



Writing an inclusive  
**NON-FACULTY**

Position Posting

Handbook

2021

William Paterson University  
Human Resources Department

College Hall

Wayne, New Jersey

## **Introduction:**

This handbook is a guide to creating inclusive, standardized, and effective position postings for non-faculty searches at William Paterson University. Having unified, inclusive, and standardized faculty positions will:

- 1) Create a consistent candidate sourcing message
- 2) Align skills for search, selection, goal setting, and performance management
- 3) Encourage applications from a diverse applicant pool

## **NON-FACULTY POSTING TEMPLATE** **PLEASE USE THIS TEMPLATE AS A GUIDE TO CREATE YOUR POSTING**

**William Paterson University - Wayne, New Jersey**

**Enter division name here**

**Enter department name here**

**Enter position title here**

**Enter e-link to the position here**

***Start with*** – “William Paterson invites applications for a (name the duration i.e. twelve-month full-time position) as (name the position).”

*Then provide an overview as to **WHY** the position exists...what is the purpose of the position and the impact it has on students, faculty and staff, and the university. Include how this position is inclusive and supports the department's mission and goals. Identify critical broad goals for the position. Mention what makes the opportunity special. For example:*

- Under the direction of the Head of the Department, this position (name the position) is responsible for the efficient administration of department matters as assigned.
- In collaboration with colleagues, provide guidance to students on a daily basis to ensure proper and timely registration (or whatever the primary activities are).
- Serve as a liaison between department chairs and full and part-time faculty to ensure proper and timely communication through the dissemination of information, procedures, paperwork and other administrative duties as assigned.
- Work in a collaborative setting that encourages creative thinking, effective communication, and inclusive engagement.

## **Department Overview:**

*This should be an inviting synopsis of what's special about the department and how the department supports a diverse faculty, student body, and staff. It could also be used to highlight accomplishments of the department in order to attract candidates to the opportunity. For example, this was recently used by the Counseling, Health and Wellness Center as a department overview seeking a Counselor/Multicultural Specialist.*

The William Paterson University Counseling, Health and Wellness Center is dedicated to providing clinical, educational, and outreach services in support of William Paterson students. The Center is welcoming, accepting and dedicated to serving a culturally diverse student body seeking to make informed decisions about their physical and

emotional well-being. For more information, please visit:  
<https://www.wpunj.edu/health-wellness/>

**Duties and responsibilities include, but are not limited to:**

*Describe HOW the position gets done. List and describe the duties and actions needed for successful execution of the WHY in the summary above. Since these are actions, begin every bullet with a verb. Include time-binding, when appropriate. It's best to connect each bullet with a result. Consider what the job requires rather than what the previous person in the job did. Take a hard look at the job and assess both present and future needs. For example:*

- Contribute to systems administration on a daily basis through technical support, research, and inclusive inter/intra departmental collaboration
- Serve as first-line of contact to effectively welcome and schedule students seeking to meet with department chair
- Provide accurate and timely technical support for students seeking assistance with William Paterson University software
- Work collaboratively with.....
- Participate in scheduled and in-promptu departmental meetings and accurately record, file and efficiently distribute meeting minutes.

**Required qualifications:**

*This should specify WHAT qualifications are required. Candidates who have the required qualifications will be further considered. Requirements written in a hyper-specific way could cause qualified candidates to exclude themselves before applying for the job.*

*Therefore, word requirements as ranges - for example, instead of "the ideal candidate must have 2-5 years of experience of administrative experience in a higher education environment" write "the ideal candidate will have two or more years experience in higher education." Other examples:*

- ALA-accredited MLS, or equivalent (by time of appointment).
- Demonstrated experience working with databases and SQL.
- At least one year experience working in (this field) or related field

**Additional, preferred qualifications:**

*More WHAT; qualifications that will further help define an ideal, or nearly ideal candidate, but not be so strict as to have qualified candidates self select out of the applicant pool. For example:*

- Masters' degree appreciated
- Working knowledge of Banner

**Personal attributes and traits:**

*This should describe attributes and traits that support this particular position and demonstrate the University's commitment to having a supportive and diverse faculty, staff, and student body. Four or five personal attributes and traits are appropriate. Interviewing will uncover if the candidate possesses these needed traits. Appendix A offers other examples. Examples:*

- Demonstrated capacity to listen objectively listen, understand, and accurately interpret what someone else is saying.
- Capable of effectively navigating the complexities of competing wants and needs

- in a diverse work environment
- Ability to constructively resolve competing points of view

**Invitation to apply:**

*This tells candidates EXACTLY how to apply.*

*Copy and paste this into your posting.*

Please [click](#) to apply for the position.

Review of applications will commence immediately and continue until the position is filled.

