COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK

Administrative Recruitment Guide

Columbia University Human Resources

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COLUMBIA UNIVERSITY HUMAN RESOURCES

Columbia University is committed to attracting, encouraging, and retaining a highly qualified workforce to support our mission of excellence in education, research, and patient care. As a world-renowned research university in New York City, Columbia's success is the result of a diverse workforce coming together to help shape the future.

Columbia University Human Resources is proud to support these efforts by providing our schools and departments with the tools and support necessary for such an important endeavor. This enhanced and up-to-date Administrative Recruitment Guide is meant as a supplement to our other resources and to provide guidance and best practices in hiring of our most important resource, our people. It includes best practices, templates, and information in an easy-to-follow format to guide departmental HR and hiring managers through the recruitment process.

In addition to this guide, CUHR is committed to assisting schools and departments with their recruitment needs. To that end, CUHR has enhanced dedicated resources to assist with developing recruitment strategies, managing executive searches, and supporting diversity related recruitment initiatives.

As our community grows with the expansion of the Manhattanville campus, so has the Columbia Employment Information Center's (CEIC) support of the University's commitment to hiring local qualified candidates. CEIC will continue to provide access to a prescreened local pool of candidates, as well as temporary staffing support.

This will continue to be an evolving document, and we encourage your feedback as we work to enhance our support of the University's recruiting and hiring efforts.

RECRUITING AT COLUMBIA

Columbia University is an equal opportunity and affirmative action employer. It provides equal employment opportunities to all employees and applicants for employment and prohibits discrimination based on race, color, sex, gender, pregnancy, religion, creed, marital status, partnership status, age, sexual orientation, gender identity, gender expression, national origin, disability, military status, or any other legally protected status.

As an equal opportunity and affirmative action (EOAA) employer, the University is committed to:

- Identifying and recruiting a talented pool of diverse applicants
- Applying policies and practices consistently
- Eliminating bias based on any legally protected characteristics or status
- Being regarded as an employer of choice

NOTICE OF NONDISCRIMINATION

Columbia University is committed to providing a learning, living, and working environment free from unlawful discrimination and to fostering a nurturing and vibrant community founded on the fundamental dignity and worth of all of its members. Consistent with this commitment, and with all applicable laws, it is the policy of the University not to tolerate unlawful discrimination in any form and to provide persons who feel that they are victims of discrimination with mechanisms for seeking redress.

Columbia University prohibits any form of discrimination against any person on the basis of race, color, sex, gender, pregnancy, religion, creed, marital status, partnership status, age, sexual orientation, gender identity, gender expression, national origin, disability, military status or any other legally protected status in the administration of its educational policies, admissions policies, employment, scholarship and loan programs, and athletic and other University-administered programs.

Nothing in this policy shall abridge academic freedom or the University's educational mission. Prohibitions against discrimination and discriminatory harassment do not extend to statements or written materials that are relevant and appropriately related to the subject matter of courses. For more information regarding the University's Nondiscrimination Policy, please refer to Columbia University's EOAA Website.

PLANNING STAFFING NEEDS

OVERVIEW

Strategic planning on the front end is essential to successful recruitment efforts. When positions become open, managers should consider and address the following prior to filling or posting a job:

- Have the needs changed?
- Does the job description need revising?
- Are there any Affirmative Action Placement Goals or diversity recruitment needs that should be considered?

Organizational design is an important process that helps align people resources with the strategic goals of the school or department. Managers and departmental HR can work with their HR Client Managers to define the needs of the unit and make sure that the right talent is identified and in place.

SALARY CONSIDERATIONS–UNIVERSITY SALARY RANGES

Hiring managers are responsible for offering and agreeing to salaries for new employees that are aligned with the hiring range for the grade (for Officers and Non-Union Support Staff). Salaries for new Officers and Non-Union Support Staff must fall within the hiring range for the grade. Consult with your HR Client Manager if you have questions regarding the CUHR or CUMC HR salary-range grids for the Morningside and Medical Center campuses. Any proposed exceptions must be approved by your HR Client Manager before a final offer may be extended. Note: Please refer to the Salary Information section in the HR Manager's Toolkit.

Salaries for certain Support Staff positions are covered by collective bargaining agreements and negotiated between the University and the respective union. Please refer to the appropriate collective bargaining agreement for rates and other terms and conditions of employment, which can be found in the Forms and Document section of the HR website (search "collective bargaining agreement").

INTERNAL EQUITY

It is important that the salary being considered is justifiable/equitable based on the individual's qualifications and background as compared to the qualifications, performance, and experience of current Columbia staff in similar positions or in the same grade. Questions about internal equity should be discussed with your HR Client Manager.

INTERNAL MOBILITY

Columbia University's policy is to ensure opportunity for internal mobility consistent with the University's commitment to equal employment opportunity. Promotions may result from an upward reclassification of an existing position or from an employee applying for, and becoming the successful applicant for, a new/vacant position posted on the Jobs at Columbia (JAC) System. Reference the Managing Staff Promotions and Lateral Transfers Policy located on the CUHR website for additional information.

TYPES OF ADMINISTRATIVE HIRES

OFFICERS OF ADMINISTRATION (FULL-TIME OR PART-TIME)

Officers of Administration are University employees who perform exempt level work.

Officers of Administration—Part-Time

Part-time Officers of Administration earning more than the New York State minimum salary threshold for individuals classified as exempt executives and administrative employees are classified at Columbia University as Part-Time Officers of Administration.

Hourly Officers of Administration

Part-time Officers of Administration earning less than the New York State minimum salary threshold for individuals classified as exempt executives and administrative employees are classified at Columbia University as Hourly Officers. Hourly Officers are paid on the biweekly payroll and are required to submit biweekly timesheets in accordance with their local department practice for timesheets. They are eligible for overtime if they work in excess of 40 hours in a week.

Nine-, Ten-, and Eleven-Month Employment

The University's Nine-, Ten-, and Eleven-Month Employment Program is designed to promote flexibility within the work environment.

An Officer of Administration or the Libraries, or Non-Union Support Staff member, in a regular full-time position, may apply for the Nine-, Ten-, or Eleven-Month Employment Program.
Staff in an eleven-month employment program maintain full-time employment status and receive regular full-time benefits such as health insurance and vacation. They receive 11/12 of their annual salary over a twelve-month period.

Staff in a nine- or ten-month employment program maintain full-time employment status but certain benefits may be modified as per the benefits schedule detailed below. Please refer to the Flexible Work Arrangements Policy in the Administrative Policy Library and the Benefits website for additional benefits information.

SUPPORT STAFF

Non-Union Support Staff

Non-Union Support Staff (NUSS) are University employees who work in nonexempt (covered by federal and state minimum wage and overtime provisions) and non-union positions.

Union Support Staff

Union Support Staff are University employees who perform nonexempt work and whose employment is governed by a collective bargaining agreement between the University and the designated Union for the position.

TEMPORARY UNIVERSITY EMPLOYEES

Departments may need to hire a temporary employee for more time than a short-term casual or an agency temporary employee is allowed. The main advantage of the temporary University employee category is that it can be used to hire employees for extended periods with certain benefits. Because of this, it makes sense to fill certain positions with temporary University employees, such as:

- A position where an employee is on an extended leave of absence for more than four months
- A position for which an extended search is being conducted for a regular replacement, and the search period is expected to exceed four months
- A special project/initiative expected to last more than four months

Temporary Officers of Administration and Non-Union Support Staff

All Officers of Administration and Non-Union Support Staff positions should be posted in the JAC System; however, for positions of a duration of twelve months or less or if there is someone internally who has been identified for the position, a waiver may be requested and approved by the HR Client Manager. However, posting requirements and administrative monitoring procedures will apply to positions with duration of more than twelve months or when a temporary University employee is hired as a regular employee.

