Faculty & Staff Hiring Manual

Accessibility to Information and Non-Discrimination Policy

This publication is available in an alternative format upon request. Indiana State University is committed to our Equal Opportunity and Non-Discrimination policy that all persons shall have equal access to programs, facilities, admission and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. It is the policy of the University to maintain an academic and work environment free of discrimination, including harassment. Indiana State University prohibits discrimination and harassment against any person because of age, color, disability, ethnicity, gender identify, marital status, national origin, race, religion, sexual orientation, veteran status, or any other protected class and also prohibits retaliation against individuals who complain of such discrimination or harassment, report, or participate in an investigation. All inquiries regarding the Nondiscrimination Policy can be directed to the Equal Opportunity and Title IX Office.

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Chapter 1: Introduction

Indiana State University is committed to equal employment opportunity for all, regardless of race, religion, color, sex, age, national origin or ancestry, genetic information, disability, veteran status, marital status, parental status, sexual orientation, gender identity, or gender expression. Federal legislation has identified 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 Managers are charged with the immediate responsibility for recruiting, supporting, assisting, mentoring, and, thus, retaining employees with diverse backgrounds and experiences. The Equal Opportunity and Title IX Office and The Office of Human Resources are available to assist and direct supervisors in these activities. Indiana State University, as an academic institution, shares the responsibility of attracting and retaining capable and aspiring individuals, including those from traditionally underrepresented groups.

The purpose of this manual is to guide search committees with the necessary tools to run an effective, objective, legal, search process that allows all equal opportunity. The following pages set forth the required procedures, practices, and requisite forms to use in effectuating Indiana State University's commitment to these objectives and are to be undertaken for every Faculty and Staff search at all levels of the University.

Recruitment and Selection Process Goals

Recruitment
- To attract highly qualified individuals to Indiana State University
- Actively recruit for open positions
- Broaden position descriptions
- Include aspects of commitment to Inclusive Excellence or Diversity within every position description and/or job ad
- Develop detailed recruitment plans for open positions

Selection
- To objectively and impartially review applicant credentials as it relates to job descriptions.
- Utilize an objective ranking or rating system when evaluating candidates
- Engage in counter stereotype imaging
- Focus on the entire package of each of each applicant
- Strive to increase the representation of women, minority, veteran and disabled employees on campus.

Chapter 2: Posting a Position

Faculty, Exempt, and Non-Exempt Staff Positions

Job Announcement

In accordance with Indiana State University's equal employment opportunity and affirmative action obligations, all vacancies must be listed with Office of Human Resources for normal job posting procedures.

When a vacancy occurs or a 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.

Job Posting

All Faculty, Exempt, and Non-Exempt positions require posting through the Office of Human Resources by creating a posting in the Applicant Tracking System (ATS). Click here for instructions.

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

It is each unit's responsibility to ensure that the Equal Opportunity and Affirmative Action Policy is followed. By checking off completed search steps on the ATS, the Hiring Manager is certifying that the step has been completed accurately.

Exempt and Non-Exempt Positions

When an Exempt or Non-Exempt staff vacancy occurs, or a new position is created, the department must obtain the Vice President's approval to fill the position. If there is need to update an existing position description, the changes should be entered into the Position Management System. If it is a new position, a position description request must be submitted through the Position Management System. Please click here for instructions.

If you are revising or creating a new position description, you must wait for an email approval notification from the Compensation and Records Director before creating the posting in the Applicant Tracking System (ATS). Please click here for instructions.

Direct Hire Procedures for Exempt and Non-Exempt Staff Positions

1. In order to achieve equal access and equal employment opportunity, it is generally necessary to post all positions in a competitive process. However, there are a few concretely defined circumstances under which a waiver of posting may be permitted for any vacant position on campus. Instances in which waivers may be permitted are referred to as "Direct Hire" situations, and include:

- A current Indiana State employee whose position is being eliminated due to a reduction-in-force.
- A current Indiana State employee who was originally hired by the University via a competitive search process, has a record of good performance, and would likely be highly qualified in a competitive external search.
- The unit has secured a candidate with "special distinction" (i.e., rare expertise in a specialized field) and likely be highly qualified in a competitive external search.
- The position will exist only if a particular individual with unique education, training, and experience is interested and available.
- The terms of a 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.
- The candidate is qualified for the position and will positively contribute to our affirmative action goals.

