

STAFF RECRUITMENT AND SELECTION

PROCEDURES MANUAL FOR HIRING MANAGERS AND SUPERVISORS

**MARCH
2022**

TALENT ACQUISITION TEAM



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 this Nondiscrimination Policy Statement shall be referred to the Vice President for Ethics and Compliance for final determination.

TABLE OF CONTENTS

Nondiscrimination Policy Statement	Inside Cover	Tips on Interviewing Candidates with Disabilities	17
		Interviewing a Candidate with Any Disability	17
Chapter 1. Introduction	1	Interacting with a Candidate with Any Disability	17
Recruitment and Selection Process Goals	1	Interviewing a Candidate Who Uses a Wheelchair	18
Glossary	2	Interviewing a Candidate Who Has a Visual Impairment	18
		Interviewing a Candidate Who Is Deaf or Hard of Hearing	18
Chapter 2. Process Overview	5	Reminder	18
		Interview Questionnaire Guide	19
Chapter 3. Posting a Position	6	Background Review	19
Waiver Procedures	6	Application/Résumé	19
Internal Post Procedures	6	Educational Background	19
		Employment Background	19
Chapter 4. The Search Committee	7	Interview Questions	19
Forming the Search Committee	7	Initiative	20
The Charge	7	Stress Tolerance	20
Typical Duties of the Search Committee for Staff Searches	8	Planning and Organizing	20
		Technical and/or Position Specific	21
		Work Standard	21
Chapter 5. Enlarging the Pool of Applicants	9	Teamwork	21
The Recruitment Plan	9	Communication Skills	22
Advertising	9	Leadership	22
Networking	9	Job Motivation	23
Personal Contacts	9	Closing the Interview	23
Professional Associations	10		
Expanding Your Contacts	10	Chapter 8. Reference and Background Checks	24
External Recruitment and Search Firms	11	Conducting Reference Checks	24
		Background Checks	24
Chapter 6. Evaluating Applicant Credentials	12	Background Check Policy and Resources	25
Referral	12		
The Evaluation Process	12	Chapter 9. Extending an Offer of Employment	26
Candidate Screening Process	13	Offer Process	26
Candidate Evaluation Components	13	Benefits	26
Consistency in Handling Applicants	13		
Chapter 7. The Interview	14	Chapter 10. Closing the Search	27
Interview Guidelines	14	Notification of Unsuccessful Candidates	27
Conducting Interviews	14	Documenting the Search	27
A Legal and Meaningful Interview	15	Compliance	27
Federal, State, and Local Employment Laws	15		
Interviewing Pitfalls	15	Appendix	28
Common Interviewing Mistakes	15	A. Employment Forms	28
Personal Biases in Interviewing	15	B. Sample Candidate Communication	
Appropriate and Inappropriate Interview Questions	16	C. List of Publications	
Applicants with Disabilities	17	D. Questions and Answers that Address Myths and Realities about the Legal Basis of Equal Employment Opportunity and Affirmative Action	

INTRODUCTION

Purdue University is committed to equal employment opportunity for all, regardless 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. Federal legislation has singled out the following groups of racial/ethnic minorities for specific attention: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and two or more races. The University recognizes that the entire academic enterprise is strengthened by enlarging its community of well-qualified individuals and providing role models for its faculty, staff, and students. Indeed, a proactive stance in support of equity and diversity broadens the institution's cultural richness and enhances its vitality and reputation.

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

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

Recruitment and Selection Process Goals

Recruitment

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

Selection

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

GLOSSARY

Ability

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

Accessibility

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

Accommodation

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

Academic Grievance

A complaint regarding perceived unfair treatment.

Adverse Impact

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

Affirmative Action (AA)

Actions, policies, and procedures undertaken by a contractor in recruiting, hiring, promotions, and all other personnel actions that are designed to achieve equal employment opportunity and eliminate the present effects of past discrimination. Affirmative action requires (1) thorough, systematic efforts to prevent discrimination from occurring or to detect and eliminate it as promptly as possible, and (2) recruitment and outreach measures. See Appendix D 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 that is in fact relevant to determining the availability of individuals for the jobs in the job group. Availability figures are used in determining whether there are fewer minorities and women than expected in a job group, and, where a goal is established, in determining the level of the goal.

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, 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. 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, genetic information, 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.

Exempt Status

Staff performing "exempt work" are not eligible for overtime pay and are not covered by the overtime pay provisions of the federal Fair Labor Standards Act. Staff performing "exempt" work are compensated on a salary basis and are paid monthly. This term is used interchangeably with "monthly" and "salaried."

Fair Labor Standards Act (FLSA)

A federal statute with several provisions governing employment status - including stipulations regarding types of work for which overtime compensation must be paid and a minimum wage provided.

Full-Time Equivalent (FTE)

The calculation of full-time equivalent (FTE) is an employee's scheduled hours divided by the employer's hours for a full-time workweek. When an employer has a 40-hour workweek, employees who are scheduled to work 40 hours per week are 1.0 FTEs. Employees scheduled to work 20 hours per week are 0.5 FT.

Minorities

Men and women of those minority groups for whom EEO-6 reporting is required; 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.

Non-Exempt Status

Purdue is required by the Fair Labor Standards Act (FLSA) to pay staff performing "non-exempt" work a regular hourly wage. Purdue is also required to pay staff performing "non-exempt" work overtime at the rate of one-and-one-half times his or her regular hourly rate based on a specified overtime method. Staff performing "non-exempt" work also fall under the minimum wage requirements of the law. Staff performing "non-exempt" work are required to account for all time worked as well as the use of PTO, sick, vacation, and other leave time on an hourly basis and are paid biweekly.

Onboarding

The action or process of integrating a new employee into the University

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. Individuals are also protected from discrimination on the basis of genetic information under government regulations and laws.

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: Modification or adjustment to a job, the work environment, or the way a job is usually done that enables a qualified individual with a disability to enjoy an equal employment opportunity.

Reasonable accommodations should be such that they do not create an undue hardship and may involve such actions as adjusting the physical environment, equipment, schedules, or procedures. Used in connection with religion: Requirement that an employer grant an employee accommodations for religious reasons. These accommodations may be adjustments to hours or days worked or other similar actions that will make it possible for an employee to fulfill his/her religious obligations.

Reduction in Force (RIF)

The elimination of a work position for more than 30 calendar days in duration and, in some cases, a permanent phasing out of positions.

