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CHAPTER 1

PURPOSE

Purdue University is committed to equal access and 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 veteran.

During the past 50 years, U.S. statutes and executive orders have specifically addressed the issue of nondiscriminatory hiring practices. In addition to asserting an explicit mandate for evenhandedness in employment decisions involving women, religious affiliations, persons 40 years of age or older, veterans, gay men, lesbians, and individuals with disabilities, federal legislation has singled out five groups of racial/ethnic minorities for special attention: Blacks/African Americans, Hispanics/Latinos, American Indians/Alaska Natives, Asians, and Native Hawaiians/Other Pacific Islanders.

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

Immediate responsibility for recruiting, supporting, assisting, mentoring, and thus retaining women, minorities, individuals with disabilities, and veterans as members of the faculty is vested in the faculty itself. Responsibility for academic staff personnel practices is more varied, reflecting the diversity of academic staff roles. However, Purdue University, as an academic institution, jointly shares the responsibility of attracting and retaining a greatly increased number of capable and ambitious women, minorities, individuals with disabilities, and veterans as employees.

The following procedures set forth the recommended practices and requisite forms to use in effectuating Purdue University's commitment to equal access and equal employment opportunity. It is our hope that this manual will contribute to the University's effort to attract, select, and retain a greatly increased number of capable and ambitious women, minorities, individuals with disabilities, and veterans.

Christie Wright
Interim Director of Institutional Equity
May 2019
(Ninth Edition)

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, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a 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 Purdue's Equal Opportunity, Equal Access and Affirmative Action policy 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 veterans through its affirmative action program.

Any question of interpretation regarding the Nondiscrimination Policy Statement shall be referred to the Vice President for Ethics and Compliance for final determination.

Equal Opportunity, Equal Access and Affirmative Action (III.C.2)

STATEMENT OF POLICY

Purdue University is committed to maintaining an inclusive community that 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, Purdue University seeks to develop and nurture its 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 does not condone and will not tolerate Discrimination against any individual on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, disability, status as a veteran, marital status, parental status, sexual orientation, gender identity or gender expression. Purdue University promulgates policies and programs to ensure that all persons have equal access to its employment opportunities and educational programs, services and activities. The principal objective of this policy is to provide fair and consistent treatment for all students and employees of the University. Purdue is committed to increasing the recruitment, selection and promotion of faculty and staff at the University who are racial or ethnic minorities, women, persons with disabilities and veterans. The University also is committed to policies and programs that increase the diversity of the student body.

Application of this Policy to Employment and Education

All aspects of the employment relationship, including recruitment, selection, hiring, training, professional development, tenure, promotion, compensation and separations, are administered in accordance with this policy. Notwithstanding the prohibition against Discrimination, the University may, without violating this prohibition, provide different benefit packages to employees who have a spouse, same-sex domestic partner and/or dependent children than are provided to other employees.

Purdue University provides Reasonable Accommodations to qualified employees with disabilities. It also promotes the full realization of equal employment opportunity through a comprehensive affirmative action program applying to all units.

All policies and procedures applicable to students are administered in accordance with this policy. Purdue University provides Academic Adjustments and Auxiliary Aids and Services to qualified students with disabilities in accordance with federal law.

Reporting and Addressing Discrimination

This policy seeks to encourage faculty, staff and students to report and address incidents of Discrimination. Discrimination complaints will be addressed promptly and consistently, using procedures that are fair and effective from the point of view of the person and the University, and be resolved at the lowest organizational level possible. The [Procedures for Resolving Complaints of Discrimination and Harassment](#), as issued and updated from time to time by the Vice President for Ethics and Compliance, describe the necessary steps for filing complaints of Discrimination.

Retaliation against faculty members, staff members or students for reporting or complaining of Discrimination, for participating or assisting in the investigation of a complaint of Discrimination or for enforcing this policy is strictly prohibited. It inhibits the ability of the University to address complaints and contributes to distrust of complaint procedures.

Affirmative Action Programs

As a federal contractor, each campus within the Purdue University system is required to develop and maintain a written affirmative action program, which is a set of specific results-oriented actions and procedures to which the University commits itself. These programs must be updated annually and be made available for inspection.

Violations of this Policy

Any individual or group of individuals found to have violated this policy will be subject to disciplinary or remedial action, up to and including termination of employment or expulsion from the University. Faculty and staff who are determined to have violated this policy also may be held personally liable for any damages, settlement costs or expenses, including attorney fees incurred by the University.

No Waiver

Nothing contained in this policy should be interpreted as a waiver by Purdue University of its sovereign immunity, immunity pursuant to the 11th Amendment of the U. S. Constitution or any other immunity or defense available under state or federal laws.

REASON FOR THIS POLICY

As a land-grant university, Purdue University is committed to the principles of affirmative action and equal opportunity in education and employment. We take seriously our responsibility to provide leadership in ensuring that equal employment opportunity is the norm rather than an aspiration.

This policy helps to further the resolution of the Board of Trustees and to ensure the University's compliance with state and federal laws and regulations.¹

¹ The University's complete statement regarding Equal Opportunity, Equal Access and Affirmative Action is available at <http://www.purdue.edu/policies/ethics/iic2.html>

CHAPTER 2

PRE-SEARCH GUIDELINES—THE DECISION TO SEARCH

SEARCH REQUIREMENTS

In accordance with Purdue University's equal opportunity obligations, all faculty openings, including Continuing Term Lecturers, that are 50 percent time or greater must be posted (*i.e.*, a public announcement of a search for qualified applicants must be made).

Some form of search is almost always required. Full searches, employing ads in national and regional newspapers or journals, are required for most positions. Limited searches for faculty positions may be restricted to the University campus or even to the unit in which the position resides. These exceptional searches must be approved by the Director of Institutional Equity or designee and justified by the qualifications sought.

APPOINTMENTS THAT DO NOT REQUIRE A SEARCH

The following positions do not require a search:

- Temporary appointments limited to a specific time or term lasting not longer than one year.
- Appointments for less than half-time (which cannot be increased to 50 percent or greater time without a full search).
- Visiting and adjunct faculty appointments for a maximum of one year (up to three years if funded by a grant), made with the understanding that positions so filled will be subject to full searches should the terms be extended beyond the mandatory limit.
- Student appointments made with the understanding that a department wishing to retain a student employee as a faculty member must post this opening and conduct an open search in which the student employee competes with other comparably qualified candidates. Student appointments include the following categories:

- Postdoctoral Research Associates and Postdoctoral Fellows
- Visiting Scholars
- Interns
- Residents
- Pharmacy Externs
- Fellows
- Trainees
- Teaching Assistants
- Graduate Research Assistants
- Undergraduate Research Assistants - Pre-Doctoral Fellows

The Director of Institutional Equity is available as a resource to departments should they have any questions. A review of position announcements for appointments that do not require a full search is required.

REQUESTING A LIMITED SEARCH

A limited search is a departure from the requirement of a full search due to circumstances that indicate a full search would not be productive or appropriate for a specific opening. A limited search can restrict a search to the state of Indiana, the Lafayette/West Lafayette area, the University, or in some instances, to the college/school or department. Limited searches can be completed in as little as 30 days. All requests for a limited search should be submitted to the Director of Institutional Equity with a position description and a copy of the advertisement.

WAIVER OF STANDARD SEARCH PROCEDURES

Each year a few faculty appointments are made without going through the standard search procedures. There are a few concretely defined circumstances under which waivers are routinely allowed. Examples are:

- An individual named in an externally funded grant award for whom an appointment at the University is required.
- A faculty member changing from a tenurable to a nontenurable or staff position.

- Occasional special appointments and changes recommended by the Provost or the President.
- Dual-career couple accommodations.

Requests for search waivers for tenure track faculty must be approved by the Provost and the Director of Institutional Equity. Requests for waivers for research faculty must be approved by the Executive Vice President for Research and Partnerships and the Director of Institutional Equity. If you have questions about a waiver, please call the Office of Institutional Equity at 47255 or by email at facultysearch@purdue.edu.