2. In instances in which a Direct Hire is sought, the following documentation must be submitted for approval to the appropriate Dean/Administrator who will seek approval from the vice president or, if applicable, the president.

   - Position description
   - Candidate's current resume/curriculum vitae
   - At least three references for the position
     - For Staff positions - please complete the Candidate Reference Summary form
   - A memo from the hiring manager justifying the candidate's selection and stating the reasoning as to why the position should not be posted and a search conducted.
   - Provide the salary and the anticipated start date

3. After the appropriate vice president/president has approved the Direct Hire, the vice president/president shall forward all documentation to the Equal Opportunity Office, which will verify compliance of the materials.

4. The Equal Opportunity Office will review the documentation, and will contact the department requesting the Direct Hire with an approval, or if further information is needed.

5. Office of Human Resources will also determine any necessary conditions of employment to be included in an offer of employment under these procedures to comply with University policy or as requested by the Hiring Manager.

6. The hiring department will post the position on the APPLICANT TRACKING SYSTEM (ATS). The applicant's name and the day the direct hire was approved must be entered in the section **Special Notes regarding this Position Request.**

7. Office of Human Resources will post the position and notify the candidate to complete an online application. Office of Human Resources will then notify the hiring manager to initiate a hiring proposal and send it through the approval process.

Please direct any questions regarding these procedures to [Equal Opportunity Office](#) at 812-237-8954 or [Office of Human Resources](#) at 812-237-4114.

Faculty Positions

Faculty positions will be posted according to the same procedures in ATS. Before a posting is created, approval must be obtained from the Office of the Provost and Vice President for Academic Affairs. Click [here](#) for instructions on how to create a faculty posting request.

Direct Hire Procedures for Faculty

1. In order to achieve equal access and equal employment opportunity, it is generally necessary to post all positions in a competitive process. However, there are a few concretely defined circumstances under which a waiver of posting may be permitted for any vacant position on campus. Instances in which waivers may be permitted are referred to as "Direct Hire" situations, and include:

   • A current Indiana State employee whose position is being eliminated due to a reduction-in-force.
   • A current Indiana State employee who was originally hired by the University via a competitive search process, has a record of good performance, and would likely be highly qualified in a competitive external search.
   • The unit has secured a candidate with "special distinction" (i.e., rare expertise in a specialized field) and likely be highly qualified in a competitive external search.
   • The position will exist only if a particular individual with unique education, training, and experience is interested and available.
   • The terms of a 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.
   • The candidate is qualified for the position and will positively contribute to our affirmative action goals.

2. In instances in which a Direct Hire is sought, the following documentation must be submitted for approval to the appropriate Dean/Administrator who will seek approval from the vice president or, if applicable, the president.

   • Position description
   • Candidate's current resume/curriculum vitae
   • At least three references for the position
     ○ For Faculty positions - please provide the three reference letters
   • A memo from the hiring manager justifying the candidate's selection and stating the reasoning as to why the position should not be posted and a search conducted.
     ○ **For Faculty positions** – the memo justifying the candidate's selection will be submitted by the department chairperson and will be accompanied by documentation of (1) discussion by the department faculty of the position, candidate, justification, and provisions of direct hire and (2) vote by the regular faculty indicating strong support for the Direct Hire.

- Provide the salary and the anticipated start date

3. After the vice president/president has approved the Direct Hire, the vice president/president shall forward all documentation to the Equal Opportunity Office, which will verify compliance of the materials.

4. The Equal Opportunity Office will review the documentation, and will contact the department requesting the Direct Hire with an approval, or if further information is needed.

5. Office of Human Resources will also determine any necessary conditions of employment to be included in an offer of employment under these procedures to comply with University policy or as requested by the Hiring Manager.

6. The hiring department will post the position on the APPLICANT TRACKING SYSTEM (ATS). The applicant's name and the day the direct hire was approved must be entered in the section **Special Notes regarding this Position Request.**

Office of Human Resources will post the position and notify the candidate to complete an online application. Office of Human Resources will then notify the hiring manager to initiate a hiring proposal and send it through the approval process. The hiring department must complete and submit the Regular and Full-Time Temporary Faculty Appointment Authorization Form (available on the Office of Human Resources website).