Staff

Staff are employees of the University in non-teaching activities of various types in support of the educational, research, and service programs of the University.

Transferable Skill

Ability or expertise which may be used in a variety of roles or occupations. Examples include communication, problem-solving and self-control.

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.

PROCESS OVERVIEW

Task	Responsible Party
1. Review and update (if applicable) job description for vacant position.	Hiring Supervisor / Compensation
2. Initiate a requisition in SuccessFactors and send to next step (Budget Approver). Learn how to complete requisitions in SuccessFactors with our online course .	Hiring Supervisor / Department Admin
3. Approve requisition in SuccessFactors (pay rate) and send to next step (Recruiter).	Budget Approver
4. Contact hiring supervisor to finalize position and create recruitment plan. The position is posted on the Purdue Careers site for a minimum of five full business days.	Talent Acquisition
5. Place all external advertisements and conduct outreach activities (networking, social media posts, listservs/associations, etc.)	Hiring Supervisor and/or Talent Acquisition
6. Job seekers apply online for position.	Job Seeker
7. Reviews résumés for minimum qualifications and releases any qualified résumés to the hiring supervisor for consideration any time after the position has been posted a minimum of five full business days. Hiring supervisor is e-mailed that résumés are available to review through the applicant tracking system, SuccessFactors.	Talent Acquisition
8. Evaluate credentials of all minimally qualified applicants based upon established written job-related criteria.	Hiring Supervisor
9. Develop a set of position-specific interview questions to be consistently used when interviewing all potential candidates.	Hiring Supervisor (Talent Acquisition can assist)
10. Select top qualified applicants and set up interviews.	Hiring Supervisor
11. Conduct interviews using job-related interview questions, and document candidate responses.	Hiring Supervisor
12. Select the top candidate based on established job-related criteria.	Hiring Supervisor
13. Verify reference list with top candidate and inform him/her that his/her references will be contacted. Check references and document responses .	Hiring Supervisor
14. Contact business office and recruiter to discuss salary offer.	Hiring Supervisor
15. Review pay rate to ensure it meets department and compensation guidelines. Confirm pay rate with compensation (if applicable).	Business Office/Talent Acquisition
16. Notify hiring supervisor that pay rate is approved.	Business Office/Talent Acquisition
17. Make a verbal offer. Notify Talent Acquisition if accepted/declined.	Hiring Supervisor
18. Send online offer via SuccessFactors.	Talent Acquisition
19. Candidate accepts offer.	Job Seeker
20. Notify vendor (HireRight) to conduct background check (if applicable).	Talent Acquisition
21. Alert hiring supervisor of background check result and closing steps. Initiate onboarding/crossboarding.	Talent Acquisition
22. Notify unsuccessful interviewees that they were not selected.	Hiring Supervisor
23. Remove the posting and update tracking system. Notify all non-interviewed candidates.	Talent Acquisition
24. Upload interview notes and other search materials to the requisition.	Hiring Supervisor
25. Ensure a successful onboarding experience.	Hiring Supervisor

POSTING A POSITION

Executive, Administrative, and Managerial Positions

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

Waiver Procedures

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

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

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

- Position Description form,
- a memo from the unit justifying the candidate's selection and stating the reasoning as to why the position should not be posted and a search conducted, and
- a copy of the candidate's résumé.

Internal Post Procedures

Similarly to waivers, internal posts are permitted only when there is justification to support it. Internal posts must also be approved by the Director of Talent Acquisition. Required documentation:

- position description form &
- a memo from the unit justifying the need for an internal search and the reasoning as to why the position should not be posted and a search conducted.

Note: When creating a requisition, you will need to select the appropriate option (internal post or waiver) from the appropriate drop down menu to notify the recruiter of your intent to request a waiver or internal post. Be sure to include all appropriate documentation.

Learn how to complete requisitions in SuccessFactors with our [online course](#).

THE SEARCH COMMITTEE

Some staff hiring at Purdue is conducted through the use of a Search Committee. Positions for which a search committee may be formed include Executive, Administrative, and Managerial openings, as well as any position in which the hiring supervisor or unit head deems the use of search committee as essential to the success of the search.

It is important for every member of the Search Committee to 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 in order to assure the prospect of a successful search.

It is important to remember the importance of candidate experience. It is entirely possible for the Search Committee to be the only personal contact many applicants and candidates will have with the University. Therefore, the Search Committee is provided with an excellent opportunity to enhance the reputation and image of Purdue University. Always bear in mind that while a Search Committee is evaluating a candidate, the candidate is also evaluating the Search Committee, the department or unit it represents, and, ultimately, the University.

Forming the Search Committee

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

- knowledge of the substantive area
- demonstrated understanding of diversity, equity, and inclusion
- 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 Committee should possess sensitivity to affirmative action issues. When possible, women and minorities from within the unit should be represented on all Search Committees to offer diverse perspectives and different ideas that may enhance efforts to recruit and evaluate candidates. However, since these individuals 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.

Staff from the Office of Institutional Equity and Human Resources are available to meet with the committee or to serve as a resource at any point in the search process. The Search 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 bias or discriminatory practice into the process.

The Charge

The charge to the Search Committee is when the hiring supervisor, unit, or department head shares competencies to which the committee uses to recruit and screen applicants and candidates. This charge should be clear and precise. In the committee's role, ambiguity in the charge or the extent of its authority can create confusion that will hamper and delay the selection process at crucial points.

Ideally, a Search Committee should be as small as possible, yet large enough to include as many legitimate interests as possible. It must be remembered that it takes time to meet as often as a Search 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 Committee for Staff 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 and engage a search firm, if it is desirable.
6. Select relevant advertising sources to advertise the position (listservs, websites).
7. Draft advertisement. The advertisement must include the following statements:
 - Purdue University is an EOE/AA employer. All individuals, including minorities, women, individuals with disabilities, and veterans, are encouraged to apply.
 - A background check will be required for employment in this position.
8. Plan a search process that shows the commitment to developing a diverse pool of candidates.
9. Develop all written communications (i.e., recruitment letters, letters acknowledging receipt of application, letter to nominee, non-selection notification).
10. Collect or give nominations of potential candidates to contact about the position.
11. Review applicants to determine if the applicants meet the advertised qualifications.
12. Inform all applicants and nominees that finalists cannot be guaranteed confidentiality.
13. Develop a list of core interview questions to ask candidates related to the essential duties of the position.
14. Participate in the screenings of candidates.
15. Take part in phone or virtual interviews with candidates.
16. Assist the chair in travel arrangements and interview schedules.
17. Participate in a formal interview.
18. Participate in final evaluation and formulation of recommendation by a designated date.
19. Where a goal for women or minorities exists, contact and work with the Office of Institutional Equity and Human Resources to promote the inclusion of qualified diverse candidates in the pool of finalists to allow opportunity to correct underutilization.
20. When the committee sends forward to the appropriate administrator 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.
21. Attend all meetings and maintain appropriate confidentiality about Search Committee meetings.

