FAS Staff Hiring Toolkit

A Guide for Department Administrators and Hiring Managers
Message from Leslie Kirwan and Chris Ciotti

Dear Department Administrators and Managers,

We are pleased to provide you with a FAS Staff Hiring Toolkit: A Guide for Department Administrators and Hiring Managers which includes tools to hiring an increasingly diverse workforce that reflects the world in which we live.

Getting the right person into the right job is more important today than ever. FAS does not anticipate increasing staff overall, so as vacancies arise we need to fill them with the best candidates possible. This means expanding our outreach to more actively seek out diverse candidates, and it means considering candidates in light of the unique contributions their diversity may provide. As Dean Smith has noted, diversity is the engine that drives excellence. This enhanced Toolkit will help you to stoke that engine.

This Toolkit is intended to help you use a broader, more strategic approach to hiring. So you can recruit and hire the best candidates.

The Toolkit responds to three important hiring needs within FAS:

1. **The need for one “go-to” place for information on recruiting and on-boarding.** At FAS, where the recruitment process is decentralized and each department is responsible for hiring, the Toolkit provides a framework for this decision making process.

2. **The need to control costs by hiring right rather than hiring often.** One of the most significant staff costs faced by any organization is voluntary turnover. Research shows that unwanted turnover costs on average as much as 150% of an employee’s salary, including concrete costs of hiring and training, and intangible costs of lost productivity. For this reason, we are committed to doing all we can to help you hire right the first time.

3. **The need to engage diverse talent.** As we consider our overall recruiting plans, we need to consider how to continue to create an environment in which we can leverage differences and optimize talents.

The FAS Staff Hiring Toolkit is an evolving document and we welcome your continuing feedback. Please check the FAS Human Resources iSite at www.hr.fas.harvard.edu/staffhiringtoolkit from time to time for ongoing updates to the Toolkit.

Leslie A. Kirwan
Dean for Administration and Finance

Chris Ciotti
Associate Dean for Human Resources
A Note on Using the FAS Staff Hiring Toolkit

The FAS Staff Hiring Toolkit: A Guide for Department Administrators and Hiring Managers is designed to help you navigate the recruitment and hiring process, from job posting to on-boarding new employees.

There are two basic parts to the Toolkit: (1) the main, narrative section, and (2) Appendices containing supplemental materials that “flesh out” the narrative. There are also references throughout to forms and information housed on other Harvard and external web pages; a list of these is in Appendix A at the back of the Toolkit.

We hope that you find this Toolkit helpful. Please also feel free to contact FAS Recruitment Services with any questions (page 49).
FAS Staff Hiring Toolkit
A Guide for Department Administrators and Hiring Managers

1 Introduction
   2 A Note on Using the FAS Staff Hiring Toolkit
4 Staff Hiring and Approval Process Checklist
7 Developing a Job Description for Posting in ASPIRE and Externally
9 Recruiting for Diverse Talent
15 Diversity Recruitment Resources
19 Recruiting Individuals with Disabilities and Protected Veterans
26 Reviewing Resumes
29 Telephone Screens
30 The Team Interviewing Process (TIP): Selecting an Interview Team
32 Preparing for an Interview
33 Behavioral Interviewing
35 Conducting the Interview
37 Note-Taking and Discussion Before, During, and After the Interview
38 Post-Interview Analysis and Making the Hiring Decision
40 Checking References
41 Search Files - What You Must Keep
42 Acting on Your Hiring Decision
   42 Determining Salary
   42 The Verbal Employment Offer
   42 Pre-Employment Screening
   45 The Formal Offer Letter
   46 The Acceptance of Employment, and Closing the Position in ASPIRE
   46 Hiring Documentation and Aurora Appointment
47 The On-Boarding Process
49 FAS HR Contact Information

Note: Appendices
Appendix A: Forms and Information Used in Hiring
Appendix B: Basic Qualifications (for Use in Writing Job Descriptions)
Appendix C: Team Interviewing Process (TIP)
Appendix D: Behavioral Interview Questions: Deciding What to Ask
Appendix E: Guide to Legally Permissible Interview Questions and Discussions
As you work towards filling a position, follow these steps to create a requisition, post and fill a position, and to on-board your staff.

1. **Determine the details of a position**
   - □ If you are simply filling a vacancy in an existing budgeted position and not changing the grade level, review the job description to verify that the responsibilities are accurate and current.
   - □ If you are not simply filling an existing budgeted position, but are requesting a new position or a substantial change to an existing budgeted position (for example, additional or different responsibilities), contact your HR Consultant for instructions about the information you will need to include in the job description in order to move forward in the approval process. In addition, follow the guidelines in the Toolkit section, *Developing a Job Description for Posting in ASPIRE and Externally* (page 7).

2. **Create a requisition in ASPIRE and receive approval; or update an existing position**
   - □ To create a requisition in ASPIRE, Harvard’s Web-based recruitment management system, enter the relevant position information, beginning with the job code (*Appendix A-1*). The job code determines the position’s grade, job family, EEO code, and other important information.
     - › Be especially careful when entering the job code. If an incorrect job code is selected and saved, it cannot be changed once the requisition has been created and submitted for approval; you would need to cancel the requisition and create a new one.
   - □ If the position is not an increase to head count, edit the position in Aurora, the FAS’ personnel information system, if necessary.
   - □ Refer to the job description to enter the Duties & Responsibilities, Basic Qualifications and Additional Qualifications that will display in the job posting and will be used to qualify/disqualify candidates (*Appendix A-3*).
   - □ Select the pre-employment screening requirements that will be published in the posting (*Appendix A-5*).
   - □ Save the requisition in ASPIRE and submit for approval. You will be notified when the position has been approved and opened.
3. Post the position

☐ FAS Recruitment Services will post the position on your behalf.

☐ Note the following about job postings:

 › HUCTW designated positions other than those in job grades 47-49 must be posted internally for 10 business days before they can be advertised to candidates outside of Harvard.

 › All positions grade 50 and above must be posted on the Harvard Career site for 10 business days before an offer can be extended or before the posting can be removed from the gateway.

 › Duration of a posting: 45 business days, after which they will be automatically expired from the Gateway.

 › Expiration of and Extending a Posting: Aspire will notify the recruiter indicated on the requisition informing him/her that the posting is scheduled to expire. Should your search still be ongoing, you may request an extension by contacting FAS Recruitment Services.

 › Removing a posting from the Gateway: If you have determined your applicant pool robust enough and you no longer need to continue to receive applications, you may request your posting be removed from the gateway. University posting requirements must be satisfied before being removed from the gateway.

 › Returning a position to the Gateway: If you would like to allow for additional applicants and your position is no longer on the gateway, the position will need to be reposted for a minimum of two business days. During this time period ANY new applicants who meet the basic qualifications of the position must be reviewed and considered.

☐ After your new position is opened, your FAS HR Recruitment Consultant will contact you for an intake meeting and will notify you of any Affirmative Action goals for women and/or minorities, and will help you determine the appropriate recruitment strategy. For information about how to recruit minority candidates as well as women and those with disabilities, see Toolkit sections Diversity Recruitment Resources (page 15) and Recruiting Individuals with Disabilities and Protected Veterans (page 20).

4. Find the Right Person for the Job

☐ Review all of the resumes received in response to the job posting. Applicants who do not meet the Basic Qualifications should be immediately removed from consideration and marked in ASPIRE with an HR status of “Basic Qualifications Not Met,” and a disposition reason of “Does not meet Basic Qualifications - Experience or Education,” for example (Appendix A-6, A-7). Resumes of applicants who meet the Basic Qualifications and most closely match the Additional Qualifications listed in the posting, should be forwarded to the hiring manager for review.

☐ Update each candidate’s status in ASPIRE, without delay, at each stage of the candidate review and selection process. Each decision stage must be documented by updating the HR status.

☐ Conduct telephone screens.

 › Update the candidate HR status to “Phone Screen” in ASPIRE.
☐ Assemble an interview team.
☐ Prepare for and conduct in-person interviews.
  › Update the candidate HR status to “First Interview” in ASPIRE.
☐ Meet with interview team to determine finalists.
  › Update the candidate’s HR status to “Additional Interview” in ASPIRE.
☐ Check references for your final candidate (Appendix A-8, A-9). For internal candidates, contact FAS HR Recruitment Consultant or your HR Consultant to verify the final candidate’s current salary and whether he or she is in good standing regarding performance.
☐ Communicate with candidates.
  › Decline notifications: letters, emails, and/or phone calls.
  › Feedback to Harvard internal candidates.

5. Finalize the employment offer, including salary details
☐ Determine an appropriate salary with your HR Consultant (Compensation Ranges).
☐ Extend the verbal employment offer, conditional upon results of pre-employment screening.
☐ Notify FAS Recruitment Services of the final candidate for pre-employment screening (Appendix A-12).
☐ Once you receive notification that pre-employment screening is complete, provide FAS Recruitment Services with offer letter information, such as job title, start date, and salary.
☐ FAS Recruitment Services sends the appropriate formal offer letter by email to the candidate, copying the Department Administrator, hiring manager, and HR Consultant. The candidate is asked to accept the offer of employment by responding to FAS Recruitment Services via return email.

6. Collect new hire documentation and process the appointment
☐ Invite your new staff member to come in, ideally before his or her official start date, to work with you to complete an I-9 form, and Foreign National Information Form (FNIF), if necessary. Note that I-9 forms must be completed within three days of the new hire’s start date, at the latest.
☐ Process the appointment in Aurora and submit the I-9 form (and FNIF, if necessary).

7. Help the new staff member make a smooth transition to your department and Harvard
☐ Ensure the on-boarding process is completed by manager and other appropriate staff members.
Developing a Job Description for Posting in ASPIRE and Externally

A job description, which summarizes the most essential responsibilities or functions of a job, is the basis for establishing a position’s job grade and the actual job posting in ASPIRE (Appendix A-3). It also determines the position’s status regarding eligibility for overtime pay under the Fair Labor Standards Act (FLSA).

