



University of New Haven

THE OFFICE OF HUMAN RESOURCES

HIRING GUIDE



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OVERVIEW



The University of New Haven is committed to achieving a diverse and pluralistic community. It reflects the multiracial and multicultural society in the United States through strict nondiscrimination policies and practices in employment. This includes the commitment to be proactive in the continuing effort to increase diversity of the faculty, staff, and the student body. The University will base decisions on employment so as to further the principle of equal employment opportunity without regard to individuals' gender, sexual orientation, race, color, personal appearance, gender identity or expression, marital status, national origin, ancestry, religion, age, genetic information, disability (including but not limited to, intellectual disability, past or present history of mental disorder, physical disability, or learning disability), or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. University policy is committed to the principles of Affirmative Action under law in the employment of women, minority group members, individuals with disabilities, special disabled veterans, and veterans of the Vietnam era.

PURPOSE



The recruitment, selection, and hiring of employees are vital components of a leader's responsibilities and integral to the continued success of the University. This hiring guide is designed to assist leaders in the often-complex recruitment process. There are numerous steps in the employment process, including:

- determining the qualifications required for the position (e.g., education, experience, background, and skills/abilities);
- reviewing job descriptions to ensure they clearly reflect what is needed;
- identifying the “must haves” associated with the position;
- understanding the difference between an applicant and a candidate;
- recognizing and understanding the dos and don'ts related to the interview process;
- creating a selection committee that is diverse and inclusive, fosters greater diversity in the hiring process, and supports equal employment opportunity;
- understanding the complexities and potential legalities associated with interviewing candidates and the selection process; and
- conducting effective and legally sound interviews that identify the most qualified candidate for the position.

DIVERSITY INITIATIVES



In conjunction with the University's goal to increase the diversity of its faculty and staff, the suggested strategies below are intended to foster diversity and inclusion in the hiring process:

- consider advertising on diversity websites and publications;
- cultivating the diversity applicant pool year-round, not just during approved search situations;
- networking with diverse individuals and soliciting their interest in working for the University while conducting routine University business, as is done with any applicant;
- networking with current employees and encouraging them to refer diverse individuals to the University;
- developing partnerships with professional associations, other institutions, businesses, minority communities, and sponsor internships;
- participating in or hosting events that attract minorities, women, and other diverse or underrepresented populations; and
- including a reference of commitment to equal employment opportunity in all advertisements.

THE INTERVIEW PROCESS



This guide provides the various steps to the actual interview process including identifying the type of interview to be conducted, preparing for the interview, and identifying the most qualified candidate. It also provides questions to avoid and potentially permissible alternative questions. Please refer to Addendum 2, “Behavioral/Structured Interview,” and Addendum 3, “Questions to Avoid & Permissible Alternatives of This Guide for Assistance.” Click this link to access the [Behavioral Based Interviewing Guide](#). It is important to recognize the potential legal challenges the University may face from unselected candidates when the appropriate processes are not followed. Instrumental to avoiding these challenges is consistency of practice by using the same questions and criteria for all candidates.

Step 1: Job Description Review

The job description review is the first step in the recruitment process. A nonunion job description should be reviewed to ensure it is a clear reflection of the duties associated with the role and has no gender bias. Union job descriptions cannot be modified without a discussion with human resources.

All job descriptions should follow the University’s format and should include:

- job title
- classification (exempt/nonexempt)

- position reports to (position title)
- supervision exercised
- general statement of duties
- job summary
- major roles & responsibilities
- job requirements: required education, qualifications, knowledge, skills required, proven commitment to providing excellent customer service to students/stakeholders.

An accurate job description provides a more comprehensive understanding of job requirements, qualifications, and expectations but is not intended to be inclusive of all duties associated with the role. The stated qualifications must provide the basis for the selection criteria used in the final decision.

Unless significant changes are required, job descriptions should not be routinely modified to maintain consistency of the hiring process with all potential applicants.

