivided attention. Decide in advance of the interview how long it should take to interview for a particular position and allocate enough time. Although some people have strong personal views on matters of furniture arrangement and furnishings, these are not critical as long as both parties can feel comfortable and at ease as they face each other.

### **A. Establish rapport.**

Make the applicant feel at ease. A warm greeting and a suitable introduction will help establish rapport and create a pleasant atmosphere. Remember that it is important to create a favorable impression. Research has shown that rapport between the interviewer and the applicant contributes substantially to the effectiveness of the interview. Following the greeting, some "small talk" is usually of value. Small talk serves to relax both the interviewer and the applicant and helps establish mutual confidence. This can be either an interesting item from the applicant's resume, something you may have in common or a more general topic. For example, if the applicant recently relocated to this area, you may want to ask how he or she

likes it. A friendly exchange of comments can be a positive beginning to an interview session and allow communication to develop more freely and rapidly than it might otherwise. When establishing rapport, it is important to avoid the topics listed in Section IIA.

### **B. Explain the structure of the interview.**

Explain that the interview consists of two parts - the evaluative part and the informative part. In the first part, you the interviewer, will be assessing the applicant. You will ask questions in several job-related areas to help evaluate the applicant's fit for the job. In the second part, you will provide information concerning the job and Guilford College. It will be at this time the applicant may ask questions. This step will help relax the applicant by letting him or her know what is to occur. It also puts you in control of the interview by providing a structured agenda and keeps both the interviewer and the applicant from going off on tangents. It also helps to control the amount of time devoted to each topic.

### **C. Gather information.**

Here is where the skills of listening, probing, reflecting, summarizing, and evaluating come into play. The keys to control of the interview are careful listening combined with good use of questions. You need both to encourage and guide the applicant's sharing of facts. Your comments and questions should control the interview.

A common error of ineffective interviewers is that they concentrate exclusively on the questions they intend to ask and do not hear what the applicant is saying. If you talk as much as 50 percent of the time, you are monopolizing the interview. Ideally, you should talk no more than 25 percent of the time. This takes practice and discipline, but your job is to listen and evaluate; as long as you are talking you are not learning anything about the applicant. Do not be overly apprehensive about silences. Sometimes applicants bridge a silence with additional information that turns out to be quite significant to you. Silences may also allow for thinking and reflection by the applicant.

Remember the use of open-ended questions that encourage the applicant to express ideas and information and allow more freedom in response. Also avoid asking leading questions which may tempt the applicant to slant answers to please you. Your purpose in the interview is to obtain a clear and balanced picture of the applicant's qualifications for the job without indicating the responses you hope to hear. In addition, many interviewers fail to recognize the value of comments and concentrate exclusively on questions, causing the interview to resemble an interrogation. You want to encourage spontaneous talk about things that may be important.

Remember, it's up to you to control the pace of the interview. If an applicant is talking too little, you may need to ask more follow-up questions, such as "Why do you feel that way?", "Why do you think that happened?", "What would you have done differently?" On the other hand, you may have an applicant who talks way too much, perhaps providing irrelevant material. At this point, you may need to politely interrupt with the reminder that you need to move on to other areas or bring him or her back on track by rephrasing your original question

or asking a new question. In any case, do not allow the interview to drift into areas that may be deemed potentially discriminatory, even if the applicant approaches the subject. Again, politely interrupt the applicant and get the interview back on track.

Note-taking can be helpful, especially if you have several interviews scheduled. It helps ensure accuracy and often reassures the applicant that you are interested in him or her as an individual. Be sure to explain ahead of time that you will be taking notes and why. Also be aware that any notes you do take may become part of the permanent record of the interview. These notes can be reviewed as part of any adversarial proceedings concerning alleged discrimination in the hiring process. As with all other aspects of the selection process, you need to be professional and non-discriminatory in your note-taking. For example, when describing behavior, write: Reported conflicts with boss; do not write: Applicant is cranky. Another example would be to write: Defends position without being intimidated; not: Fairly assertive for a woman. Remember, your notes are a formal part of the search file and can be reviewed.

#### **D. Describe the job, Guilford College, and the department.**

A detailed description of specific duties should probably be saved until this stage of the interview. By describing the job in detail before this stage, the interviewer may inadvertently coach the applicant on how he or she should appear and on how to look as good as possible.

