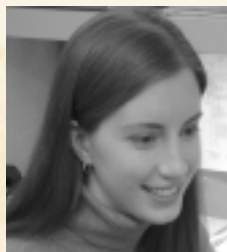
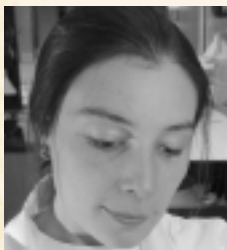


# Staff Recruitment and Selection



## PROCEDURES MANUAL

*Prepared for Hiring Managers  
and Supervisors*



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## Nondiscrimination Policy Statement

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Purdue University views, evaluates, and treats all persons in any University related activity or circumstance in which they may be involved, solely as individuals on the basis of their own personal abilities, qualifications, and other relevant characteristics.

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a disabled or Vietnam-era veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Executive Memorandum No. D-1 which provides specific contractual rights and remedies. Additionally, the University promotes the full realization of equal employment opportunity for women, minorities, persons with disabilities, and Vietnam-era veterans through its affirmative action program.

# Contents

Nondiscrimination Policy Statement	Inside Cover	<b>Chapter 6. The Interview</b>	16
President's Message	2	Guidelines for Conducting the Interview	16
Recruitment and Selection Process Flowchart	3	Conducting the Interview	16
<b>Chapter 1. Introduction</b>	4	Applicants with Disabilities	18
Goals of the Recruitment and Selection Process	4	Tips on Interviewing Applicants with Disabilities	18
SECTION 1: RECRUITMENT	5	Appropriate and Inappropriate Interview Questions	20
<b>Chapter 2. Overview of the Recruitment and Selection Process</b>	5	Interviewing Pitfalls	21
Checklist for a Successful Search	5	Common Interviewing Mistakes	21
<b>Chapter 3. Posting a Position</b>	8	Personal Biases in Interviewing	21
Job Announcement	8	Interview Questionnaire Guide	21
Job Posting	8	Background Review	21
Forms HR2 and HR10	8	Interview Questions	22
Executive, Administrative, and Managerial Positions	9	Initiative	23
Waiver Procedures	9	Stress Tolerance	24
<b>Chapter 4. Enlarging the Pool of Applicants</b>	10	Planning and Organizing	25
The Recruitment Plan	10	Technical and/or Position Specific	26
Advertising Strategies	10	Work Standard	27
Networking Strategies	12	Teamwork	28
Personal Contacts	12	Communication Skills	29
Professional Associations	13	Leadership	30
In Your Department	13	Job Motivation	31
Expanding Your Contacts	13	Closing the Interview	32
External Recruitment and Search Firms	14	<b>Chapter 7. Conducting Reference Checks</b>	33
SECTION 2: SELECTION	15	<b>Chapter 8. Extending an Offer of Employment</b>	34
<b>Chapter 5. Evaluating Applicant Credentials</b>	15	Essential Components of All Offer Letters	34
Referral	15	Benefits	34
The Evaluation Process	15	<b>Chapter 9. Closing the Search</b>	35
Screening	15	Hiring Completion Form	35
		Notification of Unsuccessful Candidates	35
		Interview Documentation	35
		Compliance	35
		Glossary	36
		Appendix	A1
		A. Employment Forms	A1
		B. Employment Letters	B1
		C. Questions and Answers that Address Myths and Realities about Legal Basis of Equal Employment Opportunity and Affirmative Action	C1

# President's Message

To the Purdue University Community:



Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. As a land-grant institution, Purdue has long been committed to the principles of equal access and opportunity in education and employment.

Recognizing that our faculty and staff are vital to the fulfillment of our mission of academic excellence in learning, discovery, and engagement, Purdue is dedicated to ensuring its employment processes are fair and open to all those who wish to participate.

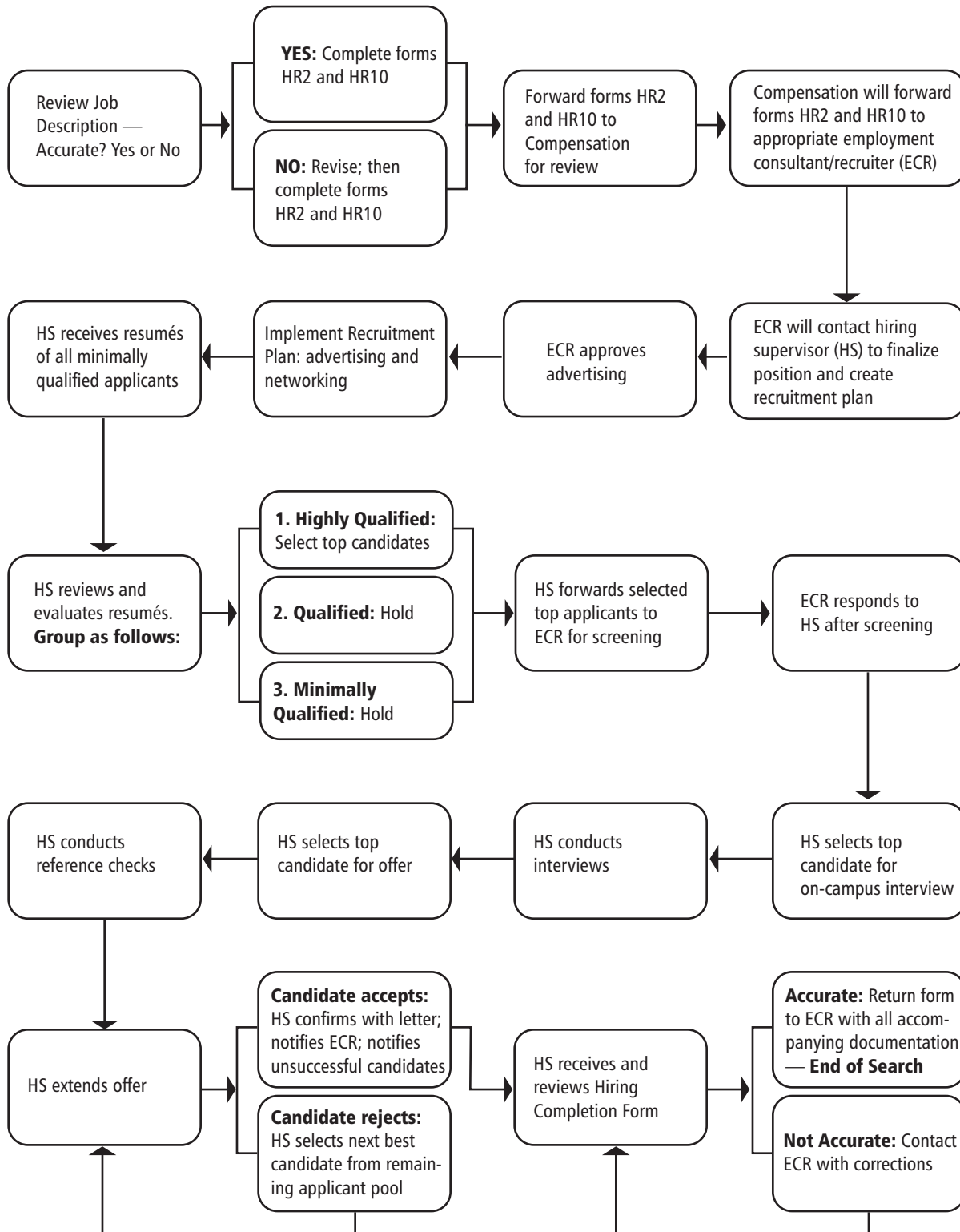
The responsibility of meeting employment goals and providing equal access and equal opportunity rests with those responsible for the hiring decisions made at Purdue University. This *Staff Recruitment and Selection Procedures Manual* provides the guidelines by which Purdue hiring managers and supervisors are to conduct the business of recruitment and selection for staff vacancies. Our employment goal should be to attract and retain the best possible candidate for every position.

Thank you for your assistance in Purdue University's pursuit of excellence and equity for all in our community.

Martin C. Jischke

President

# Recruitment and Selection Process Flowchart



# Introduction

Purdue University is committed to equal employment opportunity for all, regardless of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a disabled or Vietnam-era veteran.

Federal legislation has singled out the following groups of racial/ethnic minorities for specific attention: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, Hispanic or Latino, and Multiracial.

The University recognizes that the entire academic enterprise is strengthened by enlarging its community of well-qualified individuals and providing role models for its faculty, staff, and students. Indeed, a proactive stance in support of equity and diversity broadens the cultural richness of the institution and enhances its vitality and reputation.

Hiring supervisors are charged with the immediate responsibility for recruiting, supporting, assisting, mentoring, and thus retaining employees with a diversity of backgrounds and experiences. The Affirmative Action Office and Human Resource Services staffs are available to assist and direct supervisors in these activities. Purdue University, as an academic institution, shares the responsibility of attracting and retaining capable and ambitious individuals, including those from traditionally underrepresented groups.

The purpose of this manual is to equip all hiring decision makers for all staff vacancies at the University with the means to ensure that every search provides each applicant with equal access to the entire process and equal opportunity throughout the process. The following pages set forth the required procedures, practices, and requisite forms to use in effectuating Purdue University's commitment to these objectives and are to be undertaken for every staff search at all levels of the University. The ultimate goal of the selection process is to contribute positively to the University's effort to recruit, select, and retain the best candidate for each job.

## Goals of the Recruitment and Selection Process

### Recruitment

- To attract highly qualified individuals to Purdue University.
- To provide an equal opportunity for potential candidates to apply for vacancies.

### Selection

- To systematically collect information about each applicant's ability to meet the requirements of the advertised position.
- To select a candidate that will be successful in performing the tasks and meeting the responsibilities of the position.
- To engage in hiring activities that will result in eliminating the underutilization of women and minorities in particular departments.
- To emphasize active recruitment of traditionally underrepresented groups, i.e. individuals with disabilities, minority group members, women, and veterans.

