



# Equity and Inclusion Compliance Toolkit

FOR EMORY MANAGERS/EMPLOYEES

Information Toolkit For Emory University's  
Discriminatory and Harassment Complaint Process,  
Affirmative Action Plan, and  
Fair Selection and Hiring Procedures,  
Plus Other Resources

# The Office of Equity and Inclusions' Purpose and Mission

The Office of Equity and Inclusion (OEI) ensures Emory University's compliance with the following:



OEI also monitors and executes the university's Equal Opportunity Policy. We are committed to promoting a fair and accessible campus environment for the community through collaboration with our university partners. OEI's mission includes:



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# Affirmative Action Plan Compliance

As a leader, it is essential to familiarize yourself with Emory's Affirmative Action Plan. The Affirmative Action Plan compliance section of this toolkit includes the following information.



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# Affirmative Action Plan Compliance

## What is an Affirmative Action Plan?

- The Affirmative Action Plan (AAP) is a written management tool designed to ensure equal employment opportunity and is required to fulfill part of Emory's responsibility as a federal government contractor. The AAP is mandated by [Executive Order 11246](#).
- The AAP functions as a systematic approach toward the achievement of Emory's affirmative action goals and nondiscrimination in the workplace.
- The AAP is prepared annually, consisting of statistics and narratives for minorities and women, individuals with disabilities and protected veterans, as mandated by the [Office of Federal Contract Compliance Programs \(OFCCP\)](#). [Code of Federal Regulations 41 Section 60-2.10](#).

## What is the purpose of the AAP?

The purpose of the AAP is to ensure that all qualified applicants and employees are receiving an equal opportunity for recruitment, selection, advancement and every other term and privilege associated with employment.

## What is included in the AAP?

The AAP consists of qualitative and quantitative data that is mandated by Executive Order 11246. The following contents must be included:

- Organizational Profile
- Job Group Analysis
- Placement of Incumbents in Job Groups
- Availability Analysis
- Estimated Availability versus Incumbency
- Hiring Goals or Placement Goals
- Designation of Responsibility for Implementation
- Identification of Problem Areas
- Action-Oriented Programs and Periodic Internal Audits

## What are Hiring Goals?

- Hiring goals are reasonably attainable flexible targets that we should aim to achieve by applying good faith efforts.
  - Good faith efforts are specific actions that we take to fulfill our EEO/AA responsibilities. Some typical examples include: job fairs, personal visits, posting of jobs with the local state employment services, veteran affairs agencies, community job placement agencies, vocational



- schools and participation in other employment and outreach activities where women or minorities, veterans or persons with disabilities may be recruited.
  - Good faith efforts must be documented and measured. Review success of outreach efforts and identify new ones if results are not attained.
    - Examples of evaluation criteria:
- Goals are established where the actual representation of women or minorities in a job group is less than would be reasonably expected based on internal and external market availability.
  - If the employment of a protected-class in a job group falls below 80% availability, a hiring goal will be set for that group equal to its availability percentage.
  - Availability percentage data is determined by calculating internal and external market data from various sources i.e. internal promotions data, census data, Association of American Universities, Association of American Universities Data Exchange, and IPEDS data.
- Goals measure progress toward achieving equal employment opportunity.
- Diversity goals/benchmarks versus affirmative action goals/benchmarks
  - Diversity has many meanings and includes individual (personality, learning styles, thought and life experiences) and group/social differences (mental health status, political, religious/spirituality, race/ethnicity, gender, class, gender identity and expression, sexual orientation, etc.). Your diversity goals should be strategic and specific to your school and/or department. The affirmative action plan goals are institutional goals that are federally mandated. The goals are developed by comparing our incumbency to internal and external labor market data by occupational job groups. These goals might or might not impact your specific area. The affirmative action goals could serve as a starting point for building strategic diversity goals, but they are not one in the same.

## What are my responsibilities as a manager?

Emory recognizes that the cooperation of department supervisors and line managers is required to reach the full potential of the AAP, therefore, some supervisor and manager expectations are outlined below:

- Assist the Affirmative Action Officer, Maurice Middleton, in the identification of any problem areas and help eliminate any barriers to equal employment opportunity;
- Whenever possible, become involved in local minority organizations, women's organizations, community action groups, and community service programs;
- Work with the Affirmative Action Officer, Maurice Middleton, to periodically review hiring and promotion patterns and training programs to isolate impediments to the attainment of affirmative action placement goals and objectives. Results from these reviews are communicated through appropriate management meetings;
- Review the qualifications of applicants and employees in a nondiscriminatory manner with regard to hire, promotion, transfer and termination and assist in the documentation of these efforts;
- Provide career counseling for employees as needed;
- Adhere to the University's [policy of equal employment opportunity](#) for all employees and ensure the policy is understood, supported and adhered to by the employees they supervise;
- Take action to prevent the discrimination and harassment of employees based on [protected characteristics](#) (race, color, religion, sex, gender identity, sexual orientation, and pregnancy, national origin, age (40 or older), disability or genetic information) or due to a perception that an individual might have been the beneficiary of the University's affirmative action efforts;
- Learn about the various [types of discrimination](#) prohibited by the laws enforced by EEOC.
- Study [prohibited employment policies and practices](#) enforced by EEOC.

## Applicable AA/EEO Laws

- [Equal Employment Opportunity](#) laws prohibit specific types of job discrimination in certain workplaces. The Department of Labor has two agencies which deal with EEO monitoring and enforcement, the Civil Rights Center and the Office of Federal Contract Compliance Programs.
  - The [Office of Federal Contract Compliance Programs](#) oversees employers holding federal contracts and subcontracts and protects workers, promotes diversity and enforces the law. It is their responsibility to ensure contractors are complying with the legal requirement to take affirmative action and not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, national origin, disability, age, or status as a protected veteran. Lastly, contractors are prohibited from discharging or otherwise discriminating against applicants or employees who inquire about, discuss or disclose their compensation or that of others, subject to certain limitations.
- [Executive Order 11246](#) prohibits discriminating in employment decisions on the basis of race, color, religion, sex, sexual orientation, gender identity, age or national origin. Federal contractors are also required to take affirmative action to ensure equal opportunity is provided in all aspects of their employment. Lastly, E.O. 11246 prohibits contractors from taking adverse employment actions against applicants and employees for asking about, discussing or sharing information about their pay or the pay of their co-workers.
- [Section 503](#) prohibits discrimination against job applicants and employees based on disability. This means that employers cannot discriminate against you when making decisions on hiring, firing, pay, benefits, job assignments, promotions, layoffs, trainings and other employment related activities.
- [Title VII of the Civil Rights Act of 1964](#) prohibits discrimination in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment on the basis of race, color, religion, sex or national origin. This law is enforced by the [Equal Employment Opportunity Commission \(EEOC\)](#).
  - The [Equal Employment Opportunity Commission](#) is an independent federal agency that promotes equal opportunity in employment through administrative and judicial enforcement of the federal civil rights laws and through education and technical assistance. Applicants and employees of most private employers, state and local governments, educational institutions, employment agencies and labor organizations may be assisted by the EEOC.
- [VEVRAA](#) requires employers to take steps to recruit, hire and promote protected veterans. It is illegal to discriminate against protected veterans when making decisions on hiring, firing, pay, benefits, job assignments, promotions, layoffs, training, and other employment related activities.