For Benefits information: Please refer to the Benefits at Columbia webpage on the HR website for benefits eligibility.

Variable-Hours Officers

Variable-Hours Officers (VHO) are employees on the University payroll who are performing Officer-level work on an irregular and unpredictable schedule. The work hours are undefined and vary from workweek to workweek, depending on the nature of the work or project. Variable-hours Officers are limited to a maximum of 999 hours in a rolling twelve-month period and should average less than 20 hours in a week. If in any given week the VHO exceeds 40 hours, he/she must be paid one-and-a-half times his/her regular rate of pay for all hours worked in excess of 40 hours per week. Please review the entire Employment of Variable Hours Officers Policy in the Administrative Policy Library.

Short-Term Casuals

A Short-Term Casual employee is an employee on the Columbia University payroll who is performing nonexempt work for a limited period of time. Please note: this excludes full-time and half-time Columbia University students (Columbia University, Barnard College, and Teachers College, who are excluded from the restrictions listed below).

Casual Employees:

1. Are generally limited to 560 hours or four months, whichever comes first in a 12-month period from hire date.
2. Usually hired for a special project or as a short-term replacement for a regular, nonexempt employee (Union or Non-Union), who is on vacation or on leave. If a short-term casual employee is hired to replace a specific employee on an authorized leave of absence, the employment may continue on the short-term casual payroll until the regular employee returns but cannot exceed 999 hours in a 12-month period.
3. Perform nonexempt work and must fit into one of the six predefined job description templates
4. Can hold only one position at a time

Prior to hiring a casual employee, please review the Employment of Short-Term Casual Employees Policy to determine if the hiring needs for your department fit the criteria and parameters of a casual employee. In addition, you should refer to the applicable collective bargaining agreement (CBA) for limitations and notice requirements for work that might otherwise be covered by a CBA.

The following individuals are not eligible for casual employment:

- Students holding an appointment as a Student Officer
- Individuals who will be appointed as faculty, Officers of Research, or Officers of the Libraries
- Individuals doing research

OTHER TYPES OF HIRES

WORK STUDY STUDENTS

The Federal Work-Study (FWS) program is designed to promote part-time employment for students who qualify for help in financing their education. The Federal Work-Study Office provides a wide range of student career opportunities while supporting departmental needs within the University and community.

A department that wishes to hire students through the FWS Program must follow the regulations of this federally funded program and are limited to working no more than 20 hours per week. The policies and procedures are described by the FWS Office on the Federal Work-Study website. Work-Study student employees should not be confused with Student Officers of Instruction and Research who receive an academic appointment.

CONSULTANTS

University schools and departments may contract for the purchase of professional services to accomplish the objectives of the University when such services are specialized, highly technical, and cannot be economically or satisfactorily performed by University employees as part of their normal duties.

An independent contractor is a business firm or an individual that contracts with the University to provide services.

Refer to the Columbia University Purchasing Department's website for detailed information on the process.

> ! The use of the services of a former or retired employee as a consultant raises special considerations. Work with your HR Client Manager to determine whether such an arrangement is permissible and/or feasible. In general, current University employees are prohibited from contracting with the University.

STAFFING RESOURCES

COLUMBIA EMPLOYMENT INFORMATION CENTER (CEIC)

The Employment Information Center serves as a source of information and a critical access point to make the Columbia application process more accessible to the local community. CEIC staff can be reached at 212-851-1551 or via e-mail at ceic@columbia.edu.

The Center provides the following services:

- Enhanced training programs and job search counseling services
- Partnerships with hiring managers to identify local candidates for a wide range of positions, including full-time, part-time, and temporary job openings
- Prescreening and interviewing of local qualified candidates for open positions
- Providing detailed written summaries of viable candidates for hiring managers

CEIC also houses the Columbia Temporary Staffing Office, which provides the following services to the Morningside, Manhattanville, and CUMC campuses:

- Assists University schools and departments in filling immediate, short term, and temp-to-hire openings by partnering with several Columbia-approved temporary staffing firms in the New York City area
- Provides payrolling services for temporary candidates identified by hiring managers
- Partners with the Employment Information Center to place local community residents on temporary assignments

SEARCH FIRMS

Search firms are often used for their expertise in a particular area of specialty or industry, or because of their ability to identify a talented pool of candidates quickly. It is critical to remember, however, that search firms operate under the direction of the hiring manager and must comply with all applicable University recruitment standards. This includes following the stated posting period for the position, complying with outreach and recruitment guidelines, and adhering to all other governing University policies. Please note that the CUHR Recruitment Team can assist in the identification, selection, and management of search firms.

Search firms are expected to adhere to the same affirmative action reporting standards and documentation as all hiring managers. Specifically, the search firm should offer candidates the opportunity to self-identify their gender, race/ethnicity, and veteran status. The hiring manager is required to obtain complete applicant pool data, including reasons for nonselection of qualified candidates from the search firm.

Additionally, search firms must include all relevant information and upload the related documents into the JAC System (to which the firm will have been provided access by the hiring unit). Failure to complete this process may result in the withholding of the final payment to the search firm until the firm has complied with this requirement.

CENTRAL HR RECRUITMENT

The CUHR Recruitment Team provides schools and departments with the following consultative support:

- Recruitment support for executive searches
- Search committee coordination and facilitation
- Liaising with search firms
- Partnering support with hard-to-fill searches and diversity initiatives
- Internal mobility and career counseling
- Spouse/partner career support for faculty recruitment
- Recruiting best practices

DRAFTING A JOB DESCRIPTION

A well-written job description will help attract qualified applicants and simplify the résumé evaluation process. This will also ensure that applicants and employees understand their roles, the skills they will need, and ultimately, the performance expectations for the position.

Well-written job descriptions typically begin with a careful analysis of the important facts about a job, such as the individual tasks involved, the methods used to complete the tasks, the purpose and responsibilities of the job, and the qualifications needed for the job. When determining the skill and education requirements for the position, the primary consideration should be what skills and qualifications are necessary to successfully perform the duties and responsibilities of the role. Other skills and qualifications outside of these should be considered preferred skills and qualifications.

Job descriptions should include:

- Job title
- Department
- Position title of the manager
- Summary description of the broad function and scope of the position
- List of essential duties and responsibilities that should be listed in descending order of importance and the percentage of time spent on each duty
- List of qualifications necessary for the performance of the job (include formal training, education, certifications, licensures, and/or working experience requirements)
- Summary of supervisory positions, subordinate roles, and other working relationships
- Short description of budgetary responsibilities (if applicable)
- Special considerations, such as lifting requirements, working conditions, etc.
- A catchall sentence stating "and all other duties as assigned"

Also refer to the Appendices: (1) List of action verbs; (2) List of Additional Special Considerations.

Keep in Mind:

- Vacancies offer the opportunity to reassess staffing and operational needs and make necessary changes before the position is posted.
- The job description is meant to be a summary of the most important responsibilities of the role; remaining details fall under "other duties as assigned."