It’s worth spending focused time thinking about the Harvard and FAS competencies and behaviors that will create a foundation for success in the position.

**It is important to make sure the job description is clear and accurate. Here are some guidelines for writing an effective job description:**

- Start each sentence with an action verb.
- Avoid generalized phrases that might limit a clear understanding for the position’s responsibilities (e.g., “handles outside contacts”).
- Be clear in defining the degree and scope of responsibilities.
- Arrange responsibilities in a logical way, beginning with those that are most important.

Additionally, when you post a job in ASPIRE, you will need to include the following sections:

**Duties and Responsibilities, which should include the following components:**

- **Summary:** A brief description summarizing the overall purpose and objectives of the position, the results the employee is expected to achieve, and the degree of autonomy the person has over his or her own work.
- **Essential Functions:** The most important responsibilities and duties of the position.
- **Non-essential Functions:** The desirable, but not necessary aspects of the job.
- **Management Responsibilities:** The scope of the person’s authority as it relates to managing people, including a list of the positions that report to the person.

**Basic Qualifications, the minimum qualifications that an applicant must have, in order to be considered for the position. These qualifications, which are discussed in detail in Appendix B, Basic Qualifications, are:**

- **Non-comparative** (e.g., three years’ experience in a particular position, rather than a comparative requirement such as “must have the most years’ experience, among applicants”);
- **Objective** (e.g., a Bachelor’s degree in accounting, but not a “technical degree from a good school”);
- **Relevant** to the performance of the particular position; and
- **Demonstrable** by evidence or statements in the candidate’s “expression of interest” (resume or cover letter).

**Additional Qualifications, those that are preferred for the position but do not fall under the basic qualifications criteria. These would include:**

- **Behavioral Knowledge**: Capabilities that contribute to a person’s ability to excel on the job. Examples of the Harvard University competencies can be found in Appendix D, *Behavioral Interview Questions*.

- **Working Conditions**: A person’s interest in or ability to work in the environment in which the job is performed, especially any unique conditions (e.g., outdoor work, extensive travel, or laboratory work).

- **Qualifications labeled “Preferred”**: Qualifications that, if absent, will not disqualify a candidate, but which are strongly desirable (e.g., “Bachelor’s degree preferred”).

When creating a job description for an HUCTW position, you need to use the **generic job descriptions** as a guide (https://hr.harvard.edu/huctw-generic-job-descriptions), and basic qualifications must be comparable to those listed in the generic job descriptions. Note, too, that for many HUCTW positions, you cannot require a college degree. (However, you may state a preference or desire for a degree.)

Once a position has been approved as described in the Toolkit section, *Staff Hiring and Approval Checklist* (page 4), it can be posted on the Harvard Careers site (Appendix A-3).

All positions that are listed on ASPIRE are automatically posted on the New England Higher Education Recruitment Consortium (HERC) site, http://www.hercjobs.org/new_england and HigherEdJobs, http://www.higheredjobs.com. If you would like to advertise your position on other job boards, publications, or with professional organizations including the resources described in the Toolkit section, *Diversity Recruitment Resources* (page 15), please contact your **FAS HR Recruitment Consultant** at recruitment@fas.harvard.edu (page 49) for information and assistance.
Recruiting for Diverse Talent

Why is a diverse workforce important?

Recruiting and retaining a diverse workforce is essential to our sustainability and vitality—for your department, for the FAS, and for Harvard. Such a process includes conducting a fair and inclusive search by demonstrating “good faith effort” in outreach to underrepresented populations as required by federal employment laws (Affirmative Action and Equal Employment Opportunity) and determined by University Affirmative Action Goals.

In order to meet Harvard’s mission to foster an environment whereby individuals “may develop their full intellectual and human potential,” the following insights should remain important traits of the search process:

• Each FAS team has a global and diverse constituency, whether dealing with students, faculty, researchers, other departments within Harvard, or external contacts. Having diverse staff enables us to understand and meet the needs of people from diverse perspectives, and creates an atmosphere that supports positive relationships and communications.

• Different backgrounds and perspectives lead to a variety of ideas, knowledge, and ways of doing things. The converse is often true as well: team members from the same background may take actions based on a narrow range of experiences. By ensuring that your team includes staff from various social and cultural backgrounds, you will widen the range of perspectives, knowledge, and approaches from which decisions are made.

• By building a reputation for valuing differences, we can attract talented employees who know that we will appreciate and utilize the skills, backgrounds, perceptions, and knowledge they bring to the table. This leads to greater commitment and higher productivity.

• By making diversity recruitment deliberate, we can bring in employees who might not otherwise consider Harvard, and who can enrich and broaden our community.

How to think about diversity and your own staffing needs

Before embarking on a recruitment effort, use the information and ideas on these pages to consider the diverse perspectives you wish your team to include, and any challenges you might face in recruiting the right staff. We often think about “fit” when considering a potential hire. “Fit” does not mean hiring someone who is the same as your existing staff. Instead, the concept of “fit” might be better understood by thinking of a jigsaw puzzle, where the pieces mesh together but where each piece is unique and contributes something that is otherwise missing. Here are some things to think about to help you find the right person for the job.

• **Understand that diversity is inclusive and differentiated.** Diversity is a broad concept that implies inclusion of the many characteristics that differentiate us from each other. Sometimes these characteristics affect our view of the world, our experiences, and our ways of relating to our surroundings and each other. At the FAS, we value the many perspectives that arise from a variety of cultures, races, gender, religions, national origins, ages, physical and cognitive capabilities, sexual orientations, and other ways we identify ourselves. By hiring a diverse staff, you will have access to different perspectives that can optimize your team’s capacity.

• **Recognize your own biases, both conscious and unconscious.** We all have certain leanings or preferences—often called biases—and often we are not even aware of them. Focus on uncovering your own biases, so that they won’t get in the way of your making the best hiring choices. For example, do you tend to “tune out” those with foreign or regional accents? Feel uncomfortable around people with disabilities? Make assumptions about graduates of religious schools, Historically Black Colleges, or women’s colleges, or about scholarship in women’s or minority studies? Believe that a younger person will be quicker and more creative than an older person? It is worth the effort to uncover your own biases; once they are out in the open, you will be able to consider whether your image of the “perfect candidate” is affected by your particular preferences rather than the actual qualifications and competencies needed for a position, and you will be able to judge candidates on their individual merits rather than on your own conscious or unconscious responses to their characteristics. A good place to start, in identifying your own biases, is with these Implicit Association Tests on topics including age, gender, sexuality, and disability at: [https://implicit.harvard.edu/implicit/](https://implicit.harvard.edu/implicit/).

• **Evaluate the diversity of your current team.** To find the best “fit” for your team—that missing jigsaw puzzle piece—first take stock of the characteristics currently represented on your staff. Ask yourself these questions:

  › What are the diversity strengths in my department?
  › How can I build on those strengths?
  › What are the diversity challenges in my department?
  › How can I address those challenges?

• **Include FAS Human Resources in your planning.** Before launching a recruitment campaign, discuss your hiring goals with your HR Consultant and/or a member of the FAS HR Diversity Team (including your Affirmative Action Liaison) or FAS Recruitment Services (see page 49). This will help assure that all parties involved in the hiring process will consider your department’s current demographic profile and note if there are Affirmative Action goals associated with the position. If there are Affirmative Action goals, the recruitment strategy should reflect the required good faith efforts to have a diverse pool of applicants.

---

**Proactive diversity recruiting: the importance of networking**

To improve your chances of attracting diverse candidates when job opportunities arise on your team, start recruiting now, by networking with people and groups that are likely to lead to diverse talent—and continue to network. Women in non-traditional fields and professionals of color in particular are highly sought-after as

---

employees, and when you are ready to hire, you are likely to face competition from other would-be employers. Developing a diverse slate of candidates—particularly for more senior level positions and those requiring specialized knowledge, such as IT—may take time. By networking continuously, you can build relationships that will serve as a feeder for underrepresented talent across disciplines and interests, and will give you an advantage when you are ready to hire. In particular, seek out opportunities that create face time with potential candidates—and remember, every connection made is an opportunity to promote FAS commitment to diversity and inclusion.

**Diversity Networking—Where to Go and What to Do**

Networking is a continuous, broad activity that can occur anywhere and anytime. To make connections to the diverse communities from which potential staff may be identified, be aware of these resources:

- Professional organizations representing diverse groups (page 17), such as the National Black MBA Association.
- Diverse affinity groups at Harvard http://www.hr.fas.harvard.edu/pages/community-and-special-interest-groups
- Conferences, seminars, job fairs, and networking events. Many of the resources listed in *Diversity Recruitment Resources* (page 15) announce and sponsor such events.
- Online professional social networking media, such as LinkedIn and Facebook. Joining online groups relevant to your department and taking an active part in them will increase your networking opportunities. (Search for the women and minority subgroups within these professional social media sites, for optimal diversity outreach.)
- Your own diverse friends, neighbors, and colleagues.

**How to promote the FAS and Harvard to network connections and potential candidates**

It’s not enough to locate potential diverse new hires; you also have to convince others to work for you in your department/center and at the FAS. It may help to include the following “talking points”:

- **Our commitment to and progress in hiring for diversity.** For example, “Since 2007, the percentage of FAS minority staff has been increasing at a faster rate than ever before, from about 16% in 2007 to about 22.7% in 2016. (*Your HR Consultant can provide up-to-date statistics*). We know we need to do more, and are committed to continuing our efforts to hire, support, and engage minority staff.”

- **Proactive recruitment efforts.** These include the creation of internal and external diverse pipelines, including:

  - the *Year Up* internship program, which is a national program that provides urban young adults with education and support to develop professional careers in IT and finance. Interns are placed in FAS departments for a 26-week period, during which they receive training and mentoring from Year Up coach advisors.