## Affirmative Action Plan FAQs

As a supervisor, you should familiarize yourself with the Affirmative Action/Equal Employment Opportunity Laws and FAQs. These FAQs set forth commonly asked questions that you may receive from applicants or employees interested in knowing more about their rights in the workplace:

### 1. What is Affirmative Action?

Affirmative Action is a practice that must be taken by covered employers to identify conspicuous imbalances in their workforce and take positive steps to correct and prevent any underrepresentation of protected classes. It is an action to recruit and advance qualified women, minorities, persons with disabilities and covered veterans. Source: SHRM and Department of Labor



- 2. Are the affirmative action goals different than diversity goals?**

Diversity has many meanings, and includes individual (personality, learning styles, thought and life experiences), and group/social differences (mental health status, political, religious/spirituality, race/ethnicity, gender, class, gender identity and expression, sexual orientation, etc.) Your diversity goals should be strategic and specific to your school/department. The affirmative action plan goals are institutional goals that might or might not impact your specific area. They could serve as a starting basis for building strategic diversity goals, but they are not one in the same.
- 3. What are Good Faith Efforts**

Good faith efforts are actions we take to reach out to members of protected classes during recruitment, particularly if Placement Goals have been identified through the AAP process. These efforts are not about setting aside certain positions for a specific group or working to meet hiring quotas. The goal is to extend our efforts to reach qualified, high-potential individuals who might not otherwise be considered for a position.
- 4. What are the benefits of good faith efforts?**

We benefit from good faith efforts because they improve our chances of diversifying our workforce and protect us from potential accusations of discriminatory hiring processes. Specific and measurable good faith efforts are required from a legal/compliance perspective.
- 5. Are Affirmative Action Goals required to be met?**

Affirmative action program goals are not required to be met because they are not quotas, but it is expected that good faith efforts will be made to meet each goal. The affirmative action plan must show that good faith efforts were carried out in advertisement, recruitment, promotions, trainings, and terminations. Failure to meet such goals will not result in sanctions as long as we can show clear efforts were made to achieve the goal.
- 6. Are hiring goals the same as quotas?**

No. A quota is a fixed number or amount of people allocated to a position. Hiring goals are flexible targets that we should aim to achieve.
- 7. Does Affirmative Action mean we are applying different standards toward non-minorities?**

No it means we are applying one standard toward all people, minority and nonminority. Affirmative action does not encourage hiring candidates who are less than qualified. Affirmative action is recognizing your community and making sure your organization and its employees are representative of that community.
- 8. Who benefits from Affirmative Action Programs?**

Everyone benefits from affirmative action programs. They promote diversity and inclusion among individuals of different race, color, sex, religion, national origin, etc. Diversity helps us learn more about our differences and similarities that will ultimately bring us closer together.
- 9. What are EEO Categories?**

As defined by the Equal Employment Opportunity Commission (EEOC), EEO Categories are broad job classifications, based on employer type (e.g., private organization, educational institution). The EEOC compiles job classification schedules accordingly. EEO Categories are then applied to Job Groups within your organization during AAP preparation.
- 10. What is Availability?**

Availability is the percentage of a protected class, which is calculated to be available for employment openings within a Job Group at a work location, including external candidates and internal incumbents.

### **11. What are Job Groups?**

As the fundamental unit of analysis in an Affirmative Action plan (and often as a subset of an EEO Category), a Job Group is a collection of job titles with similar duties, content, compensation, or opportunity level.

### **12. What is a Protected Class?**

A Protected Class is a category of persons covered by provisions of regulations or statutes. In preparing Affirmative Action plan statistics, the protected classes include:

- Females
- Minorities
  - Blacks, Asians/Pacific Islanders, Hispanics, American Indians/Alaskan Natives
- Protected Veterans
- Individuals with Disabilities (IWDs)

### **13. Who is considered an underrepresented minority (URM) at Emory?**

Underrepresented minorities (URM's) normally includes African Americans, Hispanics, and sometimes American Indians/Native Americans. They are included because they historically describe a subset of a population that holds a smaller percentage within a significant subgroup than the subset holds in the general population. Specific characteristics of an underrepresented group vary depending on the subgroup being considered. Underrepresented groups in computing, a subset of the STEM fields, include Hispanics and African-Americans.

# Faculty Recruitment and Selection Compliance

As a leader, it is essential to familiarize yourself with Emory's Faculty Recruitment and Selection process. This section of the toolkit includes the following information.



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# Faculty Search Procedures

## Faculty Search Procedures: How to Get Started

- Obtain departmental approval to open position.
- Discuss search procedures with OEI's Assistant Director for Faculty Recruitment. The Assistant Director can assist in developing an effective recruitment plan. The Federal Government requires documented outreach efforts: [Faculty Recruitment Outreach Resources](#)
- Identify search committee members. The search committee must be comprised of three or more persons who represent the diversity of the Emory community. The search committee should identify clear selection criteria and define a recruitment plan prior to commencing the actual search. The plan should include not only the type and content of the advertisements but also the channels to be used to identify potential candidates. Although the entire committee is responsible for the search, it is recommended that one committee member take responsibility to ensure outreach to women and minority candidates, veterans and those with disabilities, and document the committee's efforts in this regard.
- Create a position advertisement. The advertisement should be clear as to the requirements of the position and time frame for submission. It should also provide the minimum and preferred qualifications, which will be the basis of the hiring decision. The advertisement **must** include the recommended EEO statement. [EO/AA Statements](#)
- Create a requisition [ERS-Single Sign on](#) to include the vacancy position and description as well as information on the search committee members, the recruitment and outreach efforts for the search and who will be responsible and manage the search ("Requisition Administrator"). Include OEI, David Goetsch, as the Recruiter and route to the appropriate approvers.
- OEI will review the new requisition, call the department with additional questions (if any) or approve the search. A notification will come to the Requisition Administrator that includes a hyperlink to the posting that can be used for postings to all sites and announcements.