Avoid gendered language in your job description. Studies* have shown that different wording in job descriptions can impact whether more woman versus men apply. For example, some adjectives are perceived to be more “masculine” than others, such as “competitive,” “assertive” versus “trusted,” “considerate.” * <https://gender-decoder.katmatfield.com/static/documents/Gaucher-Friesen-Kay-JPSP-Gendered-Wording-in-Job-ads.pdf>

Step 2: Identifying “Must Have’s” for the Vacancy

From the job description, hiring managers should identify the “must have” criteria for the position. The “must have” criteria should be stipulated in the top section of the interview report. A sample interview report is provided in Addendum 5 of this guide. Applicants who do not meet the “must have” criteria would **not** be considered further for that role. Identifying whether the applicant has the predetermined “must have” for the position is a simple yes or no response (e.g., if a bachelor’s degree is required and the applicant does not have one, the applicant is not considered further). It is critical to abide by the “must” criteria to prevent preferential hiring decisions or potentially, a legal challenge on the decision.

The Talent Acquisition Manager will schedule a strategic intake session either prior to your position being posted, or shortly thereafter, to review the candidate referral process with you. The Hiring Manager, along with their selected hiring committee, will have access to all applicants in our TOPS applicant tracking system. However, the talent acquisition team is available to help source, prescreen and rank the candidates for you. Our [TOPS Hiring Manager Training](#) is available as a resource.

Step 3: Type of Interview

It is important to determine the type of interview to be used before starting the process and then maintain that style with each candidate. Please refer to Addendum 2 of this guide, which provides background on

behavioral/structured interviews. You can also find the interview should move beyond the “what and when” to the “how and why” a candidate did something and how the competencies of the candidate match the current job description. Interview types vary depending upon the role, and examples include:

- **Initial pre-screen:** the talent acquisition team can conduct an initial prescreen of resumes for all nonfaculty external applicants to ensure they meet the basic requirements of the position. From that process, they can recommend applicants for the hiring manager to interview. An applicant is an individual who has applied for a position; a candidate is someone who has been qualified and vetted through the process, is being brought in for an interview, and is a strong consideration for hire. All applicants are not candidates for a position.
- **Interactive video interview:** Zoom, Microsoft Teams or other technology is used to conduct a video interview that provides an interpersonal discussion making travel unnecessary.
- **Campus interview:** On-campus interviews are conducted by the selection committee or hiring manager. If no selection committee is used, a one-on-one with the hiring manager and the candidate may be considered. Typically, it is a best practice to have at least two individuals represent the University during the interview process. When a candidate is asked to participate in an on-site interview, an application for employment should be requested and completed by the candidate by the talent acquisition lead. The candidate must complete this application electronically through our applicant tracking system (ATS) TOPS prior to the interview. The TOPS ATS can be accessed by single sign-on through this link: <https://newhaven.clearcompany.com>. All individuals involved in the interviewing process should use the employment application as a reference during the interview process. The University’s application for employment for this purpose can be found on myCharger.

It is important to note that only candidates invited for an in-person interview should complete the University’s application for employment. The University will not accept unsolicited resumes and/or applications for employment.

Step 4: Creating a Search Committee

The search committee used during the recruitment process should reflect the University’s goals for diversity. Women and minorities should be represented on the committee whenever possible. A diverse search committee will assist in contacting and evaluating candidates of different backgrounds. Hiring managers should ask themselves these questions prior to beginning the interview process:

- What are the demographics of the search committee?
- Is the search committee reflective of the University’s goals for diversity?
- Is the search consistent with the University’s affirmative action and equal employment opportunity principles?

The search committee should also consider the importance of diversity as a qualification when selecting candidates for a position based on the following points:

- While the candidate should have all the other qualifications, diversity itself is a qualification.
- A workforce that mirrors the student population is a competitive advantage and improves student and employee morale and satisfaction.
- A diverse candidate brings a unique perspective and new ideas that help enhance the University community.
- Members of the search committee must participate in all interviews and, if they are unable, should recuse themselves from the committee.

Step 5: Preparing Interview Questions

The key to an effective interview is to have clearly defined and documented interview questions. The list of questions should be developed by the search committee and each candidate should be asked the same questions and in the same order. Those questions should include areas such as previous experience, skills and knowledge, and organizational fitness. Additionally, an interview report should be used for assessing and comparing each candidate during the interview process. A sample interview report can be found in Addendum 5 of this guide.

