INDIANA UNIVERSITY – PURDUE UNIVERSITY FORT WAYNE

Staff Recruitment and Selection

Human Resources
Office of Institutional Equity
2101 East Coliseum Boulevard
Kettler Hall
Fort Wayne, IN 46845
Main Campus Phone 260.481.6100

October 2014
Nondiscrimination Policy Statement

Indiana University - Purdue University (IPFW) 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.

IPFW 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.

IPFW 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 Purdue University Vice President for Ethics and Compliance for final determination.
# TABLE OF CONTENTS

Nondiscrimination Policy Statement ........................................................................................................... i  
Table of Contents ........................................................................................................................................ i  

## Introduction ........................................................................................................................................... 1
- Recruitment and Selection Process Goals .................................................................................................. 1  

## Posting a Position ............................................................................................................................... 2
- Job Design ................................................................................................................................................... 2  
- Job Posting & Announcement ...................................................................................................................... 2  
- Executive, Administrative, and Managerial Positions .................................................................................. 3  
- Waiver Procedures ...................................................................................................................................... 3  

## The Search Committee ...................................................................................................................... 4
- Forming the Search Committee .................................................................................................................. 4  
- The Charge ................................................................................................................................................ 4  
- Typical Duties of the Search Committee for Staff Searches ..................................................................... 5  

## Enlarging the Pool of Applicants ....................................................................................................... 6
- The Recruitment Plan ................................................................................................................................. 6  
  - Advertising ............................................................................................................................................... 6  
  - Networking ................................................................................................................................................. 6  
  - Personal Contacts ...................................................................................................................................... 7  
  - Professional Associations ......................................................................................................................... 7  
  - In Your Unit ............................................................................................................................................... 7  
  - Expanding Your Contacts ......................................................................................................................... 8  
- External Recruitment and Search Firms ..................................................................................................... 8  

## Evaluating Applicant Credentials ..................................................................................................... 9
- Referral ....................................................................................................................................................... 9  
- The Evaluation Process .............................................................................................................................. 9  
- Job-Related ............................................................................................................................................... 10  
- Consistency in Handling Applicants ......................................................................................................... 10  

## The Interview ....................................................................................................................................... 11
- Guidelines for Conducting Interviews ........................................................................................................ 11  
- Conducting Interviews .............................................................................................................................. 11  
- A Legal and Meaningful Interview ........................................................................................................... 12  
- Federal, State, and Local Employment Laws ............................................................................................ 12  
- Interviewing Pitfalls ................................................................................................................................... 13  
  - Common Interviewing Mistakes .............................................................................................................. 13  
  - Personal Biases in Interviewing ................................................................................................................. 13  
- Appropriate and Inappropriate Interview Questions .................................................................................. 13  
- Applicants with Disabilities ....................................................................................................................... 15
INTRODUCTION

IPFW 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. IPFW, 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 IPFW’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. A Glossary of terms utilized in this manual are located in Appendix A.

Recruitment and Selection Process Goals

Recruitment

- To attract highly qualified individuals to IPFW
- 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).
POSTING A POSITION

Job Design
Before posting can occur the position description must be reviewed by Human Resources Classification & Compensation (“HRCC”). The position review is required to ensure compliance with employment laws. The Hiring Supervisor should either review the current job description or draft a new job description, making sure to include a comprehensive list of all the knowledge, skills, and abilities that are required. A well-constructed job description will yield the best results when searching for applicants. Once the first draft is complete, the hiring supervisor should submit an electronic version of the proposed job description, along with a signed hard copy, to the HRCC for review. The HRCC reviews all new or updated job descriptions to identify and/or confirm the position’s classification and exemption status. If any revisions are made by the HRCC, those changes will be discussed with the Hiring Supervisor and/or the director or department head, as appropriate. Once the job design is completed by the HRCC, the finalized job description is returned to the hiring supervisor to continue to the Posting process.

Job Posting & Announcement
It is each unit’s responsibility to ensure that the Equal Opportunity, Equal Access, and Affirmative Action Policy (III.C.2) (www.purdue.edu/policies/ethics/iiic2.html) and the Affirmative Action Plan are followed. In accordance with IPFW’s equal employment opportunity and affirmative action obligations, all regular vacancies must be listed with Human Resources for announcement to University staff and the public through normal job posting procedures. In addition, whenever a regular vacancy occurs or a regular new position is established, the unit head and/or supervisor must make this known to his/her regular staff members by the most effective means. An announcement concerning the open position should include job title, job level and minimum skills, experience, and educational requirements. The scope of recruitment efforts is then encouraged to go beyond the unit and University postings.