## Managing Applications

- "Self-Identification Requests" will automatically be generated to any candidate that applies. This will allow OEI to run reports on the diversified make up of each candidate pool.
- The Requisition Administrator is responsible to coordinate and communicate with the search chair in order to update the status of each candidate applied and to ensure that ALL considered candidates are on file in the requisition.
- After the posting closing date, and before eliminating candidates, the hiring department must contact OEI for applicant pool data and approval to move forward. Applicant pool data is a critical component of the search process – it helps to ensure that your applicant pool is diverse, especially if a placement/hiring goal was established for the open position.

- If necessary, the hiring department initiates additional recruitment efforts to attract a diverse pool. If further recruitment is not necessary, and on the basis of the predetermined position requirements and selection criteria, the initial pool of applicants may be reduced to a “short list.” References should be checked for these candidates and between three to five persons should be selected for interviews. The interviews must be equitable.

## **Final Steps**

- Once the interviews are completed, the hiring official denotes the candidate status in the ERS system to finalist status, indicating the proposed selection and decision
- The search chair or department must provide detailed job related and non-discriminatory explanations as to why each candidate was selected (or not selected) and will attach to the requisition.
- Once the proposed hiring decision is approved by OEI, the hiring department notifies candidates of their selection or non-selection.
- OEI offers a regularly scheduled class to review fair hiring practices as well as use of the ERS system for faculty hiring. Please contact [david.goetsch@emory.edu](mailto:david.goetsch@emory.edu) for support or additional help,
- All materials considered in the selection process (including interview notes) must be maintained on file for three (3) years and can be attached to the requisition for the permanent record.

The [Search Process](#) is also available online for guidance.

# Best Practices for Creating a Diverse Search Plan

## Determining Opportunities

- What are the current and future needs of the office? Who do we serve?
- What is the current make-up of the department/business unit?
- How many and what type of positions are expected to be vacant?
- Are any of these positions in an underutilized job group for women and/or minorities ([contact OEI](#) for additional information)?

## Evaluating Job Descriptions

- Is the job description aligned with commitment to staff diversity?
- Does the job description use language that attracts diverse staff?
- Does the job description include criteria such as "experience working with a diverse population?"
- Does the job description accurately reflect the skills and education necessary for the position?
- Are essential and marginal functions of the position clearly stated and consistent with current needs and/or responsibilities of the position?
- Does the job description include any biased language? Remember to use his or her, he/she, or s/he when you occasionally need to stress the action of an individual.

## Diversifying the Applicant Pool

- If you are utilizing a search firm, does the firm present a diverse interview pool?
- [Contact OEI](#) to determine the current availability of qualified women and minorities for a position in the relevant geographic areas (e.g., Metro Atlanta and Atlanta counties).

## Interviewing Applicants

- Review the interview pool and ensure that it is inclusive of women and minorities.
- If a search committee is used, is it diverse?
- Review proposed interview questions to ensure there are no illegal questions (e.g., age, disability, children, etc.).
- Ensure that hiring managers understand the process to implement reasonable accommodations, if necessary for the interview.

Source: [Stanford.edu](#)



# Search Committee Checklist

## Search Committee Checklist

The Office of Equity and Inclusion at Emory University serves as the equal employment opportunity and compliance office for academic recruitment and provides oversight for the Affirmative Action policy and the legal aspects for faculty recruitment. In this role, the Office of Equity and Inclusion monitors searches, reviews/approves search waiver requests and oversees data collection in conjunction with the academic departments to fulfill federal reporting requirements.

Below is a required checklist that is essential to conduct a successful search:

### Search Committee Checklist:

- Create a requisition in ERS (Emory Recruitment System) complete and submit for approval
- Determine with *OEI* if there is an affirmative action hiring goal (contact David Goetsch at 404-712-1415 or [david.goetsch@emory.edu](mailto:david.goetsch@emory.edu).)
- The Vacancy is posted allowing both internal and external applicants an opportunity to apply
- The Vacancy has been distributed to ensure women, minorities, veterans, and applicants with disabilities have access to the opening and job description. Outreach efforts are documented and on file. [Outreach Resources](#)
- Search committee has been established. [Read our Best Practices and Guidelines for Search Committees](#)
- Utilize (ERS) to compile a list of all applicants with a disposition (eliminated, placed on hold, will interview)
- Utilize (ERS) to compile a list of interviewed applicants (this includes phone, video, skype and in-person interviews)
- Ensure, through ERS, that all candidates have had the opportunity to self-identify (EEO, ADA(503), or Veteran (VEVRAA) status)
- Receive approval of the applicant pool from the Office of Equity and Inclusion
- Identify finalists - a list of three or more people and provide justification and reasoning for not selecting the remaining finalists on file.
- Provide this final documentation to the Office of Equity and Inclusion for approval prior to making a final offer

**Compliance note:** Keeping proper records is crucial not just to ensure compliance but also to defend employment decisions in the case of lawsuits. For instance, without a proper record of why a certain person was not hired, it will be easier for that individual to accuse the organization of discrimination.

# Best Practices to Target Women, Minorities, Protected Veterans and Individuals with Disabilities

Thank you for time and consideration in researching additional action steps for outreach efforts to attract women, minorities, veterans and people with disabilities in your department. We realize the process to make a change can take longer in areas of specific education, credentialing and skills. Moving to a diverse community is driven by a team dedicated to continuing the necessary dialogue to ensure that the effort is genuine.

Here are some action steps that other areas on campus are creating and/or in the process of initiating that may be helpful. Understandably you may not be able to create action steps for all of these listed, but we would suggest you select some steps as well as creating others on your own to begin creating a Faculty Recruitment Plan template for your department.

## **Women/Minority Recruitment Committee**

This is a dedicated effort to form a group of concerned peers to reach out to others in their field as possible candidates for upcoming vacancies. Often times this committee is charged to search for others that may have an interest in conversations to join the Emory University community. By this peer contact we raise the focus on a national search for women or minorities.

## **Mentoring Programs for Women/Minorities**

Mentors for women or minorities may already be in place but less formally documented as an action step. Consider formalizing the process or at least documenting where these relationships are in place. A formal program would offer time and energy to create a matching program for future candidates.

