



# STAFF RECRUITING AND HIRING GUIDE

For Hiring Managers and Search Committees



## Contents

Overview	3
Before the Search	4
A Vacancy is Identified	4
Creating the Position Description	4
Initiating a Requisition to Fill the Vacancy	4
Forming the Search Committee	4
Search Committee Responsibilities	5
Importance of Diverse Search Committees	5
Preparing for the Recruitment Effort with a Diversity & Inclusion Mindset	5
Reviewing Past Searches	5
Avoiding Conflicts of Interest	6
Attentiveness to the Power Dynamic of the Search Committee	6
Human Resources Professional Serves as the Diversity Advocate	6
Avoiding Common Biases in the Search Process	6
Dispelling Myths about Diversity Recruitment	7
A Note on Confidentiality	7
Placement of Advertisements	8
Language Inviting Applicants to Include Diversity Statements	8
During the Search	9
Recruitment Strategies	9
Communicating with Applicants	10
Evaluating Applicants	10
Candidate Review	11
Remote Interviews	11
On Campus Interviews	11
Accessibility	12
Coordination of the Campus Visit	12
Interview Questions	12
The Interview Schedule	12



Informing Candidates of the Agenda for the Visit	12
Prepare Interviewers to Conduct the Interview	13
After the Search	13
Checking References	13
The Job Offer, Verification of Employment History & Educational Degree	14
Candidates Not Selected	14
After Acceptance of Job Offer	14
Appendix 1: Interview Question Guidelines	15
Appendix 2: Diversity Advertisement Posting Sites	16
Appendix 3: Diversity Language for Job Advertisement/Vacancy Announcement	17
Appendix 4: Diversity Interview Questions for Staff Positions	18
Appendix 5: Applicants with Disabilities	19
Appendix 6: Tips for Interviewing Candidates with Disabilities	20



## Overview

The Staff Recruiting and Hiring Guide details the various steps involved in The College of New Jersey's hiring process for professional staff positions, and serves as a reference tool for search committees to use in an effort to make the hiring process fair, equitable and consistent. This guide also provides resources to assist you with the search including, but not limited to, sample interview questions. The division of Inclusive Excellence encourages those who are charged with participating in and making the hiring decision to use this guide as a best practice document.

The College of New Jersey believes that diversity in its many forms is essential to the educational experience and strives to be an institution where diversity and inclusion are reflected in the culture, climate, and daily operations of the college. Therefore, a goal in the hiring process is to attract diverse applicant pools of individuals who share our commitment to, and values of, diversity and inclusion.

It is our hope that these practices will come to be incorporated into all standard professional staff searches conducted at The College of New Jersey.



## Before the Search

### A Vacancy is Identified

The Vice President of the division notifies the Office of Human Resources that a staff position has been approved to be filled.

### Creating the Position Description

The Vice President, along with his/her/their designee, create the position description for the role that will be filled. The position description should accurately describe the work to be performed and the necessary and desired qualifications of the successful candidate. The description will inform the development of the interviewing criteria, the preparation of questions for the interview, and the candidate selection process.

To draft the position description:

1. Determine the title for the position.
2. Determine the responsibilities of the position.
3. Identify the corresponding degrees required and desired qualifications in terms of specific search criteria

### Initiating a Requisition to Fill the Vacancy

The hiring manager creates a requisition to fill the vacancy via the applicant tracking system, Taleo. In addition to creating the requisition, an organizational chart must be attached to the requisition and, if appropriate, the Permission to Teach Form must be attached. After the requisition is initiated, the recruiter who will partner with the hiring manager to fill the vacancy will evaluate the requisition and will contact the hiring manager to discuss the recruitment strategy for the position.