All regular administrative/professional and clerical/service positions are posted through Human Resources by completing the Staff Position Posting Form and Recruitment Plan. The Staff Position Posting Form is the document that contains basic and necessary information. The Recruitment Plan communicates the goals for the position and the steps that will be taken to accomplish those goals. Hiring Supervisors will consult with the Office of Institutional Equity to determine the Affirmative Action goals that have been established for the unit. In addition, the Hiring Supervisor can consult with a member of the HR team to determine the Strategic Plan 2020 goals for the unit.

The Hiring Supervisor drafts the Staff Posting Form, the Recruitment Plan, then adds those to the updated Position Description, and forwards the packet to the Human Resources Employment Administrator (“HRE”). When the HRE receives this packet, appropriate required signatures are verified for posting purposes. Required signatures include the posting authorization signature and the fiscal authorization signature.

The Web-based Position Description and Staff Position Posting forms are located online at www.ipfw.edu/hr.
Executive, Administrative, and Managerial Positions

National searches are conducted 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. Therefore, 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 IPFW 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 Office of Institutional Equity for approval of a waiver of posting. Required documentation includes the following:

1) Position Description and Staff Position Posting forms,
2) 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
3) a copy of the candidate’s résumé.
THE SEARCH COMMITTEE

Some staff hiring at IPFW 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 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 IPFW. 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 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. Personnel 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 kind of discriminatory practice into the process.

The Charge

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

Ideally, a Search 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 newspapers, Web sites and journals in which advertisements will appear.

6) Draft advertisement. The advertisement **must** include the following statements:
   - IPFW is an equal opportunity/ equal access/affirmative action employer fully committed to achieving a diverse workforce. All individuals, including minorities, women, individuals with disabilities, and protected veterans are encouraged to apply.
   - A background check will be required for employment in this position.

7) Plan a search that is sensitive to affirmative action issues and the need for a diverse pool of candidates.

8) Develop all written communications (i.e., recruitment letters, letters acknowledging receipt of application, letter to nominee, non-selection notification).

9) Collect the names and addresses of persons and institutions to which recruitment letters can be sent.

10) Review applicants to determine if the applicants meet the advertised qualifications.

11) Inform all applicants and nominees that finalists cannot be guaranteed confidentiality.

12) Develop a list of core interview questions to ask candidates related to the essential duties of the position.

13) Participate in the screenings of candidates.

14) Take part in conference calls to candidates.

15) Assist the chair in travel arrangements and interview schedules.

16) Participate in a formal interview.

17) Participate in final evaluation and formulation of recommendation by a designated date.

18) 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.

19) When the committee advances the recommended finalist to hire to the appropriate administrator, a memo of justification will include reasons why the particular candidate is being recommended and why the other finalists are not being recommended. The justifications must be job-related.

20) Attend all meetings and maintain appropriate confidentiality about Search Committee meetings.
CHAPTER 4

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 e-mail, letter, the Web, list service, journal, etc., must be approved prior to publication by an HR Employment. The HR Employment will verify that the advertisement contains consistently correct minimum qualifications and includes at a minimum the following equal employment opportunity statement: IPFW is an equal opportunity/equal access/affirmative action employer, fully committed to achieving a diverse workforce. All individuals, including minorities, women, individuals with disabilities, and protected veterans are encouraged to apply. The HR Employment 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 additional sources journals. The publications listed in Appendix C 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. The HR Employment or the Office of Institutional Equity can assist hiring supervisors with this task by identifying and providing additional sources.

Networking

As part of a broad and comprehensive recruitment plan, hiring supervisors are urged to collaborate with HR Employment to identify recruitment strategies that will enlarge the pool of qualified applicants beyond the results yielded from solely relying on traditional means. It is the task of the hiring supervisor and HR Employment 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.

Hiring supervisors are encouraged to work with the HR Employment to tailor the recruitment plan to the needs of the unit and position.

The informal, word-of-mouth approach to recruitment is one of the most successful practices for identifying potential applicants. In addition to advertising the position in publications targeting traditional and underrepresented groups, hiring supervisors may also consider any of the following ideas to assist in expanding the pool of qualified applicants.
CHAPTER 4

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 IPFW Affirmative Action Plan, which is prepared annually by the Office of Institutional Equity (OIE). Contact OIE for assistance in using this data.

