

# Recruitment Manual

## An Inclusive Approach for Recruitment and Retention of OHSU Faculty and Staff

Oregon Health & Science University | 3rd Edition



# APPENDIX H

## Guidelines for Legal Pre-Employment Questions

SUBJECT	LAWFUL	UNLAWFUL
Age	Inquiry related to birth date and proof of true age.	Inquiry that implies an age preference for persons under 40.
Arrest/Convictions	Have you ever been convicted of a crime? (A conviction is a court ruling where a party is found guilty as charged.)	Have you ever been arrested? (An arrest is merely the apprehending or detaining of a person alleged of having committed a crime.)
Citizenship	Are you a citizen of the U.S.? If not, do you have the legal right to remain permanently in the U.S. or legally work in the U.S.?	Of what country are you a citizen? Whether an applicant (or their parents/spouse) are naturalized or native-born citizens. Requirement that applicant produce naturalization papers or date.
Disability	Are you able to perform the essential functions of this position? Can you describe or demonstrate how you would be able to perform this function with or without accommodation?	How many days were you absent from work because of illness last year? Do you have a disability? Have you ever been treated for any of the following diseases...? Have you ever filed for workers' compensation insurance?
Education	Applicant's academic, vocational, or professional education and schools attended. Inquiry into language skills such as reading, speaking, and writing foreign languages.	Inquiry into religious, racial, or national affiliation of a school. Inquiry into applicant's mother first language or how foreign language ability was acquired.
Family	None	Inquiry as to pregnancy or plans to have children.
Gender Expression	None	Any inquiry concerning gender.
Height/Weight	None	Any inquiry relating to height or weight.
Marital Status/Relatives	Names of relatives currently employed by University.	Are you married, divorced, or single? Should I address you as Mrs., Ms., or Miss? Where does your spouse work? What are the ages of your children, if any?
Military	Inquiry concerning education, training, or work experience in the US military.	Type or condition of military discharge, request for discharge papers, an applicant's experience in a military other than the United States military.
Miscellaneous	Notice to applicants that any mis-statement or omission of material facts in the application may be cause for dismissal.	Inquiries that are not related to the applicant's ability to do the job.
National Origin	Inquiry into ability to read, write, speak foreign language when the foreign language is a job requirement.	Any other inquiry into applicant's lineage, ancestry, national origin, descent, birthplace, native language, or national origin of an applicant's parents or spouse.
Organizations	Inquiry into applicant's membership in organizations which applicant considers relevant to their ability to perform the job.	List all clubs, societies and lodges to which you belong.
Pregnancy	Inquiry as to duration of stay on the job or anticipated absences made to males and females alike.	Any inquiry related to pregnancy, medical history concerning pregnancy, and related matters.
Relatives	Names of applicant's relatives already employed by the Campus. Names and addresses of parents or guardian of minor applicant.	Names, addresses, ages, or other information regarding any relative of an adult applicant.
Sexual Orientation	None	Any inquiry regarding sexual orientation.
Religion or Creed	None	Inquiry into applicant's religious denomination, affiliation, church, pastor, or religious holidays observed.

# APPENDIX I

## Tips on Interviewing Applicants with Disabilities

### WHEN INTERVIEWING ANY APPLICANT WITH A DISABILITY:

- As in any other circumstance, shake hands as initial greeting (if an individual is “physically” unable to do so, shake or briefly touch the limb or shoulder extended).
- Treat the applicant as you would any other adult--don't be patronizing. If you don't usually address applicants by their first names, don't make an exception for applicants with disabilities.
- If you feel it appropriate, offer the applicant assistance (for example, if an individual with poor grasping ability has trouble opening a door), but don't assume it will necessarily be accepted. Don't automatically give assistance without asking first, i.e., “May I be of assistance?”
- Whenever possible, let the applicant visit the actual work station.

### WHEN INTERVIEWING AN APPLICANT WHO USES A WHEELCHAIR:

- Don't lean on the wheelchair.
- Make sure you get on the same eye level with the applicant if the conversation lasts more than a couple of minutes as soon as possible.
- Keep accessibility in mind. (Is that chair/anything in the middle of your office a barrier to a wheelchair user? If so, move it aside.) Don't make a scene, when in doubt, ask them.
- Don't be embarrassed to use such phrases as “Let's walk over to the plant.”