## **A Journey Program for Women/Minorities**

This program is used to document how a future specialist is trained, mentored and completes the training necessary to be credentialed in their field. This loosely written guide offers the way an interested woman or minority can become eligible for consideration in the specific field. Often matched with a mentor or guided by a professional already in their field of choice.

## **Affirmative Action Committees**

Some schools enlist the participation of several dedicated faculty professionals that contribute time to support recruitment for faculty. They review postings for correct language, compare existing data to that of the candidate pools and ensure a genuine effort is given during the search process.

# Recruitment Outreach Resources

## Recruitment Outreach

Here are some ideas and resources to consider that can facilitate diverse recruitment efforts. We welcome your suggestions, as well, as we collaborate to develop a more diverse community on campus.

### Panels

- Enlist a committee of several faculty and/or staff members to review your department's postings for correct language, compare existing data to that of the candidate pools and help ensure a genuine effort is given during the search process.
- Form a committee of concerned peers to reach out to others in their field as possible candidates for upcoming vacancies.

### Postings

- All postings are required to include Emory University's EO/AA statement. [See our guidance](#) including short, medium, and long versions of the statement.
- A link to the ERS posting should always be included to ensure the candidate participates in the Self-ID portal.
- We can suggest targeted postings with language to attract women, minorities, veterans and individuals with disabilities. Postings should always be followed by the interest and encouragement for women, minorities, protected veterans, and individuals with disabilities to apply.

### Programs

- Foster mentoring programs for women and minorities to formalize ad hoc or informal mentoring that may be taking place and to devote time and energy to create a matching program for future candidates.
- Develop a guide to outline how a future specialist in a given field may be trained, mentored, and complete the training necessary to be credentialed. This loosely written document offers a way for an interested candidate to become eligible for consideration. Candidates may also be matched with a mentor or guided by a professional already in their field of choice.

### Strategies

- Establish relationships with community organizations
- Notify organizations of job openings
- Build personal connections (face-to-face, phone conversations, etc.)
- Invite to Emory events, open houses, tours of facility
- Attend job fairs that target diverse candidates
- Recruit students from college organizations that serve targeted groups
- Advertise in diverse and targeted magazines and newspapers

## Diversity Recruitment Resources

Diversifying your applicant pool requires recruiting talent from a variety of resources. The following organizations and associations, arranged by minority category, can assist you in expanding your targeted search for qualified and diverse candidates.

This list is not intended to be all-inclusive but to serve as a guide for expanding recruitment efforts to create the most diverse candidate pool possible. Please note that some resources offer position listings free of charge; others charge fees. Additionally, keep in mind that individual websites and listserv owners are subject to change without notice.

### African-Americans

- [Black Perspective](#)
- [Diverse Issues in Higher Education](#)
- [Historically Black Colleges and Universities \(HBCU\) Connect](#)
- [The Journal of Blacks in Higher Education \(JBHE\)](#)
- [American Association of Blacks in Higher Ed](#)
- [National Forum for Black Public Administrators](#)
- [NAACP Recruitment Resources](#)
- [National Black MBA Association](#)
- [National Association of Black Accountants](#)

### Asian/Pacific Islander

- [Association for Asian Studies](#)
- [National Association of Asian American Professionals](#)
- [Organization of Chinese Americans](#)

### Hispanic/Latino

- [Hispanic Association of Colleges and Universities](#)
- [Hispanic Outlook In Higher Education](#)
- [Hispanic Today](#)
- [Latinos in Higher Ed](#)
- [Society for the Advancement of Chicanos and Native Americans in Science](#)
- [Voice of Hispanic Education](#)
- [Hispanic Alliance for Career Enhancement \(HACE\)](#)
- [Hispanic Outlook in Higher Education](#)
- [Hispanic Network Magazine](#)
- [Jobs and Careers for Latino Professionals](#)
- [Careers for Latinos and Bilingual Professionals](#)

### Individuals with Disabilities

- [Ability Links](#)
- [Access, Equity and Diversity – Career Center](#)
- [Disability Jobsite](#)

- [Individuals with Disabilities Education Act](#)
- [Association on Higher Ed and Disabilities](#)
- [Ability Jobs Finding Employment for People with Disabilities](#)
- [Employer Assistance and Resource Network](#)
- [Workforce Recruitment Program](#)
- [Job Accommodation Network](#)
- [Vocational Rehabilitation and Employment](#)

### **Lesbian, Gay, Bisexual, Transgender**

- [LGBT Center on Halsted-Advancing the LGBTQ Movement](#)
- [LGBT CareerLink Out & Equal-Workplace Advocates](#)
- [Out Professionals](#)

### **Minority Groups (all-inclusive)**

- [Academic360.com](#)
- [Diverse Issues in Higher Education](#)
- [Hire Diversity](#)
- [The National Employment Minority Network, Inc. \(NEMNET\)](#)
- [American Association of University Professors- Resources in Diversity and Affirmative Action](#)
- [Insight Into Diversity](#)
- [Equal Opportunity Publication, Inc.](#)
- [Diversity Link](#) (includes fees for posting)
- [Diverse Jobs](#)
- [Higher Education Recruitment Consortium](#)
- [National Registry of Diverse and Strategic Faculty](#)
- [Directory of Ford Fellows](#)

### **Native American**

- [American Indian Science and Engineering Society](#)
- [Native American Resources](#)
- [Society for the Advancement of Chicanos and Native Americans in Science](#)
- [American Indian Culture & Research Journal](#)
- [Native American Jobs](#)

### **Older Workers**

- [Jobs for Older Workers](#)
- [Senior Job Bank](#)

### **Veterans**

- [America's Heroes at Work – Veterans Hiring Toolkit](#)
- [Hire Veterans.com](#)
- [Military New, Education, and Veteran Jobs](#)
- [Veteran Employment](#)
- [Veterans Enterprise](#)

- [Disabled Veterans](#)
- [Hiring Vets Toolkit](#)
- [Department of Labor's Resources for Recruitment and Hiring Qualified Vets](#)
- [DOL Veterans' Employment and Training Service](#)

## **Women**

- [American Association of University Women](#)
- [Association of Black women in Higher Education](#)
- [Society of Women Engineers](#)
- [Women in Business and Industry](#)
- [Women In Higher Education](#)
- [Association of American Medical Colleges / Group on Women in Medicine and Science](#)