PLANNING JOB SEARCHES

Careful recruitment planning and execution helps managers hire individuals who are well matched for the positions. Excellent employee/job matches result in employees who help organizations achieve their goals and gain satisfaction from their work. In today's workplace, managers are usually juggling competing responsibilities and priorities. Although it may seem too time-consuming to conduct a search, when a poor hiring decision is made, managers spend a great deal of energy and effort to start the recruitment initiative all over again.

THE HIRING DEPARTMENT'S ROLE IN THE RECRUITMENT PROCESS

Hiring department responsibilities include:

- Preparing postings and advertising text

- Proposing placement location for advertisements, when applicable
- Ensuring that all applicants apply through the JAC System
- Reviewing the applications and other documents to screen for the most qualified applicants
- Interviewing applicants
- Conducting reference checks
- Ensuring that selected applicants meet the minimum job requirements as listed in the job posting
- Obtaining required clearances, such as background check screening and/or medical clearance, making contingent job offers and thoroughly completing hiring documentation and new hire paperwork
- Ensuring that I-9 forms are completed within 72 hours of the hire date
- Providing job/department specific orientation and training
- Signing up new hire for CUHR Faculty and Staff Orientation Welcome Program
- Completing Positions Management Request (PMR) to ask for new position numbers or to update existing positions (when applicable).

THE ROLE OF CUHR / CUMC HR IN THE RECRUITMENT PROCESS

CUHR / CUMC HR responsibilities include:

- Reviewing and approving job posting text and qualifying questions (when applicable)
- Providing guidance on using the JAC System
- Providing assistance as needed throughout the hiring process
- Verifying that finalists in all grades meet the minimum posted job requirements
- Approving the salary
- Reviewing and clearing background check and any other required screening and grant employment clearance. Please refer to the CU Background Check Policy Guidelines.

ACTIVE RECRUITING

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

It is important to advertise and raise awareness of opportunities through channels that will ensure a diverse pool of candidates, and hiring management should be apprised of and be mindful of applicable Affirmative Action Placement Goals. Such channels include, but are not limited to:

Target publications or websites: Advertisements can be posted in publications or websites where the audience is the member of a diverse group or groups for which there is an Affirmative Action Placement Goal.

Professional associations: Mailing lists for diverse individuals within these groups can be another way of disseminating information for the position.

Professional conferences: You can connect with diverse candidates attending conferences who may be good candidates for current or future open positions.

POSTING REQUIREMENTS

OFFICERS GRADE 10–13 (MORNINGSIDE)/103–105 (CUMC)

Recruitment

While special recruitment initiatives are not required for this group, the recruitment practice should be consistent with the University's commitment to equal employment opportunity and affirmative action. As a result, all vacant Officer grades 10–13 (Morningside)/103–105 (CUMC) positions [for which there is not an Affirmative Action Placement Goal] follow the general policy for posting, requiring a minimum of five business days on the JAC System. We encourage hiring departments to work with their respective HR Client Manager to develop strategies that would render the broadest pool of applicants possible.

> **Note:** Waivers may be considered for these positions and should be submitted via the JAC System to the HR Client Manager for approval.

OFFICER GRADE 14 (MORNINGSIDE)/106 (CUMC) AND ABOVE

Intensive Recruitment

Intensive recruitment is conducted for those positions identified by the Affirmative Action Plan as being in a job group in which there is a placement goal for women and/or minorities, and for officer vacancies at grades 14/106 and above. The posting period for these positions will be defined by the search plan developed and outreach conducted. Generally, a minimum of 14 calendar days for local searches and 21 calendar days for national searches is required to give applicants an opportunity to respond to announcements placed in publications and on websites.

Recruitment and Search Plans

Included in this document is a list of outreach sources that may be used to enhance recruitment efforts. Hiring managers may select from among this list or may choose other resources, such as trade publications that specifically meet applicant pool goals. This list serves as a guide for managers in considering a combination of placements that meet both outreach goals and budget. In an effort to better manage the review process at the end, hiring managers are asked to submit the Intensive Recruitment Search Review Form to the HR Client Manager for review and approval before the search begins.

A search plan is meant to reflect the outreach effort that will be conducted to ensure a diverse pool of candidates is considered. The search plan includes the following information:

- Position title and grade
- Department
- Hiring Manager
- Department profile (diversity composition of the department)
- Recruitment sources
- Any Placements Goals

Search plans must be submitted via the JAC system and approved by the HR Client Manager prior to posting.

Waivers from Intensive Recruitment

Waivers from the intensive recruitment process may be considered in a case where a candidate is identified who is highly qualified based on the specifications in the job description, with at least one of the following criteria:

1. The candidate selected would assist the University in meeting a placement goal set in the applicable job group.
2. The selection is required under union contract or other governing University policy.
3. The action is an internal promotion and:
    a. The selection of the internal candidate would assist the University in meeting the placement goal in the applicable job group
    b. The promotion is a result of an upgrade for which no new position is created; or
    c. The department already has a pool of eligible internal candidates, including diverse candidates, from which to choose
4. A current University employee is identified for a lateral transfer within the same department; the transfer is at the same grade level with comparable responsibilities.
5. The position is a special appointment of less than one year.
6. Other special circumstances exist, such as the person to be hired is part of an established research team.

Requests for waivers from the intensive recruitment process for grades 14/106 and above should be made via the JAC System and submitted to EOAA for clearance.

UNION AND NON-UNION SUPPORT STAFF

NON-UNION SUPPORT STAFF

Recruitment

All Support Staff positions (that are not identified as underutilized) follow the general policy for posting, requiring a minimum of five business days on the JAC System.

Union Support Staff

Searches for positions covered by collective bargaining agreements may not be filled without reposting unless the job posting specifically states that there are multiple vacancies to be filled. Consult the appropriate Collective Bargaining Agreement for additional requirements.

TEMPORARY UNIVERSITY POSITIONS

Temporary University positions, those with duration of less than one year, are not subject to the general policy for posting. However, if the position status should change from temporary to regular, it must be posted at that time and a search should be conducted.

ADVERTISING GUIDELINES

Job advertisements should summarize and highlight critical tasks and responsibilities of the role and should clearly reflect skills needed to perform the essential functions of the job, as well as other preferred skills and experience. If the wording associated with skills and experience requested does not specify preferred or required, they are assumed to be required. Minimum requirements and qualifications must be the same in each job advertisement placed, i.e., the job advertising placed in a publication or website must have the same requirement as the posting placed on the JAC System. In the event that there is a discrepancy, the JAC posting will stand. All job announcements must contain the corresponding posting's URL directing applicants to the JAC System.

! The full job description should not be used as a job advertisement.

AD PLACEMENT

In instances where a job opening has a considerable list of qualifications, requires extensive recruitment, and/or is in a traditionally "hard-to-fill" job family, the use of advertising in an external publication or website may be necessary. The job advertisement text may be reviewed by the HR Client Manager before the school/department places the ad(s) with (1) Columbia Creative; or (2) directly to the respective source.

AD CONTENT

In general, the school/department should prepare a job summary extracted from the full job description for inclusion in advertisements. The school/department should consult with its HR Client Manager before placing ads listing multiple positions.

The following information should be included in all advertisements:

- Full job title
- Full name of Columbia University within text
- Minimum requirements as listed on the job posting, plus any other essential functions the hiring manager deems necessary
- JAC System link for the posting

See Appendix for generally recommended sites.