ENLARGING THE POOL OF APPLICANTS

One of the most important elements of the recruitment process is creating a broad and diverse applicant pool. The time to discuss diversity is at the beginning of the search. It is not uncommon to hear that the pool of women or minorities in a specific discipline or field is meager or even nonexistent.

While certain fields may not have large numbers of women and minorities, there is no field in which they are nonexistent.

The Recruitment Plan

Advertising

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

All advertising, including any form of announcement whether by email, letter, the Web, list service, journal, etc., must be approved prior to publication by a Talent Acquisition team member. The Talent Acquisition team member will verify that the advertisement contains consistently correct minimum qualifications and includes following equal employment opportunity statement: ***Purdue University is an equal opportunity/equal access/ affirmative action employer, fully committed to achieving a diverse workforce.*** The Talent Acquisition team member may also add specific contact information of where interested job seekers may submit a résumé for consideration.

Advertising only in the traditional publications will often result in a homogeneous pool of traditional applicants. To enlarge the applicant pool, hiring supervisors or managers may wish to consider advertising the position in some of the following journals. The publications listed below are by no means an exhaustive list; hiring supervisors are encouraged to utilize publications that would be the most

relevant to the knowledge, skills, and/or abilities related to the position. Talent Acquisition team members can assist hiring supervisors with this task by identifying and providing additional sources. Visit Appendix C to see a list of publications.

Networking

As part of a broad and comprehensive recruitment plan, hiring supervisors are urged to collaborate with Talent Acquisition team members to identify recruitment strategies that will enlarge the pool of qualified applicants beyond the results yielded from solely relying on traditional means.

Talent Acquisition and the hiring supervisor will partner to publicize the vacant position, bring it to the attention of qualified potential applicants, including those who are members of underrepresented groups, and actively identify and recruit qualified applicants.

Personal Contacts

- Make direct contact with professional organizations and colleagues in the field, notify them of your unit's open position, and request names of potential qualified applicants.
- Use a personal approach in recruiting applicants. Often outstanding potential candidates do not apply for advertised positions, but might be responsive to individual contacts. Contact the potential candidate and invite him/her to apply. If an individual declines a nomination or does not respond to your letter of inquiry, you may wish to call the person to determine if his/her reasons for declining can be addressed and resolved.
- Contact underrepresented group members who have received professional recognition. If they are not interested in the position, ask for the names of promising women and minority applicants.
- Target specific underrepresented group members whose work or contributions you admire. Ask individuals for names of others they have mentored.
- Inform alumni publications at universities where women and minorities are well represented of available positions.

- Access representation data and availability estimates for women and minorities in the Purdue University Affirmative Action Plan, which is prepared annually by the Office of Institutional Equity (OIE). Contact the OIE for assistance in using this data.
- Contact the Office of Institutional Equity's Assistant Director for Equity in Hiring, who is responsible for the University's veterans outreach initiative and can assist in identifying organizations and groups where veterans are well represented.

Professional Associations

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

In Your Unit

- Ensure publications are representative of the unit's commitment to diversity.
- Conduct unit reviews to enhance minority perspectives that are missing and/or important to the growth of the staff.

- Consider hiring recent women and minority graduates from your own unit or from units related to your administrative area.
- Invite underrepresented group members to participate in an on-campus seminar as a special guest of your unit.
- Designate a staff member to work with the unit head in focusing on affirmative action efforts.
- Establish a working relationship with departments and units at institutions with substantial numbers of women and minorities.
- Request names of potential applicants from women and minorities at Purdue University, as well as at institutions with strong programs in the relevant discipline.

Expanding Your Contacts

- Request names of potential applicants from anyone with firsthand knowledge of women and minority job seekers at Purdue University, as well as from institutions with strong programs in your discipline or administrative area.
- Maintain close contact with women and minority graduates of Purdue University and encourage them to recommend the University for graduate training, faculty positions, and administrative opportunities.
- Consider those who have held part-time or temporary positions in your department or administrative unit.
- Publish statements on the unit's commitment to equity and diversity and discussions of affirmative action issues in unit newsletters or brochures sent to constituent groups and alumni, thereby informing them of the unit's support of affirmative action goals and enlisting their assistance.
- Maintain current listings of underrepresented alumni and their professional involvement.
- Maintain close contact with current or former veteran students or employees and encourage them to recommend the University as an employer.

External Recruitment and Search Firms

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

EVALUATING APPLICANT CREDENTIALS

Referral

As early as the sixth working day following posting on the University's employment Web site, Talent Acquisition team members will release résumés of the minimally qualified job seekers, along with a summary of selection guidelines and procedures, to the hiring supervisor.

However, the specific timeframe for the release of résumés may be longer and vary by position. Hiring supervisors must carefully review the selection criteria and procedures for each vacancy to ensure that only job-related, nondiscriminatory factors are considered in making employment decisions and that women, minorities, individuals with disabilities, and veterans in the applicant pool have been given fair consideration.

All selection and screening activity must be conducted in a manner that complies with the Equal Opportunity, Equal Access, and Affirmative Action policy. (see www.purdue.edu/policies/ethics/iic2.html)

The Evaluation Process

In the evaluation process, it is vital to eliminate any stereotypical ideas based on an applicant's 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 (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 them to perform the position's essential functions.

Often a lack of understanding exists as to the applicability of vocational skills, certifications, and abilities learned in the military to a civil work context. To ensure equal opportunity, hiring supervisors or search committees should contact the Office of Institutional Equity's Assistant Director for Equity in Hiring for resources and/or assistance to understand whether occupations and skills listed on a military resume translate to relevant experience for the position.

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

Once a hiring supervisor can view résumés and/or credentials of applicants, the evaluation process begins. Hiring supervisors and search committee members are to review all résumés and credentials before determining which applicants to interview. Hiring supervisors may work with Talent Acquisition to develop an evaluation tool.

One strategy is to divide the résumés into three groups. This helps focus on the most qualified applicants.