  - the Research Administration Services Internship Program for college seniors, which has a goal of transitioning these interns to FTE positions in Finance, HR, and RAS following internship;

  - Harvard’s *Administrative Fellowship Program*, a University-wide fellowship program that provides
talented professionals - particularly from ethnic minority groups - an opportunity to learn leadership and work in a significant academic administrative role in the Harvard community for one year. Sponsoring an external recruit (a Visiting Fellow) is an excellent way to build a management pipeline. For information about AFP, see http://diversity.harvard.edu/pages/fellowship.

- working with diversity recruiters; and

- equipping hiring managers with our FAS Staff Hiring Toolkit: A Guide for Department Administrators and Hiring Managers, which includes chapters on hiring diversely.

• Developing and advancing career opportunities. FAS programs with this goal include:

  - Harvard’s Administrative Fellowship Program. In addition to bringing external talent to Harvard, as described above (Visiting Fellows), AFP’s “Resident Fellows” program component recognizes existing administrative staff of color who demonstrate leadership potential. This component was designed to enhance professional development and networking opportunities for underrepresented minority professionals at Harvard, and to encourage these professionals’ career mobility and advancement. Fellows participate in a seminar series in addition to a full-time work assignment. The overall goal of the education program is to encourage Fellows to assess their own career development and to generate strategies for advancement.

  - the FAS Career Plus Program provides career coaching and competency development for up to seven strong-performing and highly-motivated FAS staff members. The program looks for talented mid-level FAS staff members (job levels 56-58), especially ethnic minorities and others who may contribute to the diversity of FAS leadership. A core program goal is to build a diverse talent pipeline within FAS.

• Maintaining an inclusive work environment. You might mention:

  - FAS Managers’ Essentials program, which includes a session dedicated to “Valuing Differences and Promoting Inclusiveness within FAS”;

  - staff focus groups to assess inclusiveness;

  - FAS-wide and departmental “Diversity Dialogues,” such as the “Overcoming Obstacles: Managing Complex Intersectionality”;

  - Harvard’s diverse affinity groups
    http://www.hr.fas.harvard.edu/pages/community-and-special-interest-groups.

Recruiting diversely for an open position: posting the position

To attract a wide range of diverse candidates, you will need to cast a wide net. This means:

- **Recruit externally, to access an adequate and diverse pool.** Our Diversity Recruitment Resources (page 15) can serve as your guide.

- **In developing job descriptions for posting, be clear, but as broad as possible in describing the competencies and experiences needed for the job.** Avoid describing the job so narrowly that all but a small group of job-seekers will view it as attainable.

Read more about the process of posting a job (page 5).
If your initial applicant pool does not include a meaningful number of diverse candidates (including women and those of color), reevaluate your job postings and repost if warranted. This is especially important if the job is underutilized for women and/or minorities (has Affirmative Action goals).

### Selecting candidates for consideration: screening and interviewing

As you follow the general steps of selecting candidates for your open position, here are some tips to help ensure diversity in your candidate pool and enhance your interviewing and selection process.

- **Select an inclusive interview team.** In selecting an interview team, consider including people who will bring diverse outlooks, and who are respectful of different cultures and characteristics. Recognize the potential to bring unintended biases to the process, and address this by having a clear and open discussion among team members before beginning the interview process.

- **Use the screening process to include rather than exclude candidates, to avoid missing attractive candidates.** In reviewing qualifications, consider how each applicant might enhance diversity in the department and university-wide. Some applicants may expressly identify themselves as diverse; in other cases, a resume or application may reflect diversity affiliations such as membership in a diverse organization or attendance at a Historically Black College, or a women-only or disability-focused school.

If, after screening candidates you find that there are only a few diverse candidates remaining, take a fresh look at those who have been passed over, to make sure that you have not overlooked any potentially attractive candidates.

- **Recognize and accept that everyone is subject to bias and assumptions.**
  - Engage in counterstereotype imaging by taking time to consciously think about successful people of color within their department, unit, and Harvard. Studies show that engaging in such imagery results in reduced bias.\(^3\)
  - Stop periodically to evaluate your criteria and the applicant’s qualification. Are you consistently relying on the qualifications listed in the position announcement?

- **Avoid prematurely labeling one or more of your candidates as the “most promising” until all candidates have been considered.** This will help ensure that all qualified candidates receive equal consideration.

- **Prepare yourself with answers for questions diverse candidates are likely to ask.** Diverse job candidates often ask important questions aimed at helping them determine whether an organization is truly inclusive and supportive, and whether they will be comfortable in a position. Be prepared to answer these commonly-asked questions:
  - What are my chances for progressing/advancing my career here?
  - Do you have a formal mentoring program and/or career development programs?

---

› What does the FAS/ Harvard do in terms of community outreach efforts to partner with diverse groups?

› Do you have employee affinity groups that focus on the needs of people like me and other groups?

› Are managers trained to communicate with and manage diverse employees?

› What initiatives has the FAS/ Harvard participated in regarding diversity?

› Does the FAS/ Harvard have formal diversity initiatives and programs in place?

Even if a candidate does not ask these questions, you may volunteer information that may help inform the candidate of your—and Harvard’s—sincerity in welcoming diversity. FAS Recruitment Services can help you to answer questions and offer information.
Diversity Recruitment Resources

The following websites, publications and organizations may be of assistance to you as you develop robust, diverse pools of candidates for vacant positions.

**Harvard-sponsored recruitment options**

- **ASPIRE Posting.** This is the official posting site for Harvard University.

- **New England Higher Education Recruitment Consortium (HERC).** Developed in 2006, the New England HERC is a collaborative response of member institutions to the many challenges of academic recruitment and retention. HERC is a web-based search engine that includes faculty and staff job listings at all member institutions. This search engine is free and available to anyone seeking employment in higher education. Positions posted in ASPIRE are automatically posted on HERC.

- **Commonwealth Compact.** Harvard is a member of this Massachusetts consortium of citizens, service providers, and employers with a shared commitment to recruitment, hiring, management and governance practices that include increasing the representation of people of color and women, especially in management, senior management and board governance positions. The Commonwealth Compact website ([www.commonwealthcompact.umb.edu](http://www.commonwealthcompact.umb.edu)) includes a “Talent Source” section for networking, recruiting, and related items.

**Online job boards**

Recruitment trends lean heavily towards online advertising, a cost-effective platform that also enables targeted communications with individuals interested in employers with diversity goals, and among these, individuals seeking jobs in higher education in particular. Before advertising on any job boards, however, please contact the FAS Recruitment Services—they have the ability to post efficiently to a variety of sites, and may also be able to obtain discounted rates.
Diversity higher education-specific job posting resources

- **www.diversejobs.net** This is the jobs site of *Diverse: Issues in Higher Education*, a leading resource for the higher education community for over 25 years. The extensive listings posted here include both faculty and non-faculty jobs at postsecondary institutions.

- **www.hispanicoutlook.com** *The Hispanic Outlook in Higher Education* Magazine is a long-standing top information source and sole Hispanic educational magazine for the higher education community.

- **www.wihe.com** The *Women in Higher Education* website addresses issues affecting women on campus.


- **www.LBTInHigherEd.com** This jobs site is aimed at lesbian, gay, bisexual and transgender people within higher education.

- **www.HBCUCareer.com** The first and largest community for students, alumni, and supporters of Historically Black Colleges and Universities (HBCU) maintains one of the largest online diversity resume databases, with thousands of active resumes and profiles that are less than 90 days old. This site is one of the most fruitful recruiting websites for African-American professionals.

- **www.AcademicDiversitySearch.com** With women and minorities as the target candidate pool, this nationwide resource is comprised of job posting advertisements, an extensive network and database of professionals, and executive search firm capabilities.

- **www.abwhec.org** The website of the Association of Black Women in Higher Education (ABWHE) lists career opportunities.

- **www.nafco.org** National Association for Equal Opportunity in Higher Education represents the presidents and chancellors of the diverse black colleges and universities.

- **www.aucd.org** Association of University Centers on Disabilities mission is to advance policies and practices that improve the health, education, social, and economic well-being of all people with developmental and other disabilities, their families, and their communities.

Higher education-specific job posting resources with high diversity readership

- **www.InsideHigherEd.com** *Inside Higher Ed* Magazine reaches nearly 600,000 higher education professionals from every academic discipline and every administrative area, and boasts the most diverse readership of any higher education publication. Nearly 20% of the visitors to this site are minorities and more than 50% are women.

- **www.ChronicleCareers.com** This is a resources of the publication, *The Chronicle of Higher Education*. Although not specifically geared to diverse audiences, the site reaches a broad audience.

- **www.HigherEdjobs.com** This is the leading internet source for jobs and career information in academia.
Diversity-focused general job posting resources

• www.nationalbcc.org The National Black Chamber of Commerce is dedicated to economically empowering and sustaining African-American communities through entrepreneurship and capitalistic activity within the US and via interaction with the African Diaspora.

• www.na.netip.org The Network of Indian Professionals, North America (NetIP NA) mission is to serve as the unequivocal voice for the South Asian Diaspora by developing and engaging a cohesive network of professionals to benefit the community.

• www.accolorado.org The Asian Chamber of Commerce mission includes supporting and promoting Asian-owned businesses, as well as providing information, resources, training, exposure, networking opportunities, monthly events, and two major annual events.

• www.lpnn.org The Latino Professional Network creates career, educational and social opportunities for Latino professionals. LPN fosters an environment for personal and professional growth for Latinos through monthly networking sessions hosted by area corporations, educational institutions and non-profit organizations.

• www.glifaa.org LGBT+Pride in Foreign Affairs Agencies. Officially recognized as a State Department and USAID employee association, GLIFAA advances diversity and workplace equity in U.S. foreign affairs agencies and human rights for LGBT people around the world.

• www.aigcs.org American Indian Graduate Center provides fellowships to American Indian and Alaska Native graduate students throughout the United States.