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.
Expanding Your Contacts

- Maintain close contact with women and minority graduates of IPFW 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 the HR Employment. It is necessary for the HR Employment 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 HR Employment.
EVALUATING APPLICANT CREDENTIALS

Referral

HR Employment will release résumés of the minimally qualified job seekers, along with a summary of selection guidelines and procedures, to the hiring supervisor. 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/iiic2.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 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 the HR Employment 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 not successful.

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. Regardless of whether the next step in the selection process is telephone screening or on-campus interviews, the hiring supervisor and search committee should determine how many applicants to contact and then identify that number of résumés from Group 1.

Screening

After the hiring supervisor and search committee have reviewed the résumés and narrowed the overall applicant pool, the hiring supervisor should contact HR Employment to provide the names of the finalists.

Job-Related

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

Consistency in Handling Applicants

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

Guidelines for Conducting Interviews

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 on the candidate’s job-related knowledge, skills, and abilities that would be helpful in deciding whether he/she is likely to succeed in the job. The degree to which the interview is valid is the extent to which it predicts job success.

A positive impression about IPFW 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 IPFW 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 supervisors have the critical responsibility to select employees on the basis of job-related qualifications in accordance with all applicable laws and regulations and must carefully define the position and the qualifications it requires. Well-planned pre-employment interviews can help ensure the best match for the job. For a hiring process to be effective, everyone involved must be aware that significant legal 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 HR Employment 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?
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 IPFW 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.

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Appropriate</th>
<th>Inappropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>“How long have you lived in this area?”</td>
<td>List of previous addresses; how long at each specific address.</td>
</tr>
<tr>
<td>Age</td>
<td>NONE</td>
<td>Questions about age; requests for birth certificate.</td>
</tr>
<tr>
<td>Arrest Record</td>
<td>Indiana law permits questions on pending charges if related to job, i.e., security or sensitive jobs.</td>
<td>Questions about pending charges for jobs other than those mentioned.</td>
</tr>
<tr>
<td>Birthplace</td>
<td>NONE</td>
<td>Birthplace of applicant or applicant’s parent(s), spouse, or other close relative(s).</td>
</tr>
<tr>
<td>Citizenship</td>
<td>May ask questions about legal authorization to work in the specific position if all applicants are asked.</td>
<td>May not ask if person is a U.S. citizen.</td>
</tr>
<tr>
<td>Convictions</td>
<td>May ask if any record of criminal conviction and/or offenses exist if all applicants are asked.</td>
<td>Questions about convictions unless the information bears on job performance. Questions that would reveal arrests without convictions.</td>
</tr>
<tr>
<td>Disability</td>
<td>May ask about applicant’s ability to do job-related functions.</td>
<td>Question (or a series of questions) that is likely to solicit information about a disability.</td>
</tr>
<tr>
<td>Education</td>
<td>Inquiries about degree or equivalent experience.</td>
<td>Questions about education that are not related to job performance.</td>
</tr>
<tr>
<td>Family</td>
<td>NONE</td>
<td>Number and ages of children; child bearing/rearing queries.</td>
</tr>
<tr>
<td>Marital or Family Status</td>
<td>Whether applicant can meet work schedule or job requirements. Should be asked of both sexes.</td>
<td>Any inquiry about marital status, children, pregnancy, or child care plans.</td>
</tr>
<tr>
<td>Military</td>
<td>You may ask if a candidate has served in the Armed Forces of the United States or in a State Militia.</td>
<td>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.</td>
</tr>
<tr>
<td>National Origin</td>
<td>May ask all applicants if legally authorized to work in this specific position.</td>
<td>May not ask if person is a U.S. citizen.</td>
</tr>
<tr>
<td>Organizations</td>
<td>Inquiries about professional organizations related to the position.</td>
<td>Inquiries about professional organizations suggesting race, sex, religion, national origin, disability, or sexual orientation.</td>
</tr>
<tr>
<td>Personal Finances</td>
<td>None</td>
<td>Inquiries regarding credit record, owning a home, or garnishment record.</td>
</tr>
<tr>
<td>Political Affiliation</td>
<td>None</td>
<td>Inquiries about membership in a political party.</td>
</tr>
<tr>
<td>Race, Color or Sexual Orientation</td>
<td>None</td>
<td>Comments about complexion, color of skin, height, weight, or sexual orientation.</td>
</tr>
<tr>
<td>Religion</td>
<td>Describe the work schedule and ask whether applicant can work that schedule. Also, suggest that accommodations to schedule are possible.</td>
<td>Inquiries about religious preferences, affiliations, or denominations or religious holidays observed.</td>
</tr>
<tr>
<td>Work Experience</td>
<td>Applicant’s previous employment experience</td>
<td>Stereotypical inquiries regarding protected group members.</td>
</tr>
</tbody>
</table>
Applicants with Disabilities

