

Staff Recruitment and Hiring Manual

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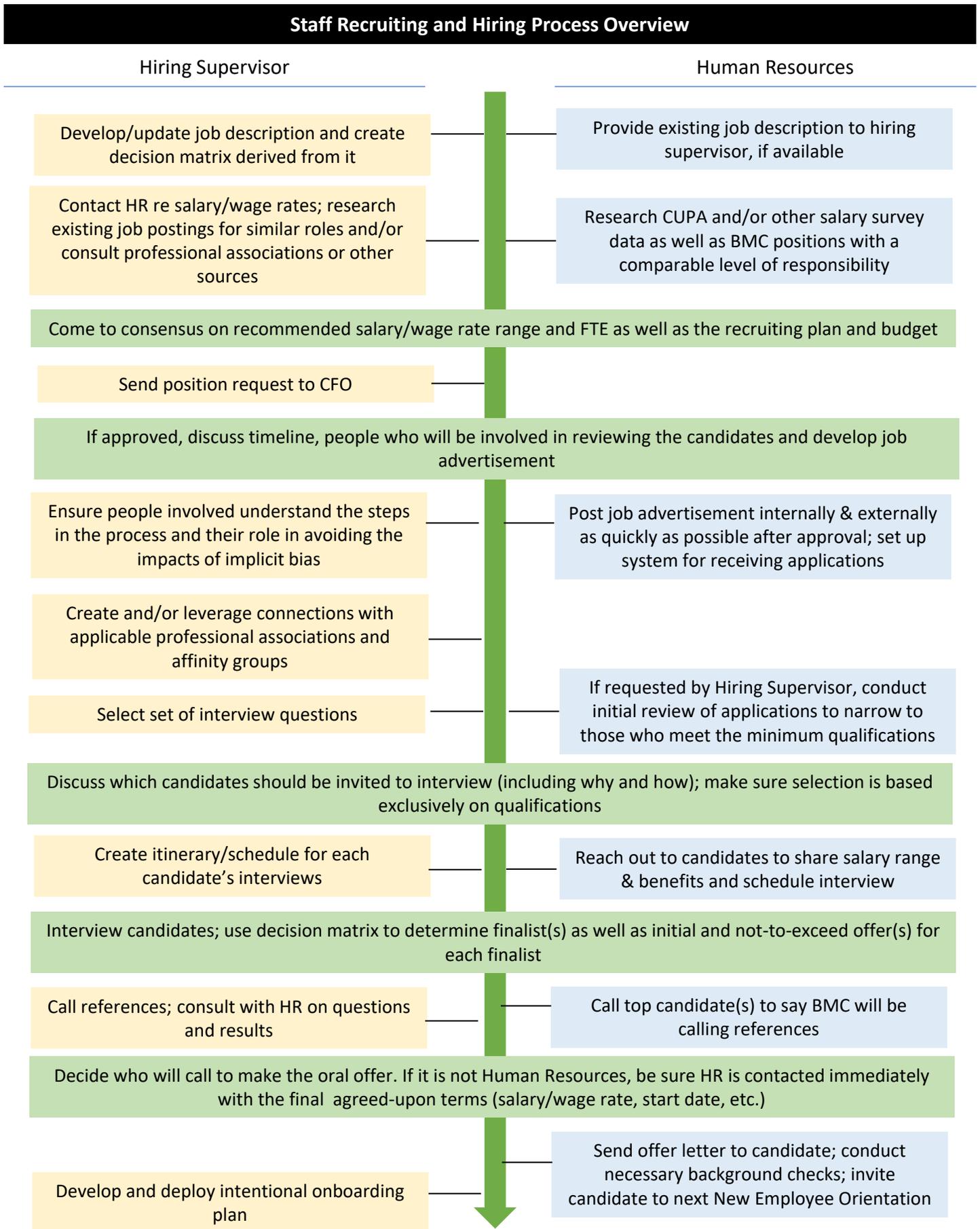
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Staff Recruiting and Hiring Process Overview



BRYN MAWR COLLEGE

Staff Recruitment and Hiring Manual

The following pages set forth the procedures and practices to be undertaken for staff searches. The ultimate goal of these procedures is to recruit, select, and retain the best candidate for each job so that we can continue to serve our students and other BMC constituencies effectively. To do that, the College is committed to ensuring that the pool of candidates is adequate and diverse and that our hiring practices are consistently applied.

DEVELOP OR UPDATE THE JOB DESCRIPTION

The job description should identify the purpose and essential functions of the position and provide information concerning the range of duties, tasks and responsibilities. The hiring supervisor should develop it with the understanding that it will be a very important tool for communicating expectations with the finalist candidates so it should be as clear and precise as possible. The outputs of the job should be described in quantitative terms whenever possible. Since no job can be stagnant over time as institutional needs, technologies, regulations and other things change, each job description should include among the list of responsibilities “Other duties and responsibilities as assigned” or something similar.

The basic information included in the job description are:

- Job title, department, reporting relationship
- A list of the essential duties and responsibilities
- A list of the minimum acceptable qualifications in terms of education, certifications/licenses, skills and experience

Note: This should not be a wish list of educational qualifications or experience that is beyond what is actually necessary. The College does not want qualified and capable candidates to avoid applying for or accepting a job because they feel they don't meet the criteria. As an example, in Sheryl Sandberg's *Lean In: Women, Work, and the Will to Lead*, she cites an “internal report at Hewlett-Packard [which] revealed that women only apply for open jobs if they think they meet 100 percent of the criteria listed. Men apply if they think they meet 60 percent of the requirements.” So err on the side of fewer criteria/requirements – only include what is truly required to do the job. That said, if there are actual requirements, they must be listed. For example, the job description of a driver in the Transportation department must list having a valid CDL driver's license as an ongoing requirement. It may also list a driving record with no moving violations within the last five years. But it should not have a requirement of a high-school diploma or 15-years' professional bus driving experience since those might unnecessarily limit the applicant pool.

- A statement of any physical requirements, if applicable.
Again, only include physical requirements if they are an absolute requirement of the job. BMC is committed to providing reasonable accommodations for candidates/employees of all physical abilities. For example, an HVAC mechanic position might have a physical requirement to be able to lift up to 50 pounds regularly,

to safely work in confined spaces and to safely climb ladders while carrying 25 pounds, but someone in certain desk roles might not have any physical requirements since the College will offer reasonable accommodations for candidates with particular needs.

A sample job description is provided as **Exhibit 1**. If this is an existing position, the hiring supervisor can contact Human Resources and request a copy of the current job description on file to use as a starting point.

RESEARCH APPROPRIATE WAGE/SALARY

The hiring supervisor should research data points to help inform what the market rate is for this type of position; adjust for the higher education environment, geography and/or other factors. It might be helpful to search for other similar job listings that might provide salary/wage rate ranges or to check professional association resources.

Human Resources should check any salary databases to which BMC has access and should review internal positions with a comparable level of responsibility. Human Resources should also determine if the position is non-exempt or exempt.