The requisition will route through the approval process in Taleo, typically, in the following sequence:

- Business Unit Head
- Division Vice President
- Chief of Staff
- Vice President and Treasurer

### Forming the Search Committee

The hiring manager:

- ✓ Invites a diverse group of stakeholders to form the search committee including, where possible, women, underrepresented racial and ethnic minorities, and members of other underrepresented groups
- ✓ Ensures that the committee chair is committed to diversity
- ✓ Meets with HR to identify the HR member who will serve as the diversity advocate. The diversity advocate will help ensure that the search is consistent with the search and hiring processes that will give due consideration to all candidates



- ✓ Identifies specific tasks to be completed, establishes a meeting schedule, and reviews expectations of committee members

The Vice President:

- ✓ Meets with the search committee at the beginning of the search process to reinforce the importance of diversity and the goal to identify outstanding women, underrepresented racial and ethnic minorities, or members of other underrepresented groups as candidates for the position
- ✓ Provides department specific data on: a. the gender and race of all hires in the past three years, and b. the percentage of females and of underrepresented minorities among divisional staff
- ✓ Creates a search/recruitment strategy, including broad outreach
- ✓ Ensures that language on the job posting reflects a special interest in candidates who contribute to the department's diversity priorities. For example: "The search committee is especially interested in candidates who will contribute to the diversity of the TCNJ community."

The following factors are important considerations in the selection of a search committee.

### Search Committee Responsibilities

The search committee's responsibility is to identify a slate of top candidates for the vacancy. In her/his/their charge to the committee, the Vice President launching the search should emphasize that this responsibility includes advancing the goal of identifying outstanding candidates who are women, underrepresented minorities, and members of other underrepresented groups. The Vice President should present data on hiring history and department makeup by gender and race or ethnicity for the committee's consideration. These discussions should take place as the committee develops its search plan.

### Importance of Diverse Search Committees

It is important to include women, underrepresented racial and ethnic minorities, and members of other underrepresented groups on the search committee, wherever possible, because a diverse committee is more likely to generate a strong applicant pool.

When considering women and underrepresented minority staff members to serve on search committees, keep in mind that they may face a greater number of committee appointments than their colleagues. If there are few women or underrepresented minority staff members in a particular business unit, consider inviting women and underrepresented minority staff from other administrative units to serve on the search committee.

### Preparing for the Recruitment Effort with a Diversity & Inclusion Mindset

All search committee members are expected to view [Diversity Recruitment and Hiring Learning Content](#) after the first search committee convenes, but before the recruitment steps begin.

### Reviewing Past Searches

The search committee will find it helpful to ask the following questions:



- What proportion of past applicant pools and candidates were women and underrepresented minorities?
- Have women and underrepresented minorities been offered positions recently?
- How were women and underrepresented minority staff members who were recently hired persuaded to accept their position at TCNJ?
- How will this data influence the way that the present search is conducted?

### Avoiding Conflicts of Interest

Members of the search committee should have no conflicts of interest. Before the search, have a plan for how to deal with any conflicts of interest that arise during the search process.

### Attentiveness to the Power Dynamic of the Search Committee

The professional, mentoring, or personal relationships within the search committee will affect the power dynamics of the group. To help ensure that recommendations are a result of fair deliberations, and that all individuals have an equal opportunity to voice their thoughts, be mindful of how power dynamics may affect the group while assembling the committee. Although not all power dynamics can be avoided, adhering to rules on equal participation and voting in the search committee can help ensure equitable participation in decision making.

### Human Resources Professional Serves as the Diversity Advocate

In order to ensure that the search is exhaustive and gives due consideration to all candidates, the search committee will work the HR diversity advocate. Although all members should be trained on issues of diversity and affirmative action, and make certain that fair and open searches occur, the diversity advocate can help the committee stay focused on these efforts.

In the diversity advocate capacity, the human resources professional reviews the applicant pool and candidate shortlist to ensure adequate representation of women and underrepresented minorities. Another responsibility is to ensure that each candidate is asked about his or her demonstrated commitment to diversity, and experience working in diverse environments.

### Avoiding Common Biases in the Search Process

Consider incorporating the following interventions to minimize bias and ensure an equitable search:

*Document the entire search process:* Creating a record of search committee discussions, advertisements, nominations, recruiting efforts, interviews with candidates, interviews with references, and rationale for selecting or refusing candidates will allow committee members to review their process for evidence of bias, and to make corrections as needed.

*Establish evaluation criteria:* Deciding in advance of reviewing applications which criteria will be used, and how they will be weighted, will help evaluators avoid biases:

- Assuming that individuals from prestigious institutions or organizations are the best candidates without viewing all applications more closely and/or considering the needs of the business unit
- Holding different candidates to different standards based upon stereotypes
- Using a minor reason to disqualify a candidate without properly considering all other criteria



- Designating some candidates as more promising than others without fully considering strengths and developmental opportunities of all applicants
- Having strong group members, particularly those who have more TCNJ seniority, reach and express consensus without sufficient discussion, which may make it difficult for others to challenge those conclusions

### Dispelling Myths about Diversity Recruitment

It is vital to the recruitment and hiring process that myths are dispelled regarding diversity hiring.