# Inappropriate and Appropriate Interview Questions

<b>SUBJECT</b>	<b>INAPPROPRIATE</b>	<b>APPROPRIATE</b>
<b>AGE</b>	Questions about age, dates of attending school, dates of military service, request for birth certificate.	Questions about age are only permitted to ensure that a person is legally old enough to do the job.
<b>ADDRESS</b>	Examples: Do you own or rent your home? How long have you lived at your current address?	What is your address?
<b>ARREST RECORD and CONVICTIONS</b>	Questions about arrests, pending charges and convictions that do not relate substantially to the job. Example: Have you ever been arrested?	Varies by state. Some states permit questions that relate substantially to the particular job if they are asked of all candidates. Check with the Legal Affairs or Equal Opportunity Office of your institution.
<b>CREDIT RATINGS or GARNISHMENTS</b>	Questions that have no relation to job performance. Refusing to hire someone based on a poor credit rating is a civil rights violation.	Questions may be appropriate if the job requires significant financial responsibility. In most cases, no question is acceptable.
<b>CITIZENSHIP</b>	Any question about citizenship. Examples: Are you a US citizen? Where were you born? Are you an American? What kind of name is that?	May ask about legal authorization to work in a specific position, if all applicants are asked.
<b>DISABILITY</b>	Questions about disability are not appropriate. Examples: Do you have a disability? What is the nature or severity of your disability? Do you have a health condition? Do you require accommodations?	Questions about ability are appropriate. Example: Are you able to perform the essential functions of this job, with or without accommodations?
<b>EDUCATION</b>	Questions about education that are not related to the job being applied for.	Inquiries about degrees or equivalent experience related to the job being applied for.
<b>FAMILY or MARITAL STATUS</b>	Any inquiry about marital status, pregnancy, children, or child care plans.	Questions about whether an applicant can meet work schedules or job requirements if asked of all candidates, both men and women.
<b>HEALTH</b>	Any question about health. Examples: How is your health? How is your family's health?	None.

<b>MILITARY SERVICE</b>	Any question about type of discharge or registration status. Example: Were you honorably discharged from military service?	Questions about education and experience acquired in the military that relate to a particular job.
<b>NAME</b>	Questions about national origin, ancestry, or prior marital status. Examples: What kind of a name is that? Is that your maiden name?	May ask about current legal name. Example: Is additional information, such as a different name or nickname necessary in order to check job references?
<b>NATIONAL ORIGIN</b>	Any questions about national origin or citizenship. Examples: Are you legally eligible to work in the U.S.A? Where were you or your parents born? What is your native language?	May ask if legally authorized to work in this specific position, if all applicants are asked this question.
<b>ORGANIZATIONS</b>	Inquiries about membership in organizations that might indicate race, sex, religion, or national origin.	Inquiries about membership in professional organizations related to the position.
<b>RACE, COLOR, HEIGHT, WEIGHT</b>	Questions about complexion, color, height, or weight.	None.
<b>SEXUAL ORIENTATION</b>	Any question about sexual orientation. Examples: Are you gay? Why do you wear an earring?	None.
<b>WORK EXPERIENCE</b>	Inquiries posed to members of minority groups based on generalizations or stereotypes of the group. Examples: Questions about use of sick leave, or workers compensation.	Questions about applicants' previous employment experience.

# OEI Hiring Audit Process

Emory University policy requires that rigorous and comprehensive searches be conducted through open recruitment methods to fill all faculty and staff positions. The Office of Equity and Inclusion (OEI) conducts periodic review of hiring practices within a school, department or specific area. This process includes Emory policy with stated or industry “best practices” as a guide.

- As a general practice OEI selects 5 faculty and 5 staff open recruitment searches to review.
  - The following data is gathered:
    - The requisition details in the ATS (Applicant Tracking System)
    - Department and specialty area
    - Job description
    - Supervisor
    - For Faculty;
      - Committee members/Committee member racial and gender make-up
      - Posting, conference and outreach details
    - List of all candidates including the final HR status
    - The resume of the candidate selected as finalist
    - The EEO data (race, ethnicity, gender etc.) of each candidate and comparative market data

## **Faculty and Staff**

- The best practice of candidate selection is to hold a minimum of three (3) interviews.
  - OEI will review if three or more interviews took place and were documented within the ATS
    - If not documented OEI will ask the department for documentation of the total number of candidates interviewed and to include their names and CV.
- The candidate/finalist selected meets the minimum standards set in the job description.

## **Faculty**

In addition to the items above, please adhere to the following guidelines:

- Include documented good faith efforts by search within the ATS, especially when there is a hiring goal in place for women, minorities, protected veterans and individuals with disabilities.
- A minimum of three (3) committee members should be in place to review the candidate pool and make a decision.
- The make-up of gender and race of the committee should reflect a diverse committee and should reflect more than or the same as the current department make-up.
- The reason for selection and non-selection of finalist is documented and attached to the requisition in the ATS
- The EEO data report of the search was run and reviewed prior to moving to a finalist
  - The EEO data reflects a make-up of 80% or more of the availability data for the position

The findings of OEI are sent to the impacted department:

- Findings by the office include infraction of Emory policy, guidelines or industry best practices
- The opportunity to meet and discuss the findings as result of the audit
- A meeting, class or workshop on building proactive processes to ensure correct steps are taken to meet the policy, guideline or best practice.

## **Faculty Search and Hiring FAQ's**

### **1. What is the difference between a Search and a Search Waiver?**

- a. A faculty search or faculty equivalent search is an open search that is announced to a wide national audience.
- b. A search waiver is announcing an appointment of a position without a search and must be applicable to only a select few “reasons” that are approved by the Provost Office.

### **2. How do I announce a search?**

- a. The university applicant tracking system is the formal way to announce your search. This system is what will be audited by the OFCCP. All other searches or postings outside of the applicant tracking system must be linked to the applicant tracking system to accurately document the search and in order for the candidates to self-identify their race, gender, protected veterans status and disability.

### **3. Can I use other sites or systems to find candidates?**

- a. Yes. You can use other sites as long as the candidate is linked back to our applicant tracking system via a hyperlink. This is very common and the candidate will move seamlessly to the university system.

### **4. How do I know if my search meets or exceeds the standards set by OFCCP and Emory policy?**

- a. The minimum of three people on a search committee and three interviews being held for the entire search is the minimum.
- b. The diversity of the candidate pool must be at least 80% of the “availability” of candidates in the field, or compared to our peer institutions.
- c. The diversity of the candidate pool is shared via the EEO data report prior to finalist interviews. This report can be requested via the Office of Equity and Inclusion or ran using the applicant tracking system.