Keeping in mind the market research as well as the College's budget constraints, the hiring supervisor and Human Resources should confer and come to consensus on the appropriate salary range based on the expectation of hours to be worked (i.e., is part-time or part-year). The low end of the range should be offered to those candidates who have less experience while the higher end of the range might be offered to candidates who have more experience.

If the salary range is outside the available budgeted resources, it is possible that the proposed position will not be approved, but that a position with a lower level of responsibility will have to be crafted.

DEVELOP A RECRUITMENT STRATEGY

The hiring manager should work with Human Resources to develop a recruitment strategy for the position, including recommendations as to where the job announcement will be posted, what networking has been or will be done, how to maximize the likelihood of a diverse and competent applicant pool, and a proposed recruitment budget (including both posting costs and any travel reimbursement if applicable). Note that recruitment costs will likely be shared by the department and Human Resources.

Below are some recruitment pathways to consider:

1. Internal Promotions

The College wants to encourage employee retention and career development which includes considering internal promotion opportunities when possible.

If a hiring manager thinks that a promotion – as opposed to a search – is warranted, this should be discussed with the respective senior staff member and the CFO before it is discussed with the person being considered for the promotion.

In most cases, a promotion should not be offered without at least posting the position internally, as the practice at Bryn Mawr is to provide consideration to all qualified internal candidates.

2. Internal Job Postings

With the exception of the promotions mentioned above, Bryn Mawr's practice is to post all staff positions internally (on the "green sheets" which is a hard-copy list that is published/distributed every two weeks) to provide our own employees an opportunity to apply and be considered for the position. It is the general practice at Bryn Mawr to interview all qualified internal candidates who have applied for the position.

When considering offering a position to an internal candidate, it is expected that the hiring supervisor or Human Resources will contact the candidate's existing supervisor. The employee/candidate will be informed that this consultation will take place. The discussion should help in determining if the individual has the skills necessary in the new position, and if the position is offered and accepted, they should work together along with the candidate to ensure a smooth transition that accommodates both departments' needs as much as possible.

3. External Job Postings

Advertising venues should be developed with the goal of creating an expansive, strong and diverse applicant pool in a cost-effective way. A non-exhaustive list of potential advertising opportunities is included as **Exhibit 2**.

4. Networking

Informal, word-of-mouth recruitment can be one of the most successful practices for identifying potential applicants. Often outstanding potential candidates may not apply for advertised positions, but they might be responsive if contacted by an individual. This aspect of networking should be done on a continuous basis – in anticipation of future vacancies – since developing relationships takes time. For example,

- Notify professional colleagues of the open position and request names of potential qualified applicants but don't be solely reliant on existing networks as they may lead to a homogenous applicant pool.
- Engage with affinity groups and/or professional associations related to the functional area; contact them when the College has an open position.
- Reach out to colleagues from underrepresented groups whose work or contributions you admire. Ask those individuals for referrals of people they feel might be promising candidates.
- Inform alumni publications at colleges and universities where women and other minorities are well represented.

DEVELOP A DECISION MATRIX

The hiring supervisor should use the job description to develop a decision matrix that will help keep those involved in the hiring process focused on the candidates' ability to perform the essential functions of the job. Although there is always a level of subjectivity involved, a decision matrix helps maintain awareness and focus on the vital job qualifications. The decision matrix is NOT a point system, but a tool to track the differences in qualifications for each candidate. A sample of a decision matrix is included as **Exhibit 3**. The example is based on the sample job description that is also provided in this handbook. You will notice that the decision matrix identifies the relative importance

(high, medium or low) of each qualification; the hiring supervisor should reflect that relative importance in the matrix. It should be used in both the resume review and interview stages of the process. The hiring supervisor and others involved in the process should check the boxes associated with their understanding of the quality of the experience or capability the candidate has described for each feature of the job.

REQUEST APPROVAL

Requests for newly proposed positions and for filling vacant staff positions must be reviewed. Requests should be directed to the CFO and must include the information shown on **Exhibit 4**.

If the position is approved, contact Human Resources to jointly develop a plan of posting and hiring for the position.

Contact Syndi Bleiweis for exempt (AP) and student positions

Contact Mary Eldon for non-exempt (CT, SC and misc temp) positions

DEVELOP A JOB ADVERTISEMENT

The hiring manager should provide a proposed job advertisement to Human Resources. The job advertisement should be a short, compelling description of the position. The complete job description should NOT be used as the advertisement. A sample job advertisement is also included with the associated job description in **Exhibit 1**.

Before publishing, the following questions should be asked:

- How might the job advertisement and description be perceived by various racial/ethnic groups or people of other underrepresented groups the College hopes to attract?
- How might the advertisement, the written job description or the job itself be modified to ensure it is equally welcoming to all potential candidates?

All external job advertisements should include the following description of Bryn Mawr College. It has been developed to be general enough to apply to all levels of staff positions and to reflect the institution's goals of equity and inclusion. It should only be modified with justification and with the approval of Human Resources:

Bryn Mawr College is a private liberal arts institution located in the Philadelphia, Pennsylvania region. The College serves a population of approximately 1,700 students at both the undergraduate and graduate levels. It has a long tradition of educational excellence and offers a dynamic and challenging work environment. The campus is easily reached by public transportation as well as most major highways. The College offers competitive salaries and excellent benefits. Bryn Mawr College is an equal opportunity employer that believes that diversity strengthens our community; candidates from underrepresented groups are especially encouraged to apply.

PREPARING FOR CANDIDATE REVIEW

The hiring supervisor should consult with Human Resources and the respective senior staff representative to discuss who will be involved in the search process and how the decision will be made. Most frequently, there may be several people involved in interviewing the candidate(s) and providing feedback about qualifications to the hiring supervisor, with the hiring supervisor making the ultimate decision (in consultation with the senior staff representative). The hiring supervisor should be thoughtful about curating the group of people with whom the candidate will interview,

making sure the candidates get exposure to functional areas and colleagues with whom they will interact in the role as well as people who may think differently than the hiring supervisor so that insights that otherwise might have been missed can be collected and incorporated. As much as possible, ensure the candidates meet with a diverse set of community members.

Individuals who will be involved in the search process or interviewing a candidate should be familiar with the concept of implicit bias. In order to draw awareness to our own biases, it is suggested that individuals participating in a search review some materials such as those shared in **Exhibit 5** to help increase the consciousness of any biases and avoid impacts of bias on the search process. Also, it is important to explicitly discuss the dangers of bias among the search team and get their commitment to remain diligent in their own thought patterns and to call out anything they see influencing the process.

THE APPLICATION PROCESS

Applications for each administrative/professional (long-term exempt) position will be collected using Interfolio. This will also be the standard application process for clerical/technical positions. Applications for service/craft positions will be collected using the jobs@brynmawr.edu email address.

An email will be automatically be sent to all candidates who successfully complete the application process.