**Assumption:** Factoring in diversity considerations will distract from the goal of finding an exceptional candidate.

**Reality:** A focus on diversity enhances the likelihood of finding an outstanding candidate. A diverse candidate pool comprised of women, underrepresented minorities, and other underrepresented groups ensures that applicants with varied experiences are considered. Avoiding bias in the evaluation process promotes a fair assessment of all candidates and leads to the selection of a highly qualified individual for the position.

**Assumption:** Professional women and underrepresented minorities are few and difficult to recruit and retain. Since these underrepresented groups are in high demand, their recruitment requires a disproportionate share of resources.

**Reality:** Though the number of women and underrepresented minorities may be low in many fields, their representation often does not reflect their numbers in the pool of available candidates.

**Assumption:** The most common reasons that staff members relocate are questions of fit, and points of contention with their previous place of employment, rather than the promise of a richer offer from another institution.

**Reality:** Like all other candidates, underrepresented professionals are drawn by factors such as location and a supportive and inclusive climate.

**Assumption:** Search practices are not responsible for the scarcity of women and underrepresented minorities, and therefore do not need to change. The number of women and underrepresented minority staff members will naturally grow as the increasing number of people from these underrepresented groups move through the pipeline.

**Reality:** This is false. Women and underrepresented minorities are not advancing into higher level or promotional opportunities at the same rate that they are entering the workforce.

### A Note on Confidentiality

The search committee should establish clear guidelines at the outset of the search process for keeping discussions, personal or background information on a candidate, and all candidate's names in confidence. Committee members should understand that it is inappropriate to engage in any off-the-record reference checks of candidates. Establishing such guidelines is an essential part of any search.





## Placement of Advertisements

The hiring manager will submit the job advertisement (job ad) after which point the search committee chair will submit the job ad to the Office of Human Resources. Postings will be visible for the period of at least 30 days. The posting period may be extended as necessary. The cost of advertising on the sites listed below will be paid by the Office of Human Resources. The cost of advertising on additional sites will be paid by the hiring department or School.

All externally posted vacancies will be posted on these sites:

- TCNJ Careers Website
- The Chronicle of Higher Education
- Higher Ed Jobs
- Hispanic Outlook in Higher Education
- Inside Higher Ed
- Higher Education Recruitment Consortium (HERC)
- Insight Into Diversity
- LGBT in Higher Education
- Women in Higher Education

Additional posting sites, in particular those with a targeted audience of women and underrepresented minorities may be found on Appendix 2.

## Language Inviting Applicants to Include Diversity Statements

As you draft the advertisement, it is possible to encourage candidates to reflect upon their interest in working for The College of New Jersey, for example: The College of New Jersey is an equal opportunity institution. Due to TCNJ's commitment to building a broadly diverse educational environment, applicants may include in their cover letter information about how they will further this objective.



## During the Search

The search committee chair and members:

- ✓ Advertise broadly, including to interest groups with diverse staff audiences
- ✓ Ensure that each candidate is asked about his or her demonstrated commitment to diversity, and experience working in diverse environments, meets with the HR professional who will serve as the diversity advocate. The diversity advocate will ensure that questions related to each candidate's experience with DEI are an aspect of the selection and interviewing process.
- ✓ Prior to interviewing candidates, discuss how criteria listed in the advertisement will be weighted and valued. A rubric should be created.
- ✓ Ensure that each candidate is evaluated on all criteria listed in the job description
- ✓ If the committee is unable to identify competitive candidates from underrepresented groups, the chair will provide an explanation in writing to the division Vice President and to the Associate Vice President for Strategic Human Resources regarding the steps that were taken to identify such candidates and why the committee was unsuccessful

## Recruitment Strategies

Active recruiting entails soliciting applications from potential candidates by making information about the available position widely known, both through advertising and seeking out qualified individuals through professional networks. It involves finding sources of qualified candidates rather than assuming that all potential candidates will find and apply to the vacancy. To enrich the applicant pool, consider employing a multitude of strategies:

- *Staff Associations:* Staff members can reach out to qualified candidates through their membership with relevant groups or organizations
- *Personal outreach:* Candidates will often not apply to positions and will need to be invited to apply by a member of the search committee.
- *Individuals who decline nominations:* These individuals may be able to refer other outstanding candidates for the position.