PROMOTION

Promotion is any advancement in rank and/or salary. Faculty promotions along tenure track are considered non-competitive, insofar as they are not subject to a competitive external search process but are granted pursuant to the Procedures for Granting Academic Tenure and Promotion. The Director of Institutional Equity monitors promotion of faculty.

CHAPTER 3

SUMMARY OF THE SEARCH AND SCREEN PROCESS

MAJOR ACTIVITIES	RESPONSIBLE PARTY
Determine job-related criteria and documents that applicants need to submit for the position.	Department Head and/or Search Chair
Identify members of Search and Screen Committee.	Department Head and/or Dean
Identify recruitment resources that aid in assuring a diverse pool of applicants.	Search Chair/Department Head and/or Dean
<p>Advertisement(s) must include the following statements:</p> <ul style="list-style-type: none"> • Purdue University's School/Department of _____ is committed to advancing diversity in all areas of faculty effort, including scholarship, instruction, and engagement. Candidates should address at least one of these areas in their cover letter, indicating their past experiences, current interests or activities, and/or future goals to promote a climate that values diversity and inclusion. • A background check will be required for employment in the position. • Purdue University is an EOE/AA employer. All individuals, including minorities, women, individuals with disabilities, and veterans are encouraged to apply. <p>Advertisement(s) must be placed in <i>The Chronicle of Higher Education</i> unless an exception has been granted.</p>	Search Chair/Department Head and/or Dean
Create Requisition in SuccessFactors and add OIE as recruiter.	Department initiator
Review and approve position and advertisement.	Institutional Equity
Respond promptly to all applicants upon receipt of materials.	Search chair
After OIE approves, the department drafts a word document & uploads to document requisition in SuccessFactors. Then the department will send an email to OIE with the requisition number in the subject line that it has been posted. The word doc must mimic the approved ad in the job profile screen.	Search chair
Develop an evaluation instrument to be used to record factual information regarding each applicant. The Search and Screen Committee must not compile gender, race and ethnicity information on the applicants.	Search and Screen Committee
Evaluate each applicant's background and experience on the basis of requirements identified in the position description and position ad, and check references.	Search and Screen Committee

Send Statistical Description of Applicant Pool to Search and Screen Committee one week from date of initial application review and upon request.	Institutional Equity
Review the total applicant pool, evaluation process, affirmative action steps, and recommendations of the Search and Screen Committee regarding the candidates to be interviewed and ask questions, if necessary.	Dean
Schedule interviews, make travel arrangements, and arrange reasonable accommodations if requested.	Search and Screen Committee

For Search and Screen Requests submitted prior to 12-31-2018

Make recommendation and extend written offer to the final candidate.	Search and Screen Committee, Department Head and/or Dean
Complete Background Check for Faculty Request Form and submit to Talent Acquisition, Vice President for Human Resources.	Department Head and/or Dean
Complete background check and notify hiring department of results.	Human Resources
Obtain acceptance in writing from the final candidate.	Department Head and/or Dean
Communicate decision to unsuccessful finalist.	Search Chair
Go to the website of the Vice President for Ethics and Compliance. Click on the "Search and Screen" pull down tab and select "forms". Click on " Search and Screen Recommendation " form. Complete the form.	Search Chair
Submit Search and Screen Recommendation Form for review to the Dean. If approved, send to Institutional Equity with the accompanying advertisements, list of applicants, and supporting comments on candidates.	Search Chair and/or Dean
Close search and remove position announcement on the Office of the Vice President for Ethics and Compliance website. This is done when the completed Search and Screen Recommendation Form is received with supporting documentation and advertisements. Send confirmation that search has been closed to Search Committee Chair and support staff.	Institutional Equity
Maintain records for three years.	Search Chair, Department Head, and/or Dean

For Search & Screen Requests submitted in SuccessFactors (after 1-1-19), click here for the Quick Reference Guide.

CHAPTER 4

THE SEARCH AND SCREEN COMMITTEE

The Search and Screen Committee is often the only contact many applicants and candidates will have with the University. Therefore, the Search and Screen Committee has an excellent opportunity to enhance the reputation and image of Purdue University. Always bear in mind that while a Search and Screen Committee is evaluating a candidate, the candidate is also evaluating the Search and Screen Committee, the department or unit it represents, and, ultimately, the University.

Because no committee has greater ability to make profound and substantive changes in an employment unit than the Search and Screen Committee, every member of the Search and Screen Committee should thoroughly understand the requirements of the position to be filled, the needs of the department or unit, University policies regarding equal employment opportunity, and the mission of the University.

Generally, searches for continuing lecturer, assistant professor, associate professor, and full professor must be national searches and should be advertised in *The Chronicle of Higher Education*.

Search and Screen Committees at Purdue University function as advisors to a departmental primary committee or a dean or department head, recommending one or more individuals for a position.

FORMING THE SEARCH AND SCREEN COMMITTEE

The Search and Screen Committee should have members who have legitimate and direct interests in the selection process. Criteria used in selecting the Search and Screen Committee members often include the following:

- knowledge of the substantive area
- demonstrated ability in promoting a deliberative process
- knowledge of the campus and its surrounding communities
- strong interpersonal and recruitment skills

The members of the Search and Screen Committee should possess sensitivity to affirmative action issues. When possible, women and

minorities from within the unit should be represented on all Search and Screen Committees to offer diverse perspectives and different ideas that may enhance efforts to recruit and evaluate candidates. However, because women and minorities tend to be asked frequently to serve on an array of committees, this may not always be feasible. There is certainly no objection to including women or minorities from other departments or administrative units or enlisting their help in the search process.

All faculty who will serve on search committees must take or have taken the ADVANCE hiring workshop in the last 5 years. This is offered several times each year.

Staff members of the Office of Institutional Equity are available to meet with the Search and Screen Committee or to serve as a resource at any point in the search process. The Search and Screen Committee will want to evaluate all steps of its search in terms of affirmative action with particular attention to the danger of unintentionally introducing any kind of discriminatory practice into the process.

THE CHARGE

The charge to the Search and Screen Committee must be clear and precise. Ambiguity in the charge, in the role of the committee, or in the extent of its authority can create confusion that will hamper and delay the selection process at crucial points.

Ideally, a Search and Screen Committee should be as small as possible, yet large enough to include as many legitimate interests as possible. It takes time to meet as often as a Search and Screen Committee will find necessary. The more members, the more difficult it is to have everyone present for the meetings - all of which are important.

TYPICAL DUTIES OF THE SEARCH AND SCREEN COMMITTEE FOR FACULTY SEARCHES

1. Set a timetable for each search procedure.
2. Formulate the position description.
3. Determine job-related criteria for the position.
4. Develop job-related evaluation forms.
5. Select newspapers, journals, and websites in which advertisements will appear.

6. Draft advertisement. Refer to Chapter 5 section on advertising (page 11) for a list of items that must be included in all advertising
7. Plan a search that is sensitive to affirmative action issues and the need for a diverse pool of candidates.
8. Develop all written communications (*i.e.*, recruitment letters, letters acknowledging receipt of application, letter to nominee, non-selection notification).
9. Collect the names and addresses of person and institutions to which recruitment letters can be sent.
10. Review applicants to determine if the applicants meet the advertised qualifications.
11. Inform all applicants and nominees that finalists cannot be guaranteed confidentiality.
12. Develop a list of core interview questions to ask candidates related to the essential duties of the position.
13. Participate in the initial and second screenings of candidates.
14. Take part in conference calls to candidates.
15. Assist the chair in travel arrangements and interview schedules.
16. Participate in a seminar, class demonstration, and formal interview.
17. Participate in final evaluation and formulation of recommendation to the chair by a designated date.
18. Where a benchmark for women or minorities exists, contact and work with the Director of Institutional Equity to promote the inclusion of qualified diverse candidates in the pool of finalists to allow opportunity to correct underutilization.
19. When the committee sends forward to the dean of the school the recommended finalist to hire, a memo of justification will include reasons why the particular candidate is being recommended and why the other finalists are not being recommended. The justifications must be job-related.
20. Attend all meetings and maintain appropriate confidentiality about Search and Screen Committee meetings.
21. Maintain all documentation related to the search for three (3) years.