Interfolio is an online tool that facilitates the collection of affirmative action survey data such as gender, race and ethnicity, disability and veteran status. This data is accessible to Human Resources and is only viewed in aggregate to determine the overall composition of the applicant pool. If the pool of candidates has an insufficient number of underrepresented candidates, Human Resources and the hiring supervisor will discuss ways to increase the diversity of the applicants.

REVIEWING APPLICATIONS/RESUMÉS

Reviewing any applications or resumés should be done using the decision matrix tool to differentiate between the qualifications of the various candidates.

SCHEDULING INTERVIEWS

The hiring supervisor should discuss with Human Resources which applicants the hiring supervisor feels should be invited to interview based on the use of the decision matrix. Human Resources and the hiring supervisor should discuss how the finalists selected for an interview compare to the demographics of the applicant pool and why there may be differences.

IT HAS BEEN ASSERTED THAT:

- *Racially diverse teams outperform non-diverse teams by 35%.*
- *The nuance of word choice in a job advertisement influences who applies. For example, fewer women will apply for jobs that use more typically masculine-themed words and vice versa.*
- *“Jamal” needed eight more years of experience than “Greg” to be seen to be equally qualified even though the resumés were identical.*
- *Women apply for jobs only when they believe they meet 100% of the qualifications listed for the position while men apply for the same jobs when they feel they meet only 60% of the job requirements.*
- *The odds of hiring a woman are 79 times greater if at least two women are in the finalist pool.*
- *The odds of hiring a non-white candidate are 194 times greater with at least two finalist minority candidates.*

Once the list of interviewees is finalized, Human Resources will generally make the initial phone contact with the applicant, unless the hiring supervisor requests otherwise. The initial phone conversation should determine that the applicant is still interested in the position and will be used to answer any basic questions that the applicant may have. The conversation may also be used to clarify any facts regarding the applicant's experience and background that were confusing on the resumé/ application. The applicant will also be given basic salary parameters for the position, as this may influence the applicant's interest in the position. A day and time (and method – phone, skype or in-person) for the interview will be confirmed as well as any requests for accommodations (physical, dietary, etc.) of which the College needs to be aware to facilitate a successful set of interviews. Keep in mind that not all candidates might be in a position (financially or otherwise) to take off work for an interview or to make accommodations for child/elder care beyond their normal arrangements so if the interviewing team can offer some flexibility (non-standard days and times, video interviews, etc.), it might expand your candidate pool.

As soon as the interview day/time is established, the hiring manager should develop a schedule for the set of interviews each candidate will have and share an individualized schedule along with the complete job description with each applicant who will be interviewed. This will provide the applicant with additional details about the job that were not contained in the advertisement so that the interview will be more fruitful and so that the candidate has a better concept of the job expectations.

It is important that the people participating in the interview process should be consistent across all candidates. All people participating in the process should make every effort to keep the interviews on schedule to make sure that uniformity/consistency is maintained. Only in a very rare circumstance should a substitute replace someone who is unavailable. To be respectful of the applicants, barring a serious emergency, an interview should not be cancelled (particularly at the last minute).

All applicants must meet with Human Resources on the date of the scheduled interview. In addition to the candidates having a discussion with Human Resources, applicants who did not complete an application through Interfolio will need to complete a paper application.

CANDIDATE TRAVEL

Generally, candidates are responsible for making their own travel arrangements when required to participate in interviews. For select positions and if approved in advance by the CFO, the College may agree to reimburse travel expenses for candidates traveling to participate in an on-campus interview process. In those cases, Wyndham should be used as the first choice for accommodations. If Wyndham doesn't have vacancies for the date required, the Radnor Hotel is the nearest hotel to the College, but the SEPTA rail system offers a connection to Center City Philadelphia hotels too. These details and the mechanics of the applicant getting reimbursed should be discussed well in advance with Human Resources.

INTERVIEW QUESTIONS

Based on best practice, hiring supervisors/search committees should make a list in advance of all interview questions to be posed so that there is consistency in the questions from candidate to candidate. Giving all candidates the opportunity to respond to the same set of questions is a fairer process. Follow-up questions that result from a candidate's initial response are certainly allowable and natural but should be curtailed to ensure there is adequate time to return to and complete the designated questions.

All job interview questions must be job-related and based on the qualifications listed in the decision matrix associated with the position. The College prohibits asking any questions about an applicant's

age, race, religion, gender, national origin, disability, sexual orientation or veteran status. Job candidates should also NOT be asked what their current salary/wage rate is. The applicant may choose to reveal personal information, including marital or parental status, during the interview.

EXAMPLES:

- *If work experience was obtained in the military, it would not be appropriate to ask specific questions related to the individual's military service, such as when she or he served, and the type of discharge received. It would be appropriate to ask questions regarding specific skill sets gained in the military.*
- *If someone has revealed that she or he has a family with small children, it would not be appropriate to ask about childcare arrangements. It would be appropriate to ask if the applicant is willing and able to travel as needed, if travel is a component of the position.*
- *It would not be appropriate to ask if the applicant if she or he has any disabilities that would affect performance of the job. It would be appropriate to inquire if the applicant is able to perform all the essential functions of the job as indicated in the job description.*

However, no questions should be asked to elaborate on personal information that the applicant has provided, and this information must NOT inform the hiring decision. Those people involved in the interviewing should also be cognizant not to share their own personal information since the candidate may feel social pressure to reciprocate. Please note that this applies in all discussions with the candidate(s), including those in less formal settings such as over lunch.

A list of potential interview questions from which a hiring supervisor may want to select has been provided as **Exhibit 6**. In addition, questions about experience with specific tasks/functions that are part of the position can be added. Again, questions should be selected based on the criteria in the decision matrix.

Interviews also provide the opportunity for the applicant to better understand the College and the position. These sessions are mutual screening processes so hiring supervisors should dedicate time during the interview process to describing why the College is a good place to work and to responding to questions about the College, the local area and the job.

MAKING A DECISION

Many searches will result in more than one qualified candidate and the participants in the hiring process will need to deliberate on the strengths and weaknesses of each candidate based on the qualifications for/responsibilities of the specific job (as laid out in the decision matrix).

If two or more candidates appear to be equally qualified for a position, the hiring supervisor must meet with the respective senior staff member, the CFO/CAO and the Director of Human Resources to discuss the hiring supervisor's recommendation and the reasons for it.

The hiring supervisor, the associated senior staff member, and Human Resources should discuss the first (and perhaps second and third) choice options and what salary/wage rate is appropriate given the level of experience and qualifications of each potential hire. For each candidate, an initial offer and a not-to exceed amount should be discussed so the team know how much flexibility is available to negotiate with a candidate. Human Resources will then contact the lead candidate(s) to provide notification that the College will be undertaking reference checking as its next step in the process.

REFERENCE CHECKS

Checks of the professional reference provided by the candidate are only performed for those candidates who are finalists after completion of the interviewing process. They are never to be completed before an applicant has come to campus. They are generally only performed on the top candidate, as a final step in the candidate review process. However, in certain cases, reference checks may help differentiate between two or more strong candidates.