APPLICATION PROCESS

All applicants, including current University employees, must apply via the JAC System. Applicants must complete the electronic application, answer all questions, and upload their résumé and any other required documentation (cover letter, writing sample, etc.). If an applicant does not answer the questions or upload the required documents, their application will appear as "incomplete" in the JAC System, and they will not be considered for the position.
Once an applicant completes the application process, he/she will receive a system-generated confirmation e-mail.

! Hiring managers should not interview candidates who have not applied through the JAC System.

COMMUNICATING WITH APPLICANTS

Making the position known, whether through advertising or professional networks, marks the beginning of communications with potential applicants. Responding promptly to correspondence and keeping applicants apprised of the recruiting process and its timeline is essential.

Do's:

- Convey appreciation of applicant interest by acknowledging receipt of applications
- Inform applicant of next steps in the process, if consideration is continuing
- Provide details of interviews and campus visits in a timely manner

Don'ts:

- Wait until after you have filled the position to let the applicant know that they are no longer under consideration
- Ignore applicant e-mails

BEST PRACTICES FOR APPLICANT EVALUATION

When evaluating applicants, it is important to make sure that the process is fair and gives due consideration to each candidate. It may be necessary to correct for unconscious tendencies 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:** A standard evaluation form will help committees to rate criteria consistently across a pool of applicants.

- **Look for strengths:** Search for reasons to continue considering individuals for the position. Such an approach will ensure that strengths are not overlooked and that all promising applicants are included.
- **Rely on evidence:** Refer to materials in candidate's application. Ensure that similar information is collected on all applicants. For example, if one applicant receives an unsolicited reference from a colleague, then the search committee should reach out to colleagues of other applicants to obtain references.
- **Set aside adequate time:** Spend adequate time reviewing each application to ensure that each receives a thorough assessment.
- **Seek different perspectives:** 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 elitism:** Be careful of rating an applicant highly solely because of the reputation of their institution.
- **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 applicants.

See Appendix for Candidate Evaluation Template.

INTERVIEWING APPLICANTS

An interview aims to gather information about an applicant, present a realistic description of the position, ensure a fair selection process, establish adequate records in the event that the hiring decision must be justified, and determine whether the candidate would succeed in the position.

After reviewing the cover letters, applications and résumés for all applicants who meet minimum qualifications, select those who most closely match the job criteria for an initial interview. The JAC System will help screen out any applicants who do not meet the minimum qualifications.

A number of variables affect the size of the initial or first-round applicant pool. Some variables include the number of applicants in the pool, the quality of the pool, the budgeted salary versus the applicants' salary requirements, and whether or not intensive outreach is required.

The University endeavors to give fair consideration to all highly qualified applicants to ensure an unbiased and nondiscriminatory search process. Unless intensive outreach is required, you may want to narrow your initial candidate pool to three to six applicants.
Before contacting applicants to verify their continued interest in a position, prepare one set of

interview questions directly related to the job requirements. All those involved in the interview process should have a copy of this set of questions.

Interviewers are prohibited from asking applicants questions pertaining to a race, color, sex, gender, pregnancy, religion, creed, marital status, partnership status, age, sexual orientation, gender identity, gender expression, national origin, disability, military status, or any other legally protected status. Interviewers should also avoid questions involving health-related issues.

! Hiring managers or search committee members should not interview candidates who do not meet the minimum qualifications as posted on the JAC System.

GUIDELINES FOR CONDUCTING INTERVIEWS

Be mindful that this outline will vary depending upon the nature of the open position and the number of interviewers involved.

Do's:

- Schedule the interview so that the applicant and interviewer have adequate advance notice. Allow 30 to 90 minutes for the initial interview, depending on the type of position. Always allow a few extra minutes between interviews.
- Be sure each scheduled applicant has completed an online employment application on the JAC System.
- Whenever possible, have the interview in a private, quiet setting. Avoid interruptions and phone calls. You may also want to keep the door open or ajar for safety reasons.
- Arrange seating to allow for easy eye contact. Other than handshakes, interviewers should not make physical contact with applicants.
- Be aware of personal bias used during the interview.
- Consult with CUHR/CUMC HR and the manager of the Return to Work Program if an applicant needs reasonable accommodation in order to be interviewed. Visit the Workplace Accommodations page under Working at Columbia for more information.

Don'ts:

- Fail to put the candidate at ease
- Lead applicant to expected answers to questions
- Fail to actively listen
- Dominate the interview
- Fail to probe—lack of follow-up questions to clarify ideas
- Fail to plan for the interview
- Ask yes/no questions versus open-ended questions

See Appendix for Guidelines for Interview Questions.

Interviewing Candidates with Disabilities

Under the Americans with Disabilities Act (ADA) and similar state and city laws, it is unlawful for an employer to discriminate against a qualified applicant with a disability. Often, managers are unsure about how to handle an interview with a candidate with a disability that may cause undue stress during an interview. The following guidelines will help managers navigate through the process and ensure a successful interview:

Key Points:

- The ADA defines an individual with a disability as a person who: (1) has a physical or mental impairment that substantially limits a major life activity; (2) has a record or history of a substantially limiting impairment; or (3) is regarded or perceived by an employer as having a substantially limiting impairment.
- An applicant with a disability, like all other applicants, must be able to meet the employer's requirements for the job, such as education, training, employment experience, skills, or licenses. In addition, an applicant with a disability must be able to perform the "essential functions" of the job either with or without "reasonable accommodations." However, an employer does not have to provide a reasonable accommodation that will cause "undue hardship," which is a legal standard that considers significant difficulty and expense for the University.

(The U.S. Equal Employment Opportunity Commission, Job Applicants, and the Americans with Disabilities Act, https://www.eeoc.gov/laws/types/disability.cfm.

Best Practice:

- Ensure the interview occurs in an accessible location.
- Treat the individual with the same respect as any other candidate. Likewise, hold individuals with disabilities to the same standards as all applicants, subject to any approved reasonable accommodations.
- Ask only job-related questions that speak to the functions of the job for which the applicant is applying.
- Concentrate on the applicant's technical and professional knowledge, skills, abilities, experiences, and interests.
- Focus questions and comments on job-related topics.

Schools and departments should consult with their HR Client Manager for additional guidance.

TYPES OF INTERVIEWS

- Individual Interview: An interview conducted one-on-one. In some instances, the Human Resources representative may conduct the first round of interviews and select one to three finalists for final interviews with the hiring manager.
- Panel Interview: An interview conducted by a small group of managers and/or campus representatives (faculty, staff, students) that allows for various perspectives on the competencies required for the position. This approach may provide a more objective measurement of the applicant's ability to do the job.
- Sequential Interview: An interview that consists of a series of panel or individual interviews. The goal is to give different stakeholders a chance to interview and assess a candidate.

BEHAVIORAL-BASED INTERVIEW QUESTIONS

Studies have shown that past behavior is the best way to predict future performance. Behavioral-based interview questions (also known as competency-based questions) can reveal how an applicant dealt with a specific situation in the past, helping to provide the interviewer with an idea of how the applicant might deal with similar situations at Columbia. The first step in the process is to identify the specific behaviors associated with the position and then select the questions that would provide the best insight.