CHAPTER 5

ENLARGING THE POOL OF CANDIDATES

One of the most important elements of the search process is creating a broad and diverse pool of candidates. ***The time to discuss diversity is at the beginning of the search.*** One often hears the remark that the pool of women or minorities in a specific discipline 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.

It is important to think broadly and creatively about recruiting candidates. One way to create a diverse pool of candidates is to develop a broad definition of the position and the desired scholarship, experience, and disciplinary background. Narrowly defined searches may tend to exclude women or minorities and may also limit your ability to consider candidates with a different profile who, nonetheless, qualify for your position. If appropriate, use “preferred” instead of “required,” “should” instead of “must,” etc. when describing qualifications and developing criteria. Consider including “experience working with/teaching diverse groups/diverse students” as one of your preferred criteria.

ADVERTISING

Advertising only in traditional publications will often result in a homogeneous pool of traditional applicants. The typical route of placing an advertisement and waiting for applications is no longer sufficient. In this competitive hiring market, some of the best candidates may not see your advertising or may not see themselves in your advertised position without some encouragement. To enlarge the pool of candidates, a Search and Screen Committee must consider advertising in a variety of other publications and contacting a variety of professional organizations. Many publications and organizations advertise faculty and administrative positions for women, minorities, veterans, and individuals with disabilities. Advertising in appropriate publications and contacting relevant organizations will not only assist in enlarging the pool of candidates but will also convey the commitment of the department and institution to recruit women, minorities, veterans, and individuals with disabilities.

In order to ensure a national search, all positions should be advertised in *The Chronicle of Higher Education* unless an exemption has been granted by the Office of Institutional Equity.

If a discipline, department, school or college believes that advertising in *The Chronicle of Higher Education* is not suitable, send a written request for an exemption from this requirement to the Director of Institutional Equity. Requests should state (1) the reasons that advertising in *The Chronicle of Higher Education* is not appropriate for a particular search or for all searches for the discipline, department or school, and (2) alternate national advertising venues.

All advertising, including any form of announcement whether by e-mail, letter, the Web, list service, journal, etc., must include the following items:

- The rank of the position.
- A description of the position’s primary duties and qualifications, including degree requirement. For example, “PhD in _____ or related field.”
- “Teaching” must be in the description (pursuant to Department of Labor requirement for hiring international applicants).
- Application review date.
- Purdue’s background check statement: “A background check is required for employment in this position.”
- Purdue University’s School/Department of _____ is committed to advancing diversity in all areas of faculty effort, including discovery, instruction, and engagement. Candidates should address at least one of these areas in their cover letter, indicating their past experiences, current interests or activities, and/or future goals to promote a climate that values diversity and inclusion.
- Purdue’s equal opportunity statement to be the last item listed at the bottom of the ad:
 - **Purdue University is an EOE/AA employer. All individuals, including minorities, women, individuals with disabilities, and veterans are encouraged to apply.** [*Note- this is the minimum required tagline.*]; or

o Purdue University is an EOE/AA employer. All qualified applicants will receive consideration for employment without regard to race, religion, color, sex, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability or status as a veteran.

[Note-this is a longer form optional tagline.]

o Purdue University is an affirmative action, equal opportunity employer. Purdue views, evaluates, and treats all persons in all University related activities solely as individuals on the basis of their own personal abilities, qualifications, and other relevant characteristics. All qualified applicants for employment will receive consideration without regard to race, religion, color, sex, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability or status as a veteran. *[Note-this is a longer form optional tagline.]*

o Purdue University is an EOE/AA employer. Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. All qualified applicants for employment will receive consideration without regard to race, religion, color, sex, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability or status as a veteran. *[Note-this is a longer form optional tagline.]*

Position announcements will be posted on the VPEC website when a properly completed **Position Announcement Authorization Form** with all supporting documentation is received.

PERMANENT RESIDENCY PROCESS FOR INTERNATIONAL FACULTY HIRES

The Department of Labor (DOL) has advertising requirements that must be met in order to successfully hire an international candidate. These requirements include:

Advertising must be placed in either a national print journal or electronic or web-based journal if an international hire is to be made. *The Chronicle of Higher Education* meets these requirements.

Advertisement text must contain:

- o Job Title
- o Job Duties
- o Job Requirements
- o Experience, if required, must be qualified
- o "Teaching" must be a listed job requirement
- o Degree required must be specified as well as the field in which it was earned, or a "closely related field."
- Electronic web based advertisement requirements:
 - o The advertisement must be viewable to the public without the payment of a subscription and/or membership charge; and
 - o The advertisement must run for at least 30 calendar days. Colleges and universities must retain documentation that establishes that the advertisement ran for 30 calendar days along with the text of the advertisement.
 - o Purdue's Office of International Students and Scholars recommends that search committees print a copy of the advertisement, obtain a receipt for publication, and also request proof of publication from the publisher indicating the advertisement has run for 30 days.

The Office of International Students and Scholars is a valuable resource and is willing to review advertising to ensure it meets DOL requirements.

ADVERTISEMENT AND RECRUITMENT SOURCES

Search and Screen Committees may want to place advertisements in one or more of the journals listed on the following pages in order to reach a diverse applicant pool. The list of publications is a sample of what is available and is not an exhaustive list. Search and Screen Committees are encouraged to identify diverse advertising sources within their discipline.

The Chronicle of Higher Education (Top news source for college and university faculty members and administrators)
1255 23rd Street, NW, Suite 700, Washington, DC 20037
Phone: (202) 466-1050 / Fax: (202) 296-2691
Web: www.chronicle.com
E-mail: jobs@chronicle.com (for advertising)

Academic Careers Online (Global job site of career opportunities in education and academia)
485 Devon Park Dr., Suite 116, Wayne, PA 19087
Phone: (610) 964-9200
Web: <http://www.academiccareers.com/>
E-mail: info@AcademicCareers.com

Accounting & Financial Women's Alliance (Online job listings plus chapters throughout Indiana) National Headquarters
2365 Harrodsburg Road, Lexington, KY 40504
Phone: (800) 326-2163 or (859) 219-3532
Web: www.afwa.org
E-mail: afwa@afwa.org

American Council on Education (Maintains resume banks for top administrative positions)
One Dupont Circle, NW, Washington, DC 20036
Phone: (202) 939-9300
Web: www.acenet.edu
E-mail: comments@ace.nche.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
Email: info@aises.org

Association for Women in Science (Research and academic positions; published six times per year plus online advertising)
1667 K Street NW, Washington DC 20006
Phone: (202) 588-8175
Web: www.awis.org
E-mail: awis@awis.org

Bio Careers (Life Science Ph.D.s and MDs)
Phone: ((877)862-4656 x120
Web: www.biocareers.com
E-mail: sales@biocareers.com (for advertising)

Committee on Institutional Cooperation – Directory of Minority, Ph.D., M.F.A., and M.L.S. Candidates and Recipients
1819 South Neil Street, Suite D, Champaign, IL 61820-7271
Phone: (217) 333-8475 / Fax: (217) 244-7127
Web:
<http://www.cic.net/faculty/diversity-and-recruitment>
E-mail: info@btaa.org

Directory of Scientific Research Centers in Minority Institutions (Detailed descriptions that include area of research, facilities, and principal investigators)
Director, Division of Research Infrastructure
National Center for Research Resources
National Institutes of Health
One Democracy Plaza. Room 934
6701 Democracy Boulevard, MSC 4874
Bethesda, MD 20892-4874
Phone: (301) 435-0788 / Fax: (301) 480-3770
E-mail: RIADIR@mail.nih.gov