References are usually performed by Human Resources. The list of standard question for reference checks are provided as **Exhibit 7**. However, depending on the position and if references are being used to help differentiate the skills of two top candidates, the hiring supervisor may request to conduct the reference checking. While information obtained during a reference check may be the reason that a candidate is not extended an offer, this - or any other reason - should never be revealed to the candidate.

MAKING AN OFFER

Upon completion of a successful reference check, Human Resources and the hiring supervisor should have a discussion to decide who will contact the top candidate. Whomever takes on that responsibility should reach out to the top candidate by telephone (or via an in-person meeting but it should not be done by e-mail) to offer the position. Information such as salary, benefits, hours of work, specific job title, starting date, end date (if a temporary or grant-funded position) and any other appropriate conditions about employment (including background checks or credit checks, as applicable) should be conveyed at that time. If requested, the candidate can have time to consider the offer. This is not recommended to extend beyond two or three days. When a candidate has accepted the position, contact Human Resources with all the details.

Human Resources will then draft and send a written formal offer letter to the candidate that will include the title, salary and the start date. This is followed by a letter of congratulations from the President's Office. The offer letter mailed by Human Resources must be signed and returned no later than the first day of work but preferably well in advance. The offer letter will advise the employee to bring I-9 documentation supporting that the employee is authorized to work in the United States on the first day of employment.

PREPARATION PRIOR TO START DATE

Once the candidate has accepted the position, Human Resources will enter the person into the HR computer system which will assign the employee a BMC ID number and a user name.

In addition to department-specific software/systems, the hiring manager will need to contact various departments to establish the access to any spaces or systems required for the person to do their job. Below is a sampling of things to consider:

Community Announcement: Communicate within department (or to any colleagues outside of the department who are significantly affected) introducing the new staff member, the role, start date, and any other relevant information

Telephone Set-Up: LITS via help@brynmawr.edu (once assigned, please provide the phone number to the Benefits and Data Coordinator in Human Resources so that it will appear in the online directory)

Computer Set-Up: LITS via help@brynmawr.edu

Access to the S drive: LITS via help@brynmawr.edu [An H drive will automatically be set up]

Access to Moodle: LITS via help@brynmawr.edu

Access to Peoplesoft: LITS via help@brynmawr.edu

Access to shared/group e-mail addresses: LITS via help@brynmawr.edu

[Note, since different people/departments within LITS manage each of the above tasks, it is better to send each request as a separate help-desk ticket/e-mail.]

Building/Room access/keys: Campus Safety (for electronic access via campus ID card) and Facilities (for physical keys via <https://www.brynmawr.edu/facilities/call-center-service-requests>)

Door/Office Name Signs: Facilities via <https://www.brynmawr.edu/facilities/call-center-service-requests>

Access to Financial Edge, E-Market and/or GRAM credit card system:
www.brynmawr.edu/finance/resources/financial-systems-access

Physical mailbox: assign/label as necessary

Update Departmental Website/Documents

Workspace: Make sure the person has the necessary furniture, clear out existing workspace/desk, stock with some basic office supplies

FIRST DAY OF WORK

The employee should report to Human Resources at the start of the first day of employment to complete new hire paperwork. If the employee does not have appropriate I-9 documentation, the employee will be advised that such documentation needs to be provided within three business days or employment will be rescinded.

The new employee will meet with a representative from Human Resources to review the Staff Handbook, available entitlements and applicable policies, including but not limited to Workers' Compensation, Data Handling and Sexual Harassment and Other Forms of Discrimination. The employee will also be provided information to enroll in all applicable benefit programs. The new employee will be instructed on how to complete the Information Security Education Program, which must be completed before the end of the New Employee Period (generally the first 90 days of employment). If the employee is entitled to the full array of benefits, this meeting will take up to two hours.

Once the new employee's time with Human Resources is complete, the hiring supervisor or someone else assigned from the department will need to assist the new employee in:

1. Getting an employee ID by visiting Dining Services' administrative team on the first floor of Cartref. The new employee should bring the authorization slip provided by Human Resources. While in Cartref, please ask the Dining Services staff to explain the meal plan options available to employees.
2. Getting the employee's password for their e-mail, computer, etc. by visiting the Help Desk in Canaday. The employee should bring a photo ID and their employee ID.
3. Getting a parking permit by visiting the Campus Safety office (if applicable). The new employee will need to know/bring the make, model and license plate number of the car. If the new employee plans to utilize public transportation, please make sure you share that there are transit pass benefits available that they can learn more about by contacting Human Resources.
4. Showing the employee around the office (locations of supplies, restrooms, amenities, etc.)
5. Walking through the departmental Emergency Preparedness Plan (emergency exits, fire extinguisher locations, etc.)

6. Showing the employee how to add the employee's cell phone to the emergency communication system by logging into BIONIC, selecting Self Service, then "Phone Numbers" and then select "Add a Phone Number."
7. Helping the employee set up: voicemail, e-mail app on mobile devices, multiple multi-factor authentication options, etc.
8. Reviewing the College's IT Acceptable Use Policy, Data Handling Policy and Password Safety Guidelines. Also sharing any applicable departmental policies and procedures.

Beyond the above logistics, best practices are to engage the new employee in substantive work on Day 1 or as soon as possible so they feel engaged and a sense of productivity. Please make sure you have a work plan developed for them before their arrival.

Also, make sure that the new employee is included in all applicable recurring team meetings, is added to shared calendars and other resources, has business cards ordered, and has everything else they need to function effectively.

NEW EMPLOYEE ORIENTATION

Human Resources runs three staff new employee orientation programs each year, in February, June and October. These sessions typically begin at 9:00 a.m., end around 2:00 p.m., and include lunch. When possible, the President comes to the orientation to meet and welcome the new employees. Several departments present at the orientation, with a focus on the College's mission, safety and security on campus, employee acclimation, and College policies.

Attendance at New Employee Orientation is mandatory. All hiring managers should ensure their new employees attend the first session provided after their hire date.

ONBOARDING

The hiring supervisor and department have a responsibility to ensure the new employee feels welcomed, is integrated into the community and has the resources necessary to do the job effectively. This responsibility extends well beyond the initial set-up and new employee orientation program. Developing in advance an intentional and robust onboarding plan is an important responsibility of the hiring supervisor. Doing this effectively has been shown to impact the new employee's productivity/success in the role, their sense of inclusion, as well as their longevity/retention.

