



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 do's 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 ultimately 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 potential permissible alternative questions. Please refer to Addendum 2, “Behavioral/Structured Interview,” and Addendum 3, “Questions to Avoid & Permissible Alternatives of This Guide for Assistance.” It is important to recognize the potential legal challenges the University may face by 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 in order to maintain consistency of the hiring process with all potential applicants.

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 in order to prevent preferential hiring decisions or potentially, a legal challenge on the decision.

Identifying the “must have” criteria of the applicants will be conducted by the HR recruitment staff. After HR’s initial review, five to seven individuals will be selected for the hiring manager’s consideration. This process will use electronic folders and a shared network drive where the five-to-seven applicants’ resumes can be accessed and reviewed. While the hiring manager will be provided access to all the resumes received, it is not advisable for the hiring manager to select individuals outside of what was provided for consideration by HR without first consulting HR and providing the business reasons for the hiring manager’s rationale.

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. 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 screen:** HR will conduct an initial prescreen of resumes for all nonfaculty external applicants to ensure they meet the basic requirements of the position. From that process, HR will recommend five to seven 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 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 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 will be emailed to the candidate. The candidate must complete this application and bring it to the on-site interview or return it electronically prior to the interview. 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 different 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, but are not limited to, areas such as previous experience, skills and knowledge, and organizational fit. 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 be sure to have reviewed the credentials of the candidate and conducted a structured interview. Taking this extra step ensures that time is not wasted during the interview and provides the candidate an appropriate sense of engagement during the process.

Step 7: Conducting the Interview

The interview is used to determine the suitability of the candidate from both 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 in order 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 a good fit for the role and whether the University is a good fit 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 primarily focuses on the external hiring process, the fundamentals described should be used during the placement of nonunion, internal positions as well.

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 NONUNION 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 candidate for the position and has a realistic understanding and perspective of the role and of the University.

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 possible 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 on having more children?	<i>No permissible alternative</i>
Are you married or do you have a significant other?	<i>No permissible alternative</i>

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 with the purpose of finding 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 a reasonable accommodation to perform this job?	Can you meet the attendance requirements of 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 generally 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**

- **Health insurance coverage** with multiple options
- **Dental insurance coverage** with multiple options
- **Vision insurance coverage**
- **Flexible spending accounts (FSA)**
- **Health savings plan (HSA)**
- **Life insurance**
- **Accidental death & dismemberment insurance**
- **Long-term disability**
- **Dependent care flexible spending account**
- **403b defined contribution plan** with 9% University match with 6% employee contribution
- **Tuition assistance** for employee & eligible dependents
- **Respectful work environment**
- **Employee assistance program**
- **Internal career opportunities**
- **Service award program** based on years of service
- **Paid vacation** based on years of service
- **Progressive paid holiday schedule**
- **Paid sick time**
- **Flexible work schedules** including summer hours
- **Telecommuting options** for various exempt positions/departments
- **35-hour work week**
- **4 weeks of paid parental leave**
- **Paid bereavement leave**
- **Paid time off between Christmas and New Year's**
- **Friendly and diverse** university atmosphere
- **Variety of on-campus dining options**
- **Free parking**
- **Fitness center**
- **Division II athletics program**

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 in order to more strategically meet the needs of the business.	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 manner in which 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

Making the Job Offer

After conferring with HR regarding the appropriate offer, benefits, and so on, the hiring manager should contact the most qualified candidate and extend an 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 hiring manager.** 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 form 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 and reference checking with its external vendor. The hiring manager will be notified when the candidate has successfully completed the background screening and reference 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 form 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 ultimately 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.

References

The HR department will use an outside vendor to conduct a background check and complete the reference checking process. Hiring managers should **not** engage in any aspect of the reference checking process, which includes any Google search of the potential candidate or accessing social media of any kind. It is important that hiring managers allow the external vendor to complete this process, which is consistent for each candidate and does not lend itself to jeopardizing a manager's perception of a candidate by what might be discovered in social media arenas or a Google search. **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.**

Onboarding

Although the HR department may have a role in the onboarding process, the majority 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 to ensure 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 on myCharger. Please use this document as a guide to assist in properly onboarding a new employee to the team.

**ADDENDUM 7:
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 that we have 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