Diverse 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.diverseeducation.com

DiversityInc.com (Online diversity career center for professionals)
P.O. Box 32069, Newark, NJ 07102
Phone: (973) 494-0506
Web: www.diversityinc.com
Email: vmccoy@DiversityInc.com

DiversityWorking.com (Online job board)
Phone: (949) 388-8220
Web: www.diversityworking.com
E-mail: steven.garcia@diversityworking.com

Educause (Online job listing for technology-based information resources with a focus on higher education)
282 Century Place, Suite 5000, Louisville, CO 80027
Phone: (303) 449-4430 / Fax: (303) 440-0461
Web: www.educause.edu/careers/educause-career-center
E-mail: info@educause.edu

Ford Foundation Fellowship Program Directory

(contains information on Ford Foundation Postdoctoral fellowship recipients)
Web: <http://sites.nationalacademies.org/pga.fordfellowships/index.htm>
The National Academies of Sciences – Engineering – Medicine
Fellowships Office, Keck 576
500 Fifth Street, NW
Washington, DC 20001
Phone: (202) 334-2872
Fax: (202) 334-3419
E-mail: fordapplications@nas.edu

GettingHired.com (Online job listing for job seekers with disabilities)
7301 Parkway Drive, Hanover, MD 21076 Phone: (866) 352-7481
Web: www.gettinghired.com

HigherEdJobs.com (Online job listing specific to higher education)
328 Innovation Boulevard, Suite 300, State College, PA 16803
Phone: (814) 861-3080
Fax: (814) 861-3082
Web: www.higheredjobs.com
E-mail: sales@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 service, and community-based organizations, plus corporations)
299 Market Street, Saddle Brook, NJ 07663 Phone: (201) 587-8800 / Fax: (201) 587-9105 Web: www.hispanicoutlookjobs.com
E-mail: Info@hispanicoutlook.com

IEEE Computer Society (Academic and professional positions)
Washington, DC Office
2001 L Street NW, Suite 700, Washington, DC 20036-4928
Phone: (202) 371-0101 / Fax (202) 728-9614 Web: www.computer.org
E-mail: advertising@computer.org
(for advertising only)

IMDiversity.com (Online advertising for professional and technology positions)
4480 General DeGaulle Dr, Ste 217 New Orleans, LA 70131
Phone: (281) 265-2472
Web: www.IMDiversity.com
E-mail: admin@imdiversity.com

INSIGHT Into Diversity (National EEO recruitment publication directed to females, minorities, veterans, and individuals with disabilities)
11132 S. Towne Street, Suite 203, St. Louis, MO 63123
Phone: (314) 200-9955 or (800) 537-0655
Fax: (314) 200-9956
Web: www.insightintodiversity.com/
E-mail: info@insightintodiversity.com
(for advertising)

Institute of Electrical and Electronic Engineers (Online job postings and networking)
3 Park Avenue, 17th Floor, New York, NY 10016-5997
Phone: (212) 419-7900 / Fax: (212) 752-4929
Web: www.ieee.org
E-mail: society-info@ieee.org

Journal of Blacks in Higher Education
BruCon Publishing Company
PO Box 139
Bartonsville, PA 18321
Phone: (570) 392-6797
Fax: (570) 424-2027
Web: <http://www.jbhe.com/jobs/>
Email: ads@jbhe.com (for advertising)

Latinos in Higher Ed (Online job listing specific to Latino professionals in higher education in the United States, Puerto Rico, and internationally)
P.O. Box 16, Cromwell, CT, 06416
Phone: (860) 632-7676
Fax: (860) 632-1760
Web: www.latinosinhighered.com

Minority & Women Doctoral Directory (Listing of minority and women doctoral students who have recently received or are soon to receive their doctoral degree)
3001 Bridgeway, Suite K119, Sausalito, CA, 94965
Phone: (415) 332-6933 / Fax: (415) 332-4799

Monitor on Psychology
American Psychological Association
750 First Street, NE, Washington, DC 20002-4242
Phone: (202) 336-5500 or (800) 374-2721
Web: <http://www.apa.org>
E-mail: advertising@apa.org

National Association of Black Accountants. Inc.

(Online job listings and placement service)
7474 Greenway Center Drive, Suite 1120
Greenbelt, Maryland 20770
Phone: (301) 474-NABA
Fax: (301) 474-3114
Web: www.nabainc.org
E-mail: memberservices@nabainc.org

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

205 Daingerfield Road, Alexandria, VA 22314
Phone: (703) 549-2207 / Fax: (703) 683-5312
Web: www.nsbe.org
E-mail: info@nsbe.org

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

1121 Pacific Avenue, Santa Cruz, CA 95061
Phone: (831) 459-0170 / Fax: (831) 459-0194
Web: www.sacnas.org
E-mail: info@sacnas.org

Society for College and University Planning

(Professional and administrative positions related to planning)
1330 Eisenhower Place, Ann Arbor, MI 48108
Phone: (734) 998-7832
Web: www.scup.org
E-mail: info@scup.org

Society of Hispanic Professional Engineers (Magazine published quarterly plus online advertising)

13181 Crossroads Parkway North, Suite 450, City of Industry, CA, 91746
Phone: (323) 725-3970
Web: www.shpe.org
E-mail: shpenational@shpe.org

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

130 E Randolph St., Ste 3500 Chicago, IL 60601
Phone: (312) 596-5223
Web: www.swe.org E-mail: hq@swe.org

Southern Regional Education Board (maintains free online job posting service)

Phone: (404) 875-9211
Web:
<http://home.sreb.org/dsp/zone/jobs/joblistings.aspx>

Winds of Change (Magazine published quarterly for the American Indian Science & Engineering Society)

2305 Renard SE, Suite 200
Albuquerque, NM 87106
Phone: (505) 765-1052 / Fax: (505) 765-5608
Web: <http://www.aises.org/news/woc>
E-mail: woc@aises.org

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

One Montgomery St, Ste 1200, San Francisco, CA 94104
Phone: 888.378.2537
Fax: 888.481.2665
Web: www.wihe.com
E-mail: recruitmentsales@wiley.com

Women in Technology International (Computing, science, and technology positions)

OLYMPIC PLAZA., 11500 Olympic Blvd. Suite 400; Los Angeles, CA 90064
Phone: (818) 788-9484 or (800) 334-WITI
Fax: (818) 788-9410
Web: www.witi.com
E-mail: info@witi.com

NETWORKING

In addition to advertising a position in a variety of publications, making direct contact with academic departments, professional organizations, and colleagues is an extremely effective method of expanding your search. The informal word-of-mouth approach to recruitment is one of the most successful practices for identifying candidates.