It is important to advertise and raise awareness to opportunities through channels that will reach women, underrepresented racial and ethnic minorities, and members of other underrepresented groups. There are a variety of ways to do so:

- *Target publications:* Advertisements can be posted in publications that specifically target women and underrepresented groups.
- *Professional associations:* Mailing lists for women and underrepresented minorities within these groups can be a way of disseminating information of the position.
- *Professional conferences:* Staff members can connect with women and underrepresented minority candidates attending conferences who may be good candidates for an available position.



- *Websites as resources:* View [www.diverseeducation.com/top100](http://www.diverseeducation.com/top100) to identify institutions that confer the most degrees to African American, Native American, Asian American, and Hispanic student populations. The [National Association for College Admission Counseling \(NACAC\)](#) produces a listing by state of Historically Black Colleges and Universities, Tribal Colleges and Universities, and Hispanic Serving Institutions. Though primarily for prospective students, this site may be used to inform your outreach efforts.

### Communicating with Applicants

Courteous communication includes promptly responding to all correspondence and keeping applicants apprised of the recruiting process and its timeline. Convey appreciation of candidates' interest in the position and consideration of their efforts by acknowledging receipt of applications, informing applicants once they are no longer being considered for the position (or of next steps in the process if consideration is continuing), and providing details of interviews and campus visits in a timely manner.

### Evaluating Applicants

When evaluating applicants it is important to make sure that the process is fair. It may be necessary to correct for unconscious biases by instituting certain protocols around reviewing applications.

- *Establish evaluation criteria:* The dimensions for judging applicants, as well as their relative importance, should be determined prior to reviewing applications. Choose criteria that can help predict the future success of the applicant.
- *Adhere to evaluation criteria:* When assessing applications, it is important to adhere to evaluation criteria. Using a standard evaluation form will help committees to rate criteria consistently across a pool of candidates.
- *Look for strengths:* In the initial assessment of applicants, it will be helpful to search for reasons to continue considering individuals for the position. Such an approach will ensure that strengths are not overlooked and that all promising candidates are included.
- *Rely on evidence:* When determining whether or not a candidate meets certain criteria, refer to materials in candidate's application. Ensure that similar information is collected on all applicants. For example, if one candidate receives an unsolicited reference from a colleague, then the search committee should reach out to colleagues of other candidates to obtain references.
- *Spend adequate time reviewing each application:* Allow enough time to review each application to ensure that each candidate receives a thorough assessment.
- *Secure reviews by more than one search committee member:* Each application should be assessed by more than one search committee member to ensure a fair evaluation.
- *Avoid subjecting different candidates to different expectations:* Women and underrepresented minorities may tend to be held to higher expectations regarding their depth and breadth of experience. An awareness of this potential bias will allow these candidates to receive proper consideration.
- *Avoid elitism:* Be careful of rating a candidate highly solely because of the reputation of their current employer.
- *Avoid premature ranking:* Ensure that each application has been fully considered with respect to the different criteria that were agreed upon prior to expressing preferences for particular candidates.



- *Create multiple ranking lists of candidates:* Ranking candidates on each criterion and then choosing individuals who placed highly in all categories will allow for a fair construction of the candidate shortlist.

## Candidate Review

Following the initial candidate review where application materials are evaluated by the committee, the search committee will create an intermediate list of candidates for further consideration. Intermediate candidates will be invited to interview for the vacancy via remote means. If the pool of intermediate candidates lacks women and/or underrepresented minorities, the search committee may be tasked with enlisting more aggressive recruitment efforts before moving to the next phase in the search.