The Americans with Disabilities Act (ADA) and the ADA Amendments Act of 2008 require the University to provide reasonable accommodation to qualified individuals with disabilities who are employees or applicants for employment, except when such accommodation would cause an undue hardship. The undue hardship standard is very high and rarely met at the University.

The ADA also establishes rules about disability-related inquiries, which consist of a question or a series of questions that is likely to solicit information about a disability. The ADA limits an employer’s ability to make disability-related inquiries at three stages. First, the ADA prohibits all disability-related inquiries before an offer of employment, even if they are related to the job. Next, after 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.

For assistance arranging a reasonable accommodation for an applicant or employee, please contact Human Resources at x.16840.

Tips on Interviewing Candidates with Disabilities

In light of the ADA, 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 Office of Institutional Equity at x. 16106 or Human Resources at x. 16840.
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, Taleo.

**Educational Background**

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

**Employment Background**

- Who is your present or most recent employer?
- What are/were your major responsibilities at (present/most recent job)?
- Ask questions to discuss/determine skills and level of expertise related to (position title).
- What do/did you like best about that position? What do/did you like least?
- Why are you planning to/did you leave that position?

**Interview Questions**

The following sections provide sample questions to be used in evaluating various performance factors. All questions in each section need not be asked; however, each candidate should be asked the same initial set of questions. In the case of multiple interviewers, the hiring supervisor should decide 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.
Following is a list of sample questions designed to gather information about an individual’s ability to identify tasks that need to be done without specifically being told to do them.

1. Have you found any ways to make your job easier or more rewarding?

2. Have you ever recognized a problem before your boss or others in the organization? How did you handle it?

3. We’ve all had occasions when we were working on something that just “slipped through the cracks.” Can you give me some examples of when this happened to you? Cause? Result?

4. In your past experience, have you noticed any process or task that was being done unsafely (incorrectly)? How did you discover it or come to notice it? What did you do once you were aware of it?

5. Give me some examples of doing more than required in your job.

6. Can you think of some projects or ideas (not necessarily your own) that were carried out successfully primarily because of your efforts?

7. What new ideas or suggestions have you come up with at work?
Stress Tolerance

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 past stressful situations.

1. What pressures do you feel in your job? How do you deal with them?

2. Describe the highest-pressure situations you have been under in your job recently. How did you cope with them?

3. Tell me how you maintain constant performance while under time and workload pressures.

4. Describe the last time a person at work (customer, co-worker, boss) became irritated or lost his/her temper. What did they do? How did you respond? What was the outcome?

5. Tell me about some situations in which you became frustrated or impatient when dealing with (customers, co-workers, boss). What did you do?

6. Give me an example of when your ideas were strongly opposed by a co-worker or supervisor. What was the situation? What was your reaction? What was the result?
Planning and Organizing

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

1. How do you organize your work day?

2. How often is your time schedule upset by unforeseen circumstances? What do you do when that happens? Tell me about a specific time.

3. Describe a typical day ... a typical week. (Interviewer, listen for planning.)


5. What is your procedure for keeping track of items requiring your attention?

6. We have all had times when we just could not get everything done on time. Tell me about a time that this happened to you. What did you do?

7. Tell me how you establish a course of action to accomplish specific long- and short-term goals.

8. Do you postpone things? What are good reasons to postpone things?

9. How do you catch up on an accumulated backlog of work after a vacation or conference?
Technical and/or Position Specific

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 ____________________________?

9. Being a ___________________certainly requires a lot of technical knowledge. How did you go about getting it? How long did it take you?
CHAPTER 6

Work Standard

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

1. What are your standards of success in your job? What have you done to meet these standards?

2. What do you consider the most important contribution your department has made to the organization? What was your role?