Departments are urged to:

- Encourage faculty and staff who will be attending professional conferences or who will be delivering papers at other universities to combine their visits with recruitment efforts for present and future positions. They can provide institutions with potential candidates with general information about Purdue University, which may be obtained from the Office of Public Affairs and the Office of Institutional Equity.
- Establish a working relationship with departments and units at institutions with substantial numbers of women and minorities. This will allow a host of mutually beneficial activities to be undertaken, such as a sharing of research facilities and exchanges of faculty and staff. Teaching for a semester, delivering a paper, or simply making an informal visit will allow Purdue University faculty to discuss job openings with the staff and students at these institutions.
- Request names of potential candidates from women and minorities at Purdue University, as well as at institutions with strong graduate programs in their discipline. These names can be put into a file or data bank along with the names of candidates from previous searches who either did not accept an offer at Purdue University or who now may qualify for a position in the department. The file or data bank should be continuously updated with new names provided by women, minorities, students, and alumni from Purdue University and other institutions.
- 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.
- Keep national higher education associations informed of present and possible future positions. Several such associations contain special interest groups (e.g., the American Educational Research Association has Hispanic and Black caucuses).
- Maintain ongoing contact with professional organizations, associations, and agencies that have a job referral service.
- Consider hiring recent women and minority graduates from your own department.
- Maintain close contact with women and minority graduates of Purdue University.
- Contact women and minorities who have received significant grants or professional recognition and ask for the names of promising women and minority scholars.
- Use a personal approach in recruiting candidates. Often outstanding potential candidates do not apply for advertised positions but may be responsive to individual contacts. 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. Some candidates may think their credentials don't fit, that they are too junior, or that they don't want to live in West Lafayette. Talk to prospective candidates and ask them to let the committee evaluate their credentials. Remind them that without knowing who will be in the pool, you can't predict how any given candidate will compare and ask them to postpone making judgments themselves until a later time in the process. Once they are in the pool, either side can always decide that the fit isn't a good one, but if candidates don't enter the pool, the committee loses the opportunity to consider them. Individual attention and persistence pay off—there are many examples from other searches of “reluctant” candidates who needed to be coaxed into the pool and turned out to be stellar finalists (p.II-5).
- Invite women and minority scholars from other institutions to participate in department-sponsored symposia and visiting professorships. A one-year visiting professorship to replace a faculty member who is on leave will not only help a

department in meeting its instructional responsibilities but will also strengthen the link between the department at Purdue University and a similar department at another institution.

- Contact Institutional Equity for assistance. Benchmark data and availability estimates for women and minorities appear in the Purdue University Affirmative Action Plan, which is prepared annually by the Office of the Vice President for Ethics and Compliance.
- Inform alumni publications at universities where women and minorities are well represented of available positions.
- Consider contacting the affirmative action offices at other universities. Some maintain lists of women and minorities at their institutions who are looking for academic employment elsewhere.
- If your department is developing plans for creating an endowed chair, consider the possibility of recruiting an eminent scholar whose interests lie in women's issues and minority studies. This may, in turn, attract other women and minorities to your department.
- If women, minorities, veterans, and individuals with disabilities are underrepresented nationally in your discipline, aggressively recruit graduate students from these groups so that the pool of candidates will be greater in the future. A department may wish to lobby in appropriate professional organizations and within confederations such as the Committee on Institutional Cooperation (CIC) to develop a national strategy to attract women, minorities, veterans, and students with disabilities into the field.
- Publish statements about 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 benchmarks and enlisting their assistance.

RESPONDING TO THE APPLICANTS

Upon receipt of an applicant's materials, the search committee should promptly send all applicants a thank you e-mail acknowledging receipt of their materials.

The thank-you e-mail should include an assurance to applicants that the activities of the search process are confidential. Finalist, however, cannot be guaranteed confidentiality. In addition, Search and Screen Committees must extend to applicants the opportunity to designate their preferred method of communication throughout the search process.

EVALUATING THE CANDIDATES

The first step in evaluating candidates is to determine whether each candidate meets the minimum requirements for the position and whether each candidate has provided all required materials. It may be helpful to create a checklist from the advertisement. Those who do not meet the minimum requirements and/or who haven't submitted all materials should be removed from consideration.

Although evaluation procedures vary, the Search and Screen Committee should develop an evaluation form based on job-related criteria and/or keep the notes that the Search and Screen Committee generates. An evaluation form may consist of a series of job-related questions or issues that the committee believes are crucial to the position. Written comments reflecting the judgment of each member of the committee should be made for each candidate. This will allow the Search and Screen Committee to determine which candidates are to be interviewed and will also save time if it becomes necessary to return to the applicant pool later. Equally important, the evaluation form and notes will serve as a permanent record of the committee's deliberations should the selection process be challenged. The purpose of the initial screen is simply to determine if the applicant has the requirements listed in the advertisement. It is not a relative review of the candidate's qualifications.

THE REVIEW PROCESS

Most selection processes involve more than one Search and Screen Committee meeting. Generally, the first Search and Screen Committee meeting determines if candidates meet the basic requirements for the position. The second review, and any other subsequent Search and Screen Committee meetings, becomes increasingly qualitative and more difficult.

It may not be difficult to get a committee to agree who is the best candidate. However, deciding the criteria for establishing who is “the best” is more difficult. The Search and Screen Committee may wish to evaluate its selection criteria in terms of their validity as predictors of future success. To what degree does each predictor, e.g., publications in research journals, predict performance as a faculty member? Are there other predictors of future performance for women and minorities whose educational, social, and cultural background are significantly different from that of a white male?

The committee may wish to examine a candidate's entire career when applying the criteria which have been developed. A female who has earned her degrees and entered the academic profession after taking time out to raise a family will undoubtedly have fewer publications than a male of the same age whose career has been uninterrupted. If one evaluates her publication record in terms of the time period over which it was produced, she may be the stronger candidate.

While publications may be a significant indicator of future success, they are not the only indicators of the value of a candidate to a department. A Search and Screen Committee should carefully examine all of an individual's accomplishments, his or her potential for growth, the diversity or perspective that he or she will bring, and any unique contribution the candidate would make to the unit. Non-traditional career patterns should not exclude or inhibit otherwise qualified candidates from being considered for administrative or other appropriate positions.

Search and Screen Committees must always be on guard against biases that may unconsciously intrude into their evaluation of a candidate. Degrees from women's colleges or Southern universities must not be automatically seen as inadequate. Reference letters from individuals not known to Search and Screen Committee members should not be given less credence and importance than letters coming from professional peers with a longstanding relationship. Scholarship on feminist or minority issues should be evaluated on its academic merits, not devalued because some may believe that it is not “in the mainstream.”

Likewise, it is vital to eliminate from the evaluation process any stereotypical ideas based on the candidate's race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a 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 a qualified individual with a disability to fill the position.

There are some common cognitive errors that can occur during the evaluation process. Committee members should take steps to mitigate the effects of raising the bar, elitism, first impressions, assumptions, wishful thinking, and premature ranking. The committee should also be aware of the momentum of the group and ensure it is not difficult for the minority of the committee to resist the push towards consensus.

Whatever criteria are used, it is important that they be applied equally to all candidates. Each committee member should be prepared to spend considerable time and attention evaluating candidates fairly and adequately. Underlying assumptions and biases are more likely to play a role in evaluation when the evaluator cannot or does not give sufficient time and attention to the task. Based on their evaluations, the committee recommends to the department head or dean a list of candidates from which the interviewee(s) will be drawn.

No nominee for a position should be considered a candidate until he or she has contacted the Search and Screen Committee by letter, telephone, or electronically and submitted all of the required documents. Only bona-fide candidates, who have submitted complete application materials, should be evaluated by the Search and Screen Committee.

Finally, to achieve the departmental and institutional goals of diversity and richness in our faculty, the Search and Screen Committee must be committed to hiring women and minorities as well as individuals with disabilities and protected veterans, not one or the other. The Search and Screen Committee is responsible for finding and including highly qualified minority, female, individuals with disabilities and veterans as candidates, and also for ensuring that the candidates and the department/university in general know that they were selected on the basis of merit.

THE MULT-STAGE REVIEW

Step 1: The Initial Screen

- The purpose of the initial screen is simply to determine if the applicant has the requirements listed in the advertisement. It is not a relative review of the candidate's qualifications.
- Applicants who do not meet the requirements listed in the advertisement should be eliminated from any further consideration by the Search and Screen Committee.

Step 2: Creating the "Long Short List"

- The Search and Screen Committee members should devote at least 15-20 minutes reviewing the materials of each applicant who meets the minimum requirements listed in the advertisements.
- Uniform criteria for evaluating candidates should be developed and applied uniformly in deciding to retain or eliminate an applicant from the candidate pool. **Committee members should be able to defend every decision for retaining or rejecting an applicant.**
- For searches with a high volume of applicants, consider dividing applications so that the task of thoroughly reviewing the applicants' qualifications is manageable for the Search and Screen Committee. Try to ensure that each candidate receives an in-depth review from at least two, and preferably more, members of the Search and Screen Committee.
- The initial review should focus on identifying all potentially strong candidates. Search and Screen Committee members are advised to focus on creating pools of applicants. For example, an initial review might identify candidates the Search and Screen Committee absolutely wishes to consider further in Group A; candidates the Search and Screen Committee may wish to consider further in Group B; and candidates the Search and Screen Committee does not wish to consider further in Group C. Avoid numerical rankings of candidates, and when in doubt, err on the side of retaining a candidate for further review.

