

RECRUITMENT GUIDE



FOR NON-FACULTY POSITIONS

Table of Contents

<u>TOPIC</u>	<u>PAGE</u>
TCNJ Mission and Strategic Initiatives	4
Recruitment Guide Objectives	4
Identify and Build Consensus around a Job’s Criteria for Success	5
• Job Descriptions	5
• Defining the Job and Developing a Job Description	5
• Defining Job Related Criteria and Essential Functions	5
• Tips for Writing Sentences for Job Descriptions	6
Use a Job’s Success Factors to Shape the Selection Process, from Job Description, to Job Posting to Hiring Decision	6
• Writing the Job Posting	6
• Publication Selection	7
• Budget Policy	7
Create an interview plan with behavioral questions so every interview for a job opening is conducted professionally and fairly. Conduct skillful, efficient interviews to gather the information you need to make the best decision.	8
• Screening and Interviewing	8
• The Screening Process	8
• Telephone Interviews	8
• Interview Hazards	8
• In Preparation of the On-Campus Interviews	9
• Behavioral and Situational Interview Questions	9
• How to Evaluate a Behavioral Interview	9
• The On-Campus Interview	10
• Selecting the Final Candidate	10
• The Importance of Reference Checking	10
Comply with Employment Laws and Guidelines	11
• Laws Relating To Recruitment and Selection	11

Appendices	
• Appendix (A) – Glossary of Terms	13
• Appendix (B) – Job Description Template	13
• Appendix (C) – Job Posting Format	18
• Appendix (D) – Telephone Interview Worksheet	20
• Appendix (E) – Guidelines for Interview Questions: Permissible vs. Hazardous	24
• Appendix (F) – Sample Interview Questions	26
• Appendix (G) – Interview Evaluation Sheet	28

TCNJ MISSION AND STRATEGIC INITIATIVES

The College of New Jersey, founded in 1855 as the New Jersey State Normal School, is primarily an undergraduate and residential college with targeted graduate programs. TCNJ's exceptional students, teacher-scholars, staff, alumni, and board members constitute a diverse community of learners, dedicated to free inquiry and open exchange, to excellence in teaching, creativity, scholarship, and citizenship, and to the transformative power of education in a highly competitive institution. The College prepares students to excel in their chosen fields and to create, preserve and transmit knowledge, arts and wisdom. Proud of its public service mandate to educate leaders of New Jersey and the nation, The College will be a national exemplar in the education of those who seek to sustain and advance the communities in which they live.

The following initiatives guide the college's quest to fulfill its mission:

1. We will focus resources on articulating and clarifying the position of The College of New Jersey as a fully engaged and accountable institution that embraces the value of an academically competitive mission. This strategy will assure that we have the authority to realize the integrated transformation.
2. We will continue to diversify revenue streams. This strategy will provide additional financial resources for the integrated transformation.
3. We will enhance the facilities and campus physical plant. This strategy will assure that we have the facilities to support the integrated transformation.
4. We will assure institutional accountability and transparent engagement with our stakeholders, including the general public. This strategy will provide the data both to support our record of success in the integrated transformation as well as the data to direct our aspirations to improve.
5. We will participate as the middle partner in the P-20+ discussions. This strategy will facilitate liaison with our partners in expanding access to the integrated transformation.

RECRUITMENT GUIDE OBJECTIVES

Recruitment and selection is a vital component of the human resource management function and assists TCNJ in achieving its mission. The quality of faculty and staff selected directly affects the quality of education we offer students as well as the quality of service that we provide to the community. This guide will assist in selecting the candidate who best meets the success factors for the position and is the right fit for TCNJ. Success factors are behaviors needed to perform a job successfully.

This guide is designed to:

- Identify and build consensus around a job's criteria for success.
- Use a job's success factors to shape the selection process, from job description, to job posting to hiring decision.
- Create an interview plan with behavioral questions so every interview for a job opening is conducted professionally and fairly.
- Conduct skillful, efficient interviews to gather the information you need to make the best decision.
- Comply with Federal and State employment laws and guidelines and obligations contained in the applicable collective bargaining agreement.

Identify and Build Consensus around a Job's Criteria for Success

Job Descriptions

Defining the Job and Developing a Job Description:

Defining the job and developing a job description requires the hiring supervisor to analyze the work within the department and assigning the work to the department employees. Defining the job and developing the job description helps to:

- give direction and guidance to an employee on where their job responsibilities end and another employees responsibilities begin;
- provides the employee with perspective on where their job fits into the goals and objectives of the department and the College as a whole;
- assists employees from other departments to understand the boundaries of the person's responsibilities;
- serves as a guide in the recruitment process and is instrumental in developing the job advertisement;
- serves as a basis for how the search committee reviews resumes, selects candidates for interviews and appoints the final candidate (the search committee should reference the job description at every phase of the search process); and
- is an integral part of the performance development planning and evaluation processes.

The job description is typically written by the hiring manager who may gather input from others in a similar type position, or from employees who will be provided relief from the development of a new position. A Job description has specified components that helps delineate essential job functions, minimum requirements, required knowledge, skills and abilities, and indicates the work environment or physical demands for the position.

Defining Job-Related Criteria & Essential Functions

Essential Functions:

The Americans with Disabilities Act 1990 (ADA) and Equal Employment Opportunity Regulations require employers to determine the essential functions of a job. Essential functions are the basic job duties that an employee must be able to perform, with or without reasonable accommodation. You should carefully examine each job to determine which functions or tasks are essential to performance. (This is particularly important before taking an employment action such as recruiting, advertising, hiring, promoting or firing). When considering essential functions focus on whether the duty is essential to this particular job and not to the department as a whole. Further distinctions between essential vs. non-essential duties include:

- a) Are the duties required to be performed on a regular basis? If the duties are rarely performed, they may not be essential.
- b) Is the duty highly specialized? The need for special expertise is an indication of an essential duty.

Non-Essential Functions:

Duties that are peripheral, incidental or a minimal part of the job are considered non-essential.

Further points to consider:

- a) Would removing the duty fundamentally change the job? If not, the duty is non-essential.
- b) Are there other employees available to perform the duty? If it is feasible to redistribute the work, the duty may be non-essential.