# Overview of the Recruitment and Selection Process

## Checklist for a Successful Search

Completed	Task	Responsible Party(ies)	Target Due Date
<input type="checkbox"/>	Review and update job description for vacant position.	Hiring Supervisor *	
<input type="checkbox"/>	Open the search by completing and submitting both electronic and signed paper copies of the Form HR10 (Position Description) and the Form HR2 (Post a Position).	Hiring Supervisor	
<input type="checkbox"/>	Review/classify the position and forward the forms to the appropriate employment consultant/recruiter.	Compensation Staff	
<input type="checkbox"/>	Finalize the position details. Position will be posted on the Purdue University Employment Web site by the employment consultant/recruiter within 24 hours of approval and will remain posted for a <b>minimum</b> of five (5) business days.	Hiring Supervisor and Employment Consultant/Recruiter	
<input type="checkbox"/>	Develop and implement a recruitment plan, identifying recruitment resources that aid in assuring a diverse pool of applicants.	Hiring Supervisor * and Employment Consultant/Recruiter	
<input type="checkbox"/>	Approve all external advertisements prior to publication.	Employment Consultant/Recruiter	
<input type="checkbox"/>	Forward any resumés received directly to the employment consultant/recruiter. Full consideration can be given once the recruiter reviews the resumé and determines that the applicant meets the minimum requirements of the position.	Hiring Supervisor *	
<input type="checkbox"/>	Refer resumés of all minimally qualified applicants to the hiring supervisor for consideration beginning any time after the position has been posted on the Purdue University Employment Web site a minimum of five (5) business days.	Employment Consultant/Recruiter	
<input type="checkbox"/>	Evaluate credentials of all minimally qualified applicants based upon established written job-related criteria.	Hiring Supervisor *	
<input type="checkbox"/>	Select top qualified applicants to be screened by the employment consultant/recruiter and contact the employment consultant/recruiter to discuss those applicants.	Hiring Supervisor *	
<input type="checkbox"/>	Conduct screening interviews with the top candidates.	Employment Consultant/Recruiter	
<input type="checkbox"/>	Forward to hiring supervisor results of screening interviews.	Employment Consultant/Recruiter	
<input type="checkbox"/>	Develop a set of specific questions to be consistently used when interviewing all potential candidates for the position. Sample interview questions may be found in Chapter 6.	Hiring Supervisor *	
<input type="checkbox"/>	Invite candidates for interview, conduct interviews using job-related criteria previously set, and document candidate responses.	Hiring Supervisor *	
<input type="checkbox"/>	Request that each candidate complete a Reference Check Release Form at the time of the interview. This form may be found in Appendix A.	Hiring Supervisor *	
<input type="checkbox"/>	Check references after obtaining permission from the candidates and document responses. Sample reference check questions may be found in Appendix A.	Hiring Supervisor *	
<input type="checkbox"/>	Select the top candidate to be hired based on established job-related criteria.	Hiring Supervisor *	

Completed	Task	Responsible Party(ies)	Target Due Date
<input type="checkbox"/>	Contact your business office and make an offer.	Hiring Supervisor	
<input type="checkbox"/>	Confirm the offer and/or acceptance in writing with a letter. Sample employment letters may be found in Appendix B.	Hiring Supervisor	
<input type="checkbox"/>	Notify the employment consultant/recruiter when an offer has been verbally accepted.	Hiring Supervisor	
<input type="checkbox"/>	Remove the vacancy from posting, and update the employment tracking system.	Employment Consultant/Recruiter	
<input type="checkbox"/>	Notify unsuccessful interviewees that they were not selected for the position. Sample denial letters may be found in Appendix B.	Hiring Supervisor *	
<input type="checkbox"/>	Forward a Hiring Completion Form to the hiring supervisor. A sample Hiring Completion Form may be found in Appendix A.	Human Resource Services	
<input type="checkbox"/>	Send new hire packet to the hiring supervisor for the new employee.	Human Resource Services	
<input type="checkbox"/>	Close the search by signing the Hiring Completion Form and returning it to the employment consultant/recruiter along with all other hiring documentation used throughout the interview process, e.g. interview scripts, notes, reference check information. Records will be maintained in Freehafer Hall for a period of three (3) years.	Hiring Supervisor	

\* *These activities may include or be delegated to a search committee.*



# Posting a Position

## Job Announcement

In accordance with Purdue University's equal employment opportunity and affirmative action obligations, all regular vacancies must be listed with the Department of Human Resource Services for announcement to University staff and the public through normal job posting procedures.

When a regular vacancy occurs or a regular new position is established, the department head and/or supervisor must make this known to his/her regular staff members by the most effective means. An announcement concerning the open position should include job title, job level and minimum skills, experience, and educational requirements.

## Job Posting

Upon posting a position, hiring supervisors and managers must consult with the dean/vice president's office to determine what goals have been established for the appropriate unit. The scope of recruitment efforts may go beyond departmental and University postings.

It is the responsibility of each departmental unit to ensure that the Reaffirmation of University Policy on Equal Employment Opportunity and Affirmative Action (see Executive Memorandum No. D-1 at [www.purdue.edu/oop/policies/pages/human\\_resources/d\\_1.html](http://www.purdue.edu/oop/policies/pages/human_resources/d_1.html)) and the Affirmative Action Plan ([www.purdue.edu/humanrel/pages/aao/plans.html](http://www.purdue.edu/humanrel/pages/aao/plans.html)) are followed. All advertising, including any form of announcement whether by electronic mail, letter, the World Wide Web, list service, etc., or journal advertisements, must be approved prior to publication by Human Resource Services.

The following positions require posting through Human Resource Services by completing a Form HR2 (Post a Position) and a Form HR10 (Position Description) in both electronic and hard copy and forwarding the forms to the Compensation unit in Human Resource Services:

- All regular administrative/professional and clerical/service positions.
- New temporary non-student positions with a duration of 1000 hours or longer.

## Forms HR2 and HR10

When a regular administrative/professional or clerical/service staff vacancy occurs, or a regular new position is created, a description of the position and the minimum qualifications must be submitted to the Human Resource Services Compensation area or the unit-specific Human Resources team. An electronic version of the job description along with a signed hard copy is necessary for review by Compensation. The current job description should be reviewed and if any revisions are made, approval must be obtained from the director or department head, as appropriate. The hiring supervisor must obtain budget approval and prepare the Forms HR2 and HR10 that include a comprehensive list of all the knowledge, skills, and abilities that are required for the position. ***A well thought out job description will yield the best results when searching for applicants.***

Once the Forms HR2 and HR10 have been received by Human Resource Services, the Compensation area will review all new or updated job descriptions to identify and/or confirm the position's classification and exemption status. Compensation staff will then forward the information to the appropriate employment recruiter for posting.

Once the Employment team has received all necessary paperwork, they will verify that the appropriate signatures have been obtained for posting purposes. Required signatures include the posting authorization signature and the fiscal authorization signature on the Form HR2. The employment consultant/recruiter will then contact the hiring supervisor to discuss necessary information, such as the minimum requirements, salary, and recruitment plan. Positions will be posted *within 24 hours of the time that the hiring supervisor and employment recruiter finalize the details of the job posting.*

The Web-based Forms HR2 and HR10 are located at the following URL:  
[www.adpc.purdue.edu/HR/position\\_manage.htm](http://www.adpc.purdue.edu/HR/position_manage.htm)

## Executive, Administrative, and Managerial Positions

Searches for executive, administrative, and managerial positions, which include executives, academic administrators, student affairs administrators, business and financial managers, plant and facilities administrators, and residential life administrators, are to be national in nature. Recruitment plans for these positions are to include publications that reach a national audience.

## Waiver Procedures

In order to achieve equal access and equal employment opportunity, it is generally necessary to post all positions. There are a few concretely defined circumstances under which a waiver of posting may be permitted. Instances in which waivers *may* be permitted include:

- A current Purdue employee whose position is being eliminated due to a reduction-in-force.
- The department has secured an applicant with “special distinction” (i.e. rare expertise in a specialized field, internationally renowned).
- This position will exist only if this individual with unique education, training, and experience is interested and available.
- The terms of the grant or contract require the appointment of the defined individual.
- As part of the recruitment in another department on campus, the applicant is a qualified “dual career” spouse or partner.

In such instances, appropriate documentation must be submitted to the Manager of Employment for approval of a waiver of posting. Required documentation includes the following:

- Forms HR2 and HR10,
- a memo from the department justifying the candidate’s selection and stating the reasoning as to why the position should not be posted and a search conducted, and
- a copy of the candidate’s resumé.

# Enlarging the Pool of Applicants

One of the most important elements of the recruitment process is creating a broad and diverse pool of applicants. One often hears the remark that the pool of women or minorities in a specific discipline or field is meager or even nonexistent. While certain fields may not have large numbers of women and minorities, there is no field in which they are nonexistent.

## The Recruitment Plan

### A. Advertising Strategies

To create a broad and diverse pool of applicants, hiring supervisors and managers should consider advertising in a variety of publications and contacting a variety of professional organizations. Many publications and organizations advertise staff positions for women, minorities, individuals with disabilities, and veterans. Advertising in appropriate publications and contacting relevant organizations will not only assist in enlarging the pool of applicants, but will also convey the commitment of the department and institution to recruit women, minorities, individuals with disabilities, and veterans.

All advertising, including any form of announcement whether by electronic mail, letter, the World Wide Web, list service, etc., or journal advertisements must be approved prior to publication by a consultant/recruiter. The consultant/recruiter will verify that the advertisement contains consistently correct minimum qualifications and includes at a minimum the following equal employment opportunity statement: ***Purdue University is an equal access/equal opportunity/ affirmative action employer.*** The employment consultant/recruiter may also add specific contact information of where interested applicants may submit a resumé for consideration.

To enlarge the pool of applicants, hiring supervisors or managers may wish to consider advertising the position in some of the following journals. The publications listed below are by no means an exhaustive list; hiring supervisors are encouraged to utilize publications that would be the most relevant to the knowledge, skills, and/or abilities related to the position. Employment consultant/recruiters can assist hiring supervisors with this task by identifying and providing additional sources.