Group 1

Highly qualified applicants who should be given further consideration.

Group 2

Qualified applicants who can be considered if the applicants in Group 1 are unsuccessful.

Group 3

Minimally qualified applicants who, on paper, are not as strong as those in Groups 1 and 2. This group of applicants is composed of those who would most likely not be considered further given the strength of the applicants in Groups 1 and 2.

After sorting all résumés according to qualifications, the hiring supervisor and search committee members should review the résumés in Group 1. The hiring supervisor and search committee should then determine how many applicants to contact, identify that number of résumés from Group 1 and move them to the "Interview" bucket.

Candidate Screening Process

After the résumés are reviewed and the pool is narrowed down, the hiring supervisor and search committee should determine the screening and interview process. There are several screening options including a salary screen, questionnaire submission, materials submissions and a phone screen.

Through the screening process, the hiring supervisor and search committee should determine who will be selected for final interviews. You can contact Talent Acquisition for assistance with salary screens and interview questions.

Candidate Evaluation Components

The evaluation components must be related to the experience and skills necessary for successful job performance.

Components include the screening criteria, screening tools, interview protocols, reference checks, etc.

The hiring supervisor and search committee should uniformly apply the components to all applicants. It is important that these components support the most critical job requirements for successful job performance.

To assist with the candidate evaluation process, you can utilize the Interview Central Tool within SuccessFactors to evaluate candidates. For more information on the tool, visit the following resources: [\(hyperlink to QRG\) Candidate Interviews QRG](#), [Providing Candidate Feedback- Interview Central WIV](#), [Saving Candidate Rating and Feedback- Multiple Rounds QRG](#).

Consistency in Handling Applicants

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

THE INTERVIEW

Interview Guidelines

By the time most job applicants reach the actual selection interview, they have already passed a careful evaluation of their education and experience and are considered to possess at least the minimum job qualifications. The purpose of the interview should be to collect additional information about the candidate's job-related knowledge, skills, and abilities that would be helpful in deciding whether they are likely to succeed in the job.

A positive impression about Purdue University can be solidified during candidate interviews. The guidelines below will assist you in developing an atmosphere conducive to a productive interview:

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

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

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

Conducting Interviews

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

The Equal Employment Opportunity Commission (EEOC) has developed a uniform set of guidelines for employers to follow when using pre-employment selection procedures as a basis for any employment decision. They apply to all selection criteria, including educational degree requirements, job experience, and skills evaluations. Under the guidelines, selection criteria must be validated and may not have a disparate impact on applicants in protected classes. An employment practice has a disparate impact if it has a significant adverse impact on a protected group.

For example, the practice creates a barrier to entry or upward mobility to members of a protected group.

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

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

A Legal and Meaningful Interview

When employers seek information from job candidates, they should ask themselves:

(1) Will the answers to this question, if used in making a selection, have a disparate effect in screening out candidates in protected classes? and

(2) Is this information essential to judge a candidate's qualifications for this job?

The guidelines on the following pages will help you conduct legal and meaningful interviews.

Federal, State, and Local Employment Laws

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

Interviewing Pitfalls

Common Interviewing Mistakes

- Failure to put the candidate at ease
- Leading questions — signaling expected answers to questions or leading to preferred answer
- Failure to actively listen
- Dominating the interview
- Failure to probe — lack of follow-up questions to clarify ideas
- Failure to plan for the interview
- Asking hypothetical questions — behavior-based questions elicit more useful information
- Personal bias used during interview
- Asking yes/no versus open-ended questions

Personal Biases in Interviewing

- Making judgments too early in the process
- The halo effect — happens when one positive aspect of a candidate's background or qualifications becomes inappropriately transferred to all aspects
- The horn effect — happens when one negative aspect of the candidate's background or qualifications becomes inappropriately transferred to all aspects
- Stereotyping
- Personal similarity
- Oversimplification
- False criteria

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

Appropriate and Inappropriate Interview Questions

Often a hiring supervisor or manager will wish to set aside a block of time for the candidate to meet informally with faculty, staff, and/or students. Such occasions are intentionally unstructured so that Purdue personnel 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, gender identity or expression, genetic information, age, political

affiliations, or other personal matters. Such questions or remarks create a negative impression of the unit and the University.

The following are examples of appropriate and inappropriate interview questions by subject matter.

During the interview and casual conversation, care should be taken not to ask questions that may elicit inappropriate information about the candidate.

Subject	Appropriate	Inappropriate
Address	“How long have you lived in this area?”	List of previous addresses; how long at each specific address.
Age	NONE	Questions about age; requests for birth certificate.
Arrest Record	Indiana law permits questions on pending charges if related to job, i.e., security or sensitive jobs.	Questions about pending charges for jobs other than those mentioned.
Birthplace	NONE	Birthplace of applicant or applicant’s parent(s), spouse, or other close relative(s).
Citizenship	May ask questions about legal authorization to work in the specific position if all applicants are asked.	May not ask if person is a U.S. citizen.
Convictions	May ask if any record of criminal conviction and/or offenses exist if all applicants are asked.	Questions about convictions unless the information bears on job performance. Questions that would reveal arrests without convictions.
Disability	May ask about applicant’s ability to do job-related functions.	Question (or a series of questions) that is likely to solicit information about a disability.
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 care plans.
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 the 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 in 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 about religious preferences, affiliations, or denominations or religious holidays observed.
Work Experience	Applicant’s previous employment experience.	Stereotypical inquiries regarding protected group members.

Applicants with Disabilities

The Americans with Disabilities Act (ADA) and the ADA Amendments Act of 2008 obligate 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 guidance concerning disability-related inquiries, which consist of a question or a series of questions that is likely to solicit information about a disability. The ADA limits an employer's ability to make disability-related inquiries at three stages. First, the ADA prohibits all disability-related inquiries before an offer of employment is made, even if they are related to the job. Next, after a candidate 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 the employer does so for all entering employees in the same job category. Finally, after employment begins, an employer may make disability-related inquiries and require medical examinations only if they are job-related and consistent with business necessity.

In order to request an accommodation for an applicant during the application process, or for a faculty or staff member in the workplace, please send an email to: adarequest@purdue.edu.

Tips on Interviewing Candidates with Disabilities

An individual may wonder what questions may and may not be asked when interviewing a candidate with a disability. In addition, individuals are often unsure of "disability etiquette" when interacting with employees with disabilities. These guidelines are provided to help individuals in the interviewing process and to enhance communication skills of individuals when interacting with prospective employees with disabilities.