Chapter 3: The Search Committee

Some hiring at Indiana State is conducted through the use of a search committee. A search committee is required for faculty searches and exempt position searches. For non-exempt positions, a search committee is not required but it is strongly preferred. A diverse search committee is required. If you need assistance with creating diversity on your search committee, please contact the Equal Opportunity and Title IX Office. All search committees are required to have a staff member from either the Equal Opportunity and Title IX Office, or the Office of Human Resources come to your first committee meeting. During this initial meeting, the committee will learn the requirements of the position to be filled, the needs of the department or unit, University policies regarding equal employment opportunity, and the proper techniques to running an effective, 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 Indiana State University. Always bear in mind that while a Search Committee is evaluating a candidate, the candidate is also evaluating the Search Committee, the department or unit it represents, and, ultimately, the University.

Forming the Search Committee

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

Personnel from the Equal Opportunity and Title IX Office and Office of 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.

Typical Duties of the Search Committee

1. Set a timetable for each step of the process until its completion.
2. Identify and deploy mechanisms for recruitment that extend beyond just posting(s) of a position and that consider ways to be especially proactive in reaching diverse candidates.
3. Develop well-defined evaluation criteria prior to reviewing applicants
4. Spend sufficient time evaluating each applicant's credentials with minimal distractions

5. Create the long and short list of applicants to consider
6. Select the short list of candidates to phone interview and invite to campus
7. Evaluate final candidates and make final recommendation to hiring manager.
8. Develop a set core of questions to ask all candidates. At least one of those questions should focus on the candidate's experience with diversity, including working with others from diverse backgrounds.
9. Take part in conference calls to candidates.
10. Assist the chair in travel arrangements and interview schedules.
11. Participate in a formal interview.
12. Participate in final evaluation and formulation of recommendation by a designated date.
13. Where a goal for women or minorities exists in a particular department or unit, contact and work with the Equal Opportunity and Title XI Office and Office of Human Resources to promote the inclusion of qualified diverse candidates in the pool of finalists to allow opportunity to correct underrepresentedness.
14. When the committee sends forward to the appropriate administrator the recommended finalist to hire, a memo of justification will include detailed reasons why the particular candidate is being recommended and why the other finalists are not being recommended. The justifications must be job-related.
15. Attend all meetings and maintain appropriate confidentiality throughout the entire search process.

Chapter 4: Enlarging the Pool of Applicants

To reach a broad array of excellent and diverse applicants, successful search committees need to implement active recruiting strategies (Fine & Handelsman, 2012). Placing job advertisements through various mediums is no longer sufficient in trying to attract a diverse pool. Relationship building plays a major role. To effectively increase diverse representation within a search pool, it is important to incorporate networking within the process.

Recruitment Plan

Advertising
See list of Advertisers in Appendix D.

Networking
As part of a broad and comprehensive recruitment plan, Hiring Managers are urged to collaborate with Human Resources to identify recruitment strategies that will enlarge the pool of qualified applicants beyond solely relying on traditional means. It is the task of the Hiring Manager and Human Resources Generalist 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 Managers are encouraged to work with the Human Resources Generalist 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 Managers may also consider any of the following ideas to assist in expanding the pool of qualified applicants.

Personal Contacts
- Make direct contact with professional organizations and colleagues in the field, notify them of your unit's open position and request names of potential qualified applicants. Deploy others in your unit to assist and not just rely on members of the search committee.
- 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 under-represented 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. Contact the [Equal Opportunity and Title IX Office](#) to access representation data and availability estimates for women and minorities and for other resources to assist with searches and reaching diverse professional communities. Other resources for diversifying the applicant pool can be found on the [Academic Affairs](#) website.

- Contact the [Assistant Vice President for Equal Opportunity and Title IX Director](#), who is responsible for the University's veterans outreach initiative to assist in identifying organizations and groups where veterans are well represented.

Professional Associations

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

Department Unit Contacts

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

Expanding Your Contacts

- Request names of potential applicants from anyone with firsthand knowledge of women and minority job seekers at Indiana State University, as well as from institutions with strong programs in your discipline or administrative area.