### **5. What is the policy and governing law for hiring at Emory University?**

- a. Emory University utilizes federal money in many ways and follows the rules of the Office of Federal Contract Compliance Programs (OFCCP) for hiring practices.
- b. Emory University Policy 4.99 and 4.6 are for staff and faculty hiring.

### **6. What resources are available to enhance the diversity of my candidate pools?**

- a. The Office of Equity and Inclusion website offers best practices and frequently used websites and organizations that can attract qualified diverse candidates.

### **7. How do I receive the most updated AAP data?**

- a. At the beginning of each academic year, the updated data for the department and the comparative “availability” data is circulated to administrators and chairs.
- b. The Office of Equity and Inclusion can be contacted to send this data again if needed.

**8. Are hiring goals quotas?**

- a. No. Hiring goals are guidelines and benchmarks compared to our peer institutions and US census data. The hiring department is made aware of the goal and should make every outreach effort to ensure the candidate pool is diverse.

**9. What is a “good faith effort”?**

- a. A “good faith effort” going above and beyond to ensure your recruitment and selection process includes outreach efforts that yields qualified diverse candidates. It is the documentation of all steps the department, search chair and committee utilized in order to attract women, minorities, protected veterans and those with disabilities. A detailed complete list of all websites, conferences, societies, associations and communities along with the contact information is required to meet compliance standards.

**10. What is the difference between postings and outreach?**

- a. Posting, announcing and circulating positions to job boards, conferences, associations and communities is a part of your outreach efforts. The most helpful part is creating relationships with other groups and influencers that will help funnel underrepresented groups to your talent pools. When possible, please include your contact’s name, telephone number and email for recordkeeping purposes.

# Discriminatory Complaints Compliance

As a leader, it is essential to familiarize yourself with Emory's Discriminatory Complaint process. This section of the toolkit includes the following information.

Guidelines For  
Filing A  
Complaint

Types of  
Complaints  
Investigated by  
OEI

Reporting  
How-Tos

Reporting  
Requirements for  
Supervisors

Applicable  
University  
Policies

Frequently Asked  
Questions

Contact Person: [Nicole Babcock, Associate Director, Investigations](#)

Telephone number: 404-727-1280

Email Address: [nicole.babcock@emory.edu](mailto:nicole.babcock@emory.edu)



# Discriminatory Complaint Guidelines

## Guidelines for Filing a Complaint of Discrimination or Discriminatory Harassment

Emory University is committed to maintaining an environment that is free of unlawful harassment and discrimination. Pursuant to the University's commitment to a fair and open campus environment and in accordance with federal law, Emory cannot and will not tolerate discrimination against or harassment of any individual or group based upon race, color, religion, ethnic or national origin, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression, veteran's status, or any factor that is a prohibited consideration under applicable law. Emory University welcomes and promotes an open and genuinely diverse environment.

### A. Reporting Requirements for Supervisors

Emory faculty, administrators and supervisors are required to immediately report any employment complaints they receive or incidents of discrimination or discriminatory harassment they witness, to their immediate supervisor or to the Office of Equity and Inclusion.

Further, every university employee who is informed about an allegation of sexual misconduct involving any *student* is required to notify a Title IX Coordinator either directly or through their relevant reporting structure. However, university employees who serve in a professional role in which communications are afforded confidential status under the law (e.g., medical providers, therapists, and professional and pastoral counselors) are not bound by this requirement but may, consistent with their ethical and legal obligations, be required to report limited information about incidents without revealing the identities of the individuals involved, to a Title IX Coordinator or Deputy Coordinator.

### B. Reporting How-Tos

If one of the employees you supervise is interested in filing a complaint of discrimination, discriminatory harassment or retaliation, you can share the following Reporting How-Tos with the employee to guide them through the process of filing a complaint:

#### 1. Who can file a report?

Any student, faculty, or staff member who has experienced discrimination, discriminatory harassment or retaliation by a faculty or staff member may file a complaint with the Office of Equity and Inclusion.

#### 2. Where can I file a report?

Complaints may be filed with the Office of Equity and Inclusion. You may contact:

- Maurice Middleton | Senior Director, Office of Equity and Inclusion
- Lynell Cadray | Vice Provost

Walk-ins, emails, and phone calls are also welcome.

### **3. What should be included in the report?**

The complaint may be made in a written or verbal format. A report should include the following details, when possible:

- Name, email, telephone number and division/department of person filing the complaint
- Name, email, telephone number and division/department of the person against whom the complaint is being filed
- Date incident occurred
- Location of incident
- Description of incident

### **4. When should I file a report?**

All complaints of discrimination or harassment filed in the Office of Equity and Inclusion should be filed as soon after the alleged offending conduct as possible, but in no event more than 180 calendar days after the most recent conduct alleged to constitute discrimination or harassment.

## **C. Discrimination and Discriminatory Harassment Complaint FAQs**

As a supervisor, you should familiarize yourself with the Discrimination and Discriminatory Harassment Complaint FAQs. These FAQs set forth commonly asked questions that you may receive from employees interested in filing a discrimination or discriminatory harassment complaint:

### **1. What types of complaints does The Office of Equity and Inclusion investigate?**

The Office of Equity and Inclusion investigates complaints of discrimination, discriminatory harassment and retaliation. Learn more about discrimination, discriminatory harassment, and retaliation below to determine whether this office can help you or the employees you supervise.

#### ***A. Discrimination***

Emory University is dedicated to providing equal opportunities to all individuals regardless of race, color, religion, ethnic or national origin, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression, and veteran's status. Emory University does not discriminate in admissions, educational programs, or employment on the basis of any factor stated above or prohibited under applicable law.

Students, faculty, and staff are assured of participation in university programs and in the use of facilities without such discrimination. Emory University complies with all applicable equal employment opportunity laws and regulations, and follows the principles outlined above in all aspects of employment including recruitment, hiring, promotions, transfers, discipline, terminations, wage and salary administration, benefits, and training.

If one of your employees is experiencing discrimination by an Emory University or Emory Healthcare faculty or staff member, please consult our how-to guidelines for filing a complaint.

#### ***B. Discriminatory Harassment***

In keeping with its commitment to maintaining an environment that is free of unlawful discrimination and with its legal obligations, Emory maintains a policy prohibiting unlawful harassment of a non-sexual nature and unlawful harassment of a sexual nature.