Here is a nonexhaustive list of behavioral attributes with their corresponding behavioral-based questions:

Team-Oriented

- We all make mistakes we wish we could take back. Tell me about a time you wish you'd handled a situation differently with a colleague.
- Describe a time when you struggled to build a relationship with someone important. How did you eventually overcome the obstacle?
- Talk about a time when you had to work closely with someone whose personality was very different from yours.
- Give me an example of a time you faced a conflict while working on a team. How did you handle the conflict?
- Tell me about a time you needed to get information from someone who wasn't very responsive. What did you do?

Client-Focused

Describe a time when it was especially important to make a good impression on a customer/client. What did you do to make a good impression?

Give me an example of a time when you did not meet a customer/client's expectation. What happened, and how did you attempt to rectify the situation?

Describe a time when you had to interact with a difficult customer/client. What was the situation, and how did you handle the situation?

Tell me about a time when you made sure a customer was satisfied with your service.

When you're working with a large number of customers, it's difficult to deliver excellent service to them all. How do you prioritize your customers' needs?

Ability to Adapt

Tell me about a time in which you were under a lot of pressure. What was going on, and how did you get through it?

Give me an example of a time when you had to think on your feet in order to extricate yourself delicately from a difficult or awkward situation.

Tell me about a time you failed. How did you deal with this situation?

Describe a time when your team was undergoing some change. How did that impact you, and how did you adapt?

Tell me about your very first job. What did you do to learn the ropes?

Time Management

Tell me about a time you had to be very strategic in order to meet all your top priorities.

Describe a long-term project that you managed. How did you keep everything moving along in a timely manner?

Give me an example of a time when you managed numerous responsibilities. How did you handle juggling all of the responsibilities?

Sometimes it's just not possible to get everything on your to-do list completed. Describe a time in your life when the responsibilities became overwhelming. What did you do?

Tell me about a time you set a goal for yourself. How did you ensure you met your objective?

Communications

Give me an example of a time when you had to explain something fairly complex to a frustrated client. How did you handle this delicate situation?

Describe a time when you were the technical expert. What did you do to make sure everyone was able to understand you?

Tell me about a time when you had to rely on written communication to convey your ideas to your team.

Tell me about a successful presentation you gave and why you think it was a hit.

Give me an example of a time when you were able to successfully persuade someone to see things your way at work.

Leadership

Tell me about your proudest professional accomplishment.

Describe a time when you saw a problem and took the initiative to correct it rather than wait for someone else to handle the issue.

Tell me about a time when you worked under close or extremely loose supervision. How did you handle that?

Give me an example of a time you were able to be creative with your work. What was exciting or difficult about it?

Describe a time when you were dissatisfied with your work. What could have been done differently to make things better?

USING SEARCH COMMITTEES

Depending on the position, a search committee should be broadly representative of the unit, department, and/or key stakeholders. The committee members should be able to provide a variety of perspectives on the role and function of the position in question. A good committee might include individuals who will be peers of the new hire, in his or her reporting chain, and/or among his or her "clients." In the case of top executive positions, the committee should also include some of CU's stakeholders, such as representatives of alumni groups, foundations, and boards. Ideally, the committee would reflect diversity in gender and race. The level of the position to be filled is a good indicator of the number of people who should serve on the committee.

CANDIDATE SELECTION GUIDELINES

MEETING THE MINIMUM REQUIREMENTS

There are times when a résumé does not clearly indicate that the candidate meets all requirements. If this is the case, the manager needs to verify qualification requirements during or following the interview and to indicate these qualifications clearly when documenting the reasons for selecting the candidate. In general, the language used in justifying the selection of the candidate to be hired must indicate clearly how the candidate meets the specified requirements of the position.

MEETING EDUCATIONAL AND/OR EXPERIENCE REQUIREMENTS

For Officer positions, experience obtained beyond the minimum requirements stated may be substituted for education where indicated in the job posting. In general, a bachelor's degree is required for grades 13 and above.

GRADES	EDUCATION REQUIREMENT
MS 10–13 CUMC 103–105	Bachelor's degree and/or experience calculated at a rate of 1½ to 2 years of directly related experience for each year of education up to a maximum of 6 years
MS 14 and above CUMC 106 and above	Bachelor's degree required. Advanced degree desirable or usually re quired.

See Appendix for Guidelines for Minimum Qualifications Requirements.

REASONS FOR SELECTION

Reasons for selection should be position-specific and directly related to the qualifications stated in the job posting. The applicant must at least meet the minimum qualifications listed for the role.

REASONS FOR NONSELECTION

Reasons for nonselection should not include references to requirements/preferences that are not listed in the qualifications of the job posting.

TYPE OF EXPERIENCE

Related experience can refer to work performed in a similar industry, or it can also refer to transferable skills needed to do the job, and may be obtained in different work settings or job types. The hiring manager should be clear in the justification and indicate what skills were demonstrated through the interview or what specific experience was focused on, in determining the candidate's qualifications for the job.

Casual Experience
Previous casual experience at Columbia (in the job being filled) will not be the only factor considered toward qualifying a candidate as it relates to the required experience. Doing otherwise may imply preselection, which is contrary to University policies.

Summer Employment
Full-time summer employment will count for its respective duration.

Part-Time Employment
Part-time employment may be counted toward experience; however, the manager must verify and clearly indicate the amount of time that will be matched with experience requirements. In addition, the part-time experience will be prorated according to the number of hours worked.

Volunteer Experience
Full-time volunteer experience and internships will not count toward required years of experience.

Internships
Paid internships will count toward required years of experience; however, the work must be directly related to the role.

CANDIDATE CLEARANCE

For All Grades
Once a search has been completed and an applicant has been identified for clearance, the applicant is submitted as a finalist in the JAC System and reviewed by the HR Client Manager for clearance.
The school/department is responsible for:

- Selecting the finalist in the JAC System
- Changing the status of the other applicants
- Uploading copies of ads placed and the search plan to the JAC System
- Submitting the finalist to the HR Client Manager for clearance

CHECKING REFERENCES

References provide a valuable complement to interviews, allowing hiring managers to verify information that the applicant has provided, e.g., dates, title/position, responsibilities, and reason for leaving, and to have the benefit of the prior employer's views about the applicant's work performance, accomplishments, strengths, and weakness. A consistent method of reviewing these references will contribute to a fair assessment of candidates. Data shows that on-the-job performance is the most useful predictor of future success. As a result, hiring managers should request references from past supervisors, including the most recent position. Managers should not rely on written references provided by the applicant, because many times, they are written at the time of termination and may not provide an accurate representation of the applicant's work.

There may be times when the former or current manager is not available. In these cases, it is important to get a reference from other managers, supervisors, or staff in the organization who may be able to provide information about an applicant's experience and qualifications. Managers should make job offers subject to satisfactory completion of reference checks.

Best Practice

- Check references prior to making an offer.
- Notify applicants that their references may be contacted. When interviewing references, be sure to only ask job-related questions. Questions that are not suitable to ask candidates are also not appropriate to ask of references.

FOR INTERNAL APPLICANTS: The hiring manager should follow Columbia's internal transfer policy. Schools and departments may contact their HR Client Manager for assistance.

See Appendix for the Reference Check Questionnaire.