- Maintain close contact with women and minority graduates of Indiana State University and encourage them to recommend the University for Graduate training, faculty positions, and administrative opportunities.
- Consider those who have held part-time or temporary positions in your department or administrative unit.
- Publish statements on the unit's commitment to equity and diversity and discussions of affirmative action issues in unit newsletters or brochures sent to constituent groups and alumni, thereby informing them of the unit's support of affirmative action goals and enlisting their assistance.

- Maintain current listings of underrepresented alumni and their professional involvement.
- Maintain close contact with current or former veteran students or employees and encourage them to recommend the University as an employer.

External Recruitment and Search Firms

Hiring Managers choosing to work with agencies outside the University, such as search firms, must do so in collaboration with Human Resources and the Equal Opportunity Office. It is necessary for Human Resources and the Equal Opportunity Office 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 Human Resources.

Chapter 5: Evaluating Applicant Credentials

As early as the sixth working day following posting on the University's employment website, Human Resources Generalists will release résumés of the minimally qualified job seekers according to minimum degree required. Additionally, generalists will provide a summary of selection guidelines and procedures to the Hiring Manager.

 The specific time frame for the release of résumés may be longer and vary by position. Hiring Managers 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 and Affirmative Action policy](#)

Screening 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. Applicants should be encouraged to obtain any necessary accommodations through the Office of Human Resources at any step of the search process.

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

Uniformly apply the selection process 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. Consistency also reduces the likelihood of creating 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.

If desired qualifications are not really required for the position and disproportionately screens out applicants in protected classes, they may be considered discriminatory and may not be used as a criteria of evaluation. Similarly, subjective procedures may be considered discriminatory and may not be used as criteria of evaluation.

Evaluation Process

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 Manager can view résumés and/or credentials of applicants, the evaluation process begins. Hiring Managers and Search Committee members are to develop an evaluation tool to be used when reviewing all résumés and credentials to determine which applicants to interview.

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

Group 1: Highly Qualified	Group 2: Well Qualified	Group 3: Minimally Qualified
Highly qualified applicants who should be given further consideration.	Qualified applicants who can be considered if the applicants in Group 1 are not successful.	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 completing the review of applicants, the Search Manager at the recommendation of the search committee must complete the evaluative criteria in the Applicant Tracking System. <u>Each candidate must be marked as either highly qualified, well qualified, or minimally qualified. Additionally, each applicant must have a descriptive comment as to why they were rated as such.</u> A strong comment would make clear how the candidate does or does not meet the established criteria and not on subjective statements such as "would not be a good fit" or with comments that do not differentiate from those persons selected to continue in the search.

Chapter 6: The Interview

Guidelines for Conducting Interviews

By the time most job applicants reach the interview stage, 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 the candidate 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 Indiana State University can be solidified during candidate interviews. The guidelines below will assist you in developing an atmosphere conducive to a productive interview:

- Structure the interview as much as possible.
- Develop a set core list of questions to ask all candidates, including one or more that explore a candidate's experience with diversity, including working with persons from diverse backgrounds.
- Be sure participants are aware of questions that are considered inappropriate
- Prepare for hosting any internal candidates
- Be sure internal candidates are not participating in the search process of external candidates
- 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.

- 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 Indiana State 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.
- An equal amount of time should be allotted for each candidate.

Planning for Interviews

- It is the department's responsibility to arrange travel for candidates approved for interviews. Please see the Travel Guide for more information.
- It is important to discuss the employment benefits associated with the position and answer any pertinent questions the candidate has asked. Please contact Staff Benefits to setup an appointment for the candidate to meet with a Benefits Representative while they are on-campus for their interview.

Conducting Interviews

As an employer, you want to select the best qualified candidate for the position. Hiring Managers 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.

The Office of Human Resources/Employment also has set of guidelines regarding Employment & Promotional Interviewing, click here for guidelines.

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 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 Indiana State 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

Following are examples of appropriate and inappropriate interview questions by subject matter. During the interview and casual conversation, care should be taken not to ask questions that may elicit inappropriate information about the candidate. The Office of Human Resources has provided a list of Interviewing Guidelines, click here for a copy of guidelines and Appendix E.