Interviewing a Candidate with Any Disability

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 a candidate 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.

Interacting with a Candidate with Any 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 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, especially when dealing with questions of parking and making accommodations — just do not 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.

Interviewing a Candidate 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 candidate 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.)

Interviewing a Candidate 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 a candidate's cane.
- Do not touch a guide dog when it is in harness. In fact, resist the temptation to pet a guide dog.
- Identify yourself and others present immediately; cue a handshake verbally or physically.
- Use verbal cues; be descriptive in giving directions. ("The table is about five steps to your left.")
- Verbalize chair location or place the person's hand on the back of the chair, but do not place the person in the chair.
- Keep doors either opened or closed; a half-opened door is a serious hazard.
- Offer assistance in travel. If the offer is accepted, let the candidate grasp your left arm, usually just above the elbow.

Interviewing a Candidate Who Is Deaf or Hard of Hearing

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

Reminder

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

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

For further assistance in the area of disabilities, contact either the Assistant Director for Compliance and Disability Services at 49-47253 or the Employee Relations Administrator at 49-40269.

Interview

Questionnaire Guide

When developing interview questions, consider the following:

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

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

The following Interview Questionnaire Guide provides hiring supervisors with a resource from which to select questions that will help identify the candidate who will be most successful in a position. Because research has shown that past behavior is predictive of future behavior, the questions are behavior-based. They will prevent a supervisor from missing important information, overlooking job motivation and organizational fit, and asking illegal, non-job-related questions. The same set of questions should be used to interview all candidates.

Background Review

Application/Résumé

The following questions are designed to confirm the information on the candidate’s résumé. Verify the address and phone numbers with information provided by Human Resources. If there are changes, advise the candidate to update his/her résumé through the applicant tracking system, SuccessFactors.

Educational Background

- If it is not included on their resume, you can ask, “What is the highest level of education you have received?”
- Are there any other education or training you have completed that is relevant to the (position title) position?

Employment Background

- If it doesn’t appear to be updated on their resume, you can ask, “Who is your present or most recent employer?”
- What are/were your major responsibilities at (present/most recent job)?
- Ask questions to discuss/determine skills and level of expertise related to (position title).
- What do/did you like best about that position? What do/did you like least?
- Why are you planning to/did you leave that position?

Interview Questions

The following sections provide sample questions to be used in evaluating various performance factors. Choose the most relevant questions and each candidate should be asked the same initial set of questions. In the case of multiple interviewers, the hiring supervisor should decide which interviewer is to be responsible for asking questions related to the various factor(s). Each interviewer is then assigned three to four questions from the respective factor list(s) to ask of every candidate. The following sample questions are not an exhaustive list of performance factors. Other factors that may be considered include decision-making, performance management, integrity, adaptability, and collaboration. Consider also phrasing your questions to ensure the interviewee clearly understands that you are referring to both civilian and military experience. Human Resources can provide additional questions that address these and other performance factors.

Initiative

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

1. Tell us about a way you have made your job easier or more rewarding?
2. Have you ever recognized a problem before your supervisor or others in the organization? How did you handle it?
3. We've all had occasions when we were working on something and a task "slipped through the cracks." Can you give me an example of when this happened to you and how you handled it?
4. Tell us about a time you have noticed a process or task that was being done unsafely (incorrectly)? What did you do once you were aware of it?
5. Tell us about a time you had to go above and beyond what was required in your job.
6. What new ideas or suggestions have you come up with or implemented at work?

Stress Tolerance

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

1. What are the top two priorities in your role and how do you manage them?
2. Tell us about a high-pressure situation you have worked through recently?
3. Tell us about how you maintain consistent performance while under time and workload pressures.
4. Tell us about a time when you had to work with an upset customer or colleague.

5. Tell me about some situations in which you became frustrated or impatient when dealing with (customers, co-workers, boss). What did you do?
6. Tell us about a time when your ideas were opposed by a co-worker or supervisor. What was the outcome?

Planning and Organizing

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

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

Technical and/or Position Specific

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

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

Work Standard

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

1. What are the top two measures of performance in your role and how do you track your performance?
2. What do you consider the most important contribution your department has made to the organization? What was your role?
3. What factors do you consider most important in evaluating yourself or your success?
4. When judging the performance of others, what factors or characteristics are most important to you?
5. Describe the time you worked the hardest and felt the greatest sense of achievement.

Teamwork

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

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

Communication Skills

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

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

1. We've all had occasions when we misinterpreted something that someone told us (like a due date, complicated instructions, etc.). Give us a specific example of when this happened to you. What was the situation? Why was there a misinterpretation? What was the outcome?
2. Which is the most challenging report that you currently (or previously) manage?
3. Give us an example of the presentations that you have facilitated. How many presentations do you make in a year?
4. Give us an example of a report/proposal you have written?
5. Give an example of when you told someone to do something and it didn't turn out the way you anticipated. How did you react/respond?

Interviewer's Observations

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

Leadership

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

1. Tell us about a time you had to take a firm stand with a co-worker. What was the outcome?
2. Tell us about a time you had to win approval from your co-workers for a new idea or plan of action.
3. Tell us about a new idea or way of doing something that your supervisor supported implementing. How did you implement the change?
4. Describe any supervisory or leadership training, schooling, or work experience that is especially relevant to this position.
5. Describe a time you had to instruct someone to do something new.
6. What are the top two leadership skills and experience that will make you successful in this role?

Job Motivation

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

1. What are the three things that you liked most about your current/prior role?
2. Tell me about a time when the duties and responsibilities available in a specific position overlapped with duties and responsibilities that brought you personal satisfaction.
3. What are two things that you like the least about your current/prior role?
4. What gave you the greatest feeling of achievement in your role? Why?
5. What are the most challenging aspects of your current/prior role?
6. What are some new responsibilities that you have taken on and how have they impacted your satisfaction with your role?
7. Why have you pursued a career in X?

Closing the Interview

At the end of the interview, it is important to ensure that no questions have been overlooked and encourage the candidate to suggest anything that might expand on or clarify his/her training and experience. It is advisable to inform the candidate of the schedule for filling the position, how many candidates are being interviewed, and how and when the hiring supervisor will communicate his/her employment decision. If hiring supervisors have questions about the interview and selection process, they can speak directly to their Talent Acquisition team member.