Other job posting sites to consider:

NOTE: Many of the organizations behind these online resources sponsor job fairs and networking events which are announced on their websites.

Professional organizations and associations

• American Indian Science and Engineering Society (AISES) www.aises.org

• Association of Latino Professionals in Finance and Accounting (ALPFA) www.alpfa.org

• Association for Women in Science www.awis.org

• National Association for Female Executives www.nafe.com

• National Association of Asian MBAs www.asianmba.org

• National Association of Asian American Professionals www.naad.org

• National Association of Hispanic MBAs www.nshmba.org

• National Black MBA Association www.nbmbaa.org
• National Organization for the Professional Advancement of Black Chemists and Chemical Engineers
  www.nobcche.org

• North American Indian Center of Boston, Inc. www.naicob.org

NOTE: There are many more such professional associations - too many to list here. FAS Recruitment Services can help you identify those that may be most fruitful for your networking and recruitment efforts.

Diverse groups at Harvard

These employee resource groups (ERG’s) are aimed at social and professional networking and advocacy, and can be important resources for identifying potential candidates.

• The Association of Black Faculty, Administrators and Fellows (ABFAF) supports and advocates for the University’s Black community. It provides a means of communication, interaction and counseling for members of the Harvard Black community through seminars, discussion groups, and social gatherings. ABFAF is open to all faculty, administrators, fellows and staff.
  http://ahaaafs.com/

• Harvard Association of Asian and Asian American Faculty and Administrators (HAAAAFA) has been established for the purpose of providing opportunities for networking, career development, and awareness and support of the Asian and Asian-American community at Harvard.
  http://hhaarafs.com/

• Association of Harvard Latino Faculty and Staff articulates, supports and promotes the needs of the Latino community at Harvard. http://harvardlatinos.org/

• Harvard Gender and Sexuality Caucus. All Harvard faculty and staff are welcome to join the Harvard Gender and Sexuality Caucus, which is open to students as well. http://hgsc.sigs.harvard.edu/

• LGBT Faculty and Staff Group seeks to provide a common voice for all LGBT staff, and advocate for LGBT interests at Harvard.
  http://isites.harvard.edu/icb/icb.do?keyword=k64666&pageid=icb.page23805

• Harvard University Native American Program (HUNAP) brings together students, faculty and staff from all parts of the University, as well as friends and community members from peer schools and the surrounding Cambridge/Boston area. HUNAP offers a series of events throughout the year, including informal social gatherings, community dinners, an annual spring Powwow, and a colloquia series.
  http://www.hunap.harvard.edu/index.php

• Committee on the Concerns of Women (CCW) is a university-wide group open to all female staff, administrators, faculty, students and affiliates. The group serves as a network for women throughout the University and as a forum for women’s issues and concerns.
  http://ccw.hhr.harvard.edu/icb/icb.do?keyword=k67408

Additional Harvard Employee Resource Groups are listed on this page
  http://hr.fas.harvard.edu/pages/community-and-special-interest-groups
**Outside search firms**

While not typical, in some rare circumstances approval is given to use an outside search firm. If such a circumstance applies to your open position, be sure to communicate to the search firm that diversity recruitment is a priority. Ask the firm about their own commitment to diversity, and about their past experience and success in recruiting and placing diverse candidates.

Be sure to contact your FAS HR Recruiter or HR Consultant to arrange for a contract with the search firm. The HR Consultant can ensure that the search firm’s policies, and the contract with them, meet Harvard’s affirmative action obligations.
Recruiting Individuals with Disabilities and Protected Veterans

Why is it important to recruit and hire individuals with disabilities and protected veterans?

Harvard University is committed to enabling a broad community to participate in its education and research missions. In accord with this commitment and with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, we work to ensure equal access and provide appropriate accommodations and assistance for people with disabilities. Likewise, the University is similarly committed to ensure equal employment opportunity to protected veterans, in accordance with the Vietnam Era Veterans’ Readjustment Assistance Act, as amended (VEVRAA).

Disabilities
Significant new federal requirements regarding the employment of individuals with disabilities recently became effective, requiring documented affirmative action, recordkeeping, and analysis of effectiveness. The U.S. Department of Labor has established a 7% utilization as the goal for disability employment for all federal contractors. Employers now must undertake positive outreach and recruitment, document these efforts, identify problem areas, develop action-oriented programs to address underutilization, and implement alternate or additional outreach and programs to increase the numbers of individuals with disabilities in their workforce.

Protected Veterans
At the same time as the new regulations concerning individuals with disabilities, new regulations were also implemented including significant new requirements for protected veterans, including a 7.2% “hiring benchmark.”

Equally important, to access the widest pool of talent, we need to foster an inclusive and flexible work culture that considers the needs and potential of all employees and potential employees, including the more than one in ten Americans who have disabilities. By recruiting people with disabilities, we recognize that talent has no boundaries, that workforce diversity includes people of all kinds of abilities, and that those with disabilities are experienced problem solvers with a proven ability to adapt. Likewise, Harvard recognizes that our nation’s veterans bring an extraordinary array of skills and training to the workplace.

How to recruit individuals with disabilities

There is a wealth of resources available to help in recruiting people with disabilities. These include:

- The Employment Assistance Referral Network (EARN), a program of the Office of Disability Employment Policy, U.S. Department of Labor, http://www.askearn.org/index.cfm supports employers’ talent acquisition by assisting with recruiting, hiring, retaining and advancing qualified
individuals with disabilities through comprehensive online resources and links to community-based organizations serving job seekers with disabilities. EARN, a national service, makes it simple to locate applicants with disabilities for any type of position. When EARN receives a call from an employer who wants to recruit qualified candidates with disabilities, their staff records the job description and then locates local agencies that have contact with appropriate job candidates. Once these providers are identified, EARN calls the employer back. The employer receives the appropriate contact information and may call the designated agencies to connect with applicants. The local agencies do not receive your contact information; this allows you to be in control of the process.

- **The Massachusetts Rehabilitation Commission (MRC)**, a state and federally funded agency that provides vocational rehabilitation services in Massachusetts. MRC’s goals include helping local employers find qualified workers to meet job requirements. In addition to placement services, MRC helps with on-the-job training, and even provides assistance during a new worker’s adjustment period: [http://www.mass.gov/eohhs/consumer/disability-services/vocational-rehab/ser/employer-services/](http://www.mass.gov/eohhs/consumer/disability-services/vocational-rehab/ser/employer-services/) (Phone: 1-800-245-6543).

- **The Massachusetts Commission for the Blind (MCB)**
  Provides the highest quality rehabilitation and social services to individuals who are blind, leading to independence and full community participation. MCB accomplishes this critical mission by working in partnership with consumers who are legally blind, families, community agencies, health care providers, and employers. [www.mass.gov/eohhs/gov/departments/mcb](http://www.mass.gov/eohhs/gov/departments/mcb)

- **The NET: National Employment Team** [http://www.rehabnetwork.org/](http://www.rehabnetwork.org/), operated by the Council of State Administrators of Vocational Rehabilitation (CSAVR), provides employers with a single point of contact to qualified applicants with disabilities, and resources in the local, regional, and national marketplace. Vocational rehabilitation programs may also cover the costs of some employee accommodations.

- **“Disability Employment 101”** – a publication of the U.S. Department of Education - is a comprehensive analysis of hiring employees with disabilities that includes information about how to find qualified workers with disabilities, how to put disability and employment research into practice and how to model what other businesses have done to successfully integrate individuals with disabilities into the workforce. The guide provides information regarding Department-funded vocational rehabilitation agencies, Disability and Business Technical Assistance Centers (DBTACs) and Centers for Independent Living (CILs). It also includes checklists and various other resources: [https://www2.ed.gov/about/offices/list/osers/products/employmentguide/disabilityemployment101.pdf](https://www2.ed.gov/about/offices/list/osers/products/employmentguide/disabilityemployment101.pdf)

**Bring recent college graduates with disabilities on board**

- **The Workforce Recruitment Program** [www.wrp.gov](http://www.wrp.gov), a free recruitment and referral program under the Office of Disability Employment Policy, U.S. Department of Labor, which connects employers and postsecondary students with disabilities for internship opportunities, and recent graduates with disabilities for permanent employment. This program is administered by EARN (see above), which assists in matching these pre-screened, highly qualified students with private and public sector jobs.
- If you have summer internship opportunities or entry-level positions available, please complete and submit the form at [http://wrp.jobs/employers/](http://wrp.jobs/employers/). EARN will provide you with resumes of qualified candidates within 3–4 business days.
• Colleges and universities have coordinators of services for students with disabilities who can be helpful in recruitment and in making accommodations.

**Recruit protected veterans and veterans with disabilities**

The VA created a **Veterans Employment Toolkit for Employers**. This toolkit provides a variety of outside resources for employers, managers or supervisors, and human resource professionals, including information about PTSD and TBI. It also includes a link to the Department of Labor’s America’s Heroes at Work website, which offers on-line trainings, webcasts, and presentations for employers and a Hiring Veterans Toolkit as well as a TBI, PTSD and Employment Training Tool. [http://www.va.gov/vetsinworkplace/resources.asp](http://www.va.gov/vetsinworkplace/resources.asp)

• To reach out to veterans with disabilities, contact the Service Officer or Service Employment Coordinator at our local Veterans **Vocational Rehabilitation & Employment Service** [http://www.benefits.va.gov/vocrehab/index.asp](http://www.benefits.va.gov/vocrehab/index.asp)

• A **“Disability and Veterans Community Resources Directory”** was recently created and made available to employers by the U.S. Department of Labor on its website: [http://www.dolesa.gov/errd/resources.html](http://www.dolesa.gov/errd/resources.html)

This is a non-exhaustive directory of groups and organizations that are available to provide assistance with training, recruiting, and hiring veterans and individuals with disabilities

**Post to online job boards**

These online job boards are geared towards job seekers with disabilities:

• disABLED Person [http://www.disabledperson.com](http://www.disabledperson.com)

• GettingHired [http://www.gettinghired.com](http://www.gettinghired.com)

• Hire Disability Solutions [http://www.hireds.com](http://www.hireds.com)

• Ability Jobs. Ability Jobs provides resume search and job postings capabilities for employers interested in recruiting candidates with disabilities. The database includes the resumes of tens of thousands of job seekers with disabilities, from entry level candidates to those with Ph.D’s. [http://www.jobaccess.org](http://www.jobaccess.org)

• One More Way. One More Way is an ‘open source’ employment initiative that provides a no-fee job board and information regarding job seekers with disabilities, and the programs that support them. [http://onemoreway.org](http://onemoreway.org)

The following job boards are geared specifically towards veterans with disabilities:

• Job Opportunities for Disabled American Veterans [http://www.jofdav.com](http://www.jofdav.com)

**Selecting candidates for consideration: screening and interviewing**
As you follow the general steps of selecting candidates for your open position, here are some tips to help include people with disabilities in your candidate pool and enhance your interviewing and selection process.