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 the Office of Human Resources.

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.

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,
- the 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 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,
- the 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 the Office of Human Resources.

Interviewing Foreign Nationals

Employers typically want to know if a foreign national applicant is eligible to work in the United States. Many individuals have permanent resident status (a "green card") that allows them to work in the U.S. without restriction. Others have Employment Authorization Documents (EADs), but only for specific time periods (most can be renewed relatively easily, however). Still others do not have work authorization and would be dependent upon the employer petitioning for the appropriate employment-based immigration status.

The process of obtaining work authorization varies in terms of time and complexity, depending upon the type of immigration status for which the individual is qualified. The office of Human Resources will be available to assist departments with this process, in keeping with our mission and aspiration statements. However, concern about national origin discrimination in the workplace requires careful attention to the phrasing of work eligibility-related questions.

1. **During the pre-offer interview process, it is permissible to inquire about work eligibility as follows:**
   "Employment at Indiana State University is subject to verification of an applicant's identity and eligibility for employment as required by immigration laws. If hired, will you be able to provide evidence that you are legally permitted to work in the United States?"
2. **Only after a job offer has been extended may the employer ask the following question of the individual:**
   "What is your work authorization or visa status?"
   - If an applicant responds affirmatively to question #1 and the decision is made to extend an offer of employment, it is imperative that the offer be made contingent upon the individual having the appropriate work authorization, and being able to maintain that authorization for the entire employment period. For example:
     "We would like to offer you a temporary position as a <title> in the <department> at Indiana State University, based on satisfactory performance and mutual

agreement. Your employment is to begin <date> and end <date>. Compensation will be at the rate of <salary>, plus benefits. This offer is contingent upon you having the appropriate work authorization for the entire employment period listed above."

- ▪ If an applicant responds negatively to question #1, but expresses interest in obtaining appropriate work authorization, it is acceptable to respond as follows:

  The Office of Human Resources will be available to assist departments in determining which, if any, employment-based immigration status is appropriate for prospective employees. Depending upon individual circumstances, however, not everyone is eligible for work authorization in the United States. Any offer of employment will be contingent upon your ability to obtain appropriate work authorization within an acceptable period of time.

  In such circumstances, if the decision is made to extend an offer of employment, the offer should be made contingent upon **obtaining** the appropriate work authorization and being able to maintain that authorization for the entire employment period. For example:

  "We would like to offer you a temporary position as a <title> in the <department> at Indiana State University, based on satisfactory performance and mutual agreement. Your employment is to begin <date> and end <date>. Compensation will be at the rate of <salary>, plus benefits. This offer is contingent upon you obtaining appropriate work authorization for the entire employment period listed above."

  If a department wishes to extend an offer of employment to an individual who is not currently authorized to work in the United States and/or at Indiana State University, it is imperative that the department consult Human Resources as early in the hiring process as possible, in order to avoid any serious delays in obtaining work authorization. Please keep in mind, however, that regardless of an individual's qualifications, not everyone is eligible for employment in the U.S., as determined by his or her individual immigration-related circumstances.

  If an individual responds affirmatively to question #1, but is in fact unable to verify their response to question #2 after an offer of employment has been extended, then-if the offer was made contingent on having the appropriate work authorization-the department may withdraw that offer.

- ▪ The Office of the General Counsel and Office of Human Resources are available to assist the new employee that may have immigration concerns. If at any time during your search you have questions or need further information, please contact the Employee Relations, Immigration, Employment and Training Director in the Office of Human Resources.

Interview Questionnaire Guide

When developing interview questions, consider the following:
- • ask only for information that will serve as a basis for the hiring decision, and
- • understand how the information will be used to make the decision.

Hiring Managers/Search Committee 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 Managers with a resource from which to select questions that will help identify the candidate who will be most successful in a position.

The guide will prevent a Hiring Manager/Search Committee 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 on the candidate's application. If there are changes, advise the candidate to update his/her résumé through the ATS.

Education 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 Manager 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. Office of Human Resources can provide additional questions that address these and other performance factors.