This might include:

- A departmental/team meeting to welcome the new employee with a component that allows people to get to know each other (e.g., an ice-breaking game, round-robin discussion topic, etc.);
- Facilitating other meetings between the new employee and various people and constituencies on campus so the new employee has the connections, recognition and relationships necessary to do the job but also to understand the larger context of the College's work and mission;
- Sharing the institutional values of Bryn Mawr College such as our focus on individualized attention, customer service, equity and inclusion, etc.;
- Showing the employee some highlights of campus that they can leverage like food venues and the gym and also special places like the hammocks, the labyrinth, vistas/benches that you enjoy, or gardens (like Sunken, Taft, and Perry);

- Pre-scheduling periodic check-ins with the new employee (weekly at a minimum initially) to make sure expectations are clear, questions are answered, guidance is provided, and progress is occurring as expected;
- Providing a robust list of campus resources such as how to utilize the College's *Chronicle of Higher Education* subscription or any other library resources, how to access LinkedIn Learning as a self-directed training resource, information about the Staff Association, etc.;
- Connecting the new employee with industry resources and associations that are related to the functional role;
- Establishing an informal or formal ongoing mentoring and/or buddy relationship with someone within the department or from another department who will help the new employee navigate some of the uniqueness of higher education and/or BMC traditions, check in regularly with the new employee and create an environment in which the new employee can comfortably ask questions;
- Over the course of the new employee's first year or so, inviting the new employee to join you in attending campus-wide events such as coffee hours, town hall sessions, lectures, performances and special events on campus; etc.

POSITION DESCRIPTION:

CONTROLLER

POSITION SUMMARY

The Controller is a key member of the College's financial leadership team and is responsible for providing College-wide strategic oversight of financial accounting, operations, external reporting, compliance and risk management.

The Controller reports directly to the Chief Financial Officer and is the College's principal accounting officer. Working closely with other senior administrators, faculty, staff, students, and the Board of Trustees, the Controller ensures a strong and efficient financial control environment that supports the educational mission of the College.

The Controller leads an office of approximately twelve employees responsible for financial, endowment and grant accounting; financial reporting; policy development; tax management; procurement and accounts payable; payroll processing; accounts receivable; student accounts; and cash management. The Controller is responsible for ensuring accurate, efficient processing of financial transactions, maintaining sound accounting policies and practices, and balancing effective compliance with excellent customer service.

RESPONSIBILITIES

- Develop, refine, and maintain appropriate financial and internal control systems that ensure protection of College resources and compliance with local, state, and federal laws and regulations as well as generally accepted accounting principles (GAAP), FASB standards, College policies, and best accounting practices; enforce and communicate these effectively and in a variety of ways;
- Monitor financial and internal controls including, but not limited to the timely performance, documentation and review of account reconciliations;
- Maintain the general ledger system and chart of accounts; ensure that any accounting issues are promptly identified and resolved;
- Ensure the accuracy and timeliness of all financial reporting; prepare the College's annual financial statements; work closely with the College's external auditors; meet other external reporting requirements; prepare the College's various tax filings (IRS Forms 990 and 990T; state tax returns; Lower Merion Business Privilege Tax; sales tax, employment taxes, etc.);
- Oversee all activities related to accounts payable, payroll, purchasing, accounts receivable, student accounts (including all facets of student billing, Form 1098T, student loans, etc.), and general accounting (including grants and endowment);
- Keep current on changes, potential changes, and trends in tax laws, accounting standards, and government regulations, guidelines and enforcement; proactively and strategically communicate those developments and their projected impact on the College;
- Coordinate and maintain robust compliance and risk management programs within the department and campus-wide with regard to financial policies and practices;

- Act as primary liaison to the Audit Committee of the Board, responsible for meeting minutes, reporting on financial results and risk, preparing special written reports, and engaging in discussion with the Committee;
- Provide staff development and supervision within the Controller's Office; interview, hire, and train new employees; coach and evaluate performance; mediate disputes; set priorities and standards;
- Identify strategic opportunities to improve processes within the department and throughout the College, including involvement in establishing practices for new initiatives within the College; assist departments as they try to develop and advance their own programs and capabilities;
- Establish effective cash management practices; design and maintain an effective cash forecasting system and project long-term liquidity needs; establish and maintain relationships with the College's banking partners and other financial institutions; remain current on treasury trends and services;
- Ensure timely payment of debt service, compliance with bond covenants, and post-issuance debt compliance requirements;
- Coordinate the review, selection, testing, implementation, and maintenance of all software utilized for financial reporting and other function of the Controller's Office;
- Manage all budget processes from the budget development, budget monitoring, and periodic projections of budgeted and financial statement results;
- Lead training and educational efforts to enhance the community's understanding of and access to the relevant financial/budget/accounting concepts, terminology, systems and data;
- Enhance speed, accuracy, efficiency and productivity of accounting operations, and save organizational costs through introducing emerging technologies or other methods; and
- Serve on various College committees and maintain cooperative working relationships with other individuals and departments within the Finance group and throughout the College on a range of issues.
- Perform other related duties and special projects as assigned

QUALIFICATIONS

- A minimum of 8 years of experience as an accounting professional, including senior management experience; strong preference for experience in higher education but extensive experience with a similar non-profit or a public accounting firm with a higher education client base may be considered;
- Demonstrated experience in the oversight of the general ledger, accounts receivable, accounts payable, purchasing, payroll, grants, plant/capital accounting, and fund accounting;
- Knowledge of and experience with accounting information and ERP systems with a preference for experience with such a system's implementation, upgrade and/or re-design; proficiency with Microsoft Office applications, email, and other productivity and communication tools;
- Ability to work collaboratively and to effectively lead staff; committed to the value of diversity in the workplace;

- Strong organizational, analytical, interpersonal, problem-solving, and customer service skills; ability to effectively communicate orally and in writing complex financial information to constituencies with varied levels of financial expertise;
- Integrity, the highest ethical standards and the ability to handle confidential information appropriately;
- High level of professionalism, motivation, enthusiasm, initiative, self-direction, and the ability to work under pressure and manage numerous deadlines simultaneously;
- A bachelor's degree is required; an MBA or other advanced degree in accounting, finance, business or a related field from an accredited program is preferred; and a CPA certification is highly preferred.

Job Advertisement

CONTROLLER – Bryn Mawr College

Bryn Mawr College is a private liberal arts institution located in the Philadelphia, Pennsylvania region. The College serves a population of approximately 1,700 students at both the undergraduate and graduate levels. It has a long tradition of educational excellence and offers a dynamic and challenging work environment. The campus is easily reached by public transportation as well as most major highways. The College offers competitive salaries and excellent benefits. Bryn Mawr College is an equal opportunity employer that believes that diversity strengthens our community; candidates from underrepresented groups are especially encouraged to apply.

The Controller is a key member of the College's financial leadership team and provides College-wide strategic oversight of financial accounting, operations, external reporting, compliance and risk management.

The Controller reports directly to the Chief Financial Officer and is the College's principal accounting officer. Working closely with other senior administrators, faculty, staff, students, and the Board of Trustees, the Controller ensures a strong and efficient financial control environment that supports the educational mission of the College.

The Controller manages approximately twelve employees. The Controller's Office handles financial, endowment and grant accounting; financial reporting; policy development; tax management; procurement and accounts payable; payroll processing; accounts receivable; student accounts; and cash management. The Controller ensures accurate, efficient processing of financial transactions, maintains sound accounting policies and practices, and balances effective compliance with excellent customer service.