### ***The Chronicle of Higher Education***

(No.1 news source for college and university faculty members and administrators)

1255 23rd St., NW, Washington, DC 20037

Phone: (202) 466-1050

Fax: (202) 296-2691

Web: [www.chronicle.com](http://www.chronicle.com)

E-mail: [jobs@chronicle.com](mailto:jobs@chronicle.com) for advertising

***Affirmative Action Register*** (National EEO recruitment publication directed to females, minorities, veterans, and individuals with disabilities)

8356 Olive Blvd., St. Louis, MO 63132

Phone: (314) 991-1335 or (800) 537-0655

Fax: (314) 997-1788

Web: [www.aar-eeo.com](http://www.aar-eeo.com)

E-mail: [aareeo@concentric.net](mailto:aareeo@concentric.net)

***Academic Careers Online*** (Global job site of career opportunities in education and academia)

Five Harford Lane, Radnor, PA 19087

Phone: (610) 254-2420

Fax: (509) 693-3834

Web: [www.AcademicCareers.com](http://www.AcademicCareers.com)

E-mail: [info@AcademicCareers.com](mailto:info@AcademicCareers.com)

***American Council on Education*** (Maintains resumé banks for top administrative positions)

One Dupont Circle, NW, Washington, DC 20036

Phone: (202) 939-9300

Fax: (202) 833-4760

Web: [www.acenet.edu](http://www.acenet.edu)

***American Indian Science and Engineering Society*** (AISES) (Magazine published quarterly plus online advertising)

P.O. Box 9828, Albuquerque, NM 87119-9828

Phone: (505) 765-1052

Fax: (505) 765-5608

Web: [www.aises.org](http://www.aises.org)

E-mail: [info@aises.org](mailto:info@aises.org)

***American Society of Women Accountants***

(Online job listings plus chapter contacts throughout Indiana)

8405 Greensboro Dr., Suite 800, McLean, VA 22102

Phone: (703) 506-3265 or (800) 326-2163

Fax: (703) 506-3266

Web: [www.aswa.org](http://www.aswa.org)

E-mail: [aswa@aswa.org](mailto:aswa@aswa.org)

***Association for Women in Science*** (Research and academic positions; published six times per year plus online advertising)

1200 New York Ave., Suite 650,

Washington, DC 20005

Phone: (202) 326-8940

Fax: (202) 326-8960

Web: [www.awis.org](http://www.awis.org)

E-mail: [awis@awis.org](mailto:awis@awis.org)

***The Black Collegian Online*** (Targeted to recent African American B.A./B.S. graduates seeking professional positions, month-long advertising online)

Phone: (504) 523-0154

Web: [www.black-collegian.com](http://www.black-collegian.com)

***Black Issues in Higher Education*** (Academic and administrative positions are published 26 times a year)

10520 Warwick Avenue, Suite B-8,

Fairfax, VA 22030

Phone: (703) 385-2981 or (800) 783-3199

Fax: (703) 385-1839

Web: [www.blackissues.com](http://www.blackissues.com)

E-mail: [biads@cmublishing.com](mailto:biads@cmublishing.com)

***Educause*** (Online job listing for technology-based information resources, with a focus on higher education)

Web: [www.educause.edu](http://www.educause.edu)

E-mail: [jobpost@educause.edu](mailto:jobpost@educause.edu)

DiversityInc.com (Online diversity career center for professionals)

Phone: (732) 509-5250

Web: [www.diversityinc.com](http://www.diversityinc.com)

***HigherEdJobs.com*** (Online job listing specific to higher education)

Phone: (814) 861-3080 Ext. 204

Web: [higherjobs.com](http://higherjobs.com)

E-mail: [kevinv@HigherEdJobs.com](mailto:kevinv@HigherEdJobs.com)

***Hispanic Outlook in Higher Education***

(Published 26 times a year; it is the sole Hispanic journal on today's college campus that reaches a broad cultural audience of educators, administrators, students, student services, and community-based organizations, plus corporations)

210 Route 4 East, Suite 310, Paramus, NJ 07652

Phone: (201) 587-8800

Fax: (201) 587-9105

Web: [www.hispanicoutlook.com](http://www.hispanicoutlook.com).

E-mail: [pub@hispanicoutlook.com](mailto:pub@hispanicoutlook.com)

***IMDiversity.com*** (Online advertising for professional and technology positions)

909 Poydras St., 36th Floor,

New Orleans, LA 70112

Phone: (504) 523-0154

Fax: (504) 523-0271

Web: [www.imdiversity.com](http://www.imdiversity.com)

E-mail: [sales@imdiversity.com](mailto:sales@imdiversity.com)

***National Association of Black Accountants, Inc.***

(Online job listings and placement service)

7249-A Hanover Pkwy, Greenbelt, MD 20770

Phone: (301) 474-NABA

Fax: (301) 474-3114

Web: [www.nabainc.org](http://www.nabainc.org)

**National Society of Black Engineers** (Online advertising for professional positions)

1454 Duke St., Alexandria, VA 22314  
 Phone: (703) 549-2207  
 Fax: (703) 683-5312  
 Web: www.nsbe.org

**SciWeb** (The Life Science Home Page, comprehensive online career resource center)

BioCareer Center, 1625 K Street, Suite 1100,  
 Washington, DC 20006-1604  
 Web: www.sciweb.com

**Society for Advancement of Chicano & Native Americans in Science (SACNAS)** (Published six times per year plus online advertising)

P.O. Box 8526, Santa Cruz, CA 95061-8526  
 Phone: (831) 459-0170  
 Fax: (831) 459-0194  
 Web: www.sacnas.org  
 E-mail: info@sacnas.org

**Society of Women Engineers** (Maintains database of resumés plus listserv on jobs)

230 East Ohio St., Suite 400,  
 Chicago, IL 60611-3265  
 Phone: (312) 596-5223  
 Fax: (312) 5965252  
 Web: www.swe.org  
 E-mail: hq@swe.org

**Women in Higher Education** (Great resource to reach 12,000 women who have administrative careers in higher education)

5376 Farmco Dr., Madison, WI 53704  
 Phone: (608) 251-3232  
 Fax: (608) 284-0601  
 Web: www.wihe.com  
 E-mail: career@wihe.com

**Women in Technology International**

(Computing, science, and technology positions)

13351-D Riverside Dr. #441,  
 Sherman Oaks, CA 91423  
 Phone: (818) 788-9484 or (800) 334-WITI  
 Fax: (818) 788-9410  
 Web: www.witi.com  
 E-mail: info@witi.com

## B. Networking Strategies

As part of a broad and comprehensive recruitment plan, hiring supervisors are urged to collaborate with the employment consultant/recruiter to identify recruitment strategies that will serve to enlarge the pool of qualified applicants beyond the results yielded from solely relying on the traditional means. It is the task of the hiring supervisor and the employment consultant/recruiter to publicize the vacant position, to bring it to the attention of qualified potential applicants, including those who are members of underrepresented groups, and to actively identify and recruit qualified candidates. Hiring supervisors are encouraged to work with the employment consultant/recruiter to tailor the recruitment plan to the needs of the department and the position.

The informal, "word-of-mouth" approach to recruitment is one of the most successful practices for identifying candidates. In addition to advertising the vacant position in publications targeting traditional and underrepresented groups, hiring supervisors may also wish to consider any of the following ideas to assist in expanding the applicant pool.

### Personal Contacts

- Make direct contact with professional organizations and colleagues in the field, notifying them of your department's open position and request names of potential qualified candidates.
- Use a personal approach in recruiting applicants. Often outstanding potential candidates do not apply for advertised positions but might be responsive to individual contacts. Contact the potential candidate and invite him/her to apply. If

an individual declines a nomination or does not respond to your letter of inquiry, you may wish to telephone the person to determine if his or her reasons for declining can be addressed and resolved.

- Contact underrepresented group members who have received professional recognition and ask for the names of promising women and minority candidates.
- Target specific underrepresented group members whose work or contributions you admire. Ask individuals for names of others they have mentored.
- Inform alumni publications at universities where women and minorities are well represented of available positions.
- Utilization analyses and availability estimates for women and minorities appear in the Purdue University Affirmative Action Plan, which is prepared annually by the Affirmative Action Office. Contact the Affirmative Action Office for assistance in using this data during the search process.

### Professional Associations

- Maintain ongoing contact with professional organizations, associations, and agencies that have a job referral service.
- Encourage staff attending professional conferences or visiting other universities to combine their visits with recruitment efforts for present and future vacancies.
- Keep national higher education associations informed of present and possible future vacancies. Several such associations contain special interest groups (e.g., the American Educational Research Association has Hispanic and Black caucuses).
- Maintain membership and actively participate in minority caucuses in professional associations.
- Maintain ongoing communication with caucuses comprised of underrepresented groups.
- Request the names of potential candidates from women and minority caucuses within relevant

professional and academic associations. Maintain ongoing communication with these caucuses on other issues.

- Consider lobbying professional organizations to develop a national recruitment strategy for members of underrepresented groups.

### In Your Department

- Ensure publications are representative of the department's commitment to diversity.
- Conduct departmental reviews to enhance minority perspectives that are missing and/or important to the growth of the staff.
- Consider hiring recent women and minority graduates from your own department or from departments related to your administrative area.
- Invite underrepresented group members to participate in an on-campus seminar as a special guest of your department.
- Designate a staff member to work with the unit head in focusing on affirmative action efforts.
- Establish a working relationship with departments and units at institutions with substantial numbers of women and minorities.
- Request names of potential candidates from women and minorities at Purdue University, as well as at institutions with strong programs in the discipline.

### Expanding Your Contacts

- Request names of potential candidates from anyone with firsthand knowledge of women and minority candidates at Purdue as well as from institutions with strong programs in your discipline or administrative area.
- Maintain close contact with women and minority graduates of Purdue University and encourage them to recommend the University for graduate training, faculty positions, and administrative opportunities.
- Consider those who have held part-time or temporary positions in your department or administrative unit.

- Publish statements on the department's commitment to equity and diversity and discussions of affirmative action issues in department newsletters or brochures sent to constituent groups and alumni, thereby informing them of the department's support of affirmative action goals and enlisting their assistance.
- Maintain current listings of underrepresented alumni and their professional involvement.