Initiative
Following is a list of sample questions designed to gather information about an individual's ability to identify tasks that need to be done without specifically being told to do them.
1. 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, and 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, and 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.)
4. How do you establish priorities in scheduling your time? Give examples.
5. What is your procedure for keeping track of items requiring your attention?
6. We have all had times when we just could not get everything done on time. Tell me about a time that this happened to you. What did you do?
7. Tell me how you establish a course of action to accomplish specific long- and short-term goals.
8. Do you postpone things? What are good reasons to postpone things?
9. How do you catch up on an accumulated backlog of work after a vacation or conference?

Technical and/or Position Specific
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 tools.)
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 tasks?
9. Being a _____ certainly requires a lot of technical knowledge. How did you go about getting it? How long did it take you?

Work Standard

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

1. What are 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?

Teamwork

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

1. We've all had to work with someone who is very difficult to get along with. Give 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?
3. How do you determine when you should back off? Give an example.
4. How do you go about developing rapport (relationships) with individuals at work?
5. Give me some examples of when one of your ideas was opposed in a discussion. How did you react?
6. Tell me, specifically, what you have done to show you are a team player at ___?
7. 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?

8. How do you keep your employees informed as to what is going on in the organization?
9. 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 is able to articulate themselves well.

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 a _____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)?

Diversity

The following are among the questions hiring managers can ask to potential candidates of employment to measure whether they meet the essential functions of the job relating to diversity competency.

1. Please describe how you would work to create a campus environment that is welcoming, inclusive, and increasingly diverse.
2. What opportunities have you had working and collaborating in diverse, multicultural, and inclusive settings.
3. What is your method of communication with students who are different from the Professor? How do you convey thoughts, ideas, or adverse conclusions?

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 training and experience that pertains to the job.

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 Manager will communicate the employment decision. If Hiring Managers have questions about the interview and selection process, they can speak directly to the Office of Equal Opportunity or Office of Human Resources.

Chapter 7: Background and Reference Checks

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 are subject to the University's Criminal Background Policy, which requires criminal history and sexual offender registry checks for all new hires. Questions about the policy should be directed to Office of 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.

The Human Resources Generalist will conduct a background check and will send an e-mail directly to the candidate requesting information and consent for the background check. A background check will generally take less than three business days or 72 hours. The background check will not limit a department's ability to make an offer of employment, but the offer will be contingent upon completion of the criminal background check.

If a finding adversely impacts employment eligibility, Office of 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.

Conducting Reference Checks

Candidates agree to reference checks when completing the online application process. Hiring Managers should explain to candidates at the interview that they will be contacting employment references. Candidate requests should be honored, if at all possible. For example, should a candidate request that the Hiring Manager 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.

For exempt and non-exempt positions, hiring managers can require as many references from candidates as they deem appropriate. However, before submitting a hiring proposal, hiring managers must successfully complete one reference check on the selected candidate. For faculty positions, a minimum of three recommendation letters must be obtained for the selected candidate. If

possible, contact with the current or most recent supervisor should be made. Each reference check should be appropriately documented on the [Reference Summary Form](#).

Chapter 8: Extending an Offer of Employment and Closing the Search

After receiving approval from Human Resources, the Hiring Manager should contact the selected candidate 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 Managers should notify Human Resources.

After the successful candidate has accepted the offer, the Hiring/Search Manager should notify the Human Resources Generalist of the following information:
- Candidate's name
- Position candidate has been offered
- Start date
- Salary

The Hiring/Search Manger should change the status of the candidates not selected for position to "Not Selected – Email when posting is filled" or "Interviewed, Not Selected" and provide an appropriate rationale in the Applicant Tracking System.

Notification of Unsuccessful Candidates

After an offer has been accepted, the search committee chair/hiring manager may contact those interviewed, but not selected to notify them of the decision. Applicants who were not selected will be notified through the ATS when the position is moved to filled status.

Documenting the Search

Hiring Managers and Search Committees must document and keep records of searches. Information documenting recruitment and selection procedures should be retained for all searches. A Hiring Documentation Checklist may be found in Appendix D.

All search and hiring documentation must be retained by the hiring department for at least three years. The documentation is utilized in the event of an audit and provides legal justification for the hiring decisions that were made.

Compliance

Failure to comply with current employment procedures may result in written notification to the Office of Human Resources and/or the Equal Opportunity Office. Units or departments that fail to follow the Equal Opportunity and Affirmative Action Policy may be subject to Special Monitoring Procedures.