Job Related Criteria

Job related criteria consist of the required knowledge, skills, and abilities, the minimal educational and work related experience, and the work environment or physical demands for the position. Job related criteria are defined by determining what is needed to perform the essential functions of the position. It is important to develop criteria that will attract applicants who are the right fit for the job. It is equally important to develop criteria broad enough to include applicants with diverse experiences and backgrounds. Thoughtfully defining criteria assists the search committee in making decisions, ultimately saving everyone time and effort.

Tips for Writing Sentences for Job Descriptions

1. Use clear and concise language. When possible, use words that have a single meaning. Use examples / explanations for words which have varying interpretations
2. Use nontechnical language whenever possible. A good job description explains the objectives, duties, and responsibilities of a job so that they are understandable even to a layperson.
3. Use telegraphic sentence style (implied subject / verb / object / explanatory phrase). Avoid unnecessary words
Example: ~~The job incumbent~~ transports ~~all company~~ mail to various locations throughout the ~~entire~~ facility.
4. Keep sentence structure as simple as possible; omit all words that don't contribute necessary information.
5. Begin each sentence with an active verb, always use the present tense.
6. Whenever possible, describe the desired outcome of the work, rather than the method for accomplishing that outcome.
For example, instead of "writes down phone messages"- a task-oriented approach - you might say "accurately records phone messages."
7. Avoid words, such as "handles," that don't tell specifically what the employee does. Others you may want to avoid: "checks," "prepares," "examines," "sends." If these words are the most accurate and specific ones available; it may be acceptable to use them. But if a more specific term would describe the task more clearly, use it.
8. Avoid using gender based language.
9. Qualify whenever possible. Don't just say that a file clerk "files" materials; say that s/he "files alphabetically."

For a glossary of terms to assist you in defining essential functions and writing telegraphic sentences see Appendix (A). The College of New Jersey provides a job description template to assist hiring managers with structuring a job. The template also provides Human Resources with consistency when reviewing and evaluating jobs. Refer to Appendix (B) to view the standardized template.

USE A JOB'S SUCCESS FACTORS TO SHAPE THE SELECTION PROCESS, FROM JOB DESCRIPTION, TO JOB POSTING TO HIRING DECISION

Writing the Job Posting

The job posting is written based on the essential functions and job criteria established in the job description. The posting is used to attract a highly qualified and diverse pool of applicants to increase the chances of hiring the right candidate for the position. When writing the job posting include the following:

1. **Job Title:** The job title plays an important role in gaining attraction to the right applicants. The College of New Jersey is governed by The State of New Jersey in establishing titles for classified and unclassified positions. These governed titles may not implicitly describe the essential job functions for the position. In this case the College title, where flexibility of establishing job title is permissible, will be added to the posting.
2. **Basic Institution Details:** Provide insight into TCNJ. In as much as 1-3 lines in the body of the job posting explain TCNJ's mission, values or what it is like to work for your department. Providing this information is helpful in "selling" the College to candidates.
3. **Job Description:** List or describe the essential functions established for the position in order of importance. More than just what the individual will be doing on a daily basis, the essential functions give life to a job posting. Quickly review the most important tasks then explain what contributions the future employee will make to the College or community as a whole. Include designation of part-time or full-time, 10-month or 12 month, permanent or temporary, work schedule, grant funded or tenure track status and live-in expectation where applicable. When the job seeker is finished reading this section they will have a mental picture of the type of work they will be doing.
4. **Job Criteria:** List the required and preferred criteria established in the job description. Degrees, experience, abilities, work environment and physical demands, etc.; indicate the estimated starting date for the position.
5. **Conditions of employment:** Certain jobs at the College have special conditions of employment such as pre-employment physicals or tests, licenses or certifications or special physical requirements.

6. **Request for Documentation:** Cover letter, resume, letters of reference, copies of certificates, verification of highest degree, etc.
7. **Application Due Date:** Inform job seeker of anticipated date for application review, "Review of applications will begin on <DATE>" or "Applications will be accepted until the position is filled." You may also inform applicants of specified closing date, "For full consideration, applicants must respond by <DATE>". Human Resources will post the position for a full 14 days if the advertisement does not indicate a specific due date.
8. **Reply To:** Include the method of response you wish job seekers to follow. This could be as simple as a fax number, an email address, or a mailing address. Think carefully about what method you choose and how you will handle the influx of responses.
9. **Background Investigation Language:** The College requires all newly employed staff members to undergo and successfully complete a background investigation. Include the College's background check statement in the advertisement. "Final offer of employment will be contingent upon successful completion of a background investigation".
10. **Diversity Statement:** Advertisements should always include the AA/EEO statement for the College, "To enrich education through diversity, The College of New Jersey is an Affirmative Action/Equal Opportunity Employer."
11. **Additional Information:** While the College is looking for the right applicant for the position, the job seeker is looking for the right employer. To assist them, provide access to additional information about the College. This can be as simple as providing a URL for job seekers to review. For example, "For further information about The College of New Jersey, please visit our website at ([TCNJ website](#))

PROOFREAD YOUR JOB POSTING THREE TIMES! Misspelled words or grammatical errors deter educated applicants from applying for positions. Read it aloud, use spell check, and have two other people look it over to ensure accuracy. Appendix (C) represents a template for drafting job postings.

Publication Selection

Advertisements are generally placed on the TCNJ Employment webpage and affiliated higher education job boards, HigherEdJobs.com and NJHERC.org. Under certain circumstances, advertisements may be placed in the Sunday edition of selected newspapers, publications, specialized professional journals, internet sites, etc. to attract a diverse pool of qualified applicants. The search committee chair/hiring department in conjunction with the EO/AA Representative determines the selection of publications to be used. Upon notice of position authorization, it is the responsibility of the department head, or chair of the search committee, to schedule an appointment with the EO/AA Representative to select and schedule publications.

Budget Policy

Standard advertisements for administrative, faculty and librarian positions have a \$1,400 limit of advertising for each position. If a department advertises for more than one position at a time, the limit applies to each position title. Advertisement costs that exceed the \$1,400 limit must be re-allocated from the department's budget.