## External Recruitment and Search Firms

Hiring supervisors choosing to work with agencies outside the University, such as search firms, must do so in collaboration with an employment consultant/recruiter. It is necessary for the employment consultant/recruiter to approve all advertising for the vacant position and it is vital that applicant data gathered throughout the hiring process be reflective of the true applicant pool. This step necessitates that the outside agency work with the consultant/recruiter.



# Evaluating Applicant Credentials

## Referral

As early as the sixth working day following posting on Purdue's Employment Web site, Employment staff will forward resumés of the minimally qualified candidates, along with a summary of selection guidelines and procedures, to the hiring supervisor. However, the specific time frame for the receipt of referrals may be longer and may vary by position. Persons responsible for hiring and promotion must carefully review the selection criteria and procedures for each vacancy to ensure that only job-related, nondiscriminatory factors are considered in making employment decisions, and that women, minorities, individuals with disabilities, and veterans in the applicant pool have been given fair consideration.

All selection and screening activity must be conducted in a manner that complies with the Reaffirmation of University Policy on Equal Employment Opportunity and Affirmative Action. (See Executive Memorandum No. D-1 at [www.purdue.edu/oop/policies/pages/human\\_resources/d\\_1.html](http://www.purdue.edu/oop/policies/pages/human_resources/d_1.html))

## The Evaluation Process

It is vital to eliminate from the evaluation process any stereotypical ideas based on an applicant's race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a disabled or Vietnam-era veteran (the notions, for instance, that women are more transient than men; or that individuals with disabilities are not interested in long-term careers). Applicants with disabilities must be evaluated in terms of the actual job requirements, with thought given to reasonable accommodations that can be made to enable the individual to perform the essential functions of the position.

It is important that the initial criteria set be applied to all applicants throughout the selection process and that all phases of the process be properly documented.

Once a hiring supervisor has received resumés and/or credentials of applicants, the evaluation process begins. Hiring supervisors are to review all applicant resumés and credentials before determining whom to interview. Hiring supervisors may work closely with the employment consultant/recruiter to develop an evaluation tool.

One strategy is to divide the resumés into three groups. This strategy helps to focus on the most qualified applicants without being distracted by applicants who do not fit the ideal job requirements.

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### Group 1

**Highly qualified** applicants who should be given further consideration.

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### Group 2

**Qualified** applicants who can be considered if the applicants in Group 1 are not successful.

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### Group 3

**Minimally qualified** applicants who, on paper, are not as strong as those in Groups 1 and 2.

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After sorting all resumés according to qualifications, the hiring supervisor should review the "highly qualified" resumés. Regardless of whether the next step in the selection process is telephone screening or on-campus interviews, the hiring supervisor should determine how many applicants to contact and then identify that number of resumés from the "highly qualified" group.

## Screening

After the hiring supervisor has reviewed the resumés and narrowed the overall applicant pool, s/he should contact the employment consultant/recruiter to provide the names of the finalists for screening. The employment consultant/recruiter will conduct a basic screening interview. Once all screening interviews are completed, resumés will be provided back to the hiring supervisor for job specific interviewing.

# The Interview

## Guidelines for Conducting the Interview

By the time most job applicants reach the actual selection interview, they have already passed a careful evaluation of their education and experience and are considered to possess at least the minimum qualifications of the job. The purpose of the interview should be to collect additional information on the applicant's job-related knowledge, skills, and abilities that would be helpful in deciding whether s/he is likely to succeed in the job. The degree to which the interview is valid is the extent to which it predicts job success. A positive impression about Purdue can be solidified during candidate interviews. The guidelines below will assist you in developing an atmosphere conducive to a productive interview:

- Structure the selection interview as much as possible.
- Give adequate advance notice so the applicant can prepare for the interview.
- Eliminate interruptions.
- Ensure that the environment is comfortable and non-threatening.
- Greet the person and establish rapport.
- State the purpose of the interview: to gather relevant information in order to make a selection decision and answer the applicant's questions related to the job.
- Explain the format of your interview, and the interview process as a whole.
- Share pertinent background information about the job, University, and unit.
- Use open-ended questions to begin gathering information, making the candidate feel comfortable, and maintain his/her self-esteem.
- Take notes! All notes should be related to the job. It is recommended that interviewers record an applicant's answers to interview questions and the questions that the applicant asks, noting any relevant observations during the interview.

- Be prepared to be a resource to the candidates on topics related to employment at the University such as medical benefits, disability accommodations, vacation policies, retirement plans, and dress codes. Candidates from outside the local area may also appreciate information about the local community.
- Remember that interviewers are representing the University to the candidates chosen for on-campus interviews. Think about why an applicant should choose Purdue as an employer.
- Answer questions and allow the applicant to add information.

Simple courtesy and the spirit of affirmative action demands that all candidates be treated equally during their interview and campus visit. When feasible, similar events should be scheduled, interviews with the same University personnel should be arranged, and an equal amount of time should be allotted for each candidate. Additionally, the same set of interview questions must be asked of each candidate.

## Conducting the Interview

As an employer, you want to select the best-qualified applicant for the position. Hiring supervisors have the critical responsibility to select employees on the basis of job-related qualifications in accordance with all applicable laws and regulations and must carefully define the position and the qualifications it requires. Well-planned pre-employment interviews can help ensure the best match for the job. For a hiring process to be effective, everyone involved must be aware that significant legal limitations restrict an employer's selection decisions.

The Equal Employment Opportunity Commission (EEOC) has developed a uniform set of guidelines for employers to follow when using pre-employment selection procedures as a basis for any employment decision. They apply to all selection cri-

teria, including educational degree requirements, job experience, and skills evaluations. Under the guidelines, selection criteria must be validated and may not have a disparate impact on applicants in protected classes. An employment practice has a disparate impact if it has a significant adverse impact on a protected group. For example, the employment practice creates a barrier to entry or upward mobility.

The employer must make every effort to ensure that all employment selection tools directly relate to successful performance of the job. Evaluation criteria should be carefully chosen based on relevance to successful job performance. However, if these desired qualifications are not really required for this position and disproportionately screen out applicants in protected classes, they may be discriminatory. Similarly, subjective procedures may discriminate if they adversely affect a protected class of applicants.

Hiring supervisors wishing to use tests during the applicant selection process must consult with the employment consultant/recruiter before doing so. Tests used in applicant selection must be validated prior to implementation. Hiring supervisors considering using tests should be aware that test validation is a task requiring a considerable amount of effort on the part of the hiring department.

### **Job-Related**

The selection system must be related to the characteristics and skills necessary for successful job performance — in all components of the system. Components include selection criteria, screening tools, interview protocols, etc.

### **Consistency in Handling Applicants**

Uniformly apply the selection system to all applicants. For selection criteria that are deemed to be essential components of the job, it is difficult, if not impossible, to explain why a certain criterion is necessary for successful job performance if there is a lack of consistency regarding that component within the hiring process.

### **A Legal and Meaningful Interview**

When employers seek information from job applicants, they should ask themselves: (1) Will the answers to this question, if used in making a selection, have a disparate effect in screening out applicants in protected classes? and (2) Is this information essential to judge an applicant's qualifications for this job? The guidelines on the following pages will help you conduct legal and meaningful interviews.

### **Federal, State, and Local Employment Laws**

In addition to the EEOC guidelines, many state and federal laws and regulations govern employment practices and affect the hiring process.



## Applicants With Disabilities

The Americans with Disabilities Act (ADA) requires the University to provide reasonable accommodation to qualified individuals with disabilities who are employees or applicants for employment, except when such accommodation would cause an undue hardship. The undue hardship standard is very high and rarely met at Purdue.

The ADA also establishes rules about “disability-related inquiries,” which consist of a question or a series of questions that is likely to solicit information about a disability. The ADA limits an employer’s ability to make disability-related inquiries at three stages. First, the ADA prohibits all disability-related inquiries before an offer of employment, even if they are related to the job. Next, after an applicant is given a conditional job offer, but before s/he starts work, an employer may make disability-related inquiries and conduct medical examinations, regardless of whether they are related to the job, as long as the employer does so for all entering employees in the same job category. Finally, after employment begins, an employer may make disability-related inquiries and require medical examinations only if they are job-related and consistent with business necessity.

*For assistance arranging a reasonable accommodation for an applicant or employee, please contact either the assistant director for Compliance and Disability Services at 47253 or the ADA/Leaves/CDL program consultant at 40269.*

### Tips On Interviewing Applicants With Disabilities

In light of the ADA, an individual may wonder what questions may and may not be asked when interviewing an applicant with a disability. In addition, committees are often unsure of “disability etiquette” when interacting with employees with disabilities. These guidelines are provided to help committees in the interviewing process and to enhance communication

skills of committees when interacting with prospective employees with disabilities.

#### ...When Interviewing an Applicant with Any Disability

Before an offer of employment is made, do not ask an applicant questions regarding:

- the existence of a disability,
- the nature of a disability,
- the severity of a disability,
- the condition causing the disability,
- any prognosis or expectation regarding the condition or disability, or
- whether the individual will need treatment or special leave because of the disability.

#### ...When Interviewing An Applicant Who Uses a Wheelchair

- Do not lean on the wheelchair.
- Do not be embarrassed to use such phrases as “Let’s walk over to the auditorium.”
- Do not push the wheelchair unless asked to do so.
- Make sure you get on the same eye level with the applicant if the conversation lasts more than a couple of minutes.
- Keep accessibility in mind. (Is that chair in the middle of your office a barrier to a wheelchair user? If so, move it aside.)

#### ...When Interviewing An Applicant Who Has a Visual Impairment

- Do not be embarrassed to use such phrases as “Do you see what I mean?”
- Do not shout.
- Do not touch an applicant’s cane. Do not touch a guide dog when it is in harness. In fact, resist the temptation to pet a guide dog.
- Identify yourself and others present immediately; cue a handshake verbally or physically.
- Use verbal cues; be descriptive in giving directions. (“The table is about five steps to your left.”)
- Verbalize chair location or place the person’s hand on the back of the chair, but do not place the person in the chair.

- Keep doors either opened or closed; a half-opened door is a serious hazard.
- Offer assistance in travel; let the applicant grasp your left arm, usually just above the elbow.