Step 3: Selecting a "Short List"

- Have all members of the Search and Screen Committee thoroughly review and evaluate the applications of those on the "long short list." Search and Screen Committee Members should plan to devote at least 15-20 minutes on evaluating each applicant. After Search and Screen Committee members present their initial evaluations, consider reviewing the ratings and evaluations a second time. Opinions expressed early in the process can

change after additional candidates are considered and comparisons become clearer.

- Evaluate each candidate's entire application. Avoid relying too heavily on only one element such as the prestige of the degree-granting institution or letters of recommendation.
- Use of a secret vote may allow a more candid assessment of the applicants and tends to allow junior faculty to share their opinions more candidly.

REFERENCES

Some candidates will ask their references to submit letters for them; some will simply list the names and addresses of references willing to be contacted. It is often advisable to state in the advertisement for the position that letters of reference should be sent directly to the chair of the Search and Screen Committee.

The committee is not obligated to contact all of the references submitted by the candidate; it may choose to contact only those whom it believes have the most pertinent information. When contacting a reference, it is advisable to send, in advance, a copy of the position description and a link to the Nondiscrimination Policy Statement along with whatever questions concerning the candidate's experience, qualifications, and accomplishments the Search and Screen Committee wishes the individual to address.

If the Search and Screen Committee wants additional information, or if the timeline is brief, telephone references may be obtained. This is a valuable means of obtaining information about a candidate, for members of the Search and Screen Committee can cover issues and explore areas that are of interest to them. Specific job-related questions should be developed for the telephone interview. At least two members of the Search and Screen Committee should participate in each telephone conversation. Occasionally, references will prefer not to respond by telephone.

You may not ask questions of a reference that you are not permitted to ask of the candidate. Notes should be taken during the conversation so that a written record of the conversation may be placed in the candidate's folder.

If there are select or additional individuals whom the committee would like to contact about the candidate's qualifications, it should inform the candidate of its wishes. All questions asked and issues raised must be job-related and similar for all candidates. In addition, this information cannot be "off the record." Occasionally, members of a

Search and Screen Committee will receive unsolicited calls about a candidate. When this happens, it is advisable to ask the caller to restrict his or her remarks to job-related issues. The names of individuals who have provided information about a candidate to the Search and Screen Committee must be retained.

It is important to read the letters carefully, as it often happens that a reference will contain what initially appears to be a glowing recommendation. For instance, the former or current duties of the candidate may be described, but no qualitative assessments of how those duties were performed may be provided.

CHECKLIST FOR REFERENCES

	YES	NO
1. Does reference state relationship to the candidate?		
2. Is specific knowledge of the candidate's subject matter background mentioned?		
3. Is the quality of research and publications mentioned?		
4. Are candidate's duties in current position noted?		
5. Does reference state how well candidate performs his/her duties?		
6. Are interpersonal relationship abilities noted?		
7. Are administrative skills mentioned?		
8. Is the candidate's initiative mentioned?		
9. Are specific instances of excellent performance documented?		
10. Does any part of the letter raise additional questions about the candidate's skills, abilities, knowledge, or judgment?		
11. Are there negative components that are echoed in other letters of reference?		
12. Do there seem to be any hidden messages (covert warnings)?		
13. Are any personality traits described?		
14. Are student-professor or superior-subordinate relations mentioned?		

CHAPTER 6 THE INTERVIEW

For candidates who are new to Purdue University and to the department, the interview is one of the most critical stages in the evaluation process. It is generally the first opportunity for the candidate and the Search and Screen Committee to interact. While the interview allows the Search and Screen Committee to evaluate the candidate, it also allows the candidate to judge both the Search and Screen Committee and the University.

MAXIMIZING THE CAMPUS INTERVIEW

Before the candidate arrives, a detailed agenda should be established and include the individuals the candidate will meet, facilities to be visited, and faculty or staff who will escort the candidate from place to place. The agenda items should be the same for all candidates but do not necessarily have to be in the same order if it is not possible. This agenda should be sent to all members of the search committee and to the candidate or shared with her or him at the beginning of the visit.

Before the visit it is advisable to ask the candidate if she or he will need any special accommodations for their interview. This is different from asking if the applicant has a disability – an individual can need an accommodation without necessarily having a disability. At no time may a candidate be asked if they have a disability. Accommodations may be related to a person's physical disability or to their special dietary needs. This can be done when writing or calling the candidate to arrange the campus visit.

If a candidate asks a question that the escort or members of the search committee do not have sufficient information to answer, inform the candidate that a member of the committee will get the requested information. If the committee is unable to find the information during the campus visit, then inform the candidate that the search committee will either write or call with the answer within so many days.

SEARCH AND SCREEN COMMITTEE INTERVIEW SEQUENCE

Before the Interview:

- All members should review the candidate's dossier, the job description, and the evaluation criteria.
- Committee members must know the candidate's formal qualifications and accomplishments, have letters of reference

and reports of telephone conversations with references (if applicable), and must have reviewed the candidate's transcripts.

- Committee members should agree, in advance, on areas to cover in the interview, and in some cases, have assigned specific lines of inquiry to particular members.
- The questions to be asked of a candidate are very important. The Search and Screen Committee should devise a group of core questions based on the job-related criteria by which candidates are to be evaluated. These questions should be asked of all candidates to ensure that crucial job-related information is obtained. An organized and patterned interview of this type has the beneficial effect of reducing unconscious biases.
 - Many Search and Screen Committees have found that beginning with open-ended questions relaxes the candidate and encourages him/her to speak freely.
 - Developing questions ahead of time need not be unduly restrictive. Follow-up questions based on the responses to predetermined questions will most likely vary with each candidate.
 - Examine the questions to make sure none will have the effect of screening out or discouraging women, minorities, veterans, and individuals with disabilities.
- The Search and Screen Committee should also circulate to all individuals with whom the candidate will meet, including other faculty, the department head, etc., the candidate's dossier, a copy of the job description, and a copy of the interview schedule in order to obtain maximum benefit from these meetings.
 - The Search and Screen Committee should also inform the search chair in advance if it wishes to receive evaluations from these other interviewers and to have them explore specific areas. A dean, for instance, may be asked to assess a candidate's research record or to comment on the scholarly potential of a candidate. Such suggestions will give focus for interviews and also provide vital information for the selection process. All committee members should be fully aware of lines of inquiry that are inappropriate (see page 29).
- The committee may also wish to reflect on how to create an atmosphere of openness in the interview. Both sides need to know what expectations the committee has of a candidate and the candidate has of the position.

During the Interview:

- The search chair and Search and Screen committee members should greet the candidate when he/she is brought into the interview site. The candidate needs to be given evidence that the committee and department are friendly and welcoming.
- Committee members should ask the core questions that were developed prior to the interview and allow for follow-up questions.
- When committee members have asked all the questions needed, the chair should provide the candidate with time to ask questions. By now, the candidate should have developed a number of questions. To some extent, the quality of the candidate's questions may indicate how serious a candidate is about the position. Give the candidate a chance to interact with the department's faculty in multiple venues.
- For all faculty appointments, the department head should review with the candidate, the policies regarding tenure, the criteria and procedures for promotion, salary considerations, and medical and other benefits.
- The Search and Screen Committee should also inform candidates of the date by which they will next hear from the committee regarding the search process.