Step 6: Preparing for the On-Site Interview

Those on the search committee should prepare for the interview in advance by dividing the questions appropriately within the committee so that there is no duplication of effort. Before each interview, selection committee participants should have reviewed the candidate's credentials and conducted a structured interview. Taking this extra step ensures that time is not wasted during the interview and provides the candidate with an appropriate sense of engagement during the process.

Step 7: Conducting the Interview

The interview determines the candidate's suitability from the University's and the candidate's perspective. All candidates should be asked the same set of defined questions and internal and external candidates should be treated equally. In addition to any handwritten notes, the interview report, created to assess and compare the candidates, should be used during the interview process.

Also, the hiring manager participating in the panel should provide a high-level overview of the University, its mission and vision, benefits provided, etc. HR's "What We Offer" information, included in Addendum 4 of this guide, would serve this purpose.

Remember that the candidate is also interviewing the University through this process. As such, providing a positive interview experience is essential. A positive interview experience includes conducting the interview in a suitable location, being punctual and engaged in the process by removing all distractions and asking appropriate follow up questions.

Step 8: Post-Interview Assessment

Once the interview process is complete, the search committee should review their collective notes and discuss the results of the interview. During this discussion, the committee should rate their assessment of each candidate in the interview report to determine the most qualified candidate for the position. This interview report may be used to defend any potential discrimination claims in the future. All search committee participants should provide their notes to the hiring manager who should keep these documents for two years after the candidate has been hired. Please see Addendum 6 of this guide for procedural post-interview steps.

SUMMARY



The interview process is intended to identify whether the candidate is right for the role and whether the University is right for the candidate. The process is indeed a partnership between the hiring manager and the HR department. All stakeholders share the following common and fundamental goals:

- **ensuring that we are extending our employment net within the community we serve,**
- **considering diversity in every aspect of the process,**
- **hiring the most qualified candidate for the position, and**
- **ensuring that the hiring decisions can be legally defended if challenged.**

While this guide focuses on the external hiring process, the fundamentals described should be used during the placement of nonunion, internal positions.

Please remember that the HR department is here to support hiring managers and leaders through this process. Please contact us with questions or to request additional guidance.

**ADDENDUM 1:
SAMPLE TEMPLATE OF NON-UNION JOB DESCRIPTION**

Job Title	Classification (Exempt/Nonexempt)	Position Reports to (Position Title)

GENERAL STATEMENT OF DUTIES:

JOB SUMMARY:

JOB REQUIREMENTS:

Required Education:

- Bachelor’s degree required; master’s degree preferred

Qualifications, Knowledge, Skills Required:

- Experience working in higher education is required.
- Strong attention to detail and proven problem-solving skills.
- Proven commitment to providing excellent customer service to students/stakeholders.
- High degree of initiative and result oriented.

ESSENTIAL PHYSICAL FUNCTIONS: For compliance with ADA and potential reasonable accommodation requests, please identify the essential physical functions of the position. Examples include:

1. Must be able to stand for prolonged periods of time.
2. Must be able to lift 50+ lbs. daily.
3. Must be able to perform work of a sedentary nature for 7 hours per day.
4. Frequent bending, kneeling, and reaching required.

This reference should be included in all job descriptions: The intent of this job description is to provide a general summary of the key responsibilities of the position and should not be considered all inclusive.

ADDENDUM 2: BEHAVIORAL/STRUCTURED INTERVIEW

It is important to choose the right kind of interviewing technique, one that matches the performance and retention needs of the organization, position, and University culture.

Behavioral interviewing is a highly effective technique because it focuses on a candidate's past experiences. By asking candidates for specific examples of how they have demonstrated certain behaviors, knowledge, skills and abilities, and responses should be verifiable and provide evidence as to how a candidate has managed various scenarios. This information should provide the interviewer(s) with a gauge as to a candidate's level of experience and their potential to handle various situations.

Behavioral interviews are structured, and questions should be probing and specific. A structured interview provides the opportunity to compare candidates by asking a specific set of job-related questions. It is also helpful to use a rating scale to evaluate all candidates. The interview report can be used for this purpose. This straightforward approach limits the amount of discretion for each individual interviewer, making it easier to evaluate and compare candidates fairly because all applicants are asked the same questions and evaluated using the same criteria in the interview report.