### ...When Interviewing an Applicant Who Is Deaf or Hard of Hearing

- Do not shout.
- Use a physical signal to get the applicant's attention.
- Enunciate clearly. If the applicant is lip reading, keep your mouth clear of obstructions and place yourself where there is ample lighting. Keep in mind that an accomplished lip reader will be able to clearly understand 30 to 35 percent of what you are saying.
- If you do not understand what the applicant is telling you, do not pretend you did. Ask the candidate to repeat the sentence(s).
- If requested, use a sign language interpreter. Keep in mind that the interpreter's job is to translate, not to get involved in the interview in any other way. Therefore, always speak directly to the applicant.

### Reminder ...

Even though an applicant discloses the need for an accommodation, *before an offer of employment*, an employer still may not inquire as to:

- the nature of a disability,
- the severity of a disability,
- the condition causing the disability,
- any prognosis or expectation regarding the condition or disability, or
- whether the individual will need treatment or special leave because of the disability.

***For further assistance in the area of disabilities, contact either the assistant director for Compliance and Disability Services at 47253 or the ADA/Leaves/CDL program consultant at 40269.***



## Appropriate and Inappropriate Interview Questions

Often a hiring supervisor or manager will wish to set aside a block of time for the candidate to meet informally with faculty, staff, and/or students. Such occasions are intentionally unstructured so that they may become better acquainted with the candidate. It is in precisely these situations, however, where care must be taken to avoid asking questions or making comments — either directly or indirectly — that relate to

race, the derivation of one's name, ethnic origin, religion, marital status, parental status, disability, sexual orientation, age, political affiliations, or other personal matters. Such questions or remarks create a negative impression of the department and the University.

The following are examples of appropriate and inappropriate interview questions by subject matter. During the interview process or even during casual conversation, care should be taken not to ask questions that may elicit inappropriate information about the candidate.

Subject	Appropriate	Inappropriate
Address	"How long have you lived in this area?"	List of previous addresses, how long at each specific address.
Age	NONE.	Questions about age, requests for birth certificate.
Arrest Record	Indiana law permits questions on pending charges if related to job, i.e., security or sensitive jobs.	Questions about pending charges for jobs other than those mentioned.
Family	NONE.	Number and ages of children, child bearing/rearing queries.
Citizenship	May ask questions about legal authorization to work in the specific position if all applicants are asked.	May not ask if person is a U.S. citizen.
Convictions	May ask if any record of criminal conviction and/or offenses exist if all applicants are asked.	Questions about convictions unless the information bears on job performance.
Education	Inquiries about degree or equivalent experience.	Questions about education that are not related to job performance.
Disability	May ask about applicant's ability to do job-related functions.	Question (or a series of questions) that is likely to solicit information about a disability.
Marital or Parental Status	Whether applicant can meet work schedule or job requirements. Should be asked of both sexes.	Any inquiry about marital status, children, pregnancy, or child care plans.
National Origin	May ask all applicants if legally authorized to work in this specific position.	May not ask if person is a U.S. citizen.
Personal Finances	NONE.	Inquiries regarding credit record, owning a home, or garnishment record.
Political Affiliation	NONE.	Inquiries about membership in a political party.
Organizations	Inquiries about professional organizations related to the position.	Inquiries about professional organizations suggesting race, sex, religion, national origin, disability, or sexual orientation.
Race, Color, or Sexual Orientation	NONE.	Comments about complexion, color of skin, height, weight, or sexual orientation.
Religion	Describe the work schedule and ask whether applicant can work that schedule. Also, suggest that accommodations to schedule are possible.	Inquiries about religious preferences, affiliation, or denominations.
Work Experience	Applicant's previous employment experience.	Stereotypical inquiries regarding protected group members.

## Interviewing Pitfalls

### Common Interviewing Mistakes

- a. Failure to put the applicant at ease.
- b. Leading questions – signaling expected answers to questions or leading to preferred answer.
- c. Failure to listen actively.
- d. Dominating the interview.
- e. Failure to probe — lack of follow-up questions to clarify ideas.
- f. Failure to plan for the interview.
- g. Asking hypothetical questions — behavior-based questions elicit more useful information.
- h. Personal bias used during interview.
- i. Asking yes/no questions versus open-ended questions.

### Personal Biases in Interviewing

- a. Making judgments too early in the process.
- b. The halo effect – happens when one positive aspect of a candidate’s background or qualifications becomes transferred to all aspects, inappropriately.
- c. The horn effect – opposite of the halo effect.
- d. Stereotyping.
- e. Personal similarity.
- f. Oversimplification.
- g. False criteria.

*It is important to remember that all interview questions must be job-related.*

## Interview Questionnaire Guide

When developing interview questions, consider the following:

- ask only for information that will serve as a basis for the hiring decision and
- know how the information will be used to make the decision.

Hiring supervisors should develop questions based on each major task and responsibility in the position description and on the knowledge, skills, and abilities required by the position. Problem-solving questions that allow the applicant to think creatively should be included. When possible, refrain from asking questions that elicit only a “yes” or “no” response.

The following Interview Questionnaire Guide has been developed to provide hiring supervisors with a resource from which to select questions that will help identify the candidate who will be most successful in a position.

Because research has shown that past behavior is predictive of future behavior, the questions are behavior-based. They will prevent a supervisor from missing important information, overlooking job motivation and organizational fit, and asking illegal, non-job-related questions. The same set of questions should be used to interview all candidates.

### Background Review

#### Application/Resumé

The following questions are designed to confirm the information on the candidate’s resumé. Verify the address and phone numbers with information provided by Human Resource Services. If there are changes, advise the candidate to update his or her resumé in Human Resource Services, Freehafer Hall, with the correct information.

#### Educational Background

- What is the highest level of education you have received?
- List any other education or training relevant to the (position title) position.

#### Employment Background

- Who is your present or most recent employer?
- What are/were your major responsibilities at (present/most recent job)?
- Ask questions to discuss/determine skills and level of expertise related to (position title).

- What do/did you like best about that position?  
What do/did you like least?
- Why are you planning to/did you leave that position?

**Interview Questions**

The following sections provide sample questions to be used in evaluating various performance factors. All questions in each section need not be asked. However, each candidate should be asked the same initial set of questions. In the case of multiple interviewers, the hiring supervisor should decide who will

be evaluating which factor(s). Each interviewer is then assigned three to four questions from the respective factor list(s) to ask of every candidate. The following sample questions are not an exhaustive list of performance factors. Other factors that may be considered include decision-making, performance management, integrity, adaptability, and collaboration. Human Resource Services can provide additional questions that address these and other performance factors.



## Initiative

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Following is a list of sample questions designed to gather information about an individual's ability to identify tasks that need to be done without specifically being told to do them.

1. Have you found any ways to make your job easier or more rewarding?
2. Have you ever recognized a problem before your boss or others in the organization? How did you handle it?
3. We've all had occasions when we were working on something that just "slipped through the cracks." Can you give me some examples of when this happened to you? Cause? Result?
4. In your past experience, have you noticed any process or task that was being done unsafely (incorrectly)? How did you discover it or come to notice it?
5. Give me some examples of doing more than required in your job?
6. Can you think of some projects or ideas (not necessarily your own) that were carried out successfully primarily because of your efforts?
7. What new ideas or suggestions have you come up with at work?

## Stress Tolerance

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Following is a list of questions designed to provide information relating to an individual's stability of performance under pressure. These questions are not designed to rate a person's stress level. They are designed to give the interviewer an idea of how the applicant has reacted to past stressful situations.

1. What pressures do you feel in your job? How do you deal with them?
2. Describe the highest-pressure situations you have been under in your job recently. How did you cope with them?
3. Tell me how you maintain constant performance while under time and workload pressures.
4. Describe the last time a person at work (customer, co-worker, boss) became irritated or lost his/her temper. What did they do? How did you respond? What was the outcome?
5. Tell me about some situations in which you became frustrated or impatient when dealing with (customers, co-workers, boss). What did you do?
6. Give me an example of when your ideas were strongly opposed by a co-worker or supervisor. What was the situation? What was your reaction? What was the result?

## Planning and Organizing

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Following is a list of questions designed to gather information relating to an individual's ability to schedule work and handle multiple tasks.

1. How do you organize your work day?
2. How often is your time schedule upset by unforeseen circumstances?  
What do you do when that happens? Tell me about a specific time.
3. Describe a typical day ... a typical week. (Interviewer, listen for planning.)
4. How do you establish priorities in scheduling your time? Give examples.
5. What is your procedure for keeping track of items requiring your attention?
6. We have all had times when we just could not get everything done on time.  
Tell me about a time that this happened to you. What did you do?
7. Tell me how you establish a course of action to accomplish specific long- and short-term goals.
8. Do you postpone things? What are good reasons to postpone things?
9. How do you catch up on an accumulated backlog of work after a vacation or conference?

## Technical and/or Position Specific

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Following is a list of questions designed to gather information relating to an individual's past work experience, duties, and working conditions which are similar to those of the position for which the individual is being considered.

1. What training have you received in \_\_\_\_\_?
2. Describe your experience with the following tools and equipment.  
(Interviewer, list job related tool.)
3. Walk me through the procedures you would follow to \_\_\_\_\_.
4. What equipment have you been trained to operate? When/where did you receive that training?
5. What equipment did you operate in your job at \_\_\_\_\_?
6. Describe your experience performing the following tasks. (Interviewer, list job related tasks.)
7. What job experiences have you had that would help you in this position?
8. How do you follow the prescribed standards of safety when performing \_\_\_\_\_ (task) \_\_\_\_\_?
9. Being a \_\_\_\_\_ certainly requires a lot of technical knowledge. How did you go about getting it? How long did it take you?

## Work Standard

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Following is a list of questions designed to gather information relating to an individual's personal standard of performance.

1. What are your standards of success in your job? What have you done to meet these standards?
2. What do you consider the most important contribution your department has made to this organization? What was your role?
3. What factors, other than pay, do you consider most important in evaluating yourself or your success?
4. When judging the performance of others, what factors or characteristics are most important to you?
5. Describe the time you worked the hardest and felt the greatest sense of achievement.
6. Tell me about a time when you weren't very pleased with your work performance. Why were you upset with your performance? What did you do to turn around your performance?