3. What factors, other than pay, do you consider most important in evaluating yourself or your success?

4. When judging the performance of others, what factors or characteristics are most important to you?

5. Describe the time you worked the hardest and felt the greatest sense of achievement.

6. Tell me about a time when you weren’t very pleased with your work performance. Why were you upset with your performance? What did you do to turn around your performance?
Following is a list of questions designed to gather information relating to a person’s ability to work and get along with others.

1. We’ve all had to work with someone who is very difficult to get along with. Give me an example of when this happened to you. Why was that person difficult? How did you handle the person? What was the result?

2. When dealing with individuals or groups, how do you determine when you are pushing too hard? How do you determine when you should back off? Give an example.

3. How do you go about developing rapport (relationships) with individuals at work?

4. Give me some examples of when one of your ideas was opposed in a discussion. How did you react?

5. Tell me, specifically, what you have done to show you are a team player at __________?

6. We all have ways of showing consideration for others. What are some things you’ve done to show concern or consideration for a co-worker?

7. How do you keep your employees informed as to what is going on in the organization?

8. What methods do you use to keep informed as to what is going on in your area?
Communication Skills

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

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

1. We’ve all had occasions when we misinterpreted something that someone told us (like a due date, complicated instructions, etc.). Give me a specific example of when this happened to you. What was the situation? Why was there a misinterpretation? What was the outcome?

2. What kind of reports/proposals have you written? Can you give me some examples?

3. Give an example of when you told someone to do something and they did it wrong. What was the outcome?

4. What reports that you are currently preparing (or recently prepared) are the most challenging and why?

5. What kinds of presentations have you made? Can you give me some examples? How many presentations do you make in a year?

6. Give me an example from your past work experience where you had to rely on information given to you verbally to get the job done.

7. What different approaches do you use in talking with different people? How do you know you are getting your point across?

8. What is the worst communication problem you have experienced? How did you handle it?

Interviewer’s Observations

A. Consider if the candidate is able to express himself/herself 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 to 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 me about a time you had to take a firm stand with a co-worker. What was the situation? What was difficult about the co-worker? What was the firm stand you had to take?

2. Describe how you instruct someone to do something new. What were you training them to do? Walk me through how you did it.

3. Tell me about a time you had to win approval from your co-workers for a new idea or plan of action.

4. Tell me about a new idea or way of doing something you came up with that was agreed to by the boss. What did you do to get it to the right person? What did you do to get the boss to agree? Be specific.

5. Describe any supervisory or leadership training, schooling, or work experience you have had and its relevance to this position.

6. What leadership skills and experience do you have that would qualify you as an effective leader? Be specific.
Job Motivation

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 they enjoy doing will be available in this position. For example, if a person said he enjoyed his last job because he liked to work outside and with people doing different things all of the time, a desk job in accounting would probably not provide high satisfaction.

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

At the end of the interview, it is important to ensure that no questions have been overlooked and encourage the candidate to suggest anything that might expand on or clarify his/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 HR Employment.
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 cannot 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 by 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.

All advertisements, including the IPFW 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 must note that the hire is contingent upon the results of the background check. The hiring supervisor must notify HR Employment of the offer and obtain the appropriate offer letter template.

HR Employment will submit a background check request through the University’s vendor. The background check will not limit a department’s ability to make an offer of employment or a candidate’s hire date.

HR Employment 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:  
http://www.purdue.edu/policies/human-resources/vif6.html

Background Check Process for Staff Positions:  
www.purdue.edu/hr/doc/backgroundCheckProcess.docx

Schedule of Fees for Additional Checks:  
www.purdue.edu/hr/doc/backgroundCheckScheduleOfFees.docx

Questions about the policy should be directed to Human Resources at x.16840.
EXTENDING AN OFFER OF EMPLOYMENT