#### *Discriminatory Harassment of a Non-Sexual Nature*

Discriminatory harassment of a non-sexual nature includes verbal, physical, or graphic conduct that denigrates or shows hostility or aversion toward an individual or group on the basis of race, color, religion, ethnic or national origin, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression, veteran's status, or any factor that is a prohibited consideration under applicable law, and that is so severe and/or pervasive it:

- Has the purpose or effect of creating an intimidating, hostile, or offensive employment, educational, or living environment; or
- Has the purpose or effect of unreasonably interfering with an individual's work performance or a student's academic performance.

Depending upon its severity and/or pervasiveness, the prohibited behavior may include conduct or material (physical, oral, written, graphic, electronic messages or media posted or circulated in the community) involving epithets, slurs, negative stereotyping, threatening, intimidating, or hostile acts, that serve no scholarly purpose appropriate to the academic context and gratuitously denigrates or shows hostility or aversion toward an individual or group because of race, color, religion, ethnic or national origin, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression, veteran's status, or any factor protected by applicable law.

If one of your employees is experiencing discriminatory harassment of a non-sexual nature by an Emory University or Emory Healthcare faculty or staff member, consult our how-to guidelines for filing a complaint.

#### *Discriminatory Harassment of a Sexual Nature (Sexual Harassment)*

Sexual harassment includes unwelcome conduct, based on sex or gender stereotypes, when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or student status;
- Submission to or rejection of such conduct is used as the basis for employment or academic decisions affecting such individual; or
- Such conduct is so severe and/or pervasive it has the purpose or effect of unreasonably interfering with a person's university employment, academic performance or participation in university programs or activities, or creates a working, learning, program, or activity environment that a reasonable person would find intimidating, hostile, or offensive.

Depending upon the severity and/or pervasiveness of the conduct, sexual harassment may include, for example, subjecting a person to egregious, unwelcome sexual attention, physical or verbal advances, sexual flirtations or propositions, vulgar talk or jokes, degrading graphic

materials or verbal comments of a sexual nature about an individual or his or her appearance, or the display of sexually suggestive objects outside a scholarly context and purpose.

Sexual harassment includes sexual misconduct, sexual violence, sexual assault, intimate partner violence, stalking, and gender-based bullying. Prohibited sexual harassment in the working or learning environment includes an attempt to coerce an unwilling person into a sexual relationship; to punish a refusal to comply with a sexual based request; to condition a benefit on submitting to sexual advances, and to make direct or implied threats that submission to sexual advances will be a condition of employment or academic opportunity. Sexual harassment may also occur in the form of unwelcome, sexually suggestive cartoons, pictures, email, text, tweets, video or other graphic materials that may contribute to a hostile working or learning environment.

If one of our employees is experiencing discriminatory harassment of a sexual nature by an Emory University or Emory Healthcare faculty or staff member, consult our how-to guidelines for filing a complaint.

### ***C. Retaliation***

Retaliation against an individual who, in good faith, complains about discrimination or discriminatory harassment or participates in an investigation or a hearing relating to an allegation of discrimination or harassment is prohibited.

If one of your employees is experiencing retaliation by an Emory University or Emory Healthcare faculty or staff member, consult our how-to guidelines for filing a complaint.

## **2. How do I initiate a complaint?**

If you, as a student, faculty or staff member, have experienced discrimination, discriminatory harassment or retaliation by a faculty or staff member, you can file a complaint with the Office of Equity and Inclusion. You can also speak with your supervisor, who can contact the Office of Equity and Inclusion on your behalf.

If you have experienced discrimination, discriminatory harassment or retaliation by a student, contact the Division of Campus Life's Office of Student Conduct to file a report.

## **3. Can I file a complaint against a vendor, contractor or third party?**

Yes. Emory's commitment to providing members of its community with a working and learning environment that is free of discrimination, discriminatory harassment and retaliation includes freedom from inappropriate conduct by vendors, contractors, and third parties.

If you believe you have been subjected to harassing conduct by a vendor, contractor, or third party, you should report such conduct to the Office of Equity and Inclusion, to your immediate supervisor or dean, or to a higher university official. Such complaints should be forwarded to the Office of Equity and Inclusion immediately.

OEI will work with the complaining party to investigate the complaint, and the university will take prompt corrective action if inappropriate conduct is found to have occurred.

#### **4. What happens after I file a complaint?**

Upon receipt of a complaint, the director of the Office of Equity and Inclusion will assign an investigator who will, within 45 work days, investigate the circumstances of the allegations. If additional time is needed to conduct a thorough investigation, OEI may, at its discretion, extend the time for completing the investigation as reasonably necessary. In this case, OEI will notify you and the respondent of the extension.

The investigation will include interviews with the complainant, the respondent and any material witnesses identified as well as a review of any documents or other evidence. You and the respondent will be kept apprised of the status of the investigation and will be given the opportunity to provide any additional relevant information to the investigator, including the names of additional witnesses to contact and/or additional documents to review before the investigation is closed.

At any time before the conclusion of the investigation, the dean or equivalent division head of the unit of the university to which the respondent is assigned may take interim emergency action (not involving reduction of compensation) until the conclusion of the investigation.

#### **5. What happens after the investigation is complete?**

At the conclusion of the investigation, the Office of Equity and Inclusion will promptly notify the complainant and the respondent of the final determination.

The final determination will state only whether, based on OEI's investigation, there was a violation of the Equal Opportunity and Discriminatory Harassment Policy.

#### **6. What if the Office of Equity and Inclusion finds discrimination, discriminatory harassment or retaliation?**

The Office of Equity and Inclusion shall have no independent authority to impose sanctions.

Sanctions imposed on those individuals who have been found to be in violation of the university's Equal Opportunity or Discriminatory Harassment Policy shall be commensurate with the severity and/or frequency of the conduct and shall be adequate and sufficient to prevent such conduct in the future. The sanctions may include, but are not limited to:

- An apology to the victim
- A verbal or written reprimand
- A requirement to attend remedial training
- Appropriate workplace restrictions
- Denial of a merit pay increase or other benefit
- Denial of promotion, or
- Reassignment, suspension, or separation from the university

Staff members who receive disciplinary penalties under this policy may consult Human Resources for information about the grievance process, which may be used to challenge alleged violations, misinterpretations, or inequitable application of policies or procedures.

If OEI finds that there has been a violation of this policy and if the dean or division head seeks advice as to the appropriate penalty, OEI may provide a recommendation as to the appropriate sanction. The dean

or division head will then be responsible for deciding upon and imposing disciplinary action as soon as reasonably possible, but within no more than one month after receiving the final determination and advice of OEI. The dean or deciding official shall notify OEI of the penalty imposed, if any.