Create an Interview Plan with Behavioral Questions So Every Interview for a Job Opening is Conducted Professionally and Fairly. Conduct Skillful, Efficient Interviews to Gather the Information You Need to Make the Best Decision

SCREENING AND INTERVIEWING

The Screening Process

The job description serves as a basis for creating a job posting, as well as, how the search committee reviews resumes, selects candidates for interview and appoints the final candidate. Once the job description is written and the job is advertised, applicants will provide TCNJ with curriculum vitae's, cover letters, resumes, references and other documentation to make known their interest in the position. No submission is to be considered until an application is received. The search committee evaluates the applicant pool by screening applications based on the advertised minimum and preferred qualifications. The screening process should consist of the following:

- Applicants who do not meet the advertised minimum may be screened out immediately.
- Applicants who meet the minimum but do not hold the preferred qualifications may also be disqualified, with a comment on the Applicant Summary Matrix of what preferred qualification is lacking.
- Applicants who meet the minimum and preferred qualifications for the position become candidates, and must be interviewed by the committee. Where there is a large pool of candidates, it is recommended that telephone interviews be conducted to further screen the candidate pool (see Telephone Interviews below).

By screening applicants systematically and according to the above process, the committee is able to create fairness in the process. Fairness is achieved by:

- Providing consistent treatment of applicants at all phases of the selection process.
- Committee is able to consistently evaluate resumes.
- The final candidate is selected based on the stated job qualifications and not the biases of the committee.
- Decisions are documented using consistent criteria.

Telephone Interviews

Telephone interviews provide the committee with the opportunity to assess the candidate's qualifications, experience, workplace preferences and salary needs to determine if they are congruent with the position and with the needs of the College. You want to ask enough questions to determine if the person is a viable candidate. Prior to the telephone interview,

- Establish additional evaluation criterion based upon the requirements of the job. This will ensure consistency in screening the candidates.
- Arrange a set time for you and the candidate to conference. This allows time for preparation by both the committee and the candidate. The time allotted for the interview should be about 30 minutes.
- Remember that consistency is important to ensure that each candidate has the same experience. Ask the same questions of each candidate and make certain that the questions are job related. Follow-up questions are permissible and allow for the committee to obtain additional job related knowledge from the candidate.

Refer to Appendix (D) to view the TCNJ Telephone Interview Worksheet.

Interview Hazards

We live in a litigious society. There are more applicants than positions. Those who do not receive a job offer sometimes believe that the reason for the failure was a flawed application process. The multiple laws and regulations, under which search committees and the college labor are guided, provide ample opportunity for lawsuits, whether justified or not. It is imperative that all search committee members make every possible effort to comply with the spirit and the letter of the law.

When interviewing applicants, make sure that the question being asked is directly relevant to the needs of the position to be filled. Do not stray into personal questions – it can be a minefield. As an example, asking a woman candidate if she has young children may be an innocent attempt to put the individual at ease. However, the question could lead to a charge of discrimination if the unsuccessful applicant believes that a fear of excessive absences due to child care caused the lack of a job offer.

Questions which relate to race, creed, color national origin, ancestry, age, sex, marital status, familial status, religion, affectional or sexual orientation, atypical hereditary cellular blood test, genetic information liability, services in the armed forces of the U.S., or disability are inappropriate. Keep the questions job related; treat all applicants equally and fairly. Appendix (E) provides legal guidelines on what questions are permissible and which should be avoided.

In Preparation for the On-Campus Interviews

Before conducting the first on-campus interview, the committee should agree upon specific questions it will address with each candidate and assign the questions to various committee members. This active involvement of all committee members allows the committee to see how the candidate interacts with different people and styles, and also reduces the possibility of individual bias, either positive or negative, from coloring the interview. Candidates must be evaluated on the basis of the job related criterion and the criterion should be applied consistently to ensure fairness. Interviewers must document applicant's responses to questions to evaluate their qualifications. Listen attentively and carefully to the candidate's response to make sure the candidate answers the question being asked. Prior to the on-campus interview, arrange a schedule of events and provide the schedule to the candidate and search committee. This will allow the candidate and committee the opportunity to plan their day accordingly.

Behavioral and Situational Based Interview Questions

Behavioral Based Interviewing focuses on experiences, behaviors, knowledge, skills and abilities that are job related – criteria previously determined in the job description as being essential to the job. It is based on the belief that past behavior and performance is the best predictor of future behavior and performance. Effective use of this technique will increase the likelihood that the candidate selected will possess both the skill set and values that are essential to the success of your team.

Traditional interviewing asks general questions such as "Tell me about yourself" or "what are your strengths and weaknesses." The process of behavioral interviewing is much more probing and works very differently. The hiring manager predetermines skills that are necessary for job success and then asks very pointed questions during the interview to determine if the candidate possesses those skills. Follow-up questions may be asked to probe for more details and attempt to evaluate the consistency of the candidate responses. As a consequence, candidates unprepared for the rigor of behavioral interviewing are not as consistent.

Additional tips for conducting behavioral interviews are as follows:

- Your questions should be targeted to the candidate's past job behavior and should explore their education and work experience, intellectual capacity, interpersonal interaction skills, and motivation factors. Questions should be open-ended; avoid questions that can only be answered with a 'yes' or 'no'.
- The candidate may provide general answers about past behavior. The candidate should describe in detail a particular event, project, or experience and how they dealt with it and what the outcome was.

For example, if successful leadership is necessary for a position, the committee may ask the candidate to talk about an experience in which s/he was a leader as well as what s/he thinks makes a good leader.

How to Evaluate a Behavioral Interview

To detect the required skill sets in candidate responses, HR suggests using the STAR method. The STAR method is a structured manner of evaluating behavioral-based interview questions by focusing on the specific situation, task, action, and result of the situation you are describing.

Situation: Look for the candidate to describe a situation they were in or the task that needed to be accomplished. It is important to listen for a specific event or situation, not a generalized description of what was done in the past.

Task: Listen for the goal or end result the candidate was working toward.

Action: The candidates should describe the actions and behaviors they took to address the situation with an appropriate amount of detail. What specific steps did they take and what was their particular contribution?