An interview is a two-way process. There are details the applicant needs to know from you about the position and the college. Provide sufficient facts, both favorable and unfavorable, about the position, your department, promotional opportunities, etc., in a straightforward manner so that the applicant can make an intelligent decision on the acceptability of the position. This may be a good time to give the applicant any brochures you may have about the College and the local community, show them an organizational chart, and fill in all the details about your department.

Go over the job description with the applicant and clarify any previous information if necessary. Go over work hours, necessary overtime, weekend work, travel, etc. and ensure that the applicant is willing to accept these requirements. If asked, you may give a salary range and a brief overview of benefits or refer those questions to the Director of HR.

#### **E. Answer questions and allow the applicant to add information.**

This stage is directed toward the applicant's objectives - to gather information about the job and the College and to sell himself or herself. Give the applicant a chance to add anything else he or she thinks may be important for you to know in making your decision. Also, give the applicant an opportunity to ask you any further questions about the College and the job. Be sure and provide ample opportunity for these two areas.

## **F. Conclude the interview.**

Simply thanking the applicant for his or her time and outlining what will happen next is an honest and comfortable way to end the interview. This may be a good time to let the applicant know you will be checking references and to obtain permission to call a current employer and/or any references supplied by the applicant. Let the applicant know who to contact with questions and give an approximate date by which a hiring decision will be made.

## **Section IV: Post Interview Procedure**

### **A. Making the final selection.**

Now that you have completed the final interviews, it is time to assess the results of those interviews and review the minimum qualifications, job description, and other items quoted in the advertisement for the position to determine once again who best matches the job. It is time to make the final selection.

When making the final decision as to which applicant to hire, you should use only information that is job related. You should eliminate information that cannot be related to an applicant's ability to perform satisfactorily. Gathering, integrating, and evaluating interview information includes identifying applicants' personal characteristics and judging them in the context of the job requirements. Interview evaluation information, in conjunction with other information gathered during the selection process, should form the nucleus for the final selection. An all-important caveat is to be sure candidates are evaluated only against selection criteria.

### **B. Check references.**

In some searches where there is considerable expense involved in bringing candidates to campus, you may want to check references prior to the interview stage. If that hasn't been done, it is at this point that references should be checked. After receiving permission from the applicant, references can be checked by the hiring manager, chair of the search committee, or the department head. Since letters of recommendation often lack candid and specific assessments of work performance, it may be advantageous to talk directly with previous supervisors. Such conversations allow you to raise pointed questions and gain information not commonly included in letters of recommendation. Reference checking, as noted, is best done by telephone; you will probably receive little information in writing. When you call a reference, prepare to spend some time on the phone. Assure the person that whatever is discussed will be held in the strictest confidence. Have a list of questions ready and know what information you would like to receive about the candidate. As with every other step of the selection process, be prepared. Here are some tips for getting a reference to respond to questions:

- 1). Introduce yourself and the organization to the reference
- 2). Describe the position for which the applicant has applied

- 3). Ask questions which will tell the reference something about the behaviors that are expected in the position and then asks the reference to provide examples that demonstrate that the applicant has performed this way in the past.
- 4). Prepare a scoring matrix to capture the responses of the reference.

Written notes of those reference checks must be maintained for the search file. These notes minimize institutional risk in the event the hiring process or specific hiring decision is challenged. Hiring managers are encouraged to check not only the formal references provided by the candidate but to check other references as well.

### **C. Final Steps.**

Once references are checked and you've selected your candidate, contact the Director of HR to discuss a starting salary. Afterwards, you can make a verbal offer of employment contingent upon a successful background investigation. The Office of Human Resources will send the official hire letter and will work with the selected candidate to complete the background investigation. New hires cannot begin working until they have completed all the necessary employment paperwork with the Office of Human Resources.

The hiring manager is encouraged to personally contact those candidates who were invited to interview and should send a letter or email to all other unsuccessful candidates letting them know the position has been filled and thanking them for their interest in Guilford College (HR can provide sample communications). Notification should be made as soon as possible.

All notes and records related to the search should be retained for a minimum of three years.