ADVERTISING OPPORTUNITIES

To enlarge the applicant pool, hiring supervisors or managers may wish to consider advertising the position in some of the following publications/websites. The list is not exhaustive; hiring supervisors are encouraged to research and share with Human Resources others that might be the most relevant to the knowledge, skills, and/or abilities related to the position.

The Chronicle of Higher Education
www.chronicle.com
E-mail: jobs@chronicle.com

Affirmative Action Register
www.aarjobs.com
E-mail: jobs@aarjobs.com

Academic Careers Online
www.academiccareers.com
E-mail: info@AcademicCareers.com

Accounting and Financial Women's Alliance
www.afwa.org
E-mail: afwa@afwa.org

Association for Women in Science
www.awis.org
E-mail: awis@awis.org

Association of College and Research Libraries
American Library Association
www.ala.org/acrl
E-mail: acrl@ala.org

The Black Collegian Online
www.black-collegian.com

Career Builder
www.careerbuilder.com

Diverse: Issues in Higher Education
www.diverseeducation.com
E-mail: diverseads@cmapublishing.com

DiversityWorking.com
www.diversityworking.com
E-mail: steven.garcia@diversityworking.com

Educause
www.educause.edu
E-mail: jobpost@educause.edu

HBCUConnect.com
http://hbcuconnect.com

HigherEdJobs.com
www.higheredjobs.com
E-mail: sales@HigherEdJobs.com

Higher Education Recruitment Consortium
https://www.hercjobs.org

Hispanic Outlook in Higher Education
www.hispanicoutlook.com
E-mail: pub@hispanicoutlook.com

IMDiversity.com
www.imdiversity.com
E-mail: sales@imdiversity.com

Indeed
www.indeed.com

Latinos in Higher Ed
latinosinhighered.com
E-mail: sales@latinosinhighered.com

Military.com
www.military.com/Careers/EmployerPage

National Association of Black Accountants Inc.
www.nabainc.org
E-mail: customerservice@nabainc.org

National Society of Black Engineers
www.nsbe.org
E-mail: info@nsbe.org

RecruitMilitary
www.recruitmilitary.com/employers/job-posting
Email: support@recruitmilitary.com

Society for Advancement of Chicano & Native
Americans in Science
www.sacnas.org
E-mail: webads@sacnas.org

Society of Women Engineers
<https://swe.org/>
E-mail: hq@swe.org

Society for College and University Planning
www.scup.org
E-mail: info@scup.org

Society of Hispanic Professional Engineers
<https://shpe.org>
E-mail: john.goodrich@shpe.org

Vetjobs.com
www.vetjobs.com

Women in Higher Education
www.wihe.com
E-mail: career@wihe.com

Women in Technology International
www.witi.com
E-mail: info@witi.com

For a select period of time, some jobs might be posted on the College's LinkedIn recruitment site. LinkedIn has a feature that automatically contacts participants who are determined to be a possible match to the job and who are receptive to receiving such notifications. In addition, LinkedIn provides a feature by which Human Resources may directly contact LinkedIn participants and encourage them to apply for the position. Human Resources and the hiring manager should discuss the use of LinkedIn with regard to a specific position.

SAMPLE DECISION MATRIX

	Importance	Yes or No					Comments
Educational/ Professional Qualifications							
Bachelor	Higher						
Master (MBA, MS Accounting, etc.)	Med						
Doctorate	Lower						
CPA	Higher						
Other relevant certifications	Lower						
	Importance	Excellent	Good	Fair	Poor	Unable to judge	Comments
Technical Skills and Experience							
Understands data organization	Med						
Facile with queries, Excel formulas	Med						
Implementation of financial systems and chart of accounts design	Higher						
Management Skills and Experience (potential for skill in or experience with the following)							
Managing a department: approaches/successes	Med						
Dealing with management challenges	Med						
Job Experience (demonstrated capacity for or experience with the following)							
Relevant accounting experience	Med						
FASB & proposed changes	Higher						
Higher ed or non-profit accounting	Med						
Instititon-wide policy development and implementation	Med						
Developing financial statements	Higher						
Completing tax returns (specifically Form 990)	Higher						
Budget-to-actual reporting	Lower						
Grant accounting & Uniform Guidance requirements	Med						
Endowment/investment accounting	Med						
Payroll processing/employment tax issues	Lower						
Accounts payable/purchasing	Lower						
Student and misc accounts receiveable	Lower						
Related regulations (PCI, Red Flag, etc.)	Med						
Developing of training tools	Lower						
Audit Committee management	Med						
Tax-exempt bond compliance	Med						
Cash management/treasury services	Med						

STAFF POSITION REQUEST

Proposals for positions should include the following:

- Title
- If it was an existing position, the name of the person who is vacating/vacated the position
- Supervisor
- Work schedule: hours per week and weeks/months per year
- Employee classification: exempt (AP), non-exempt (CT or SC), or a misc temp
- Start date
- End date (if applicable)
- Hourly rate or annual salary
- Funding source(s)
- Justification for the position (i.e., why is the function beneficial/how does it advance the strategic vision of the College, what is the value of the position in accomplishing that function, what alternatives were considered, etc.)
- Proposed work space and equipment necessary; be specific if the space proposed will require new furniture or construction/renovation and if any computers or other equipment is incremental to what is existing
- The job description
- Proposed recruitment strategy and budget
- Decision matrix

Send requests to the Chief Financial Officer via e-mail or intra-campus mail. The CFO will both analyze the budget implications and discuss the request with Human Resources, with the applicable senior staff member and with the President before responding to the request. Replies are generally provided approximately 2-4 weeks after receiving the request. If the position is approved, Human Resources will be notified.

Managing Implicit Bias Series – Online Training Tool

(<https://ucop.edu/human-resources/staff/talent-management-acquisition/systemwide-talent-management-ecourses.html>)

The University of California makes its Managing Implicit Bias Series available to the public. It is a six-course online training series designed to increase awareness of implicit bias and reduce its impact. Each course is 15 to 20 minutes in length, and they recommended they be completed in order. Please note that the videos do provide links to UC policies which may be different than BMC’s.

Course	Content Summary
1. What is Implicit Bias?	Understand how the brain uses shortcuts and schema to process stimuli. Learn how attitudes, stereotypes and biases form. Differentiate between explicit and implicit biases.
2. The Impact of Implicit Bias	Explore ways in which implicit bias can influence our actions and how that influence can have unwanted, real-world repercussions.
3. Managing the Influence of Implicit Bias: Awareness	Assessing your implicit biases is the first step in managing their influence. Recognize situations wherein you are more prone to the influence of bias. Recognize external factors that make you more prone to the influence of bias. Evaluate whether you are being influenced by bias.
4. Common Forms of Bias	Understand common forms of bias so you can better detect when they occur.
5. Managing the Influence of Implicit Bias: Mindfulness and Conscious De-Biasing	Learn ways to minimize the influence of implicit bias through mindfulness and conscious de-biasing strategies.
6. Managing Implicit Bias in the Hiring Process	Examine how de-biasing strategies can be applied to a specific workplace process. Design and implement procedures and structures that protect against the influence of bias during hiring, such as utilizing diverse search networks and hiring committees, tracking demographics at each stage, blinding resumes, crafting appropriate candidate evaluations and more.