Result: The candidates should describe the outcome of their actions and behaviors. What happened? How did the event end? What did they accomplish? What did they learn? Does the answer contain multiple positive results?

Make sure that you follow all parts of the STAR method. The candidates should be as specific as possible at all times, without rambling or including too much information. The committee may prompt candidates to include their results, since oftentimes the end result is omitted. Appendix (F) provides a list of useful behavioral based interview questions.

The On-Campus Interview Process

During the on-campus interview, spend the first few minutes introducing the candidate, briefly discussing the position and putting the candidate at ease. Search committee groups are frequently daunting to an applicant. Spending some time at the beginning to establish rapport and a greater comfort level will give the interview better results.

Remember that the primary objective of the interview is to aid the committee members in determining whether or not a candidate would be a good choice for the vacancy. Interviewing, however, is a two-way process. Leave time for the candidate to question and raise concerns. The search committee is “recruiting” and so must be prepared to “sell” the College to the candidate. Listening to the candidate’s questions can also indicate characteristics and interests which would not otherwise be evident in the structured questions.

Keep notes of the interviews. If you write anything at all during the interviews, be brief so as not to distract the candidate or miss valuable information. Immediately after each interview each committee member should take a few minutes to complete the Interview Evaluation Sheet (*sample attached Appendix (G)*). Applicants tend to blend together after meeting with several, and key impressions may be lost. By putting your immediate reactions in writing, you will also avoid the natural bias of mentally choosing the first good applicant or the very last one interviewed to the exclusion of all others.

Following each interview, it is also important for the committee as a whole to discuss the applicant. This tends to correct individual misunderstandings and unsubstantiated impressions and so reduces bias and negative discrimination.

Selecting the Final Candidate

To summarize, the data collected from the committee’s Interview Evaluation Sheets, the Search Committee Chair will complete the Comparative Applicant Rating Sheet (CARS) (Appendix (H)). The sheet compares each candidate based upon the specific job-related criteria stated in the job announcement. These criteria will vary according to the requirements of the position. It may be helpful to use a Comparative Applicant Rating Sheet for the ‘telephone screening’ stage, and a second CARS for the interview stage of the application process. In each instance, applicants must be rated on the same scale, either numeric or qualitative, and the rationale for the final recommendation should be apparent from the candidates’ ratings.

THE IMPORTANCE OF REFERENCE CHECKING

Prior to making the final offer to a candidate, it is important to conduct reference checks. The relationship of the references to the finalist should be verified and the questions asked of the references should be job-related. It is important to check references from more than one immediate supervisor.

Myths and Common Mistakes on Reference Checking

- Checking a candidates reference slows down the process
- Most employers will verify only dates of hire; or
- Why check the reference for this candidate since s/he is related to, a friend of, or a prior co-worker of a current employee?

The Facts on Reference Checking

- Employment experts estimate that 30% of all resumes contain false or exaggerated information (based on American Databank research statistics 2009).
- Most resumes have dates expanded to cover the gaps in employment, which may be covering up something more than just unemployment.
- Education credentials are frequently falsified.

Best Practices

- References can help you confirm factual information that candidates provide.
- References can sometimes reveal more in-depth information about a candidate, such as quality of performance, strengths and weaknesses or perhaps criminal convictions.
- Reference checks with former employers and the Office of Human Resources may identify individuals who are not desirable to hire.

Benefits of Thorough Reference Checking

- Reduces the chance of surprises and gives yourself a greater degree of confidence in your new recruit.
- Gains an insight into your new employee's work style and key drivers.
- Confirms the potential value of your chosen candidate.
- Clarifies any shortcomings or developmental issues which may require some support or training.
- Reduces the risk of making an expensive or simply troublesome mistake.
- It clearly demonstrates that care was consistently and fairly used in the employee selection process.
- As a result of your clearer understanding of your new recruit, you have the opportunity of setting in place an employment relationship which will get off to a flying start and will benefit both the institution and your employee in the long run.
- Strong candidates will have excellent references from previous supervisors and/or co-workers; candidates that overplay their skills can often be exposed during this process

Appendix (I) provides a Reference Checking Form that lists general questions to address with a supervisory reference. There are additional spaces provided to include questions related to the established job criteria.

COMPLY WITH EMPLOYMENT LAWS AND GUIDELINES

LAWS RELATING TO RECRUITMENT AND SELECTION

I. The Civil Rights Act of 1964 (also known as Title VII) and 1991

A comprehensive law establishing civil rights in many areas. With regard to employment, the acts prohibit discrimination on the basis of race, color, religion, sex or national origin. Coverage was extended to higher education by the 1972 Educational Amendments.

II. The Age Discrimination in Employment Act of 1967 (ADEA)

Prohibits employment discrimination by private employers against persons 40 to 70 years old except where there is a bona fide occupational qualification.

III. Rehabilitation Act of 1973 (Sections 503 and 504)

Prohibits discrimination against the disabled. Requires institutions receiving federal funds to take affirmative action to hire and promote qualified disabled persons and to make academic programs accessible to disabled persons.

IV. Americans with Disabilities Act (ADA)

Prohibits discrimination on the basis of disability. It requires that employers make “reasonable” accommodations in working conditions to allow employment or continued employment of an individual who is otherwise qualified for the position. This law came into force in July 1992 and has recently been clarified by case law.

V. Vietnam Era Veterans Readjustment Act of 1974 (402)

A federal statute requiring institutions which receive federal contracts of at least \$10,000 to take affirmative action “to hire and advance in employment” disabled and Vietnam-era veterans.

VI. Executive Orders 11246 and 11375

Presidential Executive Orders promulgated in 1965 and in 1967 which require a non-discrimination clause covering employment in all contracts with the federal government for more than \$50,000 and also require written Affirmation Action Plans which comply with Revised Order No. 4.

VII. Revised Order No. 4

Regulation of the U.S. Department of Labor which sets forth in detail the required contents of affirmative action plans to be developed and maintained by institutions with federal contracts. Such plans must include a utilization analysis and projection of goals and timetables.