- Revisit top women and underrepresented minority candidates in the pool to see if evaluation bias played any part in their exclusion from the shortlist.
- If available in the pool, it is recommended that more than one woman and/or underrepresented minority be included on the list of intermediate candidates and invited for an interview. This results in a more objective evaluation of candidates.
- Prior to inviting individuals for an interview, the division Vice President and the Associate Vice President for Strategic Human Resources must review the candidate list to confirm that the selection and evaluation processes were fair and equitable.
- The applicants who are to be interviewed need to be placed in “Interviewing” status in the applicant tracking system, Taleo, by the search committee Chair.
- If the pool of candidates does not reflect a diverse pool, the Associate Vice President for Strategic Human Resources will determine whether recruitment and outreach efforts were sufficiently broad. If not, and after consultation with the Vice President, the search may be extended to expand recruitment efforts.

## Remote Interviews

Remote interviews will be conducted, typically, using Zoom or another webinar platform. Remote interviews are a precursor to identifying the finalist candidates who will be invited to campus to meet the search committee and other stakeholders. The remote interview is a formal step in the interview process whereby the search committee enlists interviewing techniques and processes that have been described in this guide. At the end of this intermediate step, finalists for the open position will be identified.

## On Campus Interviews

Once the candidate list of finalists is approved, the search committee will invite candidates to TCNJ for an on campus interview. These visits are opportunities for candidates and department staff members to learn about each other as potential colleagues.

***Due to restrictions that have been imposed as a result of the COVID-19 pandemic, virtual interviews may be substituted for the on campus interview and the on campus interview experience.***



## Accessibility

It is important that all on campus interviews be held in accessible locations. It will not always be clear if a candidate has impaired mobility prior to arrival on campus. You may not legally ask a candidate to reveal if s/he has a disability. However, before the visit you should ask the candidate if s/he will need any special accommodations for his or her interview. Accommodations may be related to a person's physical disability or to his or her special dietary needs.

## Coordination of the Campus Visit

Provide a warm welcome to all candidates. Make sure department staff know of a candidate's arrival and are available to welcome them. A search committee member or business unit staff member can escort the candidate to different events and interviews during the visit.

- Have the candidate meet with department staff members, particularly those they may be interested in collaborating with, and persons of similar background and interests.
- Ensure these interactions are positive and friendly, and that all who meet with candidates have information about their professional background.
- Ensure women and underrepresented minority staff members meet with all candidates, not just women and underrepresented minority candidates.
- End the campus visit on a positive note and inform the candidate of a general timeline for the next steps in the hiring process.
- Reimburse candidate for expenses soon after the end of the on-campus visit.

## Interview Questions

Prior to the on campus visit, the search committee must submit the interview questions to the Office of Human Resources for approval. In addition to formal interviews with the search committee, there may be an assessment of the candidate's knowledge, skills, and abilities, as well as discussions with peers, and/or informal interviews with additional stakeholders.

## The Interview Schedule

The agenda for the candidate's time should reflect department priorities.

- Ensure that there are different ways in which candidates may interact with staff. Consider providing candidates with opportunities to reveal their strengths through less formal events, such as question and answer sessions in addition to the traditional job presentation.
- Include a guided tour of the campus
- Ensure that the schedule is not too tightly packed and that there is time for lunch and breaks. Candidates may appreciate free blocks of time between events.

## Informing Candidates of the Agenda for the Visit

Candidates should know the schedule for their on campus visit and receive clear expectations regarding any presentation or lecture that they are invited to facilitate.



## Prepare Interviewers to Conduct the Interview

- Provide interviewers with the candidate's visit schedule, including times and locations of interviews.
- Provide application materials submitted by the candidate.
- Provide a list of interview questions to be asked of each candidate. By posing the same questions to each candidate, each member of your committee will be able to collect comparable information from all candidates.
- If a panel interview will be conducted (a group of interviewers will speak with the candidate together), decide beforehand how the questions will be divided among interviewers.
- Provide interviewers with guidelines about what questions are not acceptable to ask (see appendix).
- Provide evaluation/rating worksheets and other feedback forms that are to be submitted to the search committee after the interview. Requiring interviewers to provide feedback on specific criteria will ensure a more fair assessment of candidates.

## After the Search

Conduct a post search debrief to review how the process went for the search committee and hire, including discussion of any candidates who turned down offers and what might have been done to make their recruitments successful

## Checking References

References allow search committee members to gain further understanding of a candidate's professional accomplishments, background and experience. All search committee chairs (or designated members of the search committee) are expected to exercise due diligence by contacting references for the finalist(s).