Other resources related to implicit bias:

- <https://equity.ucla.edu/know/implicit-bias/>
- <https://www.wikihow.com/Overcome-Unconscious-and-Hidden-Biases>
- <https://implicit.harvard.edu/implicit/>
- <http://nymag.com/scienceofus/2017/01/psychologys-racism-measuring-tool-isnt-up-to-the-job.html>
- https://www.nccpsafety.org/assets/files/library/Understanding_Bias-A_Resource_Guide.pdf
- <https://www.psychologytoday.com/blog/in-practice/201508/6-ways-overcome-your-biases-good>
- <https://www.ryerson.ca/content/dam/equity/documents/Types-of-Unconscious-Biases-and-Ways-to-Counteract.pdf>
- <http://www.aauw.org/2016/03/30/fight-your-biases/>

INTERVIEW QUESTION INVENTORY

Start with welcoming the applicant and letting him/her/they know what will occur throughout the interview process. Tell the applicant the scheduled length of the interview. Let him/her/they know that you may be reading questions, because we want to ensure that all applicants are asked the same questions. Explain that you will be taking notes.

Introduce yourself and your role/history with the College. Describe the College, your role, and what you appreciate about working at the College. Finally, briefly describe the job opening.

Below is an inventory to assist with building the list of questions for an interview. If there are multiple people who will each be separately interviewing the candidate, compare questions. One or two can be the same, but the lists should not be identical for each interviewer. If they are, then perhaps the interview should be set up as a group interview rather than a series of one-on-one interviews.

Choose questions that will shed light on the actual skills required in that particular job:

PAST WORK EXPERIENCE/JOB MOTIVATION

1. Please describe your present responsibilities and duties.
2. How do you spend an average day?
3. How has your current position changed from the day you started until now?
4. Describe the most complex problem you had to solve in your last/current position.
5. Discuss some of the problems you have encountered in past positions.
6. What do you consider to be your most important accomplishments in the last three positions you have held?
7. What were some of the setbacks or disappointments you experienced in the last three positions you have held?
8. Why did you leave your last employer/why would you consider leaving your current employer?
9. What would you want in your next job that you are not getting now?
10. Have you ever been in a business situation that was ethically questionable? What did you do?
11. Describe your involvement with committees, your role on the committees, and what you learned from each experience.
12. Describe the best boss you ever had.

13. Describe the worst boss you ever had.
14. Tell me about a failure in your working life and why it occurred.
15. What could your last employer have done to keep you?
16. What two or three things would be most important to you in your ideal job, and why?
17. What kind of oversight and interaction would your ideal boss provide?
18. Tell me about your greatest achievement at work.
19. Tell me about a time when you had to overcome a major obstacle that stood in the way of you accomplishing a goal or commitment. How did you approach the situation?
20. What are the three most important attributes or skills that you believe you would bring to the College if we hired you?
21. How would your current boss describe your work and contribution?

RELEVANT EDUCATION AND TRAINING

1. In what way do you believe your education and training have prepared you for this position?
2. What special training do you have that is relevant to this position?
3. What licenses or certifications do you have that are relevant to this position?
4. What professional affiliations do you have that are relevant to this position?
5. How do you go about continuing to develop your professional skills and knowledge?

THE VACANT POSITION

1. In what way does this position meet your career goals and objectives?
2. Why do you want to be a (title of position)?
3. Why did you choose this (career, type of work)?
4. If you were hired for this job, in what areas could you contribute immediately, and in what areas would you need additional training?
5. What changes and developments do you anticipate in your particular field that might be relevant to this position?
6. Are you able to travel as required by this position?

7. What training have you received in _____?
8. Describe your experience with _____ (list important job-related tools, software and/or equipment).
9. Walk me through the procedures you would follow to _____.
10. What equipment have you been trained to operate? When/where did you receive that training?
11. What equipment did you operate in your job at _____?
12. Describe your experience performing the following tasks. (list job-related tasks.)
13. What job experiences have you had that would help you in this position?
14. How do you follow the prescribed standards of safety when performing (task)?
15. Being a _____ certainly requires a lot of technical knowledge. How did you go about getting it? How long did it take you?
16. What resources do you use to keep up with the industry?
17. What are the first three things you would do on the job if you were hired for this position?

Skills Testing: If applicable, you might develop an exercise by which they can demonstrate their skills (e.g., an accounting exercise, an Excel exercise, etc.). If you elect to do this, be sure to notify the candidate when scheduling the interview so they are aware that such a practical exercise will be part of the process. Also, you will need to work with the LITS Help Desk to get temporary credentials for the candidate(s) so they can log in.

ATTENDANCE AND PUNCTUALITY

1. What do you consider to be good attendance?
2. What do you consider a legitimate reason for missing work?
3. Do you know of any reason why you would not be able to get to work on time on a regular basis?
4. There are time when we may have [special events, particular projects, etc.] that might require working overtime and/or occasional weekends? Are you able to do that? How much advance notice would you need?

PLANNING AND ORGANIZING

1. How do you organize your work day?

2. How often is your time schedule upset by unforeseen circumstances? What do you do when that happens? Tell me about a specific time.
3. Describe a typical day... a typical week.
4. How do you establish priorities in scheduling your time? Give examples.
5. What is your procedure for keeping track of items requiring your attention?
6. We have all had times when we just could not get everything done on time. Tell me about a time that this happened to you. What did you do?
7. Tell me how you establish a course of action to accomplish specific long- and short-term goals.
8. Do you postpone things? What are good reasons to postpone things?
9. We've all had occasions when we were working on something that just "slipped through the cracks." Can you give me some examples of when this happened to you? Cause? Result?
10. How do you catch up on an accumulated backlog of work after a vacation or conference?
11. How have you prioritized being assigned multiple projects?

WORK STANDARD

1. What are your standards of success in your job? What have you done to meet these standards?
2. What do you consider the most important contribution your department has made to the organization? What was your role?
3. What factors, other than pay, do you consider most important in evaluating yourself or your success?
4. When judging the performance of others, what factors or characteristics are most important to you?
5. Describe the time you worked the hardest and felt the greatest sense of achievement.
6. Tell me about a time when you weren't very pleased with your work performance. Why were you upset with your performance? What did you do to turn around your performance?