REFERENCE AND BACKGROUND CHECKS

Conducting Reference Checks

Candidates for staff positions agree to reference checks when completing the online application process. Hiring supervisors should explain to candidates at the interview that they will be contacting employment references following the interview. Candidate requests should be honored, if at all possible. For example, should a candidate request that the hiring supervisor not contact his/her current employer until the candidate is the finalist for the position, if possible, this request should be honored. A candidate's current position could be jeopardized if his/ her supervisor is made aware of the candidate's job search. It is also more appropriate to conduct a reference check once a finalist has been identified.

Questions used for checking references should be work related, such as dates of employment, job titles and duties, length of service in each position, promotions, demotions, attendance, salary, reason for termination, and other information for which the responder may have documentation. Subjective information or information that could be considered discriminatory should not be part of the discussion; if this type of information is offered, ignore it. Because information gathered through reference checks is confidential, it should be communicated only to those who have a business need to know. A sample list of reference check questions is provided in Appendix A.

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

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

Remember that a candidate may pursue a public records request seeking to obtain reference information, particularly letters of reference.

Background Checks

All faculty and staff positions posted on or after May 1, 2011 are subject to the University's Background Check Policy, which requires criminal history and sexual offender registry checks for all new hires. These checks are paid for from a central account managed by the Office of the Vice President for Human Resources. Additional checks, including verification for education, certifications, and credit history checks, may be required based on job responsibilities. Positions with the same or similar job responsibilities will require the same or similar background checks. These additional checks will be paid for by the hiring department.

When a position is classified, the hiring department will work with a Compensation Specialist to determine the type of background check that will be required and will note the type of check on the posting form. All advertisements, including the Purdue job posting and external advertisements, must include the language: "A background check will be required for employment in this position."

When a candidate is selected for a position, the hiring department must offer the position contingent on the background check. Offer letters, samples of which are provided in the Appendix, must note that the hire is contingent upon the results of the background check. The hiring department must also notify the Talent Acquisition team member of the offer and provide the following information:

- Candidate's name
- Candidate's email address
- Position candidate has been offered
- Account number to charge for additional background check services (if applicable)

The Talent Acquisition team member or will submit a background check request through the University's vendor, and the vendor will send an e-mail directly to the candidate requesting information and consent for the background check. Purdue's current vendor, HireRight, specifies that a background check will take less than three business days or 72 hours. The background check will not limit a department's ability to make an offer of employment or a candidate's hire date.

The Talent Acquisition team member will notify the hiring department and the business office of the completed background check. If a finding adversely impacts employment eligibility, Human Resources and the hiring department's senior leader will consult on the matter to determine whether the candidate should be withdrawn from employment consideration.

Background Check Policy and Resources

Background Check Policy:

[VI.F.6 - University Policy Office - Purdue University](#)

Questions about the policy should be directed to the Director, Talent Acquisition at 49-40603.

EXTENDING AN OFFER OF EMPLOYMENT

Offer Process

After the top candidate is selected, the hiring supervisor should contact the recruiter to discuss the offer details. Prior to a verbal offer being made, the recruiter will need to complete the offer approval template in SuccessFactors. The offer approval template will need to be approved by the department's budget approver. The offer approval template requires the following information:

- Candidate name:
- Start date:
- Pay rate:
- Moving allowance: (if applicable)

Note: If the hiring supervisor would like to offer an amount above the midpoint of the pay band, compensation will also need to approve the pay rate.

Once the pay rate is approved, the recruiter will notify the hiring supervisor that they are okay to make a verbal offer to the candidate. Information such as salary, benefits, hours of work, specific job title, starting date, and any other appropriate conditions about employment should be conveyed at that time.

When the candidate has verbally accepted the position, notify the recruiter. The recruiter will then prepare the offer letter and send it to the candidate electronically via SuccessFactors.

Benefits

It is important to discuss the employment benefits associated with the position and answer any pertinent questions the candidate has asked. Please contact your Talent Acquisition team member or the Benefits team with specific questions regarding benefits.

Benefits summaries can be found online here:

https://www.purdue.edu/hr/Benefits/employeebenefits/benefits_enrollment/summaries.php

Additional information on the benefits offered at Purdue University can be found online here: <https://www.purdue.edu/hr/benewell/index.php>

CLOSING THE SEARCH

After the successful candidate has accepted the offer, the hiring supervisor should contact the Talent Acquisition team member and provide them with the name of the selected candidate and the names of the other candidates interviewed. For any RIF (Reduction-In-Force) candidates not selected for the position, the hiring supervisor will need to provide an explanation as to why the unsuccessful candidate(s) were not hired. The Talent Acquisition team member will then update the applicant tracking system.

Notification of Unsuccessful Candidates

Following the acceptance of the offer by the top candidate, the hiring supervisor will need to notify the other candidates that were interviewed of their status. It is the responsibility of the hiring supervisor to contact all candidates who were interviewed by the unit to inform them of the hiring decision. A sample denial letter is located in SuccessFactors within the email templates. Applicants who were not interviewed will be notified through the applicant tracking system by the Talent Acquisition Team member as to the filled status of a position for which they applied.

Documenting the Search

Hiring supervisors and search committees 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.

All interview documentation must be uploaded by the hiring supervisor to the requisition. The documentation is utilized in the event of an audit and provides legal justification for the hiring decisions that were made. All information may also be copied for departmental record keeping.

Compliance

Failure to comply with current employment procedures may result in written notification of violation from the Director of Talent Acquisition in Human Resources to the appropriate hiring supervisor and business office. Units or departments that fail to follow the Equal Opportunity, Equal Access, and Affirmative Action Policy (III.C.2) may be subject to Special Monitoring Procedures.

Appendix A: Sample Forms

Resume/Credentials Evaluation Form

To assist with the candidate evaluation process, you can utilize the Interview Central Tool within SuccessFactors to evaluate candidates. For more information on the tool, visit the following resources: Candidate Interviews QRG, Providing Candidate Feedback- Interview Central WIV, Saving Candidate Rating and Feedback- Multiple Rounds QRG.

Candidate Name: _____ Position: _____
 Evaluator Name: _____ Date: _____

Candidate evaluation forms are to be completed by the evaluator to rank the candidate’s overall qualifications for the position to which he or she has applied. Under each heading, the evaluator should give the candidate a numerical rating and write specific job-related comments in the space provided. The numerical rating system is based on the following:

5 - Exceptional 4 - Above Average 3 - Average 2 - Below Average 1 - Unsatisfactory

Required Skills	Rating				
	5	4	3	2	1
1.					
2.					
3.					
4.					