General questions related to this application process, please contact [talent@wpunj.edu](mailto:talent@wpunj.edu)

**About William Paterson:**

*This section highlights information about the University.*

*Copy and paste this into your posting.*

William Paterson University is the third most diverse public university in New Jersey. As a longstanding member of the Hispanic Association of Colleges and Universities (HACU), we have been designated by the US Department of Education as a Hispanic-Serving Institution. William Paterson University is also proud to be designated as a NASA MSI (Minority Serving Institution). The University offers undergraduate and graduate academic programs that range from liberal arts and sciences to pre-professional and professional programs; it enrolls over 8,000 students from across the country and from over 40 nations. The University is situated on a beautiful, 370-acre suburban campus in Wayne, New Jersey, just twenty miles west of New York City.

**EEO Statement**

William Paterson University is dedicated to providing equal opportunities and equal access to all individuals regardless of race or ethnicity, sex/gender (including pregnancy), gender identity or expression, sexual orientation, age, disability, genetic information, marital status, civil union status, familial status, religion, national origin or citizenship, military service status, or any other category protected by law. William Paterson University does not discriminate on the basis of any category stated above or as prohibited by applicable law. Individuals from historically underrepresented backgrounds are encouraged to apply.

## Appendix A

Competency	Definition
Accountability for Others	A willingness to take responsibility for the actions of other people.
Attention to Detail	The ability to pay attention to the specific elements, facets or parts of a situation or work assignment.
Attitude Toward Others	The general capacity one has for relating with other people.
Balanced Decision Making	The ability to make consistently sound and timely decisions in one's personal and professional life.
Conceptual Thinking	The ability to mentally envision comprehensive, long-range plans or goals and to identify, evaluate and allocate necessary resources.
Concrete Organization	The capacity to understand essential factors of a situation and bring together all necessary resources.
Conflict Management	The ability to resolve different points of view constructively.
Consistency and Reliability	The capacity to regularly and dependably engage in and complete tasks or processes.
Continuous Learning	The ability to take personal responsibility and action toward learning and implementing new ideas, methods and technologies.
Conveying Role Value	The capacity to communicate and promote the value and importance of one's role.
Correcting Others	The ability to objectively address the errors, omissions and/or poor results of other people.
Customer Focus	A commitment to customer satisfaction.
Decision Making	The ability to analyze all aspects of a situation to gain thorough insight to make decisions.
Developing Others	The desire to help others expand their talents and potential.
Diplomacy and Tact	The ability to treat others fairly, regardless of personal biases or beliefs.
Emotional Control	The ability to appear to be rational and in-control when facing problems or crises.
Empathetic Outlook	The capacity to perceive and understand the individuality in others.
Enjoyment of the Job	A measure of a person's attitude toward their current job or career.
Evaluating Others	The capacity to objectively assess or measure the abilities and performance of other people.
Evaluating What is Said	The capacity to objectively listen, understand and accurately interpret what someone else is saying.
Flexibility	The ability to readily modify, respond to and integrate change with minimal personal resistance.
Following Directions	The capacity to hear, understand and follow instructions.
Freedom from Prejudices	The ability to maintain objectivity when relating to other people.
Gaining Commitment	The ability to get support and "buy-in" from others for a specific goal or set of goals.
Goal Achievement	The ability to identify and prioritize activities that lead to a goal.
Handling Rejection	The capacity to exhibit persistence and strong will in the face of objections.
Handling Stress	The ability to maintain composure and internal strength when coping with external and internal pressures.
Influencing Others	The ability to personally affect others' actions, decisions, opinions or thinking.
Initiative	The compelling desire to get into the flow of work in order to accomplish the vision and complete the goal.
Integrative Ability	The capacity to see different components of a situation and tie them together to see the situation as a whole.