Other Considerations for the Interview Day:

- When women, minorities, veterans, or individuals with disabilities visit the campus for interviews, they may find it reassuring to have a chance to visit privately with other women, minorities, veterans, and individuals with disabilities at Purdue University so they will not feel that they will be isolated if they accept a position here. Time should be set aside for that purpose. Of course, they will have a chance to meet women, minorities, veterans, and individuals with disabilities in the unit to which they are applying, but there is no need to limit them to individuals in their field. The Office of Institutional Equity can help in arranging meetings with others on campus or in the larger community.

- Often, a Search and Screen Committee will wish to set aside a block of time for the candidate to meet informally with faculty, staff, and 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 Search and Screen Committee, the department, and the University, and may be illegal. The Search and Screen Committee should provide each individual who will have contact with a candidate the *Table of Appropriate and Inappropriate Questions of Applicants during the Interview Process* found on page 29 and on the VPEC website as a standalone document.
- Search and Screen Committees often ask a faculty candidate to teach a class or seminar or to make a presentation to a group of faculty and/or students. Such occasions provide students and faculty with the opportunity to judge the ability of a candidate while allowing individuals not on the Search and Screen Committee to offer their evaluation.
- Simple courtesy and the spirit of affirmative action demand 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, when possible each candidate's interview schedule should be the same as to avoid providing an unfair advantage. For example, each candidate should provide a presentation at the same time of day (e.g., morning versus afternoon).

Purdue University Diversity, Equal Access, Equal Opportunity Contacts

Asian American and Asian Resource and Cultural Center 49-60488

Black Cultural Center 49-43093

Disability Accommodations

Human Resources **49-40269**

Diversity Resource Office 49-47307

Latino Cultural Center 49-42530

Lesbian, Gay, Bisexual, Transgender, and Queer Center 49-66231

Native American Educational and Cultural Center 49-44540

Office of Institutional Equity 49-47255

Office of International Students and Scholars 49-45770

Office of the Vice President for Ethics and Compliance 49-45830

Susan Bulkeley Butler Center for Leadership Excellence 49-44930

INTERVIEWING PITFALLS:

Common Interviewing Mistakes

- Failure to put candidate at ease
- Signaling expected answers to questions or leading the candidate to the preferred answer
- Failure to listen actively
- Committee members talking too much
- Lack of follow-up on questions to clarify ideas
- Failure to plan for the interview
- Personal bias evident during interview
- Failure to keep an open mind about candidate
- Asking yes/no questions versus open-ended questions

Personal Biases in Interviewing

- Making judgments too early in the process
- The halo effect-the last candidate was so bad that this candidate looks exceptionally good
- The horn effect-opposite of the halo effect
- Stereotyping
- Personal similarity
- Projection
- Oversimplification
- Verbal facility
- False criteria
- Forgetting
- Trying to find an exact duplicate personality to that of the incumbent in the new candidate

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

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 ADA also establishes rules about “disability-related inquiries,” which consist of a question or series of questions that are likely to solicit information about a disability. The ADA limits an employers 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 he/she 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 it 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 Employee Relations in Human Resources. The Office of Institutional Equity is also available to provide education on the ADA.

TIPS ON INTERVIEWING APPLICANTS WITH DISABILITIES

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 individuals 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

First, ensure that interviews, presentations, lodging and dining arrangements are mobility accessible. Use the term “accessible parking” rather than “handicapped parking.”

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 INTERACTING WITH AN APPLICANT WITH A DISABILITY

- Offer to shake hands when introduced. People with limited hand use or an artificial limb can usually shake hands and offering the left hand is an acceptable greeting.
- If you offer assistance, wait until the offer is accepted. Then listen or ask for instructions.

- Do not refer to an individual by his or her disability, *i.e.*, “that deaf guy” or “the one legged woman.” A person is not a condition. Instead, you may want to say “he has a hearing impairment,” or “he is deaf,” or “she has a mobility impairment.”
- Do not emphasize disability over other characteristics when describing a person with a disability. It is okay to say that a person uses a wheelchair. This is especially appropriate when dealing with questions of parking and making accommodations. However, don’t make it the major emphasis of what the person has to offer when dealing with people individually.
- Be considerate of the extra time that it may take a person with a disability to perform a major life activity.
- Listen attentively when talking with people who have difficulty speaking and wait for them to finish.
- Never pretend to understand; instead repeat what you have understood and allow the person to respond.
- Everyone makes mistakes from time to time. If you make a mistake and offend someone, apologize.
- Relax. People with disabilities are people first.

...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.
- When conversing in a group, remember to identify the person to whom you are speaking.
- 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.
- In order to get the attention of a person with a hearing impairment, tap the person on the shoulder or wave your hand.
- 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.
- Keep in mind an applicant may also relay somewhat on facial expressions or other body language to help in understanding.
- If you do not understand what the applicant is telling you, do not pretend that you do. Ask the candidate to repeat the sentence(s).
- Consider using written notes if you are having difficulty communicating.
- 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.
- Plan well in advance, beginning when the applicant’s campus visit is confirmed, for an interpreter or real time captioner.

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 Employee Relations in Human Resources.

APPROPRIATE AND INAPPROPRIATE QUESTIONS DURING INTERACTIONS WITH CANDIDATES

SUBJECT	APPROPRIATE	INAPPROPRIATE
ADDRESS	How long have you lived “in this area?”	List of previous addresses, how long have you lived at specific address.
AGE	None.	Questions about age or questions that would reveal age. Requests for birth certificate.
ARREST RECORD	Indiana law permits questions on pending charges if related to job, <i>i.e.</i> , security or sensitive jobs.	Questions about pending charges for jobs other than those mentioned.
BIRTHPLACE	None.	Birthplace of applicant or applicant’s parent’s, spouse or other close relatives.
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 convictions and/or offenses exist, if all applicants are asked.	Questions about convictions unless the information bears on job performance. Questions that would reveal arrests without convictions.
DISABILITY	May ask about applicant’s ability to do job-related functions.	Question (or series of questions) that is likely to solicit information about a disability.
EDUCATION	Inquiries about degree or equivalent experience.	Questions about education that are not related to job performance.
FAMILY	None.	Number and ages of children, child bearing/rearing queries.
MARITAL OR FAMILY 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
MILITARY	You may ask if a candidate has served in the Armed Forces of the United States or in a State Militia.	You may not ask about military service in the armed forces of any country except the U.S., nor may you inquire into one’s type of discharge.
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.
ORGANIZATIONS	Inquiries about professional organizations related to the position.	Inquiries about professional organizations suggesting race, sex, religion, national origin, disability, or sexual orientation.
PERSONAL FINANCES	None.	Inquiries regarding credit record, owning a home, or garnishment record.
POLITICAL AFFILIATION	None.	Inquiries about membership with a political party.
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 or religious preferences, affiliation, or denominations or religious holidays observed.
WORK EXPERIENCE	Applicant’s previous employment experience.	Stereotypical inquiries regarding protected group members.

CLOSING THE INTERVIEW

Make sure that you have not overlooked any questions, and encourage the candidate to suggest anything that might expand on or clarify his or her training and experience.

You may inform the candidate of the schedule for filling the position, how many candidates are being interviewed, and how and when you will communicate your employment decision.

If you have any questions about the interview process, call Institutional Equity at 47255.

NOTIFICATION OF UNSUCCESSFUL CANDIDATES

Each candidate, especially those interviewed, has invested time and other resources into the search process. It is important that the Search and Screen Committee treat each candidate with courtesy and sensitivity.

Candidates who were not interviewed should be notified of their non-selection as soon as a firm decision of their non-selection has been made rather than waiting until the entire search has been completed.

As soon as possible after an offer is accepted in writing, interviewees not chosen should be notified

by letter or by telephone if they are internal candidates. It is important to notify unsuccessful candidates before public announcements of appointments.