- **Recruit an inclusive interview team.** In selecting an interview team, consider including people who will bring diverse outlooks, and who are respectful of different cultures and characteristics. Recognize the potential to bring unintended biases to the process, and address this by having a clear and open discussion among team members before beginning the interview process.

- **Ensure effective communication with, and equal opportunity for, all candidates.** Contact the University Disability Services office for information on how to effectively accommodate a candidate with a disability: [http://www.accessibility.harvard.edu](http://www.accessibility.harvard.edu). See also the Toolkit sections on *Etiquette in interacting with people with disabilities* and *Interview accommodations for people with disabilities* (page 20).

- **Use the screening process to include rather than exclude candidates,** to avoid missing strong candidates. In reviewing qualifications, consider how each applicant might enhance diversity in the department and university-wide.

- **Avoid making assumptions about a disabled candidate’s ability to “feel comfortable”** on your team or in the position. Focus first on the candidate’s similarities to, rather than differences from, the way your staff and their colleagues and constituents approach their work. Next, consider whether the candidate’s differences matter to the work he or she would do, and how those differences might actually enhance your team and its efforts.

- **Avoid prematurely labeling one or more of your candidates as the “most promising”** until all candidates have been considered. This will help ensure that all qualified candidates receive equal consideration.

- **Prepare yourself with answers for questions that candidates with disabilities are likely to ask.** Job candidates with disabilities often ask important questions aimed at helping them determine whether an organization is truly inclusive and supportive, and whether they will be comfortable in a position. Be prepared to answer these commonly-asked questions:
  - How many people with disabilities do you have in your department/the FAS?
  - What accommodations are available for people like me?
  - How many people like me are in middle and senior management positions?
  - How many of the people like me are in professional or technical positions?
  - What are my chances for progressing/advancing my career here?
  - Do you have a formal mentoring program and/or career development programs for people like me and other diverse groups?
  - What does the FAS/ Harvard do in terms of community outreach efforts to partner with diverse groups?
  - Do you have employee affinity groups that focus on the needs of people like me and other groups?
  - Are managers trained to communicate with and manage diverse employees, including those with disabilities?
  - What initiatives has the FAS/ Harvard participated in regarding diversity?
› Does the FAS/ Harvard have formal diversity initiatives and programs in place?

Even if a candidate does not ask these questions, you may volunteer information that may help persuade the candidate of your—and Harvard’s—sincerity in welcoming diversity, including diversity of abilities. FAS Recruitment Services can help you to answer questions and offer information.

- **Prepare yourself by learning about the candidate’s disability and its effects.** Before calling or meeting with a candidate who has a disability, you can gain an understanding of his or her situation by reading about the disability as it relates to the workplace. The website of the Job Accommodation Network (JAN), a program of the Office of Disability Employment Policy, U.S. Department of Labor, provides an A–Z overview of impairments [http://askjan.org/media/atoz.htm](http://askjan.org/media/atoz.htm) (from Addison’s Disease to Wheelchair Use), as well as accommodation ideas to help both you and the candidate feel comfortable.

- **Build a Pipeline**

  There are many tools that employers can use to build a pipeline of qualified employees with disabilities to fill their workforce. Internships, apprenticeships, job shadowing, and training programs are some of the methods to reach out to qualified persons with disabilities and give them a chance. Some excellent existing programs include the national [Workforce Recruitment Program](http://www.workforce.gov) for recruiting recent graduates and students with disabilities for internships or entry-level positions; our local [Massachusetts Rehabilitation Commission](http://jobswork.net), and the local [Work Without Limits](http://www.workwithoutlimits.org) network: http://www.workwithoutlimits.org/employers.

**Etiquette in interacting with people with disabilities**

Many people worry about how to interact with people with disabilities, whether for fear of offending, ignorance of how to communicate, or other reasons. The JAN website includes a highly readable pamphlet on Disability Etiquette in the Workplace [http://askjan.org/topics/disetiq.htm](http://askjan.org/topics/disetiq.htm) which is useful at any time, but particularly when preparing to invite a disabled job candidate to come for an interview. The pamphlet offers tips on scheduling the interview, greeting the interviewee, and dealing with mobility, sensory, cognitive, and psychiatric impairments.

**Interview accommodations for people with disabilities**

Employers have an obligation to make reasonable accommodations to enable applicants with disabilities to participate in the interview process. Accommodations for interviews may include: an accessible interview location for people with mobility impairments, a sign language interpreter for a person who is deaf, a reader for a person who is visually impaired, and modified testing for a person with a learning disability.

For more information about making the job interviews accessible, and to make arrangements for accessibility
options, please contact the University Disability Coordinator, disabilityservices@harvard.edu, 617-495-1859.


JAN provides a wealth of resources for employers. For example, JAN has a guide just for applicants and employees with Asperger Syndrome (an Autism Spectrum Disorder). Example: an applicant on the spectrum has a verbal communication deficit, though can communicate through handwriting and by email. The employer wants to provide accommodations during the first stage interview, which involves answering questions from a three-person search committee. JAN suggests providing the questions in advance and allowing the applicant to furnish written responses during the interview: http://askjan.org/landingpage/EmploymentSupportsSymposium2012/AspergerA&CSeries.pdf

**What medical or disability-related questions may be asked during job interviews?**

In general, under the Americans with Disabilities Act, employers cannot ask disability-related questions before an offer is made. This means that employers cannot directly ask whether an applicant has a disability. It also means that employers cannot ask questions that are closely related to disability. However, you may do a wide variety of things to evaluate whether an applicant is qualified for the job, including asking about his or her ability to perform specific job functions, asking about non-medical qualifications and skills, and asking applicants to describe or demonstrate how they would perform job tasks. See Appendix E, Guide to Legally Permissible Interview Questions and Discussions, for some examples of permissible and impermissible pre-job offer questions.

For additional information, visit EEOC’s Pre-employment Disability-Related Inquiries and Medical Exams at http://www.eeoc.gov/policy/docs/preemp.html.

**Additional questions about hiring people with disabilities?** Please don’t hesitate to call your HR Consultant.
Reviewing Resumes

The resume (and cover letter, if provided) is your introduction to each potential candidate. Here are some things to consider that will help you decide which candidates merit a closer look.

**Resume Review**

Review each resume you receive, paying attention to the outlined details below.

**Key skills/ and experience**

- **Basic Qualifications**: Does the candidate meet the basic qualifications, such as level of educational attainment or job experience? A candidate who lacks these basic qualifications cannot be considered for the position and should be immediately declined in ASPIRE.

- **Additional Qualifications**: Make a note of “useful to have” qualifications and skills, including those you may have described as “Preferred” on the job posting.

- **Harvard-wide Competencies**: Look for “soft” competencies and capabilities that the candidate will need to be successful in this role. For example, depending on the role in question, you might look for indications that the candidate is able to lead and manage change, is detail oriented, or has the capacity to listen to a variety of perspectives and to reach an aligned solution.

**Employment history and experience**

- How do the candidate’s previous positions and employers (including workplace cultures) compare with the posted job and your department?

- How long did the candidate stay in each position and with each employer? Did he or she change jobs frequently? Was there reasonable career progression? Are the candidate’s skills and experiences broad or deep, or both?

- Are there any unexplained gaps between jobs? Don’t assume they reflect negatively on the candidate, but do make a note to raise this question during the interview.

- Determine whether the resume reflects particular achievements and results, or simply lists tasks and duties.

**Note the presentation of written materials, if appropriate to the job**

Spelling, grammar, and attention to detail may give an indication of the care that would be applied to job responsibilities.
Narrow your candidate pool

- Separate resumes into three groups:
  - Those who do not meet the requirements. These should be declined in ASPIRE at initial review.
  - Internal qualified Harvard candidates and those who closely match job requirements.
  - Those who meet basic requirements and may be considered secondarily.

- Aim for about three to seven candidates for the top group. If necessary, screen this group again to further narrow down the candidates. As you screen candidates, work with FAS Recruitment Services to create a robust and diverse candidate slate.

Update ASPIRE as you move through the Recruiting/Hiring Process

Be sure to keep ASPIRE up-to-date as you move through the Recruiting/Hiring process. If a candidate is declined at any stage before contact is made with them (for instance, if he or she doesn’t meet the job requirements and will not be considered), then ASPIRE will automatically send a decline notification via email. It is important to update ASPIRE:

- To ensure timely responses to candidates;
- To reflect at what stage candidates were removed from consideration and why;
- To save yourself from having to update candidate statuses at the conclusion of the search; and
- To maintain accurate search status data in the system, which is what the law requires.

Updating and dispositioning should be done simultaneously, as decisions are made. It is essential that you avoid “batch dispositioning” which may result in the recording of incorrect rejection reasons.