VIII. Pregnancy Discrimination Act of 1978

Makes it illegal to discriminate against a job applicant or a current employee on the basis of pregnancy status.

IX. New Jersey Law Against Discrimination (NJLAD)

Enacted to prevent and eliminate practices of discrimination against persons because of race, creed, color, national origin, ancestry, age, sex, marital status, familial status, religion, affectional or sexual orientation, atypical hereditary cellular blood test, genetic information liability, for services in the armed forces of the U.S., or disability, and to create a Division in the Department of Law and Public Safety to effect such prevention and elimination.

Appendix (A)

Glossary of Terms

The glossary of terms is to assist you in defining essential functions and writing telegraphic sentences.

A

Act: To exert one's powers in such a way as to bring about an effect; to carry out a purpose.

Add: To affix or attach; to perform mathematical addition of figures.

Administer: To manage or direct the application or execution of; to administrate.

Adopt: To take and apply or put into practice; to accept, as a report.

Advise: To give advice to; to recommend a course of action (not simply to tell or inform).

Affirm: To confirm or ratify.

Align: To arrange or form in a line.

Amend: To change or modify.

Analyze: To study the factors of a situation or problem in order to determine the solution or outcome. Factors studied should be unrelated and then from this information individual makes a decision. Studies various unrelated facts to arrive at a conclusion.

Anticipate: To foresee events, trends, consequences or problems.

Apply: To adjust or direct; to put in use, as a rule.

Appraise: To evaluate as to quality, status, and effectiveness.

Approve: To sanction officially; to accept as satisfactory; to ratify (thereby assuming responsibility for). Used only in the situation where individual has final authority.

Arrange: To place in proper order.

Ascertain: To find out or learn for a certainty.

Assemble: To collect or gather together in a predetermined order; to fit together the parts of.

Assign: To fix, specify or delegate; legally, to transfer or make over to another.

Assist: To lend aid; to help; to give support to.

Assume: To take to or upon oneself. To undertake.

Assure: To confirm; to make certain of; to state confidently.

Attach: To bind, fasten; to tie, connect.

Attend: To be present for the purpose of making a contribution.

Audit: Final and official examination of accounts.

Authorize: To empower; to permit; to establish by authority.

B

Balance: To arrange or prove so that the sum of one group equals the sum of another.

Batch: To group into a quantity for one operation.

C

Calculate: To ascertain by computation.

Cancel: To strike out, cross out, or revoke.

Carry: To convey through the use of the hands.

Center: To place or fix in or at the center; to collect to a point.

Chart: To draw or exhibit in a chart or graph.

Check: To examine; to compare for verification. Indicate if subsequent examination.

Circulate: To disseminate; to distribute in accordance with a plan.

Classify: To separate into groups having systematic relations.

Clear: To obtain the concurrence, dissent or agreement of other officers prior to signature.

Clear: (Office equipment) to renew a previous accumulation of figures.

Closet: To end or terminate.

Code: To transpose words or figures into symbols or characters (letters or numbers).

Collaborate: To work or act jointly with others.

Collate: To bring together in a predetermined order.

Collect: To gather facts or data; to assemble, to accumulate.

Compile: To collect into a volume; to compose out of materials from other documents.

Compose: To make up; to fashion, to arrange.

Consolidate: To combine into a single whole.

Construct: To set in order mentally, to arrange.

Consult: To seek the advice of another; to confer; to refer to.

Control: To directly exercise guiding or restraining power over.

Cooperate: To act or operate jointly with others (to collaborate).

Coordinate: To bring into common action, condition, etc.

Correlate: To establish a mutual or reciprocal relation.

Copy: To make a copy or copies of; to transfer or reproduce information.

Correct: To rectify, to make right.

Cross Foot: To add across, horizontally.

Cross Off: To line out, to strike out.

Cross Out: To eliminate by lining out.

D

Date Stamp: To note the date by stamping.

Delegate: To entrust to the care or management of another.

Delete: To erase, to remove.

Determine: To fix conclusively or authoritatively; to decide; to make a decision.

Develop: To evolve; to make apparent; bring to light; to make more available or usable.

Direct: To regulate the activities or course of; to govern or control, to give guidance to.

Disassemble: To take apart.

Discuss: To exchange views for the purpose of arriving at a conclusion.

Disseminate: To spread information or ideas.

Distribute: To divide or separate into classes; to pass around, to allot.

Divide: To separate into classes or parts, subject to mathematical division.

Draft: To write, or compose papers or documents in rough, preliminary, or final form. Often for clearance and approval by others.

E

Edit: To revise and prepare as for publications.

Effectively Recommends: Person recommending the action or procedure initiates the action or procedure; subject only to the routing or administrative control of some other person.

Establish: To set up; to institute; to place on a firm basis.

Evaluate: To appraise; to ascertain the value of.

Examine: To investigate; to scrutinize; to subject to inquiry by inspection or test. Indicate if subsequent check or examination.

Execute: To give effect; to follow through to the end; complete.

Exercise: To bring to bear or employ actively, as exercise authority or influence.

Expedite: To hasten the movement or progress of; to remove obstacles; to accelerate.

F

Facilitate: To make easy or less difficult.

Feed: To supply material to a machine.

Figure: To compute.

File: To lay away papers, etc., arranged in a methodical manner.

Fill In: To enter information on a form.

Find: To locate by search.

Flag: To mark in some distinctive manner.

Follow-Up: To check the progress of; to see if results are satisfactory.

Formulate: To put into a systemized statement; to develop or devise a plan, policy or procedure.

Furnish: To provide, supply, or give.

I

Implement: To carry out; to perform acts essential to the execution of a plan or program; to give effect to.

Inform: To instruct; to communicate knowledge of.

Initiate: To originate; to begin; to introduce for the first time; as a plan, policy, or procedure.

Insert: To put or thrust in; to introduce, as a word in a sentence.

Inspect: To examine carefully and critically.

Instruct: To impart knowledge to; to supply direction to.

Instructions: To furnish with directions; to inform.

Definite Instructions: Precise in detail, explicit, limited in determining the course to follow.

Interpret: To explain the meaning of; to translate; to elucidate.

Interview: To question in order to obtain facts or opinions.