It is important to recognize that while it is critical that the University make good hiring decisions, the hiring process itself can be legally challenged. For that reason, conducting structured interviews could be instrumental in defending allegations of discrimination in the selection process. Because a structured interview using behavioral questions is based on an analysis of job duties and requirements of the position, bias and ambiguity are reduced because candidates are evaluated on job-related questions and responses.

The interview process itself can be long and costly. For those reasons, it is important to ensure that the selected candidate is the most suitable candidate for the position and has a realistic understanding and perspective of the role and of the University.

Please review the [Behavioral Interview Guide](#) as a resource for sample interview questions. As you will note, this guide is organized by competency first, and then targeted behavioral questions associated with each competency. In your "grounding meeting" with your search committee, it is critical to discuss and assess which competencies are critical to your opening. From there, each interviewer can be assigned a unique set of questions, and consistently asks each candidate.

ADDENDUM 3: QUESTIONS TO AVOID & PERMISSIBLE ALTERNATIVES

Age

It is permissible to consider job candidates' experience. **It is not permissible to consider age unless there is a legal minimum required for the job.** In addition, please avoid comments such as, "We are looking for new blood," or, "We are looking for someone energetic," which suggest age bias.

Not Permissible	Acceptable Alternatives
When were you born?	If you were offered this position, could you establish that you meet the legal age minimum?
How old are you?	Tell me about your experience
When did you graduate from high school?	<i>No permissible alternative</i>
When did you graduate from college?	<i>No permissible alternative</i>
When do you intend to retire?	<i>No permissible alternative</i>

Children, Marital Status, and Work Schedule

Due to the long history of discrimination against women in the workplace, Congress passed several laws to prohibit questions about gender, family status, or pregnancy during the hiring process.

Not Permissible	Acceptable Alternatives
Will you be able to get a babysitter for overtime, overnight travel, and weekends?	This job may require additional hours, including weekends and travel. Will you have any issues meeting those requirements?
Do you have any family or personal commitments that would prevent you from working extended hours, including weekends and overnight travel?	All positions at the University require regular and timely attendance. Will you have any issues meeting that standard?
What would your spouse think about you traveling up to three days per week?	<i>No permissible alternative</i>
Do you have childcare arrangements?	<i>No permissible alternative</i>
How old are your children?	<i>No permissible alternative</i>
Are you planning to have more children?	<i>No permissible alternative</i>

Are you married or do you have a significant other?	<i>No permissible alternative</i>
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Appearance: Height, Weight, or Other

Questions about appearance including height or weight are not acceptable in an interview.

Additionally, questions regarding the candidate's ability to perform the job or duty must be appropriate.

Not Permissible	Acceptable Alternatives
How tall are you?	If offered this position, would you be able to meet/perform the duties assigned based on the job description?
Were you an athlete in school?	<i>No permissible alternative</i>

National Origin

We can ask questions about the candidate's ability to show proof that they can legally work in the United States. If English is a second language, we can consider whether the candidate speaks, understands, writes, and reads English well enough to perform the essential duties of the position.

Not Permissible	Acceptable Alternatives
Where were you born?	<i>No permissible alternative</i>
What country are you or your family from?	<i>No permissible alternative</i>
What is the origin of your last name?	<i>No permissible alternative</i>
What accent is that?	<i>No permissible alternative</i>
Is English your first language?	<i>No permissible alternative</i>
Are you a U.S. citizen?	Are you authorized to work lawfully in the United States? If hired, you will be required to provide such proof.

Transportation

The University cannot obtain financial or socioeconomic information about a candidate.

Questions regarding meeting attendance expectations that are a performance standard for all employees may be asked.

Not Permissible	Acceptable Alternatives
What transportation will you be taking to work?	Regular and timely attendance is a requirement for all employees. Will you have any problems meeting that standard?
Do you own a car?	The position is based here in West Haven. Will you have any problems meeting that requirement?

Disabilities

Questions during an interview to find out information about a candidate's disability are not permissible. Instead, questions should focus on how a candidate would perform the duties of the role.