Consider our commitment to internal Harvard employees

- Qualified internal candidates are a hiring source for open positions, provided there is a match. Among other reasons to consider internal candidates first: they understand Harvard’s structure and systems, and have an established network of contacts; and this practice encourages the career growth of our staff.

- Internal candidates should be kept updated regarding the status of their candidacy.

Please note these requirements relating to laid-off Harvard staff

- As provided in the HUCTW Personnel Manual, based on their history of proven contributions, laid-off HUCTW staff members (on Work Security) will be given hiring preference over outside candidates for any vacant job for which they are qualified. (http://hr.harvard.edu/files/humanresources/files/huctw-manual.pdf)
• The HR office of any hiring unit to which a qualified laid-off HUCTW employee has applied will interview that employee and will provide feedback to their assigned Case Manager for the purpose of advising the employee.

• An FAS department or unit laying-off any HUCTW employee has an obligation to that person for the two-year period following the layoff. During this time, the department or unit must:
  (a) make an offer of employment to such an individual should the same job again become available, or
  (b) give preference to the individual for any new job having similar duties and responsibilities, provided that the laid-off employee is qualified to perform the duties of the open position.

**Consider our commitment to diversity**

• To the extent that candidates’ race and/or gender or other diversity attributes are known or apparent, consider the diversity of your internal applicant pool, and consult with your HR Consultant or FAS Recruitment Services on whether you should strive to increase the diversity of the pool by recruiting externally. A key factor in determining recruitment strategy is the Affirmative Action Goal for the job. If there is a goal, good faith efforts should be undertaken to recruit a diverse pool (internally and/or externally). It is usually better for searches to be conducted externally to have an adequate and diverse pool. For guidance in meeting Harvard’s commitment to diversity, please see the Toolkit section, Recruiting for Diversity (page 9).

• The Diversity Sourcing Form, in Aspire, MUST be completed for all requisitions which have an Affirmative Action Goal.

**Set Up Telephone Screens With Top Candidates**

For each resume you have set aside for telephone screening, write down any relevant questions that arise when reviewing the resume/application. The Toolkit section on *Telephone Screens* (page 29) discusses this process in depth, and lists some general questions to ask during telephone screens.
Telephone Screens

The telephone screen consists of a few basic qualifying questions that will help you determine whether a candidate’s qualifications, experience, and salary needs match the position. The purpose of a telephone screen is to save managerial time by eliminating unlikely candidates. It is important to ask every candidate the same screening questions, to avoid the appearance of discrimination (although you can, of course, ask follow-up questions if appropriate based on the candidate’s responses). Before you begin telephone screening, please read our Guide to Legally Permissible Interview Questions and Discussions (Appendix E). Please also note that hearing-impaired candidates may require accommodations in order to take part in a telephone interview. The University Disability Services office can advise and help you with such accommodations. See also the Toolkit section, Recruiting Individuals with Disabilities and Protected Veterans (page 20).

Once you have completed and reflected upon the candidates’ answers to your screening questions, you should be able to decide which candidates should be invited for an in-person interview.

When conducting a telephone screen you should:

- Introduce yourself and give the reason for the phone call.
- Briefly explain the position and its place in the department and organization.
- Ask all candidates the same basic questions.

  Here are some recommended screening questions:

  › What interests you in working at Harvard/FAS? This position in particular?
  › Why are you leaving your current position?
  › What do you enjoy most about your current (or last) position? What do/did you enjoy least?
  › What type of work environment are you used to working in? What is your ideal?
  › What do you feel you need to be successful in your job?
  › What is your current / most recent salary?

- Answer any questions the candidate may have.
- Be sure to obtain the candidate’s salary requirements and/or explain the standard hiring salary range for the open position. Typically, candidates are hired between the minimum and the midpoint of the Harvard job grade range. Check with your HR Consultant if you have any questions regarding salary. NOTE: Effective January 2018 Massachusetts law prohibits asking applicants their current salary.
- Briefly explain the next steps and timeline of the application process.
The Team Interviewing Process (TIP): Selecting an Interview Team

Each candidate is interviewed by a team because (1) several people will be affected by a decision (for example, co-workers who will rely on the person filling the position), and (2) different people will likely be able to gather different types of information from the candidates (for example, one person may understand technical qualifications, while another may be a better judge of the interpersonal dynamics called for by the position and/or the department).

FAS’ Team Interviewing Process (TIP) is an HR best practice aimed at helping you to evaluate job candidates, strengthen cross-departmental relationships, and ultimately create greater efficiencies in hiring. Through TIP, hiring departments make their decisions in collaboration with one or both of the following critical stakeholders:

- **Subject-matter experts who can best judge a candidate’s proficiency in the technical skills and knowledge required by the position.** When hiring for a position with a functional component such as finance, grants administration, information technology or human resources, a subject-matter expert from each relevant functional department will provide input by interviewing and advising relative to candidates.

- **The FAS customers that the new hire will support.** When hiring for a position that supports a particular FAS customer group, a representative from the customer group should participate in the interviewing and selection process. This will help assure that the candidate hired understands the needs of their customers and is likely to be successful in supporting them.

Who should generally be part of your interview team?

When selecting your interview team, consider how many interviewers to include, and their qualifications and diversity. If different individuals or groups have a stake in the hiring decision, it’s a good idea to see that all stakeholders are represented in the interview team. Try to limit your team to no more than four members.

You should consider including some of the following individuals:

- Direct manager (if possible, should participate in all interviews)
- Co-worker(s)
- Department Administrator

Be clear about the scope of each team member’s role and identify one person (or possibly two) who will be the ultimate decision maker. Interview teams often develop a brief vision statement related to teamwork and inclusion. Such a statement can help teams effectively communicate their agreed upon vision for diversity and inclusion in their department. For example: “We are committed to conducting a fair and equitable process.”
We have a responsibility to foster an environment of mutual respect and inclusion for our team members and participants in the interviewing process. We believe that a diverse workforce will contribute to our department’s success.”
Preparing for an Interview

**Checklist in Planning for Interviews**

☐ Review application materials, including resume, cover letter and any application forms.

☐ Prepare a list of basic and behavioral interview questions to ask every candidate.

  › Review the sample questions in *Behavioral Interview Questions* (Appendix D) to develop behavior-based interview questions according to the competencies and capabilities required for the position. Familiarize yourself with the guidelines in the *Guide to Legally Permissible Interview Questions and Discussions* (Appendix E). We strongly recommend using behavioral questions, as described in the Toolkit section on *Behavioral Interviewing* (page 33), because past behavior is the best predictor of future performance.

  › Your questions should also address areas relating to compatibility with the hiring department or with those with whom the candidate would interact, if hired. For example, a position in a department comprised of fast-paced, high intensity individuals might call for a staff member with a work style that could manage multiple conflicting demands.

☐ Prepare answers to questions that diverse candidates (including people with disabilities) are likely to ask.

☐ Arrange for any accommodations that may be needed when interviewing a person with disabilities.

☐ Prepare to answer questions candidates may have about benefits by reviewing total compensation summaries (Appendix A)

**Use the same core set of behavioral questions for every candidate’s interview.**

☐ In addition to the basic and behavioral questions that should be asked of all candidates, prepare individual questions for each candidate, based on particular experiences included in each candidate’s resume or other communications.

☐ Note any jobs, experiences, and gaps in employment about which you are unclear or would like more information.

☐ Compare the needed job competencies and capabilities to the candidate’s experience and make a note of areas to explore during the interview.

☐ Provide candidates with interview information such as directions to your office, names and titles of those who will be at the interview, the job description, a point of contact at your office if they have questions and/or are running late for their interview.
Behavioral Interviewing

Behavioral interviewing is a technique by which the interviewee is asked how he or she acts or acted in particular situations. Because one’s past behavior generally predicts future behavior, the answers to behavior-based questions can give you an excellent idea about how the candidate would deal with actual work situations, and can help you assess a person’s ability to achieve or demonstrate the competencies and capabilities required to be successful in the position.

What Are Behavioral Questions?

In behavioral interviews, interviewees are asked to give specific examples of when they have demonstrated particular behaviors or skills. Candidates should be asked to describe in detail a particular event, project, or experience, how they dealt with the situation, and what the outcome was. Appendix D, Behavioral Interview Questions, gives many sample behavioral interview questions that relate to the most commonly-needed competencies and capabilities for FAS positions. FAS Recruitment Services is available to help you customize your behavioral interview questions.

In preparing the questions you will ask, take time to identify the competencies that are vital to the position. This will help you target your questioning to reveal the information that matters most.

These are the Harvard Competencies:

- **Communication Skills**
  Proactively communicates; informs others of what they need to know. Utilizes oral and written communication to enhance relationships across the organization. Capably articulates thoughts and ideas in speaking and listens carefully to others

- **Delivers Results**
  Establishes high goals for organizational success and personal accomplishment; meets or exceeds those goals; conveys a sense of urgency and drives issues to closure

- **Embraces Change**
  Actively identifies problems and opportunities for change and implements solutions where appropriate. Maintains effectiveness when experiencing major changes in work tasks or the work environment; adjusts effectively to work within new work structures, processes, requirements, or cultures

- **Job Knowledge**
  Has achieved a satisfactory level of technical and professional skill or knowledge in position-related areas; keeps up with current development and trends in areas of expertise

- **Teamwork and Collaboration**
  Actively participates as a member of a team to move the team toward the completion of goals. Maintains strong, personal connections with team members and key stakeholders. Aligns personal work and performance with the broader team to achieve mutual outcomes
• **Building a High Performing Team (managers only)**
  Develops a capable, diverse and cohesive team to maximize their collective skills and talents; motivates others to achieve the organization’s goals; recognizes and rewards contributions

The word “STAR” is a helpful tool to keep you on track in asking behavioral questions. Each question and answer should address:

- a **Situation** or **Task** facing the candidate;
- an **Action** the candidate took; and
- the **Results** of changes caused by these actions.