## Teamwork

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Following is a list of questions designed to gather information relating to a person's ability to work and get along with others.

1. We've all had to work with someone who is very difficult to get along with.  
Give me an example of when this happened to you. Why was that person difficult?  
How did you handle the person? What was the result?
2. When dealing with individuals or groups, how do you determine when you are pushing too hard? How do you determine when you should back off? Give an example.
3. How do you go about developing rapport (relationships) with individuals at work?
4. Give me some examples of when one of your ideas was opposed in a discussion.  
How did you react?
5. Tell me, specifically, what you have done to show you are a team player at \_\_\_\_\_.
6. We all have ways of showing consideration for others. What are some things you've done to show concern or consideration for a co-worker?
7. How do you keep your employees informed as to what is going on in the organization?
8. What methods do you use to keep informed as to what is going on in your area?

## Communication Skills

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Following is a list of questions designed to gather information relating to an individual's communication skills. This section also includes observations to be made during the interview.

These questions should be customized to fit your position. Normally, only two or three questions would be used.

1. We've all had occasions when we misinterpreted something that someone told us (like a due date, complicated instructions, etc.). Give me a specific example of when this happened to you. What was the situation? Why was there a misinterpretation? What was the outcome?
2. What kind of reports/proposals have you written? Can you give me some examples?
3. Give an example of when you told someone to do something, and they did it wrong. What was the outcome?
4. What reports that you are currently preparing (or recently prepared) are the most challenging and why?
5. What kinds of presentations have you made? Can you give me some examples? How many presentations do you make a year?
6. Give me an example from your past work experience where you had to rely on information given to you verbally to get the job done.
7. What different approaches do you use in talking with different people? How do you know you are getting your point across?
8. What is the worst communication problem you have experienced? How did you handle it?

### Interviewer's Observations

- A. Consider if the applicant is able to express himself/herself effectively and in a well-organized manner.
- B. Observe the applicant's non-verbal communication.
- C. Consider whether the applicant's grammar, sentence structure, etc. are appropriate to the requirements of the position.

## Leadership

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Following is a list of questions designed to gather information relating to an individual's utilization of appropriate interpersonal styles and methods in guiding individuals or a group toward task accomplishment.

1. Tell me about a time you had to take a firm stand with a co-worker. What was the situation? What was difficult about the co-worker? What was the firm stand you had to take?
2. Describe how you instruct someone to do something new. What were you training them to do? Walk me through how you did it.
3. Tell me about a time you had to win approval from your co-workers for a new idea or plan of action.
4. Tell me about a new idea or way of doing something that you came up with which was agreed to by the boss. What did you do to get it to the right person? What did you do to get the boss to agree? Be specific.
5. Describe any supervisory or leadership training, schooling, or work experience you have had and its relevance to this position.
6. What leadership skills and experience do you have that would qualify you as an effective leader? Be specific.

## Job Motivation

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Following is a list of questions designed to help identify an applicant's motivation to do the type of work the position requires. The intent is not to see if they had good motivation/satisfaction in their previous jobs, but to see if the types of things they enjoy doing will be available in this position. For example, if a person said he enjoyed his last job because he liked to work outside and with people doing different things all of the time, a desk job in accounting would probably not provide high satisfaction.

1. What do you like best (least) about your job as a \_\_\_\_\_ ?
2. What were/are your reasons for leaving \_\_\_\_\_ ?
3. Give me some examples of experiences in your job at \_\_\_\_\_ that were satisfying? Dissatisfying? Why?
4. What gave you the greatest feeling of achievement in your job at \_\_\_\_\_ ? Why?
5. All jobs have their frustrations and problems. Describe specific job conditions, tasks, or assignments that have been dissatisfying to you. Why?
6. Give me some examples of past work experience that you have found personally satisfying.
7. What are some recent responsibilities you have taken on? Why did you assume these responsibilities?
8. Tell me about a time when the duties and responsibilities available in a specific position overlapped with duties and responsibilities that brought you personal satisfaction.
9. Why do you want to be a \_\_\_\_\_ (title of position) \_\_\_\_\_ ?
10. Why did you choose this (career, type of work)?

## Closing the Interview

At the end of the interview, it is important to ensure that no questions have been overlooked, and encourage the candidate to suggest anything that might expand on or clarify his or her training and experience. Hiring supervisors should request that a candidate complete a Reference Check Release Form (see Appendix A) before leaving campus.

It is advisable to inform the candidate of the schedule for filling the position, how many candidates are being interviewed, and how and when the hiring supervisor will communicate his/her employment decision.

If any questions arise during the interview process, hiring supervisors can speak directly to the employment consultant/recruiter handling the vacancy.



# Conducting Reference Checks

Hiring supervisors should explain to candidates that they will need to contact employment references. A Reference Check Release Form (see Appendix A) should be given to those candidates for whom the hiring supervisor will check references. ***Under no circumstance should references be contacted until at least verbal permission has been given from the candidate to do so.*** Preferably, a written release should be obtained from applicants before conducting a check of references. A candidate's current position could be jeopardized if his/her supervisor is unaware of the candidate's job search. It is also more appropriate to conduct a reference check once a finalist has been identified.

Questions used for checking references should be work related such as dates of employment, job titles and duties, length of service in each position, promotions, demotions, attendance, salary, reason for termination, and other information for which the responder may have documentation. Subjective information or information that could be considered discriminatory should not be part of the discussion; if this type

of information is offered, ignore it. Because information gathered through reference checks is confidential, it should be communicated only to those who have a business need to know. A sample list of reference check questions is provided in Appendix A.

The hiring supervisor must obtain a minimum of one successful reference check for the candidate to whom s/he plans to extend an offer. If possible, contact with the current or most recent supervisor should be made. Each reference check should be appropriately documented.

Many companies today will only confirm employment dates and positions held. For this reason, when conducting reference checks, ask the applicant for the name and number of a supervisor and contact that person directly. Explain to the supervisor that, as the hiring decision maker, you need a work reference and may not be able to hire the individual if you cannot obtain one.

Remember that a candidate has a legal right to see reference information if s/he suspects a problem and pursues a legal remedy.

# Extending an Offer of Employment

The hiring supervisor should contact the selected candidate by telephone or in person to offer the position. Information such as salary, benefits, hours of work, specific job title, starting date, and any other appropriate conditions about employment should be conveyed at that time. When the employee has accepted the position, hiring supervisors are advised to follow up with a formal letter of offer. Sample offer letters are available in Appendix B.

## Essential Components of All Offer Letters

While each department will want to construct its own letters of offer, following is a list of points to be covered.

- Official position title and working title, if appropriate.
- Percentage of time of appointment.
- Beginning and ending dates of the appointment.
- Brief expectation of duties and job description.
- Full-time salary rate and pay basis.
- Reference to appointment policies and procedures.
- Reference to fringe benefits (enclose the *Faculty and Staff Handbook*).
- Include the following: “It is the policy of Purdue University to provide reasonable accommodations for employees and applicants with disabilities. If you need accommodations, please contact us.”
- Reference to the need to present evidence of employment eligibility pursuant to the Immigration Reform and Control Act. Appropriate documentation establishing identity and work authorization must be presented within three days

of the first day of employment or the first day on the payroll. Employers must inspect and photocopy the documentation presented and sign an Immigration and Naturalization Service Form, INS Form I-9, attesting that: the documents have been reviewed; they appear to be genuine; and they authorize the individual to work in the United States in the position in question. The employee must also sign the I-9 Form under penalty of perjury. The law requires that the I-9 Form be kept for three years after the date of hire or one year after termination, whichever is longer.

- Reference to the need for a Purdue identification card to be obtained once employment has begun.
- Request for formal acceptance of the offer, either by a return letter or by signing a copy of the offer letter.
- An HR Form 13 (Purdue University Employee Information Form) should be sent after the applicant has accepted the offer.

## Benefits

It is important to discuss the employment benefits associated with the position and answer any pertinent questions the candidate has asked. Please contact your employment consultant/recruiter with specific questions regarding benefits. The benefits offered at Purdue can also be found online at [www.adpc.purdue.edu/Personnel/benefits.htm](http://www.adpc.purdue.edu/Personnel/benefits.htm).

# Closing the Search

After the successful candidate has accepted the offer for the position, the hiring supervisor should contact the employment consultant/recruiter with the name of the selected candidate and the names of the other candidates interviewed. For those candidates not selected for the position, the hiring supervisor will need to provide an explanation as to why the unsuccessful candidates were not hired. The employment consultant/recruiter will then update the applicant tracking system, noting that the successful candidate has accepted the position and is not to be contacted for other vacancies.

## Hiring Completion Form

Following notification of the outcome of the search, Human Resource Services staff will forward a Hiring Completion Form (sample included in Appendix A) to the hiring supervisor. The form will list all of the candidates that were interviewed for the vacancy, along with the outcome of the hiring process. The hiring supervisor should review the Hiring Completion Form for accuracy and notify the employment consultant/recruiter of any necessary changes. If corrections are necessary, a revised Hiring Completion Form will be forwarded to the hiring supervisor. The hiring supervisor should then sign and return the form along with all hiring documentation, including interview and reference check notes, to the Employment area of Human Resource Services. All information may also be copied for departmental record keeping.

## Notification of Unsuccessful Candidates

Following the acceptance of the offer by the top candidate, the hiring supervisor will need to notify the other candidates that were interviewed of their status. It is the responsibility of the hiring supervisor to contact all candidates who were interviewed by the department to inform them of the hiring decision. A sample denial letter is located in Appendix B of this manual. Applicants who were not interviewed may go to the Employment Web site to check the status of a position vacancy.

## Interview Documentation

All interview notes and reference check materials should be returned to the Employment area upon completion of the hiring process. The documentation is stored centrally in Human Resource Services for a period of three years. The documentation is utilized in the event of an audit and provides legal justification for the hiring decisions that were made.