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

Essential Components of All Offer Letters

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

- Official position title and working title, if appropriate.
- Effective date of employment, and if appropriate, ending date of the appointment.
- Term of appointment (academic year or fiscal year).
- Full-time salary rate and pay basis.
  - For Exempt Administrative/Professional positions, Salary (presented as a monthly amount).
  - For Nonexempt Administrative/Professional Positions (Operations Assistants), Wages (presented as an Hourly Rate).
- Percentage of time of appointment.
- Reference to benefits, if applicable.
- Reference to the need to present evidence of employment eligibility pursuant to the Immigration Reform and Control Act. Appropriate documentation establishing identity and work authorization must be presented; please see http://www.purdue.edu/hr/pdf/i-9.pdf for a list of acceptable documents. The employee must also sign the I-9 Form under penalty of perjury. The law requires that the I-9 Form be kept for three years after the date of hire or one year after termination, whichever is longer.
- All offer letters must include
  - a statement that the offer letter is not intended to create a contract of employment,
  - a statement that the offer is contingent upon the results of a background check, and
  - the following statement: “It is the policy of IPFW to provide reasonable accommodations for employees and applicants with disabilities. If you need accommodations, please contact us.”
- Any other terms specific to the particular position being offered (for example, licensing or certifications, etc.)
- Moving expense reimbursement, if offered.
- Request for formal acceptance of the offer, either by a return letter or by signing a copy of the offer letter, and include an expected response date.

An HR Form 13 (Purdue University Employee Information Form) should be sent after the candidate has accepted the offer.

Benefits

It is important to discuss the employment benefits associated with the position and answer any pertinent questions the candidate has asked. Please contact HR Employment with specific questions regarding benefits.

The benefits offered at IPFW also can be found online at www.purdue.edu/hr/Benefits/ Welcome.html.
CLOSING THE SEARCH

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

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. Upon request, HR Employment can assist the hiring supervisor by providing him/her with a sample letter. Applicants who were not interviewed will be notified through the applicant tracking system 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 IPFW and the U.S. Department of Labor records retention requirements. Information documenting recruitment and selection procedures should be retained for all searches. A Hiring Documentation Checklist may be found in the appendices of this manual and is available on the IPFW Employment web page under Supervisor Resources. All hiring documentation must be sent to the Office of Institutional Equity to be maintained for three years. 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 Office of Institutional Equity 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.
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 Resources Office, the worksite, Web sites, and public areas.

Accommodation

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

Adverse Impact

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

Affirmative Action (AA)

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

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.

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.