## Appendix

### Interviewing Guidelines

Subject	Legal to Ask	Not Legal to Ask
Age	There are not really any acceptable pre-employment inquiries, unless you can prove that age is a bona fide occupational qualification. This is nearly impossible to prove.	Any question designed to discover someone's age.
Arrest Record	Questions about arrest records are not acceptable.	Any inquiry about arrest records.
Available for Work	May ask if applicants can work the normal hours of the position, and whether they are available to work overtime (if overtime is required for the position). May also ask applicants if they have any obligations that would prevent them from business travel.	May not ask questions such as, "Are you available for work on Saturdays and Sundays?" (could be religious discrimination) or "Do you have children or child-care responsibilities?" (could be discriminatory, especially if just asked of women).
Citizenship (also Birthplace)	You may ask if the applicant is legally authorized to work in the U.S.	May not ask place of birth or whether applicant is a citizen. May not ask the applicant to present birth certificate, naturalization or documentation before being hired.
Convictions	It is alright to inquire about an applicant's conviction record for "security sensitive" jobs. A conviction doesn't mean someone may not be hired for a position, but depends on the relationship to the position.	Questions about convictions that do not relate to position. For example, asking landscaping applicant about bad checks.
Credit Inquiries	No acceptable pre-employment inquiries unless job related. <i>All background checks are conducted by an outside vendor. Credit checks are conducted by an outside vendor on relevant positions.</i>	No inquiries about charge accounts, bank accounts, past credit history, etc.
Disabilities	Are you able to perform the essential functions of the job with or without reasonable accommodations? (provide job description)	No inquiries about applicants' physical or mental disabilities.
Education	May ask questions regarding the education and training requirements for the particular job.	Stay away from general degree questions, unless you and your supervisor can <i>prove</i> a degree is necessary to perform the job.

Employment	Any question related to education, experience, strengths and weaknesses, promotions, accomplishments, current salary, salary requirements, and reason for leaving a position	None
Financial Status	Do not ask about finances, including questions about home ownership or financial problems such as garnishment or bankruptcy.	If a car is required for use at work, may ask if car available to use on the job.
Height and Weight	Only ask about abilities to perform the job without mentioning height or weight.	It is not alright to ask anything concerning height or weight not based on the actual job requirements, unless you and your supervisors can <i>prove</i> that a specific minimum or maximum height or weight is required to perform the job.
Marital Status	No acceptable inquiries	May not ask whether the applicant is single, married, divorced, widowed, separated, or engaged.
Military	Inquiries about education, training or work experience gained in the U.S. armed forces.	Type of or condition of discharge. Request for discharge papers.
Name/Name Change	It is alright to ask an applicant if there is additional information needed to verify education and experience.	May not ask about maiden name.
National Origin	May ask about the applicant's ability to read, write and speak English or foreign languages when required for the position.	May not ask how applicant acquired the ability to read, speak or write a foreign language. Questions concerning the applicant's nationality, ancestry or parentage are not allowed. Questions also not allowed concerning the nationality, ancestry or parentage of the applicant's parents and/or spouse.
Organizations	Inquiries about memberships in professional organizations related to the job. For example, what type of fundraising organizations is the applicant for the fundraising position a member?	May not ask about country clubs or other organizations, because they may provide information related to economic or social class, religion, race, marital status, etc.
Personal Information	May ask whether the applicant has worked for the organization under the current name or a different name.	May not ask general questions about the applicant or their personal information, such as did you change your name?
Photos	No acceptable inquiries.	May not ask for a photo of the applicant.
Pregnancy	If you ask a female applicant how long she anticipates staying in a position, you must ask a male applicant the same question. The same inquiries must be made to male and female applicants.	May not ask any questions related to pregnancy or medical history concerning pregnancy. Refusing to hire a female applicant solely because she is pregnant would be considered sex discrimination.

Race or Color	No acceptable inquiries	May not ask any questions.
Relatives	Name(s) of applicant's relatives already employed by organization. Remember to review your statement on diversity.	May not ask for names of relatives other than those working for the organization.
Religion or Creed	No acceptable inquiries about religion. You may ask the applicant if he or she can work the regular shifts of the position.	Questions about applicant's religious denomination, religious affiliation, church, pastor, or religious holidays observed.
Residence	May inquire about the applicant's address as needed for future contact with the applicant.	May not ask whether the applicant rents or owns their residence (may denote economic class). May not ask the names or relationships of people with whom the applicant resides.
Sex	No acceptable questions about applicant's gender or sex.	No acceptable questions.