SEXUAL HARASSMENT

Search and Screen Committee members should understand the University's Anti-harassment policy and what constitutes sexual harassment of females and males and avoid any appearance of harassment. Sexual harassment involves situations where employment benefits depend upon a person's submission to unwanted sexual advances or where sexual harassment creates a working environment that is hostile and intimidating. **Both males and females are protected from sexual harassment.** Purdue University will investigate complaints and deal effectively with harassment.

AN UNSUCCESSFUL SEARCH

If your search does not produce a qualified and desired candidate after one year, the search must be closed. Note on the Search and Screen Recommendation Form that the search was unsuccessful. If a new search is opened for the same position, consider expanding advertising and networking efforts. Revising the advertising may also prove to be useful in having a more successful search.

CHAPTER 7 THE OFFER LETTER

The offer letter is a binding commitment by the University and must, therefore, be written carefully. The following guidelines cover most situations; if, however, there are unusual or special circumstances involved in your offer to a candidate, please contact the appropriate administrator.

Before sending the offer letter to a woman or minority candidate whom a department wishes to hire, the department chair or Search and Screen Committee must make sure that the proposed pay level, academic rank, and start-up package are no less than they would be for a similarly qualified non-minority male candidate.

ESSENTIAL COMPONENTS FOR ALL OFFER LETTERS

While each department will want to construct its own offer letters, a checklist of points to be covered follows:

For all appointments:

1. Official position title and working title, if appropriate.
2. Percentage of time of appointment.
3. Beginning and ending dates of the appointment.
4. Brief expectation of duties and job description. For faculty, this should indicate expectations as to discovery, learning, engagement, etc.
5. Salary rate and pay basis.
6. Reference to appointment policies and procedures.
7. Reference to benefits (provide links to Benefits website).
8. Include the following: "It is the policy of Purdue University to provide reasonable accommodations for employees and applicants with disabilities. If you need an accommodation, please contact us."
9. 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 a Form I-9

Employment Eligibility Verification, 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 Form I-9 under penalty of perjury. The Form I-9 and the copies of the documentation presented must be kept in the employee's official personnel file. The law requires that the Form I-9 be kept for three years after the date of hire or one year after termination, whichever is longer.

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

For Faculty:

1. For untenured faculty, include a packet or statement of expectations regarding reappointment and/or tenure. For example:

Beginning with the second year of a three-year initial probationary appointment, untenured faculty members typically are reviewed annually by the primary committee (the tenured faculty) of their department for possible reappointment, promotion, or nonrenewal. After the initial appointment, reappointment at the untenured level is for one year at a time with at least one year's notice of a decision not to reappoint. Reappointment or promotion with tenure is based on performance in discovery, learning, engagement, and institutional need. A recommendation for promotion with tenure is possible any time, but a final decision concerning tenure must be made before the end of the sixth probationary year unless an extension has been granted.

While current standards for awarding tenure are high, Purdue University does not have tenure quotas or a fixed number of tenured faculty positions. Every assistant professor is eligible for promotion, and each initial appointment is made with the hope that the individual will warrant promotion with tenure later.
2. If the prospective assistant professor has not yet completed the Ph.D. or other appropriate

terminal degree by the date of offer, it is permissible to include a statement indicating that if all degree work is not complete by the start of the appointment, an adjustment in either the title, salary, or percentage will be necessary (*i.e.*, first year at the rank of instructor at a salary \$500 less than the rate to be offered as assistant professor or a reduction in the percent time). NOTE: It is the responsibility of the department head to ascertain the degree status of new faculty

members and to initiate the title/salary/percent change when appropriate.

BENEFITS

It is important to inform the candidate of the benefits available at Purdue University. Therefore, provide links to the benefits website of the Office of the Vice President for Human Resources.

CHAPTER 8 DOCUMENTING THE SEARCH

Committees, hiring authorities, and principal investigators must document searches to ensure compliance with Purdue University and the U.S. Department of Labor records retention requirements. Information documenting recruitment and selection procedures should be retained for all searches. **Departments and colleges/schools must maintain records documenting the following information for three years:** information on all individuals who were hired, all individuals who were rejected, and reasons for selection or non-selection. Among the records that must be retained to do this are the following:

- The names of all members of the Search and Screen Committee and who served as chair.
- A copy of the approved Position Announcement Authorization Form and advertisements.
- Job description and/or selection criteria used to evaluate individuals .
- A copy of the Statistical Description of Applicant Pool Form obtained from Institutional Equity.
- A list and a copy of published advertisements and other publicity materials including a list of recruiting sources (e.g., conferences, meetings, networking letters).
- A list of colleagues and professional organizations from which nominations were solicited.
- A list of all applicants and nominees. The Office of Institutional Equity requests that you keep an ongoing spreadsheet of all applicants. This information is to be provided to Institutional Equity at the end of the search. The Search and Screen

Committee must not compile gender, race and ethnicity information on the applicants.

- Each candidate file should include a letter of application, resumes/vitae, transcripts (if applicable), letters of recommendation, examples of letters sent to applicants and nominees and copies of correspondence with individual applicants and nominees.
- Sample letters sent to applicants and a list of interviewees.
- An Applicant Flow Log.
- Copies of questions posed in the interview process and questions posed to applicant's references.
- All notes taken by any individual that participated in the search process and copies of Search and Screen Committee meeting minutes if minutes are taken.
- All evaluation instruments used in the search process.
- A signed and approved copy of the Search and Screen Recommendation Form.
- All/any information regarding reasonable accommodations under the ADA with the exception of any medical information must be sent to Institutional Equity.

The Search and Screen Committee must retain notes or minutes of their meetings, since these may prove valuable in reconstructing the search process in case a problem arises. The notes or minutes should include the dates when contacts were made with applicants and nominees.

In addition, a check-off list is to be completed during the search and screen process to ensure compliance with Purdue University and U.S. Department of Labor records retention requirements.

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 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 federal 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 Chapter 1 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 lower rates of hiring or promoting or higher rates of terminating women, minorities, individuals with disabilities, and veterans than expected based on availability. 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 basic qualifications, as defined by the employer, and is considered by the employer for a particular position.

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 relevant to determining the availability of individuals for the jobs in the job group. Availability figures are used in determining whether there are fewer minorities and women than expected in a job group, and, where a benchmark is established, in determining the level of the benchmark.

Business Necessity – Specific job-related requirement that 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, Executive Order 13672, Section 503 of the Rehabilitation Act of 1973, the Vietnam-Era Veterans’ Readjustment Assistance Act of 1974, Jobs for Veterans Act, 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.

Employment inquiries – Communications received by any office within Purdue from individuals expressing interest in positions that may be available. Employment inquiries are not considered applications for specific vacancies.

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 minority groups; that is, American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and two or more races. 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 two or more races, people over 40, individuals with disabilities, and Disabled Veterans, Recently Separated Veterans, Other Protected Veterans, and Armed Forces Service Medal Veterans.

Nominee – An individual who is nominated by someone other than him/herself for a specific vacancy. If a person who is nominated refuses the nomination, s/he shall be called an "uninterested nominee" and shall be recorded as such.

Qualified Individual with a Disability – An individual with a disability who satisfies the

requisite skill, experience, education, and other job-related requirements of a position held or desired, and who, with or without reasonable accommodation, can perform the essential functions of the job.

Reasonable Accommodation – Used in connection with individuals with disabilities: A workplace modification(s) or adjustment(s) made to a job application process, to a job, or work environment so that a qualified individual with a disability can apply for a job, or perform the essential functions of a job and to ensure that s/he receives 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 that 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.

DOCUMENTATION FORMS

For searches opened prior to 12-31-2018, forms used in documenting the search may be obtained by visiting our website at https://www.purdue.edu/ethics/Search_Screen/Forms.html

REFERENCES

Fine, Eve and Jo Handelsman. 2005. Searching for Excellence and Diversity: A Guide for Search Committee Chairs. University of Wisconsin- Madison.

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Purdue University is an EOE/AA employer. All qualified applicants will receive consideration for employment without regard to race, religion, color, sex, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability or status as a veteran.