Not Permissible	Acceptable Alternatives
Do you have any disabilities?	Can you perform the essential functions of the position with or without accommodation?
Have you ever had an on-the-job accident or filed a workers' compensation claim?	How would you go about performing the duties of this position?
Do you need reasonable accommodation to perform this job?	Can you meet the attendance requirements for this position?
What medications are you currently taking?	<i>No permissible alternative</i>
Have you ever been addicted to drugs or alcohol or treated for drug/alcohol addiction?	<i>No permissible alternative</i>

Religion

There are no reasons to ask religious-based questions unless hiring for a ministerial position. The question should instead center on the candidate's ability to work the required schedule and perform the assigned duties.

Not Permissible	Acceptable Alternatives
Where do you go to church?	<i>No permissible alternative</i>
What is your religious affiliation?	<i>No permissible alternative</i>
Can you work on Saturday or Sunday?	Can you work the schedule we have discussed?

Arrests/Convictions

Connecticut passed the "ban-the-box" statute in January 2017. The law prohibits employers from inquiring about a prospective employee's prior arrests, criminal charges, or convictions on an initial employment application unless the employer is required to under state or federal law. Appropriate information regarding arrests/convictions will be revealed during the post-offer background checking process to HR. They will appropriately review the information and determine the appropriate course of action.

Gender

Gender related questions are not permissible unless it is a bona fide occupational qualification.

Residence

We **cannot obtain financial or socioeconomic information about a candidate.** We can ask if there would be difficulty in meeting attendance requirements.

Not Permissible	Acceptable Alternatives
Do you own or rent?	What is your present address?
With whom do you live?	<i>No permissible alternative</i>

Race/Color

There are no permissible questions regarding race, ethnicity, or skin color.

Affiliations/Organizations

Questions about professional organizations or affiliations are permissible. However, questions regarding clubs or social organizations that may reveal information that can lead to bias in hiring should be avoided.

Not Permissible	Acceptable Alternatives
What clubs or organizations do you belong to?	What professional organizations do you belong to and what is your level of involvement?

Military Service

Questions relevant to experience or training in the military are appropriate.

Not Permissible	Acceptable Alternatives
What type of discharge did you receive?	What type of education, training, and work experience relevant to this position did you receive while in the military?
Were you ever injured in combat?	<i>Not Permissible</i>

Salary/Pay

A salary history ban in Connecticut prohibits employers from asking applicants or candidates about their current or past salaries or benefits. They also prohibit employers from seeking this information through an agent or from sources other than the applicant, such as the applicant's former employers.

ADDENDUM 4: WHAT WE OFFER

What we offer:

HEALTH, WELLNESS AND FITNESS

- Health insurance coverage with multiple options
- Dental insurance coverage with options
- Vision insurance coverage
- Fitness center (dues paid through employee payroll deductions)
- Flexible Spending Accounts (FSA) (Healthcare and Dependent Care Accounts)
- Health Savings Account (HSA)
- Long term disability
- University paid life insurance
- University paid accidental death & dismemberment insurance
- Voluntary supplemental life and AD&D options (employee, spouse, dependent child)
- Wellness discount programs

RETIREMENT PLANNING

- 403b with generous match

COMMITMENT TO EDUCATIONAL EXCELLENCE

- Tuition assistance for employee & eligible dependents
- Collaboration with Notre Dame West Haven High School; ½ tuition scholarship to accepted students at UNH or faculty/staff dependents accepted at NDWH
- Tuition exchange opportunities

PROGRESSIVE WORK LIFE POLICIES

- Generous paid vacation based on years of service
- Paid sick time
- Progressive paid holiday schedule (holiday break between Christmas and New Year's Day)
- 4 weeks of paid parental leave
- Paid bereavement leave
- Employee assistance program

PROFESSIONAL WORK ENVIRONMENT

- Internal career opportunities
- Diverse, friendly, and respectful work environment
- Telecommuting options for various exempt positions/departments
- 35-hour work week
- Flexible work schedules including summer hours

EMPLOYEE RECOGNITION PROGRAMS

- Service award program

ADDITIONAL PERKS

- Free parking available
- Variety of on campus dining options
- Division II athletics program
- Secure travel assistance program

Visit our website newhaven.edu for all current job opportunities!

"What We Offer" is based on current University offerings and may vary between groups. Also, the University may modify or eliminate programs, in conjunction with any applicable bargaining unit agreement, as it deems necessary or appropriate.