DEVELOPING A SALARY OFFER

Hiring managers are responsible for offering and agreeing to salaries for new applicants that are in accordance with the hiring range for the grade (for Officers of Administration and Non-Union Support Staff) or as agreed to in the collective bargaining agreements (for Union Support Staff). Individual schools/department may have additional policies and approval requirements; please consult with the appropriate departmental HR or Dean's Office. The approval of your HR Client Manager is required before a final offer may be extended. In addition, your HR Client Manager must approve any proposed exceptions, relocation allowances, sign-on bonuses, or any other nonstandard benefits.

BEST PRACTICE

- Review and compare salaries of current department staff for internal equity with the new hire.
- Consider whether the planned salary offer is equitable and justifiable based on the job requirements and the individual's qualifications and background as compared to current staff.
- Select a salary for the new hire that falls within the hiring range for the grade (from range minimum to mid-point of range for administrative Officers and Non-Union Support Staff).
- Consult with your School or Department's HR Client Manager for the relevant salary-range grid, to obtain market data and to discuss any special salary considerations for offers over the mid-point of the range.

Salaries for positions covered by collective bargaining agreements are negotiated between the University and the respective union. Refer to the appropriate collective bargaining agreement for rates and effective dates.

MAKING THE OFFER

Once the salary has been determined, the manager or departmental HR should contact the applicant by phone to make the offer.

BEST PRACTICE

- Be enthusiastic about the offer and let them know how excited you are about their joining your team.
- Discuss the offer in terms of a total compensation package: salary, paid time off, tuition, health, and retirement benefits.
- Provide information about anticipated start dates, schedule (if applicable), grade, and title of the position.
- Give the applicant the option of taking time to consider the offer (at least 24 hours).
- Follow up with the applicant to finalize the offer and set the start date.
- Send Offer Letter document and other hiring materials.
- Review the Onboarding section in this guide and begin planning for onboarding the applicant.

The Offer Letter

To ensure consistency in the application of employment laws, as well as University guidelines, all schools and departments should use the template offer letters that are posted on the HR website. The templates are provided for the different employment categories defined in this guide and contain required statements and information. They also reference information specific to the different collective bargaining agreements. Offer letters created by a school or department must be approved by the HR Client Manager before they can be used.

NOTIFYING APPLICANTS

Following the acceptance of the offer by the finalist, the hiring manager will need to notify the other applicants interviewed of their status. It is the responsibility of the hiring manager to contact all applicants interviewed by the department to inform them of the hiring decision. Applicants not interviewed will be notified through the JAC system as to the filled status of a posting for which they applied.

See Appendix for Guidelines Sample Candidate Regret Letter/E-Mail Template.

BACKGROUND CHECKS

POLICY STATEMENT

Columbia is committed to providing a safe and secure environment for our community, including students, visitors, and employees, as well as safeguarding the assets and resources of the University. In support of this effort, any applicant for a University position who receives a conditional offer of employment will undergo a background check. Rehires with a break in service of more than six consecutive months will also be required to undergo a background check.

A background check consists of a criminal record search (including the 50-state sex offender registry), education, and employment verifications. Some applicants will also be required to undergo drug testing, motor vehicle search, fingerprinting, or an unscored credit check, depending on the nature of the position. Applicants for such positions will be notified of this requirement when an offer of employment is made. The finalist must be cleared by your HR Client Manager and given a conditional offer of employment before a background check can be initiated. Applicants are not permitted to begin working until the background check clearance is issued, unless an exception is approved in advance by the VP of Human Resources or his or her designee.

Key Actions

- The finalist is selected by the school/department and cleared by your HR Client Manager.
- A conditional offer of employment is made.
- The Department initiates the background check (via e-link or manually).
- CUHR or CUMC HR reviews the report and notifies the school/department if the selected finalist has cleared the background check or the report revealed a potentially disqualifying alert. In the case of a potentially disqualifying alert, CUHR / CUMC HR will initiate the adverse action process (see Background Check Guidelines for more information regarding the pre-adverse process).
- If the finalist is cleared by CUHR or CUMC HR, the school/department can move forward with the hiring process.

The complete Background Check Policy can be found in the Administrative Policy Library.

For more information regarding which positions require drug testing, motor vehicle department searches, and/or fingerprinting, contact your designated HR Client Manager.

ELIGIBILITY TO WORK (FORM I-9)

Columbia University is required to comply with federal laws and regulations concerning verification of identity and employment eligibility and associated recordkeeping for employees hired to work in the United States. This policy applies to all new hires and rehires.

Columbia uses an online system, I-9 eXpress, to collect and process the required documentation from new hires to comply with these laws. There are I-9 Processing Centers on the Morningside campus, at CUHR—4th Floor, Studebaker Building, at the Columbia University Medical Center, and at Lamont-Doherty Earth Observatory.

All employees must complete a Form I-9 within three business days of the first day of employment. The first day of employment is the day the individual starts working, regardless of the appointment or hiring date. For more information and instructions, please see the Form I-9 page.

New Form I-9s are required for all rehires if any one of the following is true:

1. The employee completed his or her original Form I-9 more than three years ago.
2. The employee completed the original Form I-9 less than three years ago but is no longer eligible to work under the original documents presented.
3. The employee completed his or her original Form I-9 on paper.
4. Before determining that a new I-9 is not required, the original I-9 should be reviewed to confirm that the work eligibility has not expired for the individual.
5. All rehires, regardless of whether or not they require a completely new I-9, must go to one of the I-9 Service Centers to complete Section 3 of the Form I-9—reverification—in order to update their hire date.

Key Actions

- Direct the new hire to complete Section 1 of the Form I-9 online on or before the first day of employment. See Form I-9 for details of the process.
- Ensure that the employee goes to one of the I-9 Service Centers and completes section 2 with an I-9 processor within three business days of the first day of employment.
- Nonimmigrant Personnel:
    - o Nonimmigrant Status: The International Students and Scholars Office (ISSO) assists schools and departments of the University that wish to bring nonimmigrant personnel to Columbia in positions of academic teaching and research. Please see the ISSO Handbook for Departmental Managers for more information.

HIRING STEPS FOR ADMINISTRATIVE UNIVERSITY EMPLOYEES

OFFICERS OF ADMINISTRATION, UNION, NON-UNION, AND SHORT-TERM CASUALS

The following are the hiring steps that must be completed for all administrative staff:

1. The School/Department:
   - Identifies the finalist in the JAC System
   - Sends e-mail to HR Client Manager requesting to close the posting
   - Once the posting has been closed, changes the applicant's status to "Finalist" and updates the Hiring Proposal, Salary Tabs, and, for CUMC, the Special Indications tab
   - Submits the finalist for clearance
2. HR Client Manager clears finalist in JAC System.
3. School/department extends contingent offer of employment and finalist accepts.
4. School/department initiates the background check. At CUMC, CUMC HR initiates the background check once the finalist is cleared in the JAC System.
5. CUHR clears the finalist's background check.
6. School/department changes status of the finalist to "Hired" and the status of remaining applicants accordingly (Interview Not, Hired; Not Interview, Not Hired and includes the reason for nonselection).
7. School/department prepares new hire paperwork.

AT CUMC ONLY:

- Drug screenings are required for all support staff and are scheduled through our background check third-party vendor. Drug screenings are required for Officers of Administration who are subject to Joint Commission mandates, including Variable Hour Officers, and are scheduled through the CUMC Medical Surveillance Appointment System.
- Medical surveillance is required for all employees who are subject to Joint Commission Mandates.
- Drug screening and medical surveillance clearances must be granted before a finalist is permitted to start work.
- Background checks are required for all employees, including Variable Hours Officers.