Intensive: Exhaustive or concentrated, extreme, high degree.

Inventory: To count and make a list of items.

Investigate: To inquire into systematically.

Issue: To distribute formally.

Itemize: To state in terms or by particulars; to set or note down in details.

L

Line: To cover the inside surface; to rule.

List: To itemize.

Locate: To search for and find; to position.

M

Maintain: To hold or keep in any condition; to keep up-to date or current, as records.

Make: To cause something to assume a designated condition.

Manage: To control and direct; to guide; to administer.

Measure: To determine length or quantity of

Merge: To combine.

Mix: To unite or blend into one group or mass.

Multiply: To perform the operation of multiplication.

O

Observe: To perceive or notice, watch.

Open: To enter upon, to spread out; to make accessible.

Operate: To conduct or perform activity.

Organize: To arrange in interdependent parts; to systematize.

Originate: To produce as new.

Outline: To make a summary of the significant features of a subject

P

Participate: To take part in.

Perform: To carry on to a finish; accomplish; to execute.

Plan: To make ready for a particular purpose.

Post: To transfer or carry information from one record to another.

Process: To subject to some special treatment, to handle in accordance with prescribed procedures.

Program: To make a plan or procedure.

Purpose: To offer for consideration or adoption.

Provide: To supply for use; to furnish; to take precautionary methods in view of a possible need.

Purchase: To buy or procure.

R

Rate: Appraise or assess; to determine the rank or quality.

Read: To learn or be informed of by reading.

Receive: To take as something that is offered.

Recommend: Suggest courses of action or procedures to other persons who have the primary responsibility for adopting and carrying out the action or procedures recommended. The action or procedure is studied by the person receiving the recommendation, who then decides what course should be taken and initiates the resulting action or procedures.

Reconstruct: To construct again; to restore.

Record: To register; to make a record of.

Refer: To direct attention; to make reference as in referring to record.

Register: To enter in a record or list.

Release: To permit the publication of, dissemination of; at a specified date but not before.

Remit: To transmit or send as money in payment.

Render: To furnish, contribute.

Represent: To take the place of.

Request: To ask for something.

Require: That which must be accomplished.

Requisition: To make a request for (usually records or supplies).

Report: To furnish information or data.

Responsibility: Accountability for decisions.

1. **Complete Responsibility:** Individual has complete authority to take whatever action he or she deems advisable or necessary; subject only to the policies or general rules laid down by his immediate supervisor.
2. **Delegated Responsibility:** Individual has the authority to take whatever action he or she deems advisable or necessary and may initiate and carry out the action but is required to advise superiors of the action taken when deemed necessary. Must inform superiors of non-routine situations.
3. **General Responsibility:** The individual is required to get supervisor's approval before taking action which she or he believes is required or advised.

Review: To go over or examine deliberately or critically, usually with a view to approval or dissent. Analyze results for the purpose of giving an opinion.

Revise: To make a new, improved or up-to-date version of.

Route: To prearrange and direct locations to which an article is to be sent.

Routine: Regular procedure, course, or normal course or business or official duties. (**Non-Routine:** Irregular or infrequent situations that arise relating to business or official duties. Characteristic of higher-level jobs.)

S

Scan: To examine point by point; to scrutinize. To read hastily or to glance at.

Schedule: To plan a timetable; to set specific times for.

Screen: To examine closely, generally so as to separate one group or class from another.

Search: To look over and through for the purpose of finding something.

Secure: To get possession of; to obtain.

See: To make certain of; to learn through observation.

Select: Chosen from a number of others of similar kind.

Separate: To set apart for others for special use; to keep apart.

Sign: To affix a signature to.

Sort: To put in a definite place or rank according to kind, class, etc.

Stack: To pile up

Stimulate: To excite, rouse, or spur on.

Study: To consider attentively; to ponder or fix the mind closely upon a subject.

Submit: To present information to others for their decision and judgment

Subtotal: To take an interim total.

Subtract: To deduct one number from another.

Summarize: To make an abstract; to brief.

Supervise: To oversee. To inspect with authority. To guide and instruct with immediate responsibility for subordinate's performance; to superintend; to lead.

1. **Direct Supervision:** Involves guidance and direction over individuals who report to and are directly responsible to the supervisor. Includes supervision of work training, and personnel functions.
2. **Close Supervision:** Individual does not use own initiative. Is instructed by supervisor as to the solution and selection of the proper procedures to follow.
3. **Limited Supervision:** Individual proceeds on own initiative in compliance with policies, practices, and procedures prescribed by immediate supervisor.
4. **General Supervision:** Involves guidance and direction actually carried out by the immediate supervisor.
5. **Supervision of Work:** Includes work distribution, scheduling, training, answering of questions related to work, assisting in solving problems, etc. Does not include any personnel functions such as salaries, discipline, promotions, etc.
6. **Training Responsibility:** Involves advice, information, and guidance on specialized matters; involves no authority. Gives instruction in regard to procedures.

Survey: To determine the form, extent position, etc., of a situation, usually in connection with gathering of information.

T, U, V, W

Tabulate: To form into a table by listing; to make a listing.

Trace: To record the transfer of an application or document; to copy as a drawing.

Train: To increase skill or knowledge by capable instruction (usually in relation to predetermined standard).

Transcribe: To make a typewritten copy from shorthand notes or a dictated record; to write copy of.

Transpose: To transfer; to change the usual place of order.

Type: To typewrite.

Underline: To emphasize or identify by drawing a line under the characters or subject.

Verify: To prove to be true or accurate; to confirm or substantiate; to test or check the accuracy of.

Write: To form characters, letters, or words with pen or pencil; to fill in, as a check or form. To express or communicate through the use of the written word. To compose, to create as author.

APPENDIX (B)

The College Of New Jersey

Job Description

Job Title:

Department:

Reports To:

FLSA Status:

Summary Please give a brief description (paragraph) of the **organization (department)** in which the position resides

--

Essential Duties and Responsibilities include “Other duties may be assigned” and a percentage of time spent performing each duty. Other duties must have a percentage attached to it.