ADDENDUM 5: SAMPLE INTERVIEW REPORT

Candidate Name	Jane Doe		Tom Seaver	
Internal/External Candidate	Internal		External	
Interview Date	10/10/19		10/10/19	
Performance Rating	5		N/A	
MUSTS:				
Bachelor's degree in finance or related field	Yes		Yes	
Minimum of 5 years of experience in financial aid	Yes		Yes	
Knowledge of financial aid regulations	Yes		Yes	
COMPETENCIES & BEHAVIORS (Competent, Advanced, Expert)				
	Rating		Rating	
Achieves results & continuous improvement	Advanced		Expert	
Initiative	Advanced		Expert	
Innovation & creativity	Competent		Advanced	
Student focus	Advanced		Expert	
Communicating & influencing	Advanced		Expert	
Team management	Expert		Expert	
Developing others	Advanced		Advanced	

CRITERIA (Modify based on position; 5 highest, 1 lowest)		Rating		Rating
Experience managing a team	Jane has 8 years of university experience and 5 years managing a team. She is an effective leader and garners good results from her team. During the interview, Jane provided concrete examples of how she effectively manages her team.	4	Tom has 10 years of experience managing a team. He has worked for several organizations in and out of the academic field. He provided concrete examples of how he effectively manages his team and how he has driven a result-oriented culture to meet the needs of the business more strategically.	5
Excellent written and verbal communication skills	Jane has very effective written and verbal communication skills but did not provide the requested writing samples.	4	Tom articulated himself well during the interview and provided a writing sample.	5
Proven ability in managing a financial aid function	Jane had been in the financial aid field for 7 years. She is currently not in the field as she transitioned to a different area several years ago.	4	Tom currently manages the financial aid function at USC.	5
Proven experience in applying strategic methods to financial aid process	While Jane has managed this function well, she failed to provide examples of applying strategic methods to the financial aid process.	3	Tom provided concrete examples of how he has applied strategic methods to the financial aid process at USC.	5

Master's degree	Yes	5	Yes	5
Advanced analytical skills & auditing experience	Jane has advanced analytical skills and auditing experience.	4	Tom has advanced analytical skills but limited auditing experience.	3
Proven experience in presenting financial aid related topics to large groups	Jane has limited experience in presenting financial aid related topics to large groups.	3	Tom has extensive experience in presentations to large groups; he presented a sample of such a presentation during his second interview.	5
Experience in planning and managing budgets in an effective manner	Jane has limited experience in managing budgets due to the way this was managed at the University.	3	Tom has extensive experience in managing budgets due to his role at USC.	4
Experience working with PowerFAIDS and Banner preferred	Jane has both PowerFAIDS and Banner experience.	5	Tom has PowerFAIDS experience but no Banner experience.	4
Total		35		41
<p>NOTE: The interview report must be submitted to HR for review and approval before any hiring decision or offer of employment is made. This applies to internal and external recruitment for all non-faculty positions. Once approved, the Hiring Manager can proceed with the verbal offer.</p>				

ADDENDUM 6: PROCEDURAL POST-INTERVIEW STEPS

Checking References on the Final Candidate

As a critical part of the hiring process, each hiring manager is expected to complete professional references on their final candidate. We should be conducting this process for both internal and external finalists. Please do not start the reference checking process without the consent of your final candidate. It is common for candidates to withhold giving their current employer's information, so in this instance, you are recommended to extend the verbal offer contingent upon completing that successful reference, along with the background check completion. **It is important for anyone involved in the hiring process not to engage in Google and/or social media checks prior to the interview process.**

Please use the Reference Checking Sample Questions, found in addendum #7 as a resource for questions.

It is equally important for anyone involved in the hiring process not to engage in Google and/or social media checks prior to the interview process.

Making the Job Offer

After conferring with HR regarding the appropriate offer, benefits, etc., **the talent acquisition recruiter should contact the most qualified candidate and extend his offer** of employment contingent upon successful completion of all preemployment steps. **Before issuing any official public announcements, all other interviewed candidates must be notified of the decision by the talent acquisition team.**

Please use the form letter provided in Addendum 7 of this guide for this mandatory process. Outside of changing the obvious name and title of the position, this format should not be modified.

Internal candidates should be notified by phone of the selection by the search committee chair or the hiring manager.