Desired Skills	Rating				
	5	4	3	2	1
1.					
2.					
3.					
4.					

Recommendation:
 This candidate is: (select one)
 _____ I recommend this candidate without reservation.
 _____ I recommend this candidate with some reservation.
 _____ I do not recommend this candidate.

Evaluator: _____ Date: _____

Interview Candidate Evaluation Form

To assist with the candidate evaluation process, you can utilize the Interview Central Tool within SuccessFactors to evaluate candidates. For more information on the tool, visit the following resources: Candidate Interviews QRG, Providing Candidate Feedback- Interview Central WIV, Saving Candidate Rating and Feedback- Multiple Rounds QRG.

Candidate Name: _____ Position: _____
 Interviewer Name: _____ Date: _____

Scoring

Candidate evaluation forms are to be completed by the interviewer to rank the candidate's overall qualifications for the position to which he or she has applied. Under each heading, the interviewer should give the candidate a numerical rating and write specific job-related comments in the space provided. The numerical rating system is based on the following:

5 - Exceptional 4 - Above Average 3 - Average 2 - Below Average 1 - Unsatisfactory

	Rating				
	5	4	3	2	1
Educational Background: Does the candidate have the appropriate educational qualifications or training for this position? Comments:					
Prior Work Experience: Has the candidate acquired similar skills or qualifications through past work experiences? Comments:					
Technical Qualifications/Experience: Does the candidate have the technical skills necessary for this position? Comments:					
Verbal Communication: Did the candidate demonstrate effective communication skills during the interview? Comments:					
Candidate Enthusiasm: Did the candidate show enthusiasm for the position and the company? Comments:					
Knowledge of Company: Did the candidate show evidence of having researched the company prior to the interview? Comments:					
Teambuilding/Interpersonal Skills: Did the candidate demonstrate, through his or her answers, good teambuilding/interpersonal skills? Comments:					

	Rating				
	5	4	3	2	1
Initiative: Did the candidate demonstrate, through his or her answers, a high degree of initiative? Comments:					
Time Management: Did the candidate demonstrate, through his or her answers, good time management skills? Comments:					
Customer Service: Did the candidate demonstrate, through his or her answers, a high level of customer service skills/abilities? Comments:					
Overall Impression and Recommendation: Final comments and recommendations for proceeding with the candidate. Comments:					

Narrative:

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

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

Additional Comments:

_____ I recommend this candidate without reservation.

_____ I recommend this candidate with some reservation.

_____ I do not recommend this candidate.

Reference Check Questions

Applicant Name: _____

Applicant Title: _____

Reference Name: _____

Reference Title: _____

Employment Dates (Start & End) _____

Current/Ending Salary _____

Company Applicant worked at: _____

Reference relationship to applicant: _____

1. How long and in what capacity have you known the candidate?
2. Ask questions related to the competencies of the job. If supervision is a competency of the role, a good question to ask would be: Describe his/her ability to supervise others. _____

3. Can you describe in detail how the candidate was able to meet expectations for the position and achieve success?
4. What are his biggest accomplishments or key contributions to the organization (examples)?
5. Can you describe a time when they faced adversity in their role? How did they overcome this?
6. Why did they leave your company?
7. Would you re-employ? If no, why not?
8. What are the candidate's three strongest qualities?
9. Can you describe any areas they can or should continue to develop? Where so they need the most support?
10. How would you describe their listening skills and ability to engage with others?

Please comment on their:

- a. dependability _____
- b. ability to assume responsibility _____
- c. potential for advancement _____
- d. degree of supervision needed _____

12. What else of significance do you feel we should know?

Name of Person Conducting Reference Check

Date

Appendix B: Sample Candidate Communication

These samples can be found as email templates within SuccessFactors. It is recommended to use SuccessFactors to send emails for documentation purposes. For step-by-step instructions view the quick reference guide.

Delayed Search- Still a candidate template

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

Hello [CANDIDATE NAME],

The Search Committee for the position of [JOB TITLE AND REQ NUMBER] continues to review candidate resumes. We have an excellent pool of applicants, making it difficult to limit the number of candidates to bring to campus for interviews. If you are a finalist or top candidate, we'll call you for an interview.

Thank you for your time and patience as this search remains open.

Best regards,

Candidate Rejection Email Template

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

Hello [CANDIDATE NAME],

Thank you for your interest in Purdue University. We appreciate the time you took to apply for the [JOB TITLE AND REQ NUMBER] role. We were fortunate to have a very strong group of applicants to consider for this role, and unfortunately have decided to move forward with other candidates.

Please know we will hold onto your information in our database. There are many opportunities here at Purdue, and new positions open regularly. We encourage you to keep an eye on our career site for other positions you may find interesting. Please check back with us again in the future for new Purdue opportunities.

We wish you all the best in the meantime!

Best Regards,

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

PROCESS FLOWCHARTS

Posting a Staff Position



Extending an Offer



Appendix C: List of Publications

The Chronicle of Higher Education

(No. 1 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

Academic Careers Online

(Global job site of career opportunities in education and academia)

485 Devon Park Drive, Suite 116,
Wayne, PA 19087
Phone: (610) 964-9200
Web: www.academiccareers.com
E-mail: info@AcademicCareers.com

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

225 Meramec Avenue, Suite 400, St. Louis, MO 63105
Phone: (314) 863-2900 or (800) 537-0655
Fax: (314) 863-2905
Web: www.aarjobs.com/
E-mail: jobs@aarjobs.com

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

One Dupont Circle, NW, Washington, DC 20036-1193
Phone: (202) 939-9300
Fax: (202) 833-4760
Web: www.acenet.edu
E-mail: comments@ace.nche.edu

American Indian Science and Engineering Society
(Magazine published quarterly, plus online advertising available)

P.O. Box 9828,
Albuquerque, NM 87119-9828
Phone: (505) 765-1052
Fax: (505) 765-5608
Web: www.aises.org
E-mail: info@aises.org

American Society of Women Accountants

(Online job listings, plus chapter contacts throughout Indiana)

1760 Old Meadow Road, Suite 500,
McLean, VA 22102
Phone: (703) 506-3265 or (800) 326-2163
Fax: (703) 506-3266
Web: www.aswa.org
E-mail: aswa@aswa.org

Association for Women in Science

(Research and academic positions; published six times per year, plus online advertising available)