% of Time	Frequency (daily, weekly, monthly, quarterly, yearly)	Description of Essential Duty

Non-Essential Duties and Responsibilities include duties that are peripheral, incidental or minimal part of the job

Supervisory Responsibilities

List the **type** of supervision received that best fits the position (close supervision, works independently, plans and manages own work), then describe supervision received in more detail below

Qualifications To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability as well as educational background required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Knowledge, Skill and Ability**Education and/or Experience**

Physical Demands The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Work Environment The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Prepared By:

Prepared Date:

Approved By:

Approved Date:

APPENDIX (C)

Advertising Format

THE COLLEGE OF NEW JERSEY

DEPARTMENT NAME

Job Title and Description: Title and brief description of essential functions. Include designation of part-time or full-time, 10-month or 12 month, permanent or temporary, grant funded or tenure track status and live-in expectation where applicable.

List Job Criteria, Required and Preferred: Degrees, experience, abilities, work environment and physical demands, etc.; Starting Date and Salary Information

Miscellaneous Instructions: Cover letter, resume, letters of reference, copies of certificates, etc.

Application Due Date: ("A review of applications will begin on <DATE>" or "Applications will be accepted until the position is filled.")

Reply To: Name, Title, Office/Department, The College of New Jersey, P.O. Box 7718, Ewing, NJ 08628-0718, contact email address.

Statement about The College: (Optional)

Diversity Statement: "To enrich education through diversity, The College of New Jersey is an Affirmative Action/Equal Opportunity Employer."

For further information about The College of New Jersey, please visit our website at <http://www.tcnj.edu>

APPENDIX (D)**TELEPHONE INTERVIEW WORKSHEET**

Candidate's Name: _____

Interviewer: _____

Position Title/Location: _____

Today's Date: _____ **Resume Attached:** YES ___ NO ___

Initial Phone Interview for the Specific Position

Develop a question that will assess the experience of the candidate in the position you are recruiting. (*Example: How many years of payroll management experience do you have?*)

Response:

Develop a question that will assess the experience of the candidate specific to your needs. (*Example: Tell me about your experience with a payroll that serves over 2,000 faculty, staff and students.*)

Response:

Develop a question that will assess the experience of the candidate specific to your needs. (*Example: Tell me about your experience with computerized payroll systems.*)

Response:

Describe your educational background and experience.

Response:

Not to limit you or commit you to a certain dollar figure, but what's the minimum salary you'd consider right now to accept another position?

Response:

Are you willing to agree to have a criminal background check, references checks, educational background checks and others as appropriate for this position (*select what is appropriate for the position*)?

YES _____ NO _____

If the candidate's responses to these questions satisfy the screener, proceed with the telephone interview. If not, you may end the interview.

Learn About Past Institution and Job

What size was the organization where you last worked in terms of student enrollment, employee full-time equivalency, or overall budget?

Response:

What were the organization's primary services?

Response:

If the person had reporting staff, how many people reported to you directly – what were their titles?

Response:

If the candidate is not currently working, why and when did you leave your most recent position?

Response:

What is your reason for wanting to leave your current position?

Response:

How have you spent your time since you left your most recent position?

Response:

Determine the Candidate's Degree of Success

How did your most recent position support the accomplishment of the mission of your organization?

Response:

In your previous position, what do you consider your greatest accomplishment(s)?

Response:

What was your most significant disappointment?

Response:

How would your supervisor and coworkers describe your work?

Response:

If currently employed, what would need to change at your current position for you to continue to work there?

Response:

Determine Candidate's Work Environment and Cultural Needs

Describe your preferred work environment.

Response:

Describe the management style you exhibit and/or prefer.

Response:

What must exist in your work place for you to be motivated and happy?

Response:

APPENDIX (E)

Guidelines for Interview Questions:

Permissible vs. Hazardous

This chart provides important legal guidelines for inquiries that are permissible during the interview and recruitment phase, and those that must be avoided to comply with anti-discrimination laws and to reduce legal liability. Any inquiry should be avoided that, although not specifically listed herein, is designed to elicit information as to any applicant's **race, color, national origin/citizenship, age, sex, religion, or disability**, unless it is a Bona Fide Occupational Qualification (BFOQ). Please review this closely and carefully prior to any screening or interviewing activities. Please call the Human Resources Office (609-771-3079) with any questions.

Keep all questions job related!!

Create a standard list of questions. Document questions and answers.

If a candidate discloses any of the below information, it is NOT an open door to ask other questions on that topic.

<u>SUBJECT</u>	<u>PERMISSIBLE INQUIRIES</u>	<u>INQUIRIES THAT MUST BE AVOIDED</u>
Age	Only inquiries related to minimum age requirements set by law; if required as a Bona Fide Occupational Qualification (BFOQ).	Requirement that applicant state age or date of birth. "How old are you?" "We are looking for someone who can relate with younger students." To request applicant produce proof of age (birth certificate, baptismal record).
Criminal & Background Checks	Permissible to ask about convictions for crimes that bear a direct relationship to the job. Consult y with Equal Opportunity/ADA Office if any concerns in this area.	Asking for disclosure of arrest, or any inquiry related to arrest. To look into criminal background without express written consent from candidate.
Citizenship, Birthplace	A) Permissible: "If hired, would you be able to show proof of authorization to work in the U.S.?" B) For verifying authorization <u>after</u> being hired, applicants must be allowed to <u>choose</u> from any of the approved forms of proof available on the I-9 form (all new hires).	a) Asking if the person "has a green card." b) Date of citizenship. c) Asking for proof of citizenship or work authorization <u>before</u> hiring (<i>done after offer</i>). d) Whether spouse or parents are naturalized or native-born U.S citizens.
Dependents	None.	Inquiries regarding: the number and ages of children; what child care arrangements have been made; family planning.
Disability (has an impairment that substantially limits a major life activity; a record of such, or is regarded as having an impairment.)	<u>Permissible</u> : "Can you perform the essential functions of the job with or without an accommodation?" Persons with disabilities can be tested in the pre-offer stage, but only if all applicants are tested.	If the applicant has a disability, has ever been hospitalized, formerly used or been addicted to illegal drugs or alcohol, treated for mental illness, or filed worker's compensation claim. a) To ask for medical examinations or any disability related information. b) To impose an accommodation upon a candidate that has not specifically asked for one.