WORK-STUDY STUDENTS

Key Actions:

- Carefully review all information and requirements on the FWS program website for on-campus employers
- Request an FWS allocation from the Office of the Provost. If the allocation is granted, both you and the FWS Office will be notified of the allocation and the amount.

- On the FWS website under the link for On-Campus Employers, request log-in permission and complete the user profile.
- Create and post job listings in the FWS online system.
- Only allow the student to begin work once the hire has been approved and notification received from the FWS Office.

Work-Study student employees should not be confused with Student Officers of Instruction and Research, who receive an academic appointment.

PROCESSING HIRE TRANSACTIONS FOR ADMINISTRATIVE EMPLOYEES

All applicable hiring paperwork must be submitted to the HRPC in a timely fashion via the template-based hire process. Template-Based Hires (TBH) is a function within People @ Columbia, where new hire and rehire transactions are initiated electronically in the departments and schools through templates. A document attachment feature allows you to attach any documents necessary, and the electronic workflow allows for a paperless approval process.
A full description of the hiring transaction process can be found on the Processing Hiring Transactions page on the CUHR website.

Please click here for the New Hire Checklist.

ONBOARDING

PURPOSE OF ONBOARDING PROGRAMS

The purpose of a new employee onboarding program is to introduce new employees to their job, colleagues, and the organization so that they have the necessary resources to succeed. It also makes good business sense and increases retention, which may save on recruitment costs given that some experts estimate the average hiring cost to be approximately twice the employee's salary.

BENEFITS OF IMPLEMENTING AN ONBOARDING PROGRAM:

- Promotes employee engagement, organizational commitment/involvement, and influences retention
- Provides clear expectations and guidelines
- Decreases stress associated with a new job, resulting in a more productive and team-focused employee

ONBOARDING BEST PRACTICES

1. Schedule New Hire Orientation (CUHR/CUMC HR and Local)

It is essential that new hires participate in the new hire orientation sessions both locally and through CUHR / CUMC HR.

2. 30-60-90-Day Plan

This type of plan provides an onboarding roadmap for managers and new employees that ensures the proper alignment between expectations, resources, and assimilation, all of which are essential to a successful hire.

3. Mentor or Buddy System

Assigning a mentor or buddy can help new hires feel like they have someone who can help them navigate the unspoken rules and nuances that are specific to the group, the department, and, ultimately, the University. They offer guidance and can become a sounding board for the new hire. The mentor or buddy should be a member of the group who can serve as a role model, is seasoned, and understands the ins and outs of the group.

See Appendix for Staff Onboarding Plan Template.

APPENDIX

ACTION VERBS FOR WRITING JOB DESCRIPTION

Action verbs help hiring managers describe the skills you need your incumbent to possess or responsibilities that your employee will be tasked with on the job.

ACKNOWLEDGES
ACTS
ADVISES
ANALYZES
APPRAISES
APPROVES
ARRANGES FOR
ASSESSES
ASSIGNS
ASSISTS
ATTENDS
AUTHORIZES
CALCULATES
CHECKS
COLLABORATE
COMPLIES
COMPUTES
CONDUCTS
CONTROLS
COORDINATES
CREATES
DECIDES
DELEGATES
DEVELOPS
DISSEMINATES
DISTRIBUTES
MAINTAINS
MANAGES
MONITORS
NEGOTIATES
ORDERS
ORGANIZES
ORIGINATES
OVERSEES
PARTICIPATES
PLANS
PREPARES
PRESIDES
PROGRAMS
RECOMMENDS
REFERS
RESEARCHES
REVIEWS
SEARCHES
SELECTS
SERVES
SUBMITS
SUPERVISES
VERIFIES

JOB DESCRIPTION LANGUAGE FOR SPECIAL CONSIDERATIONS

Below, please find suggested language for roles that require special shift considerations:

- Must be able to work evenings, weekends, and holidays.
- Various Shifts Available: 11:00 p.m.–7:00 a.m., 7:00 a.m.–3:00 p.m., 3:00–11:00 p.m.
- Floating Shift—must be available for various shifts (7:00 a.m.–3:00 p.m., 3:00–11:00 p.m., 11:00 p.m.–7:00 a.m.), including weekends.
- The position is required to work a variety of shifts in a 24-hour/seven-day schedule, covering as needed for vacation and sick leave and other absences, including mandatory overtime in case of emergency, gaps in coverage, or failure of next shift relief to appear. Performs other duties as assigned.
- Schedule varies during the summer and at other times, as operational demands require.

For special assistance in customizing shift language for a particular role, please contact your HR Client Manager.

GUIDELINES FOR MINIMUM QUALIFICATIONS REQUIREMENTS

Morningside Salary Grade	Minimum Experience Requirement	Minimum Education Requirement (1.5–2 years of directly related experience for each year of education up to a maximum of six years may be used to fulfill education requirements.)
5	Six months of experience	High school diploma or equivalent
6	One year of related experience	High school diploma or equivalent
7	Two years of related experience	High school diploma or equivalent
8	Two years of related experience	High school diploma or equivalent; some college preferred
9	Three years of related experience	High school diploma or equivalent; some college preferred
9A	Three years of related experience	High school diploma or equivalent; some college preferred
10	0–2 years of related experience	Bachelor’s degree and/or equivalent related experience required
11	2–4 years of related experience	Bachelor’s degree and/or equivalent related experience required
12	3–5 years of related experience	Bachelor’s degree and/or equivalent related experience required
13	4–6 years of related experience	Bachelor’s degree required; advanced degree desirable
14	5–7 years of related experience	Bachelor’s degree required; advanced degree desirable
15	7–9 years of related experience	Bachelor’s degree required; advanced degree is usually required or strongly desirable
16	8–10 years of related experience	Bachelor’s degree required; advanced degree usually required or strongly desirable
UGR	10 + years of related experience	Bachelor's degree required; advanced degree usually required or strongly desirable

CUMC Salary Grade	Minimum Experience Requirement	Minimum Education Requirement
103	Two years of related experience	Requires bachelor's degree or equivalent in education and experience
104	Three years of related experi-ence	Requires bachelor's degree or equivalent in education and experience
105	Four years of related experience	Requires bachelor's degree or equivalent in education and experience
106	Five years of related experience	Requires bachelor's degree or equivalent in education and experience
107	Seven years of related experi-ence	Requires bachelor's degree or equivalent in education and experience; master's degree preferred.
108	Ten years of related experience	Requires bachelor's degree or equivalent in education and experience; master's degree preferred

GUIDELINES FOR INTERVIEW QUESTIONS

Under the laws enforced by EEOC, it is illegal to discriminate against someone (applicant or employee) because of that person's race, color, religion, sex (including gender identity, sexual orientation, and pregnancy), national origin, age (40 or older), disability, or genetic information. It is also illegal to retaliate against a person because he or she complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

TOPIC	APPROPRIATE QUESTIONS	INAPPROPRIATE QUESTIONS
Race	None	What is your race?
Religion	None	What is your religion? What religious holidays do you observe?
National Origin/ Citizenship	Can you show proof of your eligibility to work in the United States?	Are you a U.S. citizen? Were you born in the U.S.? What is your "native tongue?"
Age	If hired, can you furnish proof of age?	How old are you? When is your birth date?
Disability	Are you able to perform the essential functions of this job with or without a reasonable accommodation? Show the applicant the job description so he or she can give an informed response.	Are you disabled? What is your condition? Have you had any medical leaves? Have you had any operations?
Military Status	What type of education did you receive in the military?	Were you honorably discharged?
Arrests and Convictions	None	Have you ever been convicted of a crime?
Credit Standing	None	What is your credit score?
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.	What is your marital status? Do you have any children or plans to have them? Are you a caregiver? How old are your children?
Salary-related compensation	What are your salary expectations?	What is your current salary? What is your salary history?