1200 New York Avenue, NW, Washington, DC 20005
Phone: (202) 326-8940
Fax: (202) 326-8960
Web: www.awis.org
E-mail: awis@awis.org

The Black Collegian Online

(Targeted to recent African American BA/BS graduates seeking professional positions; month-long online advertising)

140 Carondelet Street,
New Orleans, LA 70130
Phone: (504) 523-0154
Web: www.black-collegian.com

Diverse: Issues in Higher Education

(Academic and administrative positions are published 26 times a year)

10520 Warwick Avenue, Suite B-8, Fairfax,
VA 22030-3136
Phone: (703) 385-2981 or (800) 783-3199
Fax: (703) 385-1839
Web: www.diverseeducation.com
E-mail: diverseads@cmaphublishing.com

DiversityInc.com

(Online diversity career center for professionals)

P.O. Box 32069, Newark, NJ 07102
Phone: (973) 494-0500
Web: www.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)

4772 Walnut Street, Suite 206,

Boulder, CO 80301-2538

Phone: (303) 449-4430

Fax: (303) 440-0461

Web: www.educause.edu

E-mail: jobpost@educause.edu

GettingHired.com

(Online job listing for job seekers with disabilities)

1545 US RT 206, First Floor,

Bedminster, NJ 07921

Phone: (866) 352-7481

Fax: (908) 470-2166

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, Ext. 204

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 campuses that reaches a broad cultural audience of educators, administrators, students, student services, and community-based organizations, plus corporations)

80 Route 4 East, Suite 203,

Paramus, NJ 07652

Phone: (201) 587-8800

Fax: (201) 587-9105

Web: www.hispanicoutlook.com

E-mail: pub@hispanicoutlook.com

IMDiversity.com

(Online advertising for professional and technology positions)

140 Carondelet Street,

New Orleans, LA 70130

Phone: (504) 523-0154

Fax: (504) 523-0271

Web: www.imdiversity.com

E-mail: sales@imdiversity.com

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: latinosinhighered.com

E-mail: sales@latinosinhighered.com

Military.com

(Online job resource to connect employers to large talent pool with military experience)

Phone: (866) 811-2458

Web: <https://www.military.com/veteran-jobs>

National Association of Black Accountants Inc.

(Online job listings and placement service)

7474 Greenway Center Drive, Suite 1120,

Greenbelt, MD 20770

Phone: (301) 474-6222

Fax: (301) 474-3114

Web: www.nabainc.org

E-mail: customerservice@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

RecruitMilitary

(Online job resource for veterans)

422 W. Loveland Avenue
Loveland, OH 45140
Phone: (513) 683-5020
Fax: (513) 683-5021
Web: www.recruitmilitary.com/employers/job-posting
Email: support@recruitmilitary.com

IMDiversity.com

(Online advertising for professional and technology positions)

140 Carondelet Street,
New Orleans, LA 70130
Phone: (504) 523-0154
Fax: (504) 523-0271
Web: www.imdiversity.com
E-mail: sales@imdiversity.com

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: latinosinhighered.com
E-mail: sales@latinosinhighered.com

Military.com

(Online job resource to connect employers to large talent pool with military experience)

Phone: (866) 811-2458
Web: www.military.com/Careers/EmployerPage

National Association of Black Accountants Inc.

(Online job listings and placement service)

7474 Greenway Center Drive, Suite 1120,
Greenbelt, MD 20770
Phone: (301) 474-6222
Fax: (301) 474-3114
Web: www.nabainc.org
E-mail: customerservice@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

RecruitMilitary

(Online job resource for veterans)

422 W. Loveland Avenue
Loveland, OH 45140
Phone: (513) 683-5020
Fax: (513) 683-5021
Web: www.recruitmilitary.com/employers/job-posting
Email: support@recruitmilitary.com

SciWeb

(The Life Science Home Page — comprehensive online career resource center)

BioCareer Center
1625 K Street, Suite 100,
Washington, D.C. 20006-1604
Phone: (310) 860-0431
Fax: (707) 598-1405
Web: www.sciweb.com

Society for Advancement of Chicano & Native Americans in Science

(Published six times per year, plus online advertising available)

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

Society of Women Engineers

(Maintains database of résumés, plus listserv on jobs)

230 East Ohio Street, Suite 400,
Chicago, IL 60611-3265
Phone: (312) 596-5223
Fax: (312) 596-5252
Web: <http://societyofwomenengineers.swe.org>
E-mail: hq@swe.org

Society for College and University Planning

(Professional and administrative positions related to planning)

339 E. Liberty, Suite 300, Ann Arbor, MI 48104
Phone: (734) 998-7832
Fax: (734) 998-6532
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: (434) 244-9776
Fax: (434) 244-9767
Web: oneshpe.shpe.org
E-mail: john.goodrich@shpe.org

Vetjobs.com

(Online job resource for veterans)

P.O. Box 71445,
Marietta, GA 30007-1445
Phone: (877) 838-5627
Web: www.vetjobs.com

Winds of Change

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

4450 Arapahoe Ave., Suite 100,
Boulder, CO 80303
Phone: (303) 448-8853
Fax: (303) 444-6607
Web: www.wocmag.org
E-mail: adwoc@indra.com

Women in Higher Education

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

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

Women in Technology International

(Computing, science, and technology positions)

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

Appendix D: Sample Candidate Communication

Questions and Answers that Address Myths and Realities about the Legal Basis of Equal Employment Opportunity and Affirmative Action

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

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

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

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

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

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

Is affirmative action a form of reverse discrimination?

The concept of affirmative action includes the idea that there has been historical discrimination against members of minority groups, women, people with disabilities, and veterans and that every individual must be treated equally so that a position should be awarded to the most qualified candidate. Effective recruitment will ensure the greatest likelihood of producing a diverse pool of candidates that includes minorities, women, people with disabilities, and veterans.

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

The University and its units have hiring goals, not quotas. The use of goals is designed to achieve greater inclusion of individuals who were previously excluded or granted limited access. Ideally, the percentage of women and minorities working in a department, school, or unit at the University should be similar to the percentage of women and minorities available for such positions. Hiring goals are established for each department, unit, school, or division, as appropriate, in accordance with the U.S. Department of Labor regulations. Goals are determined through consultation with the appropriate dean, director, or department chair. Affirmative action means reaching out to candidates and giving all candidates fair consideration throughout the process. Quotas, as opposed to goals, are assigned by courts to correct a pattern of discriminatory employment practices when an employer has been found by a court to have discriminated against a protected group.

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

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