Marital and Family Status/Pregnancy	<p>None at the pre-employment stage.</p> <p>Is there any reason you cannot work evenings or week-ends if needed?</p>	<p>a) To ask if applicant is: single, married, divorced, widowed, etc.; Mr., Mrs., Miss, Ms. (<i>ok after hire for tax purposes</i>).</p> <p>b) Inquiries regarding the names and ages of spouse or children.</p> <p>c) Any inquiry concerning pregnancy.</p>
Military Service	Any job related experience. Type of education and experience in the U.S. Armed Services as it relates to a particular job.	<p>a) Military or reserves service records.</p> <p>b) Military service for any country other than U.S.</p> <p>c) Type of discharge.</p>
Name	For access purposes, whether applicant's work or research records are under another name. Permissible: Is any additional information relative to change of name necessary to enable a check of your work and educational record?"	<p>Inquiries about the name that would indicate applicant's lineage, ancestry, national origin, or descent.</p> <p>Inquiry into previous name of applicant where it has been changed by court order or otherwise. To ask if a woman is called by Miss, Mrs., or Ms., or to ask for her maiden name.</p>
National Origin	Languages, travel or cultural experiences as they relate to job requirements.	<p>a) Birthplace of the applicant, parents, grandparents, or spouse.</p> <p>b) Any other inquiry into national origin or ancestry.</p>
Professional Associations	Inquiries regarding memberships in job-related clubs and organizations. Applicants may omit those that reveal the race, religion, age, sex, disability, etc. of applicant.	Requesting the names of all organizations, clubs, and associations to which the applicant belongs. Inquiries regarding how the applicant spends his/her spare time.
Race, Color	None.	Any inquiry directly or indirectly that would indicate race or color, including color of eyes, hair, skin, or other feature.
Religion or Creed	<p>None.</p> <p>After hiring, it is permissible to discuss accommodations for religious practice, if an accommodation is requested by the employee.</p>	<p>a) Recommendations of references from church officials.</p> <p>b) Any inquiry that would indicate religion or creed, such as "What religious holidays do you observe?" or "What church do you go to?"</p>
Retaliation	None.	Have you ever brought charges or filed a grievance against a former employer?
Sex	None.	<p>Any inquiry that would indicate sex, unless a bona fide occupational qualification (BFOQ).</p> <p>To ask if applicant is expecting, planning a family or uses birth control.</p>
Sexual Orientation	None.	Any inquiry concerning an applicant's heterosexuality, homosexuality or bisexuality.

This information has been compiled from resources provided by the Equal Employment Opportunity Commission (EEOC).
Prepared by the Human Resources Office, The College of New Jersey.

APPENDIX (F)

SAMPLE BEHAVIORAL INTERVIEW QUESTIONS

Technical Knowledge and Experience

What activities have you participated in to improve your technical awareness over the last year? How did you incorporate them into your current job?

What do you think are the three most critical areas for the future? Why?

Discuss your experience in _____. What were your most common problems, why, and how did you handle them?

Think of a project you participated in over the last year. Tell me exactly what your role was and what you did. What problems or issues were there and how did you handle them?

What skills and expertise do you bring to this job and how will you use them?

What are the critical technologies for _____? How do you think they will affect you in your job?

Think of a project or situation you had where you made a mistake. Why and what happened? What did you learn?

What technical achievement are you most proud of and why? What are you the least proud of and why?

Leadership/Management Skills

Describe your management philosophy and practices. Tell us about a time when you really had to put them to the 'test'.

What management skills and experience will you bring to enhance _____?

Describe a time when you had to hire a number of staff who were going to work as a team. How did you do that -- what traits did you look for?

Describe a time when you had to resolve conflicts that arose from managing a team or multi-program department. What did you do -- what did you learn?

Describe how you foster a highly motivated and productive work environment especially during times of change.

What experience have you had implementing reorganizations or change in an organization? How did you do this -- what were the challenges and regrets?

Describe a situation where you've had to determine what technologies/projects should be included in an organization. How did you do that -- what criteria did you use?

Describe a time when you've had to work with strong -- willed peers. What did you do -- how did you handle them so you could influence their decisions?

Analytical Skills

Describe a situation when advising or recommending a course of action where the customer did not follow or did not accept. What happened -- what did you learn?

Describe examples of problem solving and decision making required in your job.

Have you had to explain data -- how it was derived and what it means?

Describe a situation where you made a decision that was overturned. What were the consequences? Did you do anything different as a result?

Describe a failure/mistake in your professional life. What did you do about it?

Describe a project/assignment that resulted in a process improvement.

Writing Skills/Presentation skills

Describe the types of experience you have had writing for _____.

What experience do you have giving presentations? What is your preferred method?

Describe experience in developing and/or conducting presentations or training activities.

Interpersonal Communication Skills

What contributions have you made to improve teamwork?

What work have you done that involved working with sensitive or confidential issues?

Customer Service Skills

In your current position, who are your customers? What are their needs? How do you know you are meeting their needs?

Tell us about one of your demanding customers. Why? What conflicts did you have?

How did you resolve them?

Can you identify a situation where you received some customer feedback that made you re-think the way you were working?

Describe how you established partnering relationships with your clients.

Describe your experience in influencing or participating in a customer decision.

Multi-tasking | Organizational skills

Describe a large-scale project you were responsible for -- how did you meet your deadlines?

Describe your method of handling your projects or work each day.

Give examples of a situation where there were competing priorities. What actions did you take and what were the results?

Can you describe something you worked on that involved a lot of detail and how did you handle it?

Job Match

How would you describe your ideal job?

Why do you want to leave your current job?

If we were to ask your supervisor about your strengths, what would he or she say?

What areas do you still feel need developing to improve your effectiveness on the job?

What are you doing currently in your job that you would like to not have to do? What are you doing you'd like to continue doing?

APPENDIX (G)

THE COLLEGE OF NEW JERSEY

THE OFFICE OF HUMAN RESOURCES

APPLICANT SUMMARY MATRIX

[illegible]