## Compliance

Failure to comply with current employment procedures may result in written notification of violation from the manager of employment in Human Resource Services to the appropriate hiring supervisor and business office.

Units or departments that fail to follow the Reaffirmation of University Policy on Equal Employment Opportunity and Affirmative Action (see Executive Memorandum No. D-1 at [www.purdue.edu/oop/policies/pages/human\\_resources/d\\_1.html](http://www.purdue.edu/oop/policies/pages/human_resources/d_1.html)) may be subject to Special Monitoring Procedures.

# Glossary

## **Ability**

Aptitude or competence, the skill or proficiency needed to perform certain tasks.

## **Accessibility**

The extent to which an employer's facilities, programs, and services are readily approachable and useable by individuals with disabilities, including areas such as the Human Resource Office, the worksite, Web sites, and public areas.

## **Accommodation**

A change in workplace methods, procedures, equipment, schedules, or physical arrangement that facilitates the performance of job tasks by workers with special needs.

## **Adverse Impact**

Practices or policies that result in the selection of members of a protected class at a rate lower than that of other groups.

## **Affirmative Action (AA)**

Actions, policies, and procedures undertaken by a contractor in recruiting, hiring, promotions and all other personnel actions that are designed to achieve equal employment opportunity and eliminate the present effects of past discrimination. Affirmative action requires: (1) thorough, systematic efforts to prevent discrimination from occurring or to detect and eliminate it as promptly as possible; and (2) recruitment and outreach measures. See Appendix C for a discussion of equal employment opportunity and affirmative action.

## **Affirmative Action Plan (AAP)**

A written set of specific, results-oriented procedures to be followed by all applicable federal contractors. The plan is intended to remedy the effects of past discrimination against or underutilization of women, minorities, individuals with disabilities, and veterans. The effectiveness of the plan is measured by the results it actually achieves rather than by the results intended, and by the good faith efforts undertaken by the contractor to increase the pool of qualified women, minorities, individuals with disabilities, and veterans in all parts of the organization.

## **Applicant**

A person who seeks work at a certain employer's facilities who meets certain prescribed minimum standards, as defined by the employer.

## **Availability**

The availability of minorities or women for a job group is the percentage of minorities or women among persons in the relevant labor area and/or internal feeder pools having the requisite qualifications to perform the positions included in the job group. The term is broad enough to include any factor that is in fact relevant to determining the availability of individuals for the jobs in the job group. Availability figures are used in determining whether underutilization exists, and, where a goal is established, in determining the level of the goal.

## **Business Necessity**

Specific job-related requirement which is considered by the employer to be fundamental to the mission of the business.

## **Candidate**

An individual who is deemed to meet the requirements for a specific vacancy, either by applying or by accepting a nomination.

## **Compliance**

Meeting the requirements and obligations of affirmative action imposed by Executive Order 11246, Section 503 of the Rehabilitation Act of 1973, Section 4212 of the Vietnam-Era Veterans' Readjustment Assistance Act of 1974, and their implementing regulations.

## **Disability**

A physical or mental impairment that substantially limits one or more of a person's major life activities.

**Discrimination**

Illegally differentiating between people on the basis of group membership rather than individual merit.

**Disparate Impact**

A disproportionate adverse effect on a particular disadvantaged group.

**Disparate Treatment**

Occurs when protected class members are treated differently from others, whether or not there is discriminatory intent.

**Equal Employment Opportunity**

Proclaims the right of each person to apply and be evaluated for employment opportunities without regard to race, color, sex, disability, age, veteran status, religion, ancestry, or national origin. It guarantees everyone the right to be considered solely on the basis of his/her ability to perform the duties of the job in question, with or without reasonable accommodation(s).

**Essential Functions**

Duties that are basic or fundamental to a position. Under the Americans with Disabilities Act, reasonable accommodation must be made in order to allow a qualified individual with a disability to perform the essential functions of a position.

**Minorities**

Men and women of those minority groups for whom EEO-6 reporting is required; that is, American Indian or Alaska Native, Black or African American, Asian, Native Hawaiian or Other Pacific Islander, Hispanic or Latino, and Multiracial. The term may refer to these groups in the aggregate or to an individual group.

**Protected Class**

Group of people protected from discrimination under government regulations and laws. The specific groups are defined as women, American Indians or Alaska Natives, Asians, Blacks or African Americans, Hispanics or Latinos, Native Hawaiians or Other Pacific Islanders, people of Multiracial race/ethnicity, people over 40, individuals with disabilities, and special disabled veterans, newly separated veterans, Vietnam-era veterans, and other protected veterans.

**Reasonable Accommodation**

Used in connection with individuals with disabilities: Modification or adjustment to a job, the work environment, or the way a job is usually done that enable a qualified individual with a disability to enjoy an equal employment opportunity. Reasonable accommodations should be such that they do not create an undue hardship and may involve such actions as adjusting the physical environment, equipment, schedules, or procedures.

Used in connection with religion: Requirement that an employer grant an employee accommodations for religious reasons. These accommodations may be adjustments to hours or days worked or other similar actions which will make it possible for an employee to fulfill his/her religious obligations.

**Undue Hardship**

An action that requires significant difficulty or expense in relation to the size of the employer, the resources available, and the nature of the operation.

**Vietnam-Era Veteran**

A person who: 1) served on active duty for a period of more than 180 days, any part of which occurred between August 5, 1964, and May 7, 1975, and was discharged or released with other than a dishonorable discharge; 2) was discharged or released from active duty for a service-connected disability if any part of such active duty was performed between August 5, 1964, and May 7, 1975; or 3) served on active duty for more than 180 days and served in the Republic of Vietnam between February 28, 1961, and May 7, 1975.

# Resumé/Credentials Evaluation Form

---

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

Additional Information: \_\_\_\_\_

Required Skills	Excellent	Adequate	Not Evident
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
<b>Desired Skills</b>			
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

Comments:

Recommendation:

This candidate is: (circle one)

**Top Candidate    Good Candidate    Not for Consideration    Hold for Discussion**

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

# Candidate-Interview Evaluation Sheet

---

Candidate's Name \_\_\_\_\_ Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

Areas the applicants should be evaluated on. You can rate them on a scale from 1 – 5.

## 1. Degree and/or background necessary to do the job

1. Poor fit
2. Weak fit
3. Could do the job
4. Strong
5. Very strong fit

Rating \_\_\_\_\_

## 2. Sufficient specific experience and knowledge to do the job

1. Very weak
2. Weak, but could do job with extensive training
3. Normal knowledge, would require normal training
4. Has better-than-average knowledge
5. Has very good knowledge

Rating \_\_\_\_\_

## 3. Manageability (e.g., ability to take direction or feedback, team player, etc.)

1. Not a good match
2. Can't tell
3. Probably would work out well
4. Seems to be a good match
5. Seems to be a perfect match

Rating \_\_\_\_\_

## 4. Personality and attitude compatible with the other people with or for whom the person will have to work

1. Would not be compatible
2. Poor match
3. Is an OK match
4. Seems to be a good match
5. Seems to be a perfect match

Rating \_\_\_\_\_

## 5. Willingness, energy level, and sense of professionalism to do the job well

1. Lacking in this area
2. Can't tell
3. Has enough to do the job
4. Seems very willing, energetic, and professional
5. Could leap tall building in a single bound

Rating \_\_\_\_\_

## 6. Interest and career objectives consistent with the job

1. Not a good match at all
2. Lacking in some areas, strong in others
3. Is an OK match
4. Seems to be a good match
5. Seems to be a perfect match

Rating \_\_\_\_\_

**Overall Rating** \_\_\_\_\_

# Reference Check Release Form

---

Human Resource Services  
Freehafer Hall of Administrative Services  
401 South Grant Street  
West Lafayette, IN 47907-2024



I authorize Purdue University to conduct a reference check with my present and/or previous employer(s). This also serves to authorize my present and/or previous employer(s) to provide reference information to Purdue as it is requested.

Signature \_\_\_\_\_

Print your name \_\_\_\_\_

Date \_\_\_\_\_

Most Recent Employer: \_\_\_\_\_

Contact: \_\_\_\_\_

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

Phone: \_\_\_\_\_

Previous Employer: \_\_\_\_\_

Contact: \_\_\_\_\_

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

Phone: \_\_\_\_\_

Previous Employer: \_\_\_\_\_

Contact: \_\_\_\_\_

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

Phone: \_\_\_\_\_

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# Reference Check Questions

---

Human Resource Services  
Freehafer Hall of Administrative Services  
401 South Grant Street  
West Lafayette, IN 47907-2024



Applicant Name \_\_\_\_\_ Employment Dates \_\_\_\_\_  
Person Contacted \_\_\_\_\_ Title \_\_\_\_\_  
Company \_\_\_\_\_

1. What duties were performed while employed? \_\_\_\_\_  
\_\_\_\_\_
2. How would you describe his/her work? (performance, progress) \_\_\_\_\_  
\_\_\_\_\_
3. How would you compare his/her performance with those of co-workers?  
\_\_\_\_\_
4. Why did s/he leave your company? \_\_\_\_\_  
\_\_\_\_\_
5. Would you re-employ? If no, why not? \_\_\_\_\_  
\_\_\_\_\_
6. What are his/her strong points? \_\_\_\_\_  
\_\_\_\_\_
7. What are his/her limitations? \_\_\_\_\_  
\_\_\_\_\_
8. How did s/he get along with others? \_\_\_\_\_  
\_\_\_\_\_
9. Could you comment on his/her:  
a. attendance \_\_\_\_\_ d. dependability \_\_\_\_\_  
b. ability to assume responsibility \_\_\_\_\_ e. potential for advancement \_\_\_\_\_  
c. degree of supervision needed \_\_\_\_\_ f. overall attitude \_\_\_\_\_
10. Is there anything else of significance you feel we should know? \_\_\_\_\_  
\_\_\_\_\_

---

Person Conducting Reference Check \_\_\_\_\_ Date \_\_\_\_\_



# Candidate Evaluation Form

---

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

Please rate the individual on the following criteria:

0 = no demonstration of knowledge/experience

1 = limited knowledge/experience

2 = average knowledge/experience

3 = above average knowledge/experience

4 = outstanding knowledge/experience

Rating

- |     |       |
|-----|-------|
| 1.  | _____ |
| 2.  | _____ |
| 3.  | _____ |
| 4.  | _____ |
| 5.  | _____ |
| 6.  | _____ |
| 7.  | _____ |
| 8.  | _____ |
| 9.  | _____ |
| 10. | _____ |

Narrative:

1. I view the candidate's greatest strengths to be the following:

2. I view the candidate's greatest weaknesses to be the following:

3. Additional Comments:

\_\_\_\_\_ I recommend this candidate without reservation.