- Notify your candidate of choice that her/his/their references will be contacted.
- Download the [Telephone Reference Check Form](#) from the Recruitment & Hiring Resources and Guides web page.
- Initiate contact with the individual who will serve as a professional reference for the candidate and complete the form.
- Submit the form to your recruiter.

The committee is not obligated to contact all references submitted by the candidate, but should contact a minimum of three. The content of the reference should be treated confidentially.



## The Job Offer, Verification of Employment History & Educational Degree

Once reference checks are complete and returned to the recruiter, the recruiter will contact the candidate of choice to make a verbal job offer.

Upon approval by the Vice President or Dean, the Office of Human Resources will extend a verbal offer of employment to the first choice finalist.

- The verbal offer is contingent upon the satisfactory outcome of the background check and the degree verification.
  - If the offer of employment is declined, or if the background investigation reveals any reason that the finalist should not be hired, the Vice President/Dean may recommend offering the position to another acceptable finalist.
- After background checks are complete and the offer of employment is accepted, the written offer is generated by HR and sent electronically to the candidate from the applicant tracking system (ATS).
- The finalist electronically accepts the offer letter via the ATS.

## Candidates Not Selected

The Office of HR sends thank you/not selected notices from Taleo to all intermediate and finalist candidates who were not selected.

## After Acceptance of Job Offer

Before a new staff member is able to assume their duties, the following steps/forms must be completed:

1. Affidavit of Pension is completed by the new staff member and returned to the Office of Human Resources.
2. I-9 Form has been fully completed (Section 1 and 2).

Once all steps and New Hire documentation are completed, the new staff member's employment data is entered by the Office of Human Resources into the HCM Cloud.



## Appendix 1: Interview Question Guidelines

TOPIC	LEGAL QUESTIONS	DISCRIMINATORY QUESTIONS
Family Status	Do you have any responsibilities that conflict with the job attendance or travel requirements? If this question is asked, it must be asked of all applicants.	Are you married? What is your spouse's name? What is your maiden name? Do you have any children or plans to have them? What are your childcare arrangements?
Pregnancy Status	None	Are you pregnant? When are you due?
Race	None	What is your race?
Religion	None	What is your religion?
	None	What religious holidays do you observe?
Sex/Gender Identity	None	Are you male or female?
Age	None	How old are you?
	None	What is your birthdate?
Sexual Orientation	None	Are you gay?
Citizenship or Nationality	Can you show proof of your eligibility to work in the United States?	Are you a U.S. citizen? Where were you born? What is your "native tongue"?
Disability	Are you able to perform the essential functions of this job with or without reasonable accommodation? Show the applicant the position description so he or she can give an informed answer.	Are you disabled? What is the nature or severity of your disability? What is your condition? Have you had any recent or past illnesses or operations?
Military	What type of training or education did you receive in the military?	If you've been in the military, were you honorably discharged?





## Appendix 2: Diversity Advertisement Posting Sites

<a href="#"><u>Association for Women in Science</u></a>
<a href="#"><u>National Organization of Gay and Lesbian Scientists and Technical Professionals Inc.</u></a>
<a href="#"><u>Academic Diversity Search</u></a>
<a href="#"><u>Commission on the Advancement of Women and Minorities in Science, Engineering and Technology</u></a>
<a href="#"><u>Affirmative Action Register</u></a>
<a href="#"><u>Black Perspective</u></a>
<a href="#"><u>Committee on Institutional Cooperation</u></a>
<a href="#"><u>Diversity Expo</u></a>
<a href="#"><u>Diversity Search</u></a>
<a href="#"><u>DiversityJobs.com</u></a>
<a href="#"><u>Equal Opportunity Publications, Inc.</u></a>
<a href="#"><u>GoldSea - Asian American Daily</u></a>
<a href="#"><u>Hire Diversity</u></a>
<a href="#"><u>Historically Black Colleges and Universities</u></a>
<a href="#"><u>IM Diversity</u></a>
<a href="#"><u>Journal of Blacks in Higher Education</u></a>
<a href="#"><u>NAACP Diversity Job Board</u></a>
<a href="#"><u>National Minority Staff members Identification Program</u></a>
<a href="#"><u>Nation Job Education Jobs Page</u></a>
<a href="#"><u>Native American Jobs</u></a>
<a href="#"><u>The Black Collegian Online</u></a>
<a href="#"><u>The Black E.O.E. Journal</u></a>
<a href="#"><u>College Jobs</u></a>
<a href="#"><u>Women for Hire</u></a>
<a href="#"><u>Workplace Diversity</u></a>



## Appendix 3: Diversity Language for Job Advertisement/Vacancy Announcement

Below, for your consideration, is suggested language as you craft your vacancy announcement.