It is not unusual to receive vague, theoretical, or generic responses to behavioral questions. In such cases, follow-up questions are the best way to drill down to the specific, action-oriented detail you need to get a full understanding of the candidate.

**Follow-up questions might begin with:**

- Exactly what did you do…
- What were the circumstances surrounding…
- What was the most memorable example of this…
- Why did you…
- Walk me through the steps you took…
- Describe your specific role in…
- How were you able to…
- What happened when you…
- Tell me about a time…

When you ask behavioral questions, you should allow candidates time to think about their past experiences. Encourage them to take their time to think before responding. Sometimes there will be a moment or two of silence while the candidate attempts to come up with an answer. While this silence can often feel uncomfortable, avoid the temptation to jump in and break the pause. Give the candidate time and wait for their response. Candidate responses to behavior-based questions are very illuminating and are worth the time and effort.
Conducting the Interview

Interviews yield the best results when all interview team members understand the job competencies and capabilities needed, arrive with prepared questions, and stick to the agenda. By the end of a well-executed interview, the interview team will have assessed the candidate’s level of knowledge and skills, interest in the position, and likelihood of success in the position. Also, bear in mind that while you are assessing the candidate, he or she is assessing the position, you, and Harvard. Ideally, the candidate will walk away feeling fairly treated, adequately informed about the job, clear about the next steps in the hiring process, and holding a positive impression of Harvard.

**Set the Tone of the Interview**

- The interview should be free from interruptions and distractions. Forward your phone calls, turn off your cell phone, and close the door.

- Establish rapport by welcoming the candidate, introducing yourself, and describing your position and what you do. Introduce the other members of the interview team in the same way, or have them introduce themselves. If available, offer the interviewee a drink of water, or a cup of coffee or tea.

- Give a brief overview of your department, the FAS, and Harvard.

- Provide a brief description of the job responsibilities. (If you speak too much about the job at the start of the interview, before you have gathered the information you are looking for, the candidate might slant his or her information to match your description.)

**Exchange Information During the Interview**

---

**Important note**

Sometimes interviewees volunteer information about themselves that by law should not be considered in making an employment decision. For example, a candidate might mention dropping a child off at day care. Don’t acknowledge or make a note of this “don’t ask” information. Don’t ask, “How many children do you have?”
• Paraphrase what the speaker said to make sure you understand correctly what you are hearing.

• Take notes on a sheet of paper separate from the candidate’s resume. Write down the key points. That is, record the candidate’s statements that reflect qualifications for the job, and those that evidence past accomplishments and experiences.

• Observe and listen to the candidate’s responses.

• Pay attention to the candidate’s body language and facial expressions. Body language can be an important indicator of what may be behind the words you are hearing. For example, if the candidate tells you that building relationships is important, while their arms are tightly folded and eyes cast downward, these are signals you should consider as you evaluate what you hear.

• Ask probing questions if the answer is vague or seems questionable. To probe more, you may want to ask:
  > “Can you tell me what you mean by that?”
  > “Please give me another example."
  > “Please tell me more.”

• Provide candid information about the job, your department and its constituents, and the environment in which the staff member would work.

• Invite the candidate to ask you any questions he or she may have.

**Close the Interview**

• Explain the next steps in the hiring process, including when and how the candidate will hear from you. (Later on, when the hiring decision has been made, be sure that you follow the communication process you described during the interview.)

• Thank the candidate for taking the time to meet with you.
Note-Taking and Discussion Before, During, and After the Interview

The notes you make on resumes, during interviews, and at other times relating to job applicants are legal records, and should reflect the same lawful considerations that go into developing interview questions (Please see Appendix E, Guide to Legally Permissible Interview Questions and Discussions). For example, notes like “Older than others in department, might not be comfortable,” should be avoided.

Also, while it’s fine to note that a candidate is able to work only between 9 and 3, do not add, “because of children.” The factors you should consider in making your hiring decisions—and any documentation of your considerations—should be objective, specific, and job-related only.

The same considerations apply to your conversations with and about candidates: if a topic is on the “don’t ask” list in the Guide to Legally Permissible Interview Questions and Discussions (for instance, a candidate’s religion), don’t mention it in conversation either.

Your interview and related notes must be retained for three years after the end of your search, including those for unsuccessful applicants, See the Toolkit section on Search Files—What You Must Keep (page 41).

Why take notes during the hiring process?

Notes help you remember important information provided by candidates and they help you to distinguish between multiple candidates. In addition, note-taking serves two other equally important purposes:

- Ensuring that those in a position to hire staff follow consistent procedures and consider the relevant and lawful facts, and only those facts; and

- Providing documentation of a fair and lawful decision-making process.

Notes from telephone screens, in-person interviews, reference checks, interview team meetings, and other evaluations of candidates are often the best protection against claims that decisions were made based on illegal reasons.
Post-Interview Analysis and Making the Hiring Decision

Organize and complete your notes immediately after the interview, while things are fresh in your mind. Add details and thoughts that you weren’t able to jot down during the interview. When the time comes to make a hiring decision, the interview notes for each candidate will be a critical tool for your decision-making.

As you make these notes:

- **Remember that your notes are legal records.**
- Identify additional questions or concerns that were not noted previously or followed up on during the interview.
- Compare your notes with the basic qualifications that the candidate must have to be considered for the position.

Making the decision

- Decide which “next step” you recommend regarding the candidate:
  - Job offer;
  - Future consideration; or
  - No offer.
- Consider the feedback provided by the subject-matter experts and/or customers on your search team.
- Once you’ve had the time to arrive at your own decision, meet with the rest of the interview team to debrief and discuss their recommendations. The bulk of the team’s discussion should focus on each candidate’s track record of achievements and qualifications to meet the requirements of the position.
Communicating with External and Harvard Internal Candidates Not Selected

Unlike the case of candidates who were declined at the earliest stage of their job applications, once contact has been made with a candidate, ASPIRE will not automatically send out a decline notification. For those candidates who have been telephone screened and/or interviewed, inform the candidate by a personal email or a phone call, or you may choose to send a release letter that uses communication templates that reside in ASPIRE.

In communicating a decline notification to a Harvard internal candidate or any finalist, it is best to do so personally, either through a phone call or a personal email inviting the candidate to call you if he or she wishes to discuss the decision further. If possible, your communication to Harvard internal candidates should give a reason for why they were not selected, such as your choice of a candidate with more experience in the relevant field or with the competencies and capabilities required for the position.

Be sure to contact your HR Consultant if you choose not to use the decline letter template provided to you in ASPIRE.
Always check references before extending a job offer, and only do so for those finalists you are seriously considering. Make sure that the applicant understands when and how the references will be used. We recommend checking at least three professional references, at least one of whom should be a current or recent manager. No job offer should be made to an internal or external candidate until the candidate’s references have been checked. Additionally, for internal finalists, the local HR office should be contacted to verify the candidate is in good standing.

This is your opportunity to test your impressions, ask for clarification of job experience, and obtain additional information about the candidates before making a hiring decision. Harvard has developed templates that you may use in checking references. Please use the Reference Check Forms available in ASPIRE or in Appendix A-8, A-9.

In addition to asking the questions on the Reference Check Forms, when speaking with a candidate’s references, bear in mind that your goal is to hire not only the person with the best experience and ability, but someone whose personality and work style will be compatible with your department. Thus, you might describe for the reference the working environment into which you are considering hiring the candidate, and ask whether he or she believes the candidate would be an appropriate choice, asking for reasons why or why not.

References for internal candidates are usually easy to track down; it is often more difficult to obtain references for external candidates. Many companies have policies limiting the information they will give out about present or former employees, in some cases providing dates of employment only. However, the candidate should be able to provide you with references that are willing to discuss job performance. If you are not getting beyond the confirmation of dates, job title and salary, ask the candidate to help you get the information you need by asking his or her references to give you more information or suggesting others you should contact.

When checking references, respect the confidentiality of the job candidate. Often candidates do not want to risk job security by having you talk with their current manager. In such cases, you may start by checking references with a previous manager, and then contact the current manager only when you are reasonably certain that you wish to make a job offer. Also, remember that your conversations while checking references should be treated as confidential and should never be discussed with the job candidate (even after hiring).

**Harvard Internal Finalists/Transfers**

You should always check references for internal candidates, including the current manager if the person is a final candidate. In addition, Department Administrators should contact FAS Recruitment Services or their HR Consultant to verify salary information and confirm that an internal candidate is in good standing.
Files must be kept for all candidates with whom contact is made. Access to records should be limited to designated personnel.

Harvard is required to maintain the following applicant records:

- job advertisements and postings (Aspire);
- applications, resumes, and other expressions of interest (such as cover letters, resumes or CV’s, and supporting materials)(Aspire);
- any test and test results (local search file);
- all screening and interview notes and reference checks (local search file);
- all records indicating job seekers contacted about their interest in a particular position (Aspire and local search file);
- records of job offers (Aspire);
- records pertaining to searches of internal and external resume databases (Aspire); and
- documentation of outreach efforts (local search file).

- Documentation of good faith efforts (Aspire diversity sourcing form).

Retain records for three years after the end of the search.

**For candidates who were not hired:**

- ASPIRE is our system of record for applicants, so **hard copy resumes do not need to be maintained separately.**

**For candidates who are hired:**

- Place copies of successful candidates’ applications, resumes, and other application-related documents and correspondence in their staff personnel files.
- References forms should be maintained separately for reasons of confidentiality.
Acting on Your Hiring Decision

Congratulations—you’ve made your decision. Use this Toolkit section to guide you through the next steps in the hiring process, from determining the salary, to the formal offer, to the Aurora appointment.

Determining Salary

Once you have completed the selection process and decided to offer the position to your top candidate, contact your FAS HR Recruiter or HR Consultant who will request a salary equity review to aid determining the appropriate salary. This determination is based on several factors, including the job grade in question, the candidate’s qualifications and experience, and external market conditions.