Offer Letter

Offer letters for nonfaculty positions are generated in HR. The offer letter along with a background check authorization link and several other key employment documents will be sent to the new hire in an electronic onboarding package. The HR department will coordinate the background checking with its external vendor. The hiring manager will be notified when the candidate has successfully completed the background checking process and is cleared to start work.

The Provost's Office prepares faculty offer letters. Once HR receives a copy of the offer and a copy of the employee's resume, an onboarding package will be sent to the new faculty member. The package includes the background authorization link and other required forms.

What Happens If the Top Candidate Declines the Offer?

If the most qualified candidate declines the offer, it is important to determine their reason for declining. If the candidate is exceedingly sought-after and the University is high on the candidate's list, the University may want to consider making a counteroffer if reasonable adjustments to the offer can be made. A follow-up discussion with HR is required prior to adjusting the employment offer. HR will confer with the budgeting team to determine the appropriateness of changing the offer from a budget perspective before approving the revised offer. It is also important not to set unreasonable expectations for the candidate, such as a promise of future promotions or salary increases. Doing so will lead to a disengaged employee and may result in turnover.

Alternatively, the hiring manager and/or selection committee may find it feasible to offer the position to the second candidate. If the applicant pool did not yield the intended results, the search committee may reopen the recruitment process. A second search should result in a stronger effort to recruit qualified and diverse candidates.

Onboarding

Although the HR department may have a role in the onboarding process, most of those discussions will be centered on transactional items that the new employee will need to fulfill, such as the mandated I9 form and benefit information. Thus, the hiring manager is fundamentally responsible for ensuring that the new employee is properly onboarded, understands the expectations of the position, and understands the philosophy of the department and the University. The supervisor's checklist will assist in this process and can be located here [Hiring Manager's Checklist](#) and on myCharger. Please use this document to help properly onboard a new employee to the team.

ADDENDUM 7: REFERENCE CHECKING-SAMPLE QUESTIONS

Before beginning to ask questions, describe to the reference the position the candidate is being considered for (*including essential duties of the position, skills and abilities needed, level of supervision, etc.*). This will help the reference to better understand what the person will be doing. Strive for open-ended answers and please retain your reference information in the candidate's record.

1. What is/was your reporting relationship? Did you supervise them directly?
2. Please describe their main work responsibilities.
3. Did the candidate hold any other positions while at your organization?
4. What were/are the candidate's most significant strengths?
5. What were/are the candidate's most significant areas of opportunity/development? Were they given feedback on these areas and how did they improve?
6. Please comment on the following skills that this candidate used in their position with you: (*you should adjust these skills to align with your open position*)
 - Communication skills
 - Customer service skills
 - Leadership skills
 - Flexibility
 - Attention to detail/follow through
 - Ability to take initiative
 - Ability to work as a team member
 - Independence
7. Would you rehire this individual? Why or why not?
8. Based on what I have described to you about this position, and what you know about the candidate's work in your organization, would you recommend them for this position? Why or why not?
9. Are there additional comments you would like to make? Is there anything I should know?

Prohibited Inquiries

The University of New Haven does not discriminate in the employment process. Therefore, it is important to avoid questions regarding race, color, religion, gender, age, national or ethnic origin, sexual orientation, veteran status, disability, or marital status. **ASK ONLY JOB-RELATED QUESTIONS.**

Received Negative Information

Should there be a pattern of negative information or performance issues from the references, please speak with the Talent Acquisition team in Human Resources. This could be indicative of future performance issues. In addition, if there are significant inconsistencies between what a reference shares and what a candidate stated please also consult with the Talent Acquisition team in Human Resources, at officeofhumanresources@newhaven.edu.

**Many employers will only provide dates of employment, job title and salary information. If this is their company policy, please document that, and proceed to the next reference listed.*

ADDENDUM 8:
EXTERNAL CANDIDATE
MANDATORY NOTIFICATION OF NON-SELECTION

DATE

Name

Address

City, State, Zip Code

Dear []:

Thank you for taking time to meet with us to discuss the position of [] at the University of New Haven.
Please be advised we offered the position to a different candidate.

It was a pleasure meeting you and learning more about your accomplishments and skills. We wish you
the best of luck in your job search.

Sincerely,

Hiring Manager

Title