1. The school/department/business unit seeks candidates whose employment experience has prepared them to contribute to our commitment to diversity and inclusion in higher education.
2. The College of New Jersey is an equal opportunity employer and is dedicated to the goal of building a culturally diverse staff members and staff committed to teaching and working in a diverse environment, and strongly encourages applications from women, minorities, individuals with disabilities, and veterans.



## Appendix 4: Diversity Interview Questions for Staff Positions

The College of New Jersey (division or business) values diversity among its students, staff members, and staff. We believe that issues about teaching and leadership within a diverse learning environment are important, and we'd like to discuss your experience with and views about diversity. We expect staff members to partner with colleagues and the campus community to make a contribution to the overall inclusivity of the campus community.

1. Please describe how you would work to create an environment that is welcoming, inclusive, and increasingly diverse?
2. Describe how you function and communicate effectively and respectfully within the context of varying beliefs, behaviors, and backgrounds.
3. How do you define diversity? Please provide examples of how you demonstrated commitment to diversity and inclusion?
4. How do you encourage people to honor the uniqueness of each individual? How do you challenge stereotypes and promote inclusion?
5. What are some specific things you plan to do within the next two years to further your development in cultural competency?
6. In what ways have you integrated diversity as part of your professional development?



## Appendix 5: Applicants with Disabilities

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

The ADA also establishes rules about “disability related inquiries,” which consist of a question or series of questions that are likely to solicit information about a disability. The ADA limits an employer’s ability to make disability-related inquiries at three stages:

1. The ADA prohibits all disability related inquiries before an offer of employment, even if they are related to the job.
2. After an applicant 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 it does so for all entering employees in the same job category.
3. 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 in arranging a reasonable accommodation for an applicant, or candidate for employment, please contact the Accessibilities Resource Center (ARC) at: [arc@tcnj.edu](mailto:arc@tcnj.edu)



## Appendix 6: Tips for Interviewing Candidates with Disabilities

These guidelines are provided to help committees in the interviewing process and to enhance communication for committees when interacting with employment candidates with disabilities.

### **When interviewing a candidate with any disability:**

- Ensure that interviews, presentations, lodging, and dining arrangements are mobility accessible. Use the term “accessible parking” rather than “handicapped parking.”

### **When interacting with an applicant with a disability:**

- If you offer assistance, wait until the offer is accepted. Then listen or ask for instructions.
- It is okay to say that a person uses a wheelchair, especially when dealing with questions of parking and making accommodations.
- Be considerate of the extra time that it may take a person with a disability to perform activities of daily life during the campus visit.
- 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.

### **When Interviewing an Applicant Who Uses a Wheelchair:**

- Do not lean on the wheelchair.
- Do not push the wheelchair unless asked to do so.
- Make sure you get on the same eye level with the applicant if the conversation lasts more than a couple of minutes.
- Keep accessibility in mind.

### **When interviewing an applicant who has a visual impairment:**

- Do not shout.
- Do not touch an applicant’s cane. Do not touch a guide dog when it is in harness.
- Identify yourself and others present immediately.
- When conversing in a group, remember to identify the person to whom you are speaking.
- 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; let the applicant grasp your left arm, usually just above the elbow.



Do not initiate contact unless requested to do so.

**When interviewing an applicant who is deaf or hard of hearing:**

- If requested, plan for an interpreter when the applicant's campus visit is confirmed. 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 applicant.
- Do not shout.
- In order to get the attention of a person with a hearing impairment, tap the person on the shoulder or wave your hand.
- Enunciate clearly. If the applicant 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 a percentage of what you are saying.
- Keep in mind an applicant may also rely somewhat on facial expressions or other body language to help in understanding.
- If you do not understand what the applicant is telling you, do not pretend you did. Ask the candidate to repeat the sentence(s).
- Consider using written notes if you are having difficulty communicating.