\_\_\_\_\_ I recommend this candidate with some reservation.

\_\_\_\_\_ I do not recommend this candidate.

Evaluator's Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Sample Hiring Completion Form

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HUMAN RESOURCE SERVICES  
Freehafer Hall of Administrative Services  
401 S. Grant St.  
West Lafayette, IN 47907-2024  
www.purdue.edu/hr

**To:**

**From:**

**Date:**

**Re:**

Listed below are the individuals referred to you for your recent vacancy. I have indicated the action and outcomes that we discussed. Please review, sign, and return, if correct. Please contact me if I have listed anything incorrectly, or if you have any questions.

**We require all hiring notes and information collected during your decision-making process to be forwarded to Human Resource Services.** We are centrally maintaining a complete record of this vacancy for audit purposes. If you wish to maintain the original documentation in your department, please forward a copy to me.

<u>Name</u>	<u>Action</u>	<u>Outcome</u>
Mary Simple	HS Interview	Others More Competitive
Joe Brown	HS Interview	Others More Competitive
John Smith	HS No Interview	Others More Competitive
Betty Davis	Offer Extended	Accepted
John Edwards	HS Interview	Others More Competitive
Dave Howard	HS No Interview	Others More Competitive

---

Hiring Supervisor Signature

Date

## Sample Administrative/Professional Offer Letter

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This letter serves as an example of an administrative/professional offer letter prepared by a hiring supervisor.



Date

New Employee

Address

City, State ZIP

Dear <insert name>:

Thank you for accepting our offer of employment during our conversation on <insert date candidate verbally accepted>. I am pleased that you have chosen Purdue University as your employer.

The title of your position will be <insert title>. It is a (full-time, half-time, exempt, non-exempt) administrative/professional position. Your appointment is subject to approval by the President of Purdue University.

As we discussed, you will be starting on <insert date> at a starting salary of \$<insert salary>\* per month. You should report at <insert time> to <insert name> in <insert building name>.

You will be eligible to participate in Purdue's fringe benefit programs and select other fringe benefit options as you deem appropriate. Questions regarding benefits can be addressed at the time of enrollment, which will occur at the start of your orientation program.

Please bring the appropriate identification documents, using the attached "list of acceptable documents" when you report to work on <insert date>.

Welcome to Purdue. We look forward to working with you.

Sincerely,

Hiring Supervisor

Title

**\*Note: Pay should be stated in the lowest denomination applicable:**

*Example: \$2,333.33 per month instead of \$28,000 per year. The reason is that, in some states, the offer letter and the salary are considered a contract, and the employer has in some cases been held liable for the yearly salary when the employee was terminated prior to completing a year of employment.*

# Sample Clerical/Service Offer Letter

---

This letter serves as an example of a clerical/service offer letter prepared by a hiring supervisor.



Date

New Employee

Address

City, State ZIP

Dear <insert name>:

Congratulations on your selection as <insert title>. We are confident that your experience and qualifications will fit our needs very capably.

Per our agreement, your first day will be <insert date>, with a starting time of <insert time>. You should report to <insert name> in <insert building name>. Your pay rate will be \$<insert hourly rate of pay> per hour.

Please bring the appropriate identification documents using the attached “list of acceptable documents” when you report to work on <insert date>.

Welcome to Purdue. We look forward to working with you.

Sincerely,

Hiring Supervisor

Title

## Sample Delayed Decision Letter

---

This letter serves as formal notification to candidates to inform them that an immediate hiring decision will not be made.



Date

Candidate

Address

City, State ZIP

Dear «insert name»:

Thank you for your interest in the «insert title» position on the «insert shift» shift. I enjoyed meeting with you and sharing your interest in the position.

At this time, I will not be able to announce a decision on «insert date», as I told you during the interview. The earliest announcement will not come before «insert date».

Thank you for your patience and cooperation. If you have any questions regarding the position, please call me at «insert telephone number».

Sincerely,

Hiring Supervisor

Title

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# Sample Denial Letter

---

This letter serves as formal notification to unsuccessful candidates informing them that another candidate has been selected for the position.



Date

Candidate  
Address  
City, State ZIP

Dear <insert name>:

Thank you for your interest in the <insert title> position.

We have completed the interviewing process and due to the quality of the applicants, we have had to make some difficult choices. Your credentials were given careful consideration, however, another candidate whose education and experience more closely match the needs of the position has been chosen.

It was a pleasure meeting and talking with you. I wish you the best in your future endeavors.

Sincerely,

Hiring Supervisor  
Title

**Note: Be sure that the applicant chosen for the position actually does match the reason stated for their selection. Some employers send a generic letter to all applicants who were not selected, so just make sure that if sending a generic letter that the letter is applicable to all rejected applicants.**

# Questions and Answers That Address Myths and Realities About the Legal Basis of Equal Employment Opportunity and Affirmative Action

## **What are affirmative action and equal employment opportunity, and are they the same thing?**

The ideas underlying affirmative action and equal employment opportunity are similar with respect to selection, employment, and promotion, but affirmative action and equal employment opportunity embody different concepts. Equal employment opportunity means that all individuals must be treated equally in the hiring process, in training, and in promotion. Each person has the right to be evaluated as an individual on his or her qualifications without discrimination based on stereotypic conceptions of what members of minority groups or any other protected class are like. Classifications protected under federal equal employment opportunity (EEO) laws are those of race, color, national origin, sex, religion, age, or disability. State and local governments have identified additional EEO protected classifications as well.

Affirmative action goes further than equal employment opportunity. It means affirming that organizations and individuals in organizations will proactively and aggressively seek to overcome the effects of past discrimination against groups such as women and minorities, people with disabilities, and veterans by making a positive and continuous effort in their recruitment, employment, retention, and promotion. Affirmative action also means that organizations must actively seek to remove any barriers that artificially limit the professional and personal development of individuals who are members of protected classes. Affirmative action applies to all job categories and levels.

## **Does affirmative action mean that we are applying different standards for white males than for women and minorities?**

Affirmative action was never meant to encourage the hiring of any candidate who is less than qualified. One standard should be applied to all candidates. Assuming that there is a double standard implies that minorities and women are less qualified, generally, than white males. It is important that job-related criteria be used during the search process and that all candidates be screened according to those criteria.

It is important to note that the term “best qualified” is often very subjective, particularly in the absence of job-related criteria. One person’s best is someone else’s average. Often, people are differently qualified to do the job and bring different but equally important assets. Candidates are often described as “best qualified” based on years of experience. That measure of qualification is often not valid, and also works against women and minorities who are frequently newer in their fields but who may be equally or better qualified than candidates who have more years of experience. Qualifications also are often measured by the candidate’s degree-granting institution. This emphasis on the top tier schools (a very subjective description) also tends to work adversely against women and minorities. By themselves, years of experience or degree-granting institutions do not always provide enough information to predict the potential of a candidate.

## **Is affirmative action a form of reverse discrimination?**

The concept of affirmative action includes the idea that there has been historical discrimination against members of minority groups and women, and that every individual must be treated equally so that a position should be awarded to the most qualified candidate. The fact that a qualified candidate is able to provide diversity to a department, is able to serve as a role model for other employees and students, and can offer a range of perspectives also are factors in the evaluation and selection process. Effective recruitment will ensure the greatest likelihood of producing a diverse pool of candidates that includes minorities and women.

## **Do we have a quota of women and minorities that the University or its departments must hire?**

The University and its departments have hiring goals, not quotas. The use of goals is designed to achieve greater inclusion of individuals who were previously excluded or underutilized. Ideally, the percentage of women and minorities working in a department, school, or unit at the University should be similar to the percentage of women and minorities available for such positions. Hiring goals are established for each department, school, or division, as appropriate, in accordance with the U.S. Department of Labor regulations. The goals are determined through consultation with the appropriate dean, director, or department chair. Affirmative action means reaching out to candidates and giving all candidates fair consideration throughout the process.

Quotas, as opposed to goals, are assigned by courts to correct a pattern of discriminatory employment practices.

## **Is it true that once we hire a minority or woman, we cannot ever fire him or her?**

According to the principles of affirmative action, the standards for achievement, job requirements, and job expectations must be applied fairly to all individuals. The terms of employment are the same for everyone. The same standards and the same degree of discretion should be accorded all employees.

*\*Adapted from the University of Wisconsin-Madison Search Handbook*

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# Purdue University Contacts for Recruitment and Selection

<b>Affirmative Action Office (AAO)</b>	49-47253
<b>Human Resource Services (HRS)</b>	
Compensation	49-40097
Employment	49-49687
Advancement Human Resources	49-40542
Housing and Food Services Human Resources	49-49418
ITaP Human Resources	49-63879
Libraries Human Resources	49-42899
Physical Facilities Human Resources	49-41421
<b>Disability Accommodations</b>	
Affirmative Action Office	49-47253
Human Resource Services	49-40269
Black Cultural Center	49-43092
Diversity Resource Office	49-47307
Dual Career Assistance Program	49-46366
Office of International Students and Scholars	49-45770
Latino Cultural Center	49-42530
Women's Resource Office	49-49879



**AFFIRMATIVE ACTION OFFICE**

American Railway Building  
West Lafayette, IN 47907-2003  
(765) 494-7253 (Voice)  
(765) 496- 1343 (TTY)  
(765) 496-1295 (Fax)

**HUMAN RESOURCE SERVICES**

Freehafer Hall of Administrative Services  
401 S. Grant Street  
West Lafayette, IN 47907-2024  
(765) 494- 9687 (Voice)  
(765) 494-6138 (Fax)