APPENDIX A

Applicant Tracking System (ATS) Overview Checklist

Completed	Task	Responsible Party
	Initiating the Search Process	
❏	Obtain approval and charge to fill the position from the appropriate Vice President or President.	Search Manager[*]
❏	[Click here for instructions] to view and create a Position Description or Modify an existing Position Description.	Search Manager* and Office of Human Resources
❏	[Click here for instructions] to create a Faculty Posting. [Click here for instructions] to create an Exempt or Non-Exempt Staff posting. Exempt staff positions will be posted between the minimum and first quartile of the approved salary range. Non-Exempt staff positions will be posted at the minimum of the approved salary range. For more information regarding the Staff Compensation Plan please [click here]. For details regarding the Salary Administrative Guidelines please [click here].	Search Manager* and Office of Human Resources
❏	Provide advertising plans and Search Committee member information with the position request on the Advertisement Tab in ATS.	Search Manager*
❏	Implement a recruitment plan and identify recruitment resources that aid in assuring a strong and diverse applicant pool.	Search Manager* and Search Committee
❏	Place all external advertisements.	Search Manager* and Office of Human Resources
❏	Job seekers apply online for position.	Job Seeker
❏	Develop a set of position-specific interview questions to be consistently used when interviewing all potential candidates.	Search Manager* and Search Committee
	Applicant Pool Review	
❏	Human Resources Generalist reviews résumés for minimum qualifications and releases any qualified résumés to the Hiring Manager for consideration any time after the position has been posted a minimum of five working days (10 working days for Non-exempt staff positions).	Office of Human Resources
❏	Evaluate credentials of all minimally qualified applicants based upon established written job-related criteria by logging on to the ATS with University Username and Password (Hiring Manager or Search Committee Chair) or with a guest user name and password (provided by Search Committee Chair to committee members).	Search Manager*

	Applicant Pool Review and the Interview Process	
❏	Move the candidates you would like to interview to the status "Recommend for Phone Interview" or "Recommend for On-Campus Interview".	Search Manager*
❏	Once a candidate is approved for interview, contact candidate to schedule interview.	Search Manager*
❏	Complete the Candidate Telephone or On Campus Interview Summary form during the interviewing process for each candidate and submit using the Email option.	Search Manager*
❏	Select the top candidate based on established job-related criteria.	Search Manager* and Search Committee
❏	Check references and complete the Candidate Reference Summary form.	Search Manager* and Search Committee
❏	Create a Hiring Proposal for selected candidate.	Search Manager*
❏	Extend the job offer once you receive approval from Human Resources.	Search Manager* and Hiring Manager
❏	Notify Human Resources Generalist when an offer has been verbally accepted.	Search Manager* and Hiring Manager
❏	Office of Human Resources will conduct a background check.	Office of Human Resources
❏	Confirm the offer and/or acceptance in writing with a letter.	Office of Human Resources and Academic Affairs
	Conclusion of Search	
❏	After receiving written notification of the acceptance, notify unsuccessful interviewees that they were not selected.	Search Manager*
❏	Update ATS by indicated those who were "Not Selected" and providing rationale for the decision in ATS.	Search Manager*
❏	Submit all hiring documents to the Office of Human Resources. Below is a checklist of materials to be included in the file. Records will be maintained in Office of Human Resources for three years.	Search Manager*

.*These activities may include or be delegated to a Search Committee.

APPENDIX B

Hiring Documentation Checklist

Included	Documentation	Responsible Party
❏	**Recruitment Sources** ❏ List of announcements and advertisements — where and when published ❏ Copy of actual announcements and advertisements	Hiring Manager and Office of Human Resources
❏	**Hiring Procedures** ❏ Copy of Posting ❏ Direct Hire request, if applicable ❏ Evaluative criteria ❏ Hiring Manager and Search Committee interview summary form, notes, and evaluation instruments ❏ Reference checks conducted/forms and notes ❏ Copy of Hiring Proposal ❏ Signed Offer letter ❏ Documentation of employment offer(s) and/or rejection(s) ❏ Employment contracts, if applicable ❏ Notification of unsuccessful interviewees	Hiring Manager and Office of Human Resources

APPENDIX C

Terms Defined

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

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

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

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

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

Affirmative Action Plan (AAP)
A written set of specific, results-oriented procedures to be followed by all applicable federal contractors. The plan is intended to remedy the effects of past discrimination against or lower rates of hiring or promoting or higher rates of terminating women, minorities, individuals with disabilities, and veterans than expected based on availability. The effectiveness of the plan is measured by the results it actually achieves rather than by the results intended, and by the good faith efforts undertaken by the contractor to increase the pool of qualified women, minorities, individuals with disabilities, and veterans in all parts of the organization.