<b>Internal Self Control</b>	The ability to remain in conscious command of one's internal emotions when confronted with difficult circumstances and to respond rationally.
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<b>Interpersonal Skills</b>	The ability to interact with others in a positive manner.
<b>Intuitive Decision Making</b>	The capacity to make decisions by looking at the most essential elements and without all the facts or data.
<b>Job Ethic</b>	The capacity to fulfill the professional responsibilities with a strong sense of moral duty and obligation they have been given.
<b>Leading Others</b>	The capacity to organize others in such a way that inspires trust and motivates people toward a common goal.
<b>Long Range Planning</b>	The capacity to see the big picture and long-term goals and to forge clear, realistic plans to accomplish the desired results.
<b>Material Possessions</b>	An indicator of the desire to possess objects of high monetary value or importance.
<b>Meeting Standards</b>	The ability to perform work according to precise specifications.
<b>Monitoring Others</b>	The capacity to effectively oversee work done and decisions made by an individual or a team.
<b>Objective Listening</b>	The ability to listen to many points of view without bias.
<b>Persistence</b>	The capacity to steadily pursue any project or goal that a person is committed to in spite of difficulty, opposition or discouragement.
<b>Personal Accountability</b>	The capacity to take responsibility for one's own actions, conduct, obligations and decisions without excuses.
<b>Personal Drive</b>	A gauge of personal motivation to achieve, accomplish or complete tasks, goals or missions.
<b>Personal Relationships</b>	The importance of having and maintaining personal relationships and not just being seen as part of the team.
<b>Persuading Others</b>	The capacity to influentially present one's positions, opinions, feelings or views to others in such a way that they will listen and adopt the same view.
<b>Planning and Organization</b>	The ability to establish a process for activities that lead to the implementation of systems, procedures or outcomes.
<b>Practical Thinking</b>	The capacity to understand situations in a realistic, efficient manner and to achieve the desired results.
<b>Proactive Thinking</b>	The capacity to think ahead in order to realistically evaluate the consequences of current actions, processes and decisions.
<b>Problem Solving</b>	The ability to identify key components of the problem, possible solutions and the action plan to obtain the desired result.
<b>Project and Goal Focus</b>	The capacity to concentrate one's full attention on the project or goal at hand, regardless of distractions or difficulties.
<b>Project Scheduling</b>	The capacity to determine how long it will take to complete a project and to then efficiently break it down further into specific work time frames.
<b>Quality Orientation</b>	The capacity to maintain a focus on well-defined standards of excellence with regard to all aspects of responsibilities and tasks.
<b>Realistic Expectations</b>	The ability to set realistic time frames and well-defined standards of quality performance and production for others to follow.
<b>Realistic Goal Setting for Others</b>	The ability to define realistic and manageable goals for others using specific time frames and the resources at hand.
<b>Realistic Personal Goal Setting</b>	The ability to define realistic and attainable goals for one's self using specific time frames and the resources at hand.
<b>Relating to Others</b>	The capacity to understand and relate to others when communicating with them.

<b>Resiliency</b>	The ability to quickly recover from adversity.
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<b>Respect for Policies</b>	The ability to understand, appreciate and have high regard for the rules, policies and procedures of the company.
<b>Respect for Property</b>	A measure of the level of respect and appreciation for the property that belongs to others or the company.
<b>Results Orientation</b>	The capacity to clearly and objectively understand and implement all variables necessary to obtain defined or desired results.
<b>Role Awareness</b>	The degree of a person's identity and awareness regarding his or her professional, social and personal roles.
<b>Role Confidence</b>	The capacity of maintaining confidence and self-reliance for fulfilling various professional and personal roles.
<b>Self-Assessment</b>	The capacity to objectively understand and evaluate one's self.
<b>Self-Confidence</b>	A measure of a person's assured self-reliance in his or her abilities.
<b>Self-Direction</b>	Having a clear vision of one's future objectives and the self discipline and organization necessary to achieve them.
<b>Self-Discipline and Sense of Duty</b>	A measure of the level of devotion and commitment to one's own sense of obligation.
<b>Self-Improvement</b>	The measure of the quality of one's own internal motivation to improve.
<b>Self-Management</b>	The ability to prioritize and complete tasks in order to deliver desired outcomes within allotted time frames.
<b>Self-Starting Ability</b>	A measure of a person's ability to initiate tasks in order to fulfill responsibilities and commitments.
<b>Sense of Belonging</b>	A measure of how a person feels he or she fits into the surrounding world.
<b>Sense of Mission</b>	A measure of a person's sense of purpose in his or her life.
<b>Sense of Self</b>	A measure of a person's awareness of "who" they are—the ability to discern one's own self-worth.
<b>Sense of Timing</b>	The ability to do the correct thing at the correct time.
<b>Sensitivity to Others</b>	The capacity to understand and appreciate the value of other people with genuine concern for their needs, desires and feelings.
<b>Status and Recognition</b>	A measure of the importance of social status or prestige to a person's current role.
<b>Surrendering Control</b>	The capacity of a person to voluntarily surrender control and accept the authority of another person or group.
<b>Systems Judgment</b>	The capacity to understand and use systems such as knowledge, language, authority structures and logic, including one's ability to understand and work well within the context of established norms, rules, policies and procedures.
<b>Taking Responsibility</b>	A measure of the capacity to be answerable for personal actions.
<b>Teamwork</b>	The ability to cooperate with others to meet objectives.
<b>Understanding Motivational Needs</b>	The ability to understand and inspire others in such a way that gets them to act.
<b>Using Common Sense</b>	The capacity to be resourceful and apply good, practical, ordinary sense in whatever situations arise.