### WHEN INTERVIEWING AN APPLICANT WITH A COGNITIVE OR INTELLECTUAL DISABILITY:

- Use straightforward language, but do not resort to “baby talk.”
- When giving directions or instructions, proceed directly.
- Avoid extraneous contextual and anecdotal directions, be succinct.
- Ask the applicant to summarize/paraphrase the information you have given to make sure it was understood. Be prepared to “map/write out” with landmarks/tangible symbols. Give positive feedback whenever possible and appropriate.

### WHEN INTERVIEWING AN APPLICANT WHO IS BLIND:

- Don't ask about the disability/diagnosis. Can you perform all the required job functions, tasks, and/or duties listed here, with or without accommodation? How would you perform the task(s) and with what accommodation(s)?
- There is a wide range of visual impairments; some people may navigate using a cane or a dog, while others may have enough usable vision to navigate independently. Offer to give the candidate a sighted guide (the person with a visual impairment will hold right above your elbow) and give verbal queues and directions.
- Let the applicant link their arm with your arm rather than grabbing theirs.
- Tell the applicant about obstacles and steps as you approach them and mention any potential hazards that lie ahead.

# APPENDIX J

## 20 Tips for Interviewing Multicultural Candidates

1. Interview.	Inform candidates of the interview process before they arrive. If appropriate, give them a written handout that outlines the process and gives them general topics that they may anticipate being questioned about. This will be particularly helpful for individuals who are more reflective and can benefit from pre-thinking.
2. Be sure interview questions are free of culture and value bias.	For example, asking an applicant to describe their conflict style and approach may be problematic with individuals who value harmony and rarely find themselves in conflict or resolve the conflict internally rather than with the other person.
3. Keep your language gender neutral and culturally appropriate.	Have an awareness of preferred greetings or honorifics. If you are not familiar with the pronunciation of names or the order in which they should be used, check with a cultural informant or ask the individual.
4. Be cautious of jargon or culture-specific metaphors.	Particularly with persons for whom English is a second language. For example, avoid use of phrases such as "hit the ground running," "give me a hand," "walk the talk."
5. Be aware of what biases are operating.	As you evaluate interviewees and their responses. Suspend those that are not clearly job related. For example, be aware of attitudes you have regarding accents, communication styles (circular vs. linear, direct vs. indirect), tone and volume of speech, and degree of formality.
6. Use a culturally diverse interview panel	This will help minimize potential bias.
7. Consider using interviewers from target communities.	Including people from outside the organization.
8. Train interviewers in effective interviewing	Include legal requirements, language, and culturally appropriate behaviors. For example, asking personal questions (marital status, ages of children, health status, and so on) is not appropriate and often not legal. Help interviewers understand a range of communication styles and nonverbal behaviors that can be successful in work settings. Also help interviewers take care not to evaluate behaviors or responses solely on the interviewers' personal preferences.
9. Provide a comfortable physical environment	Interview space: Be sure it is accessible to physically challenged individuals, for example, that the facility for interviews is accessible to wheelchairs, aisles are wide enough and free of obstructions, and noise levels are minimized. If you are testing applicants, be sure you know ahead of time if they need any special accommodations.
10. Allow time to get acquainted with the interviewee	Before beginning the formal interview make time to get acquainted with the interviewee. This will help all applicants feel more at ease and will be particularly helpful to applicants who have a strong value for relationships.
11. Avoid using acronyms or abbreviations	Avoid using organizational titles, programs, divisions, and processes.
12. Provide feedback to unsuccessful finalists	This will assist them so they can improve in future interviews.
13. When interviewing someone who has an accent, be honest	If you have not understood, ask them to repeat in a way that accepts responsibility for not hearing rather than placing the blame on their speech.
14. Clarify your understanding by restating what you have heard.	Don't rely on your perceptions of what is being said.
15. When interviewing someone who has an accent, don't raise your voice.	It doesn't improve communication and can be offensive.
16. When interviewing someone for whom English is a second language, listen patiently	Allow them to complete their thoughts. Don't interrupt, speak for, or interpret their ideas.

# APPENDIX J (CONTINUED)

## 20 Tips for Interviewing Multicultural Candidates

17. Be aware that maintained eye contact is not a universal value.	If someone is avoiding eye contact, make an effort to identify why.
18. Acknowledge if you lack information or have stereotypes about disabilities.	Ask the applicant to identify their abilities as they relate to the job for which they are being considered.
19. Ask interview questions that allow the applicant to discuss their achievements in a group context.	In cultures that are group oriented, bragging or taking credit for successes may not be perceived as appropriate.
20. Allow interviewees to solve work-related problems in writing.	Providing some problems ahead of time so applicants can bring them to the interview will be helpful for individuals who are more effective when given time to reflect.