ADVERTISEMENT PLACEMENT SITES

Fee-Based Sites:

Chronicle of Higher Education
CUPAHR
Dice.com
HigherEdJobs.com
LinkedIn
Monster.com

Non-Fee-based sites (capture all CU postings):

DirectJobs
Educause
Glassdoor
HERC
Indeed
Jobmanji
JuJu
National Association for College Admission Counseling (NACAC)
NY Department of Labor
SimplyHired
US.Jobs
USMilitarypipeline.com

Diversity Fee-Based Sites:

Academic Careers Online
Academic Diversity Search Inc.
Affirmative Action Register
American Council on Education
American Indian Science and Engineering
American Society of Women Accountants
Association for Women in Science
Black Issues in Higher Education
DiversityIncCareers
Diversity Forum Job Opportunities
DiversityRecruiting.com
Diversity Web
DiversityWorking.com
GettingHired.com
HireDiversity.com
Hire Veterans
IMDiversity.com
Latino Perspectives in Higher Education
Media Advertising Sources for Recruiting Diverse Faculty
Minority Executive Search, Inc.
National Association of Black Accountants Inc.
Society for College and University Planning
USAjobs.gov
VetJobs.com
Vets.gov
Women in Higher Education

SAMPLE JOB INTERVIEW ASSESSMENT FORM

INTERVIEW ASSESSMENT FORM

Name of Candidate: Interviewer: Salary:

Position Title: Date:

CATEGORY	RATING				COMMENTS
	1	2	3	N/A	
Experience— Has exhibited ability to handle multiple responsibilities simultaneously					
Interpersonal skills— Active listener; projects enthusiasm; instills confidence in ability to carry out all aspects of the role					
Management skills— Ability to manage relationships and processes; evidence of strong time management skills					

1 = Favorable **2 = Adequate** **3 = Poor** **N/A = Unable to Judge**

Candidate's primary strengths:

Candidate's possible deficiencies:

REFERENCE CHECK FORM

COLUMBIA UNIVERSITY HUMAN RESOURCES

Reference Check

Instructions

The purpose of this reference check questionnaire is to give interviewers general guidelines for conducting an effective telephone reference check. Keep in mind that these are just examples of suggested questions that may be used to check facts and obtain job-related data. When conducting an actual reference check the interviewer should tailor these questions and/or add new questions to appropriately reflect the job to be filled.

Applicant Information

Applicant's Name: ______________________ Date *(mm/dd/yyyy)*: ___/___/______

Organization: ______________________

Name of Individual Contacted: ______________________ Phone: (   )   -

Title: ______________________ Relation to Applicant: ______________________

Verification of Factual Information

Dates Employed *(mm/dd/yyyy)*: ___/___/______ **to** ___/___/______

Previous Positions Held: ______________________

____

____

Sample Job Related Questions *(If you need more space, please attach a sheet of paper)*

Describe the applicant's primary job responsibilities:

On what activities did the applicant spend most of his/her time?

Can you provide examples of instances when the applicant had multiple demands on his/her time?

APPLICANT REGRET LETTER/E-MAIL TEMPLATE

Dear Name:

Thank you for applying for the *Title* position with *Name of the Dept*.
A great deal of thought and consideration went into reviewing the qualifications of all who applied. Subsequently, we selected another candidate for the position.

We sincerely appreciate your interest in our position and encourage you to continue to review our website, https://jobs.columbia.edu, for other positions of interest.

Regards,

Hiring Manager

Or

Thank you for taking the time to discuss the *Title* opportunity with *Name of the Dept.* We appreciate your interest and enjoyed talking with you.

We have experienced an overwhelming response to this position, and although we found your credentials to be impressive, we are pursuing other candidates whose credentials/qualifications more closely match the requirements for the position. We encourage you to continue to review our website, https://jobs.columbia.edu, for new positions of interest.

Again, it was a pleasure speaking with you, and we wish you continued success in your career search.

Regards,

Hiring Manager

HIRING PROCESS AND DOCUMENTATION GUIDE

Use this chart to ensure all necessary process steps are completed before an individual can begin employment at Columbia.

COLUMBIA UNIVERSITY HIRING PROCESS AND DOCUMENT GUIDE CHART												
HIRING PROCESS			REQUIRED HIRING DOCUMENTS									
Employee Category	Requisition in JAC	CUHR Approval	Signed Application and Resume from Candidate	Signed Offer Letter	Self-Disclosure Form	Disclosure of Criminal Back-ground Form	Back-ground Check	I-9 Form	Tax Forms	NYS 195 Form	Casual Employ-ment Form
Regular FT Officer	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	
Regular PT Officer	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	
Regular FT Support Staff	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	
Regular PT Support Staff	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	
Regular FR Non-Union Support Staff (NUSS)	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	
Regular PT Non-Union Support Staff (NUSS)	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	
Temporary FT Officer	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	
Temporary PT Officer	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	
Variable Hours Officer	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	
Short-Term Casual	✔	✔	✔		✔	✔	✔	✔	✔	✔	
Student Casual								✔	✔	✔	✔

OTHER UNIVERSITY EMPLOYMENT CATEGORIES:

Federal Work-Study Student:
Contact the Federal Work-Study Office

Agency Temp:
Contact the Columbia University Employment Information Center

Consultant:
Contact the University Procurement Office

STAFF ONBOARDING CHECKLIST

One week before start date

❑ Set up and test computer

❑ Request UNI

❑ Set up e-mail account

❑ Create training plan

❑ Notify staff of new employee's start date

❑ Assign mentor or buddy

❑ Create schedule for first week

One day before start date

❑ Call employee to confirm start time and location

❑ Remind employee to bring documentation to complete I-9 and tax forms

❑ Make sure work station is organized

Employee's first day

❑ Show employee his or her workstation

❑ Provide computer access and account information

❑ Introduce employee to buddy and to co-workers

❑ Buddy to show employee around (break rooms, supplies, restrooms, etc.)

❑ Complete new hire forms

❑ Obtain ID card

❑ Provide schedule for next two weeks

❑ Provide overview of the department

❑ Review training plan

First Week

❑ Walk through policies and procedures

❑ Define roles and responsibilities

❑ Review job description and expectations

❑ Enroll in New Hire Orientation

❑ Remind employee to enroll in benefits and complete harassment training within 30 days of hire date

❑ Provide a department org chart and a list of colleagues, clients, etc., for the employee to meet with

First 30 days

❑ Assign special project

❑ Discuss remaining training

❑ Follow up and answer questions

❑ Assess potential to succeed

❑ Provide informal assessment of performance

First 60 days

❑ Review training plan and revise, as necessary

First 90 days

❑ **Formal evaluation of performance**

❑ Identify and communicate action plan for developmental opportunities

❑ Reiterate expectations

Columbia University
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