TEAMWORK/LEADERSHIP

1. In previous positions, how much of your work was accomplished alone and how much as part of a team effort?

2. We've all had to work with someone who is very difficult to get along with. Give me an example of when this happened to you. Why was that person difficult? How did you handle the person? What was the result?
3. When dealing with individuals or groups, how do you determine when you are pushing too hard? How do you determine when you should back off? Give an example.
4. How do you go about developing rapport (relationships) with individuals at work?
5. Give me some examples of when one of your ideas was opposed in a discussion. How did you react?
6. Tell me, specifically, what you have done to show you are a team player at _____.
7. We all have ways of showing consideration for others. What are some things you've done to show concern or consideration for a co-worker?
8. How do you keep your employees informed as to what is going on in the organization?
9. What methods do you use to keep informed as to what is going on in your area?
10. Describe the most difficult person you have ever worked with and how you handled him or her.
11. Tell me about a time you needed to motivate a co-worker.
12. Have you ever been on a team where someone was not pulling their own weight? How did you handle it?
13. Tell me about a time your co-workers had a conflict. How did you handle it?
14. Tell me about a time you had to take a firm stand with a co-worker. What was the situation? What was difficult about the co-worker? What was the firm stand you had to take?
15. Describe how you instruct someone to do something new. What were you training them to do? Walk me through how you did it.
16. Tell me about a time you had to win approval from your co-workers for a new idea or plan of action.
17. Tell me about a new idea or way of doing something you came up with that was agreed to by the supervisor. What did you do to get it to the right person? What did you do to get the supervisor to agree? Be specific.
18. Describe any supervisory or leadership training, schooling, or work experience you have had and its relevance to this position.

19. What leadership skills and experience do you have that would qualify you as an effective leader? Be specific.
20. How would your coworkers at your current job describe your interaction with them and your general effectiveness in your work performance? How would your coworkers describe you?

INITIATIVE/CREATIVE THINKING/PROBLEM-SOLVING

1. What was the most radical idea you ever introduced to an employer, and what was the result?
2. Give me an example of a time when you questioned a policy or procedure when it might have been better or easier to go along with it.
3. What kinds of policies and procedures have you created and to whom did you take them for approval?
4. Have you found any ways to make your job easier or more rewarding?
5. Have you ever recognized a problem before your boss or others in the organization? How did you handle it?
6. In your past experience, have you noticed any process or task that was being done unsafely (incorrectly)? How did you discover it or come to notice it? What did you do once you were aware of it?
7. Give me some examples of doing more than required in your job.
8. Can you think of some projects or ideas (not necessarily your own) that were carried out successfully primarily because of your efforts?
9. What new ideas or suggestions have you come up with at work?
10. Describe the most difficult interpersonal challenge you have been faced with and what you did about it.
11. Have you had public speaking experience? If so, who was the audience, and what was the purpose: selling, informing?
12. Give an example of a potentially volatile situation or individual that you successfully calmed down and how you went about it.
13. Describe a time when you went well “beyond the call of duty” to accomplish a task.
14. Describe a situation in which it was necessary for you to mediate or negotiate a solution or compromise.
15. What kinds of work pressures do you find the most difficult to deal with?

16. Describe what you mean by “on-the-job stress.”
17. Describe a time when you felt you “lost your cool” on the job and the result.
18. Have you ever gone above and beyond to help one of your customers or colleagues? What did you do?
19. Tell me about a time when you had to fight for an idea at work.
20. Talk about a difficult problem you’ve had to solve. How did you solve it?
21. Describe a time when you disagreed with your supervisor on how to accomplish something.
22. Have you ever had to convince your team to do a job they were reluctant to do?

COMMUNICATION SKILLS

1. We’ve all had occasions when we misinterpreted something that someone told us (like a due date, complicated instructions, etc.). Give me a specific example of when this happened to you. What was the situation? Why was there a misinterpretation? What was the outcome?
2. What experience do you have with writing?
3. What have you done in the past five years to improve your writing skills?
4. What have others said about your writing ability?
5. What kind of reports/proposals have you written? Can you give me some examples?
6. Give an example of when you told someone to do something and they did it wrong. What was the outcome?
7. What reports that you are currently preparing (or recently prepared) are the most challenging and why?
8. What kinds of presentations have you made? Can you give me some examples? How many presentations do you make in a year?
9. Give me an example from your past work experience where you had to rely on information given to you verbally to get the job done.
10. What different approaches do you use in talking with different people? How do you know you are getting your point across?
11. What is the worst communication problem you have experienced? How did you handle it?

12. What experience have you had with public presentations? What was their purpose, and what visual aids and kinds of notes did you use?

SUPERVISION

1. Describe the positions in which you have had supervisory responsibility. How many people have you supervised and in what kinds of positions? Did you have hiring/firing authority?
2. Give an example of a time when you were disappointed by an employee's lack of accomplishment and what you did about it.
3. In your experience, what kinds of things motivate an employee?
4. Describe a sticky situation with an employee and how you dealt with it.
5. Describe an innovative way you handled a conflict involving two or more of your subordinates.
6. What kinds of things can a supervisor do to create a positive working environment?
7. What training and experience do you have in listening skills?
8. Approximately how many people have you personally hired in your career?
9. Describe an effective performance planning and review process.
10. What methods of communicating with subordinates have you found most successful?
11. What recognition and reward systems for subordinates have you found most effective?
12. What is the role of a supervisor?
13. What are the major responsibilities of a supervisor?
14. What is an effective training and orientation program for a new employee?
15. Describe the most serious complaint an employee brought to your attention and what you did about it.
16. Give an example of the most novel idea an employee presented to you and how you responded.

MANAGEMENT

1. What was the level of your decision-making authority in past positions?
2. Describe a decision you made that had a negative result.

3. Give an example of a decision you made that backfired and what you did about it.
4. Give an example of a decision you made that turned out better than you believed possible.
5. Describe a time when you made a decision in the absence of a clear policy regarding the issue.
6. Describe your experience with setting goals and objectives.
7. Describe your experience in developing and monitoring budgets.
8. What fiscal authority have you had in past positions?
9. Give an example of a situation in which a budget overrun was necessary to accomplish a goal.
10. What is the most effective method for setting priorities?
11. What would your current/past employer tell us about your ability to organize your work?
12. Describe a time when your goals conflicted with the goals of the organization and what you did about it.
13. What is your most innovative accomplishment?
14. What is your most creative idea that was turned down?

REFERENCE CHECKING QUESTIONS

For use when having a conversation with professional references provided by a candidate

- Employment Dates
- Title
- Company
- Did (insert name) report to you? If not, what was the relationship between your position and (insert name)'s position
- What duties did (insert name) perform while employed?
- What would you say was (insert name)'s top contribution to the company while working at your firm/institution?
- What would you say is the area (insert name) could most improve in terms of job performance?
- What 3 adjectives would you use to describe (insert name)'s job performance?
- We really need someone who has (insert skill) in this role. Do you think (insert name) has a strong proficiency in this area?
- Could you comment on (insert name)'s:
 - Attendance
 - Degree of supervision needed
 - Ability to assume responsibility
 - Dependability
 - Potential for advancement
 - Overall attitude
- Why did he/she leave your company?
- Would you re-employ? If no, why not?
- Is there additional job-related information you would like to share?