Applicant
A person who seeks work at a certain employer's facilities who meets certain prescribed basic qualifications, as defined by the employer, and is considered by the employer for a particular position.

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

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

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

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

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

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

Disparate Impact
A disproportionate adverse effect on a particular disadvantaged group.

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

Employment Inquiries
Communications received by any office within Indiana State 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.

APPENDIX D

Primary Advertising Sources

AbilityLinks
26 W 171 Roosevelt Road
Wheaton, Illinois 60187
Phone: (630) 909-7440
Fax: (630) 909-7441
Web: www.AbilityLinks.org

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

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

Insight to Diversity
11132 South Towne Square, Suite 203
St Louis, Missouri 63123
Phone: 314-200-9955
Web: www.Insightintodiversity.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

Other Advertising Sources

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/

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: http://jobsearch.blackcollegian.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/

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

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: www.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

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/
Email: support@recruitmilitary.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 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

Vetjobs.com
(Online job resource for veterans)
P.O. Box 71445,
Marietta, GA 30007-1445
Phone: (877) 838-5627
Web: www.vetjobs.com

Women in Technology International (Computing, science, and technology positions) 13351-D Riverside Drive #441,
Sherman Oaks, CA 91423
Phone: (818) 788-9484
Fax: (818) 788-9410
Web: www.witi.com/
E-mail: info@witi.com

APPENDIX E

Interviewing Questions

Subject	Appropriate	Inappropriate
Address	"How long have you lived in this area?"	List of previous addresses; how long at each specific address.
Age	NONE	Questions about age; requests for birth certificate.
Arrest Record	Indiana law permits questions on pending charges if related to job, i.e., Security or sensitive jobs.	Questions about pending charges for jobs other than those mentioned.
Birthplace	NONE	Birthplace of applicant or applicant's parent(s), spouse, or other close Relative.
Citizenship	May ask questions about legal authorization to work in the specific position if all applicants are asked.	May not ask if person is a U.S. citizen.
Convictions	May ask if any record of criminal conviction and/or offenses exist if all applicants are asked.	Questions about convictions unless the information bears on job performance. Questions that would reveal arrests without convictions.
Disability	May ask about applicant's ability to do job-related functions.	Question (or a series of questions) that is likely to solicit information about a disability.
Education	Inquiries about degree or equivalent experience.	Questions about education that are not related to job performance.
Family	NONE	Number and ages of children; child bearing/rearing queries.
Marital or Family Status	Whether applicant can meet work schedule or job requirements. Should be asked of both sexes.	Any inquiry about marital status, children, pregnancy, or child care plans.
Military	You may ask if a candidate has served in the Armed Forces of the United States or in a State Militia.	You may not ask about the military service in the armed forces of any country except the U.S., nor may you inquire into one's type of discharge.
National Origin	May ask all applicants if legally authorized to work in this specific position.	May not ask if person is a U.S. citizen.
Organizations	Inquiries about professional organizations related to the position.	Inquiries about professional organizations suggesting race, sex, religion, national origin, disability, or sexual orientation.

Personal Finances	NONE	Inquiries regarding credit record, owning a home, or garnishment record.
Political Affiliation	NONE	Inquiries about membership in a political party.
Race, Color, or Sexual Orientation	NONE	Comments about complexion, color of skin, height, weight, or sexual orientation.
Religion	Describe the work schedule and ask whether applicant can work that schedule. Also, suggest that accommodations to schedule are possible.	Inquiries about religious preferences, affiliations, or denominations or religious holidays observed.
Work Experience	Applicant's previous employment experience.	Stereotypical inquiries regarding protected group members.