**7. If I don't want to file an internal complaint with Emory University, do I have other options?**

If you believe you have been subjected to unlawful discrimination, harassment, or retaliation, you have the right to file a complaint with an appropriate local, state, or federal agency, such as the Department of Education's Office of Civil Rights (OCR) or the Equal Employment Opportunity Commission (EEOC), within applicable time limits.

You should be aware that filing a complaint with the university's Office of Equity and Inclusion or other university resource does not extend or postpone the deadline for filing with external agencies. In the event that a complaint is filed with an external agency or court, the university reserves the right to determine, at its discretion, whether the university's internal complaint resolution procedure should be discontinued or continued separately.

**8. Are complaints confidential?**

The Office of Equity and Inclusion will make every effort to keep the content of your complaint confidential.

To ensure fairness, the respondent (the person against whom the complaint is filed) must be informed of the allegations against him or her so that he or she may properly respond. Similarly, any witnesses identified during the course of the investigation may become aware of the nature of your complaint.

Nevertheless, the Office of Equity and Inclusion informs all individuals participating in investigations of the importance of confidentiality to the integrity of any and all investigations.

**D. Applicable Policies**

Please familiarize yourself with the following policies related to discrimination and discriminatory harassment complaints. If you are viewing this document online please click on the policy to review it. If you are reading a hard copy of this document, you can access the policies via Emory's website by typing in Policy 1.3 or Policy 8.2 in the search box.

1. [Policy 1.3: Equal Opportunity and Discriminatory Harassment Policy](#)
2. [Policy 8.2: Sexual Misconduct Policy](#)

# Training and Programs

We educate and provide consultation to Emory faculty, staff, students, and administrators in order to promote awareness of and adherence to policies on matters of compliance, and awareness of and respect for diversity.

Our present training and program offerings are listed below:

- **Equal Opportunity: Creating an Environment of Courtesy and Respect Live Training**

The Office of Equity and Inclusion offers “Equal Opportunity: Creating an Environment of Courtesy and Respect” training for employees and supervisors. This training is designed to teach skills that foster professionalism and diversity at all levels. In this training, participants learn their roles and responsibilities for building a professional workplace environment.

During the program, participants are challenged to:

- Analyze and address workplace scenarios through interactive exercises;
- Learn first-hand how their conduct can either cause or prevent liability and other workplace problems; and
- Analyze a realistic business scenario and suggest ways that managers/employees can create a productive work environment and make fair business decisions.

To learn more and schedule training, contact Maurice Middleton, Senior Director and EO/AA Compliance Officer.

- **Fair Hiring Practices:** OEI offers classes to review Fair Hiring Practices as well as the iCIMS applicant tracking system.
- **Title IX Sexual Misconduct:** Faculty and staff are required to complete Title IX training that is intended to offer guidance around matters such as when and how to report sexual misconduct, what steps to take if a student confides that she or she was a target of sexual assault, and when and how to refer a student for counseling or support services.
- **Unconscious Bias:** Training sessions about unconscious bias are open to all faculty and are particularly recommended for those serving on search and appointments committees.
- **Online Trainings**

The following online trainings related to discrimination and harassment can be accessed through the Emory Learning Management System:

- **Accommodating Disabilities:** This course provides an overview of federal law prohibiting disability discrimination, defining protected individuals, types of disabilities, and reasonable accommodations.

It also identifies common problem areas and offers practical skills for accommodating qualified applicants, employees, and students with disabilities.

- **Bullying in the Workplace:** This course trains managers and employees in recognizing and preventing workplace bullying. In this training, workplace bullying is defined, its effect on the workplace is outlined, and the types of bullies and reasons for bullying are examined. The course also provides practical tips for dealing with bullying and for maintaining a bully-free environment.
- **Bridges: Building a Supportive Community:** This course trains faculty and staff on how to recognize, report, and prevent sexual misconduct against students, covering sexual and interpersonal violence awareness and prevention subjects required under Title IX guidance, the Campus SaVE Act, and the final VAWA regulations.
- **Bridges: Taking Action (Title IX Refresher):** Refresher course for required Title IX and Clery Act annual ongoing training for current employees.
- **Diversity: Inclusion in the Modern Workplace (EDU):** This course uses the unique experiences of real people to explore key concepts such as identity, power, privilege, and communication. By gaining a better appreciation for our shared experiences of difference, expectations of respect, and need to belong and feel appreciated, faculty and staff are encouraged to identify how they can create a more inclusive and accepting campus.
- **Duty to Prevent Violence: (Supervisors):** This course teaches supervisors about their responsibilities when hiring and terminating employees and tells them how to recognize the threat and presence of domestic violence in their workplace and how to respond to incidents of workplace violence.
- **Harassment and Discrimination Prevention (Supervisor):** This course is designed to help supervisors address inappropriate behavior before it creates a "hostile work environment." It gives supervisors the skills necessary to reduce potential legal risks by recognizing and addressing abusive behavior and other misconduct, including microaggressions and unconscious bias that may lead to workplace bullying or hostility, reducing productivity and creativity. The training invites supervisors to consider the nature of harassment and discrimination, and provides practical tips on creating a safe, inclusive environment for work, including safe and positive options for bystander intervention.
- **Harassment and Discrimination Prevention (Non-Supervisors):** This course engages employees and raises their awareness about harassment and discrimination by explaining the law, as well as how to recognize harassment and discrimination and to report misconduct to the appropriate person. The training provides employees with practical tips on helping maintain a safe, inclusive environment for work, including safe and positive options for bystander intervention, advice on using inclusive language in the workplace, and information on microaggressions.
- **Interviewing Candidates:** This course provides essential skills to conduct successful interviews.



- **Managing Bias:** This course provides training on how to identify and reduce the negative effects of bias in the workplace.
- **Social Media & Your Job:** This course trains employees on how to understand and use social media responsibly.
- **Social Media for Managers:** This course trains supervisors on how to understand, use, and monitor social media.
- **Terminating Employees:** This course promotes best practices and the legal requirements to terminate employees. It covers both terminations based on organizational needs as well terminations as a consequence of employee misconduct.
- **Workplace Violence Prevention:** Workplace violence can happen anywhere. In 2014 it accounted for 16% of all work-related fatal occupational injuries. This course will raise awareness about workplace violence and help university employees to identify the risks of workplace violence and prevent incidents of it. This course covers employees' roles in creating a safe workplace, the warning signs that identify potential assailants, and how employees can reduce the risk of injury during violent situations.

To learn more about accessing our online trainings visit the OEI's [training's website](#).