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

### Successful Search Checklist

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsible Party/Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review and update job description for vacant position by contacting</td>
<td>Hiring Supervisor* and HR Compensation &amp; Classification</td>
</tr>
<tr>
<td>HR Compensation &amp; Classification for a copy of the checklist and</td>
<td></td>
</tr>
<tr>
<td>previous job description (if applicable).</td>
<td></td>
</tr>
<tr>
<td>Contact OIE to obtain Affirmative Action goals for unit. Enter goals</td>
<td>Hiring Supervisor* and Office of Institutional Equity</td>
</tr>
<tr>
<td>on Recruitment Plan.</td>
<td></td>
</tr>
<tr>
<td>Submit a signed copy of the Staff Recruitment Request form (SRR),</td>
<td>Hiring Supervisor and Human Resources Compensation</td>
</tr>
<tr>
<td>Job Description, and Recruitment Plan to HR Compensation.</td>
<td></td>
</tr>
<tr>
<td>HR Employment will contact hiring supervisor review recruitment</td>
<td>HR Employment</td>
</tr>
<tr>
<td>plan. Position-specific screening questions are written, and the</td>
<td></td>
</tr>
<tr>
<td>position is posted on the IPFW Web site for a minimum of five full</td>
<td></td>
</tr>
<tr>
<td>business days.</td>
<td></td>
</tr>
<tr>
<td>Identify recruitment resources that aid in assuring a strong and</td>
<td>Hiring Supervisor* and HR Employment</td>
</tr>
<tr>
<td>diverse applicant pool. HR Employment approves all advertising</td>
<td></td>
</tr>
<tr>
<td>before placement.</td>
<td></td>
</tr>
<tr>
<td>Place all external advertisements.</td>
<td>Hiring Supervisor*</td>
</tr>
<tr>
<td>Job seekers apply online for position.</td>
<td>Job Seeker</td>
</tr>
<tr>
<td>Develop a set of position-specific interview questions to be</td>
<td>Hiring Supervisor* and HR Employment</td>
</tr>
<tr>
<td>consistently used when interviewing all potential candidates.</td>
<td></td>
</tr>
<tr>
<td>HR Employment reviews résumés for minimum qualifications and</td>
<td>HR Employment</td>
</tr>
<tr>
<td>releases qualified résumés to the hiring supervisor for</td>
<td></td>
</tr>
<tr>
<td>consideration.</td>
<td></td>
</tr>
<tr>
<td>Evaluate credentials of all minimally qualified applicants based</td>
<td>Hiring Supervisor*</td>
</tr>
<tr>
<td>upon established written job-related criteria.</td>
<td></td>
</tr>
<tr>
<td>Conduct interviews with top candidates.</td>
<td>Hiring Supervisor*</td>
</tr>
<tr>
<td>Invite candidates for on-campus interview, conduct interviews</td>
<td>Hiring Supervisor*</td>
</tr>
<tr>
<td>using job-related interview questions, and document candidate</td>
<td></td>
</tr>
<tr>
<td>responses.</td>
<td></td>
</tr>
<tr>
<td>Select the top candidate based on established job-related criteria.</td>
<td>Hiring Supervisor*</td>
</tr>
<tr>
<td>Verify reference list with top candidate and inform him/her that</td>
<td>Hiring Supervisor*</td>
</tr>
<tr>
<td>his/her references will be contacted. Check references and</td>
<td></td>
</tr>
<tr>
<td>document responses.</td>
<td></td>
</tr>
<tr>
<td>Contact HR Compensation &amp; Classification to confirm salary/hourly</td>
<td>Hiring Supervisor* and HR Compensation &amp;</td>
</tr>
<tr>
<td>rate offer.</td>
<td>Classification</td>
</tr>
<tr>
<td>Prepare Request to Extend Offer (SREO) and send to HRE.</td>
<td>Hiring Supervisor</td>
</tr>
<tr>
<td>HRE to review and obtain Vice Chancellor or appropriate approval.</td>
<td>HR Employment</td>
</tr>
<tr>
<td>Task</td>
<td>Responsible Party/Parties</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Once the Request to Extend Offer is fully approved and the copy has been distributed via email, make a verbal offer.</td>
<td>Hiring Supervisor</td>
</tr>
<tr>
<td>Notify HR Employment when an offer has been verbally accepted.</td>
<td>Hiring Supervisor</td>
</tr>
<tr>
<td>HR Employment will forward the appropriate offer letter</td>
<td>Hiring Supervisor</td>
</tr>
<tr>
<td>Confirm the offer and/or acceptance in writing with a letter.</td>
<td>Hiring Supervisor</td>
</tr>
<tr>
<td>After receiving written notification of the acceptance, notify unsuccessful interviewees that they were not selected.</td>
<td>Hiring Supervisor</td>
</tr>
<tr>
<td>HR Employment begins New Hire paperwork (including Background Check) and notify all unsuccessful candidates not interviewed through the Taleo system.</td>
<td>HR Employment</td>
</tr>
<tr>
<td>Hiring Supervisor forwards all hiring documentation used throughout the hiring process to the Office of Institutional Equity for storage. Below is a checklist of materials to be included in the file.</td>
<td>Hiring Supervisor</td>
</tr>
</tbody>
</table>

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

**Hiring Documentation Checklist**

<table>
<thead>
<tr>
<th>Included</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recruitment Sources</strong></td>
<td></td>
</tr>
<tr>
<td>□ List of announcements and advertisements – where and when published</td>
<td></td>
</tr>
<tr>
<td>□ Copy of actual announcements and advertisements</td>
<td></td>
</tr>
<tr>
<td><strong>Hiring Procedures</strong></td>
<td></td>
</tr>
<tr>
<td>□ Documented job description</td>
<td></td>
</tr>
<tr>
<td>□ Waiver/internal search request, if applicable</td>
<td></td>
</tr>
<tr>
<td>□ Credential evaluation criteria</td>
<td></td>
</tr>
<tr>
<td>□ Hiring supervisor and search committee interview forms/questions, notes, and evaluation instruments</td>
<td></td>
</tr>
<tr>
<td>□ Documentation for not hiring a Reduction-in-Force (RIF) candidate</td>
<td></td>
</tr>
<tr>
<td>□ Reference checks conducted/forms and notes</td>
<td></td>
</tr>
<tr>
<td>□ Offer letter and acceptance of offer</td>
<td></td>
</tr>
<tr>
<td>□ Documentation of employment offer(s) and rejection(s)</td>
<td></td>
</tr>
<tr>
<td>□ Notification of unsuccessful interviewees</td>
<td></td>
</tr>
</tbody>
</table>
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

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

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

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@cmapublishing.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: 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