The Verbal Employment Offer

While the formal written offer of employment will be extended by FAS HR, as the hiring manager, first you will make a conditional verbal offer to the candidate you have chosen.

To prepare for this conversation, make sure you understand all the benefits that would be available to the candidate - such as work/life, medical/dental benefits, TAP, and career growth - by reviewing the Total Compensation Summaries. Keep this Summary handy and refer to it during your conversation, to be sure you cover all points accurately. The Harvard benefits package has proven to be a strong selling point to candidates.

During your conversation with the candidate, provide details that include salary, job grade level, possible start date, and the name of the person to whom he or she would report. Inform the candidate that:

• the offer is contingent upon successful completion of pre-employment screening (if required, based on the position and candidate’s status);

• after successful screening, as discussed in the Toolkit section below, Pre-Employment Screening, the formal written offer will come from FAS HR via e-mail; and

• the candidate will need to respond to the offer e-mail with his or her acceptance, also via e-mail.

Pre-Employment Screening

Before hiring can be finalized, any required pre-employment screening must be successfully completed. Screening is only conducted for the final candidate, and only to determine that nothing objectionable exists in the finalist’s background. FAS Recruitment Services manages the pre-employment screening process for all FAS staff positions, working with an outside vendor, HireRight. To set this process in motion, see the Toolkit section on Initiating the Pre-Employment Screening Process (page 45).
Determining the Types of Pre-Employment Screens Required for the Position

The types of pre-employment screening required depend on the duties and responsibilities of the position, and must be indicated in the requisition at the time the position is posted. The Required Pre-Employment Screens table below explains the different types of screens, when each one is appropriate, the items investigated by the screen, and the turnaround time for screening results.

Required Pre-Employment Screens: Managed by FAS Recruitment Services

<table>
<thead>
<tr>
<th>Type of Screen</th>
<th>Positions for which screen is required</th>
<th>Items investigated</th>
<th>Turn-around time for results (approximate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identity</td>
<td>All positions</td>
<td>Verifies an active Social Security Number (SSN) and address, and validates the association between an individual, his or her SSN and recent address.</td>
<td>One to two days</td>
</tr>
<tr>
<td>License</td>
<td>Positions that require a specific license (e.g., drivers, professional, technical)</td>
<td>Review of any information about the license.</td>
<td>Three to five days</td>
</tr>
<tr>
<td>Criminal</td>
<td>Positions in which the employee will: have unsupervised key access to dorms, valuable artifacts, drugs, radiological materials, or animal care facilities; serve as a &quot;Responsible Adult&quot; as defined by Harvard's Policy for the Safety &amp; Protection of Minors (See <a href="http://youthprotection.harvard.edu/">http://youthprotection.harvard.edu/</a>)<em>; Have the ability to disrupt or disable highly sensitive or confidential data or systems, including core infrastructure systems. Such positions include those with responsibility for information security and/or database or storage administration, or access to network routers, switches, servers and/or management systems (e.g. LANDesk); or have access to aggregate credit card data** and/or High Risk Confidential Information (HRCI)</em>**, as defined in Harvard's Information Security Policy, or other data classified as Level 4 or Level 5 information (See <a href="http://policy.security.harvard.edu/view-data-security-level">http://policy.security.harvard.edu/view-data-security-level</a>);</td>
<td>Seven year review of felonies and misdemeanor convictions in both the county and Federal District Court, and a review of the National Sex Offender Registry.</td>
<td>Ten business days</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Verification Process</td>
<td>Time Frame</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Criminal</td>
<td>have the ability to authorize and/or approve financial transactions of $50,000 or more.</td>
<td>Detailed report of an individual’s credit history as provided by a credit bureau; details of any accounts turned over to a credit agency; and information on foreclosures, bankruptcy and liens.</td>
<td>One day</td>
</tr>
<tr>
<td>Credit</td>
<td>Positions in which the employee will have access to aggregate credit card data; or the ability to authorize and/or approve transactions of $50,000 or more.</td>
<td></td>
<td>Three to five days</td>
</tr>
<tr>
<td>Education</td>
<td>Currently in the FAS only library positions require education verification</td>
<td>Verification of degree as listed in the basic qualifications of the job posting.</td>
<td>Three to five days</td>
</tr>
</tbody>
</table>

* Note that after initial screening, the Minors Policy requires that Responsible Adults be rescreened at least every three years.

**This requirement does not apply to positions where the employee will have access to only one credit card number at a time while processing a transaction, and then no longer has access to the card number.

***High Risk Confidential Information (HRCI) means an individual’s name together with any of the following data about that individual: social security number, bank or other financial account numbers, credit or debit card numbers, driver’s license number, passport number, other government-issued ID numbers, biometric data, health and medical information, or data about the individual obtained through a research project.
Exceptions to the Pre-Employment Screening Requirements

Virtually all prospective new hires must go through pre-employment screening, which is managed by FAS Recruitment Services. Exceptions are made for (a) candidates who are HUCTW members being hired for HUCTW positions, and (b) Temporary and Less Than Half Time (LHT) positions, unless required by applicable law or regulation, such as Payment Card Industry Standards and (c) current Harvard employees being hired into a position for which only an identity screen is required.

Also, regardless of the screening requirements for a position, candidates who are transferring from other Harvard departments or schools often do not need screening if the only screen required is Identity. The Pre-Employment Screening Flowchart (Appendix A-11) will help you determine whether a particular transfer candidate requires pre-employment screening.

Even if a candidate fits an exception to the screening requirement, however, FAS Recruitment Services must be involved, as described below.

Initiating the Pre-Employment Screening Process

To move forward to the next step towards hiring your new staff member, contact FAS Recruitment Services with one of the following:

- If screening(s) is required, e-mail the Pre-Employment Screening Request (Appendix A-12) to recruitment@fas.harvard.edu.
  
    › FAS Recruitment Services initiates and manages the candidate’s screening, via an online process. The candidate will receive an e-mail from our screening vendor (HireRight) with a link to a web site where the candidate can enter his or her confidential information.

- If screening is not required, e-mail the Formal Offer Information—No Screen Required form (Appendix A-13) to FAS Recruitment Services at recruitment@fas.harvard.edu.

The Formal Offer Letter

FAS Recruitment Services will inform you via e-mail when the candidate successfully completes pre-employment screening. At this time, FAS Recruitment Services will request from you the information required to compose the formal offer letter.

If no screen is required, FAS Recruitment Services creates the formal offer letter using the information provided in the Formal Offer Information—No Screen Required form (Appendix A-13). Email this completed form to recruitment@fas.harvard.edu and FAS Recruitment Services will create the formal offer letter.
FAS Recruitment Services issues the formal offer letter by e-mail to the candidate, copying the Department Administrator, Hiring Manager, and HR Consultant. The candidate is asked to accept the offer of employment by responding to FAS HR via return e-mail.

The Acceptance of Employment, and Closing the Position in ASPIRE

FAS Recruitment Services informs the FAS HR Recruiter when the candidate’s acceptance is received. All required information must be completed in order close the position in ASPIRE before the employee can be placed on the FAS payroll, which is as follows:

- Final HR status and disposition reason

The FAS HR Recruiter must update/disposition the HR statuses for all candidates not hired, using the appropriate reason code (see ASPIRE/FAS Quick Reference Guide—Updating Candidate HR Status, Appendix A-6 and ASPIRE Disposition Reasons, Appendix A-7).

- Self ID/EEO Form (NOTE: only recruiters can view Self ID/EEO information).

Once final HR statuses are completed for all applicants, FAS Recruitment Services will notify the Department Administrator if additional information is required for the Self ID/EEO form.

Hiring Documentation and Aurora Appointment

If possible, please invite your new staff member to your department in advance of his or her first day to fill out required employment forms. **Completing hiring documentation in advance will enable the staff member to access necessary systems on the first day of employment.**

All new staff other than internal transfers must complete the following employment forms:

- **I-9, with required identification** (see instructions on I-9 form) The I-9 form should be completed in advance of the hire date if possible, but no later than three days after the new hire’s start date. I-9 forms must be completed in-person.

- **W-4 Form (federal tax withholding form) and M-4 Form (Massachusetts tax withholding form)** Tax withholding forms should ideally be completed online via PeopleSoft self-service during the first week of employment. Paper forms can be submitted, if necessary.

- **Direct deposit** can be set up via PeopleSoft self-service, or if necessary, through a paper form.

After all documentation is complete, the Department Administrator or department **Aurora** user should create a new appointment in **Aurora**. The appointment has a dual approval in FAS HR before being sent to FAS Payroll. **The appointment cannot be processed until the I-9 and supporting documents are received.**

If your candidate is transferring from another department at Harvard, the above documentation is not required, as it is already on file in the Harvard system. The Department Administrator in the hiring department will initiate a transfer appointment in Aurora. If processed correctly in Aurora, the transfer of vacation and sick time balances will happen automatically via PeopleSoft.
The On-Boarding Process

The first ten days of work can lay a foundation for a positive work experience in the long term, and can have a lasting effect on both productivity and employee retention. In addition to what your department has planned, here are some suggestions to help introduce your new staff member to the FAS.

<table>
<thead>
<tr>
<th>The Department Administrator should:</th>
<th>The Hiring Manager should:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Week Before Staff Member Starts</strong></td>
<td></td>
</tr>
<tr>
<td>Coordinate office, phone, computer and systems access</td>
<td>Contact the new staff member to make sure he/she knows where and what time to report on the first day of work</td>
</tr>
<tr>
<td>Set up the new staff member’s work area with basic supplies</td>
<td>Send out department-wide/group-wide announcement, as appropriate</td>
</tr>
<tr>
<td>Invite new staff member in prior to the first day of work to complete new hire documentation</td>
<td>Remind the new staff member, if new to FAS, to attended the Getting Started at FAS session as outlined in their offer letter.</td>
</tr>
<tr>
<td>Process appointment (done by Department Administrator or Aurora user)</td>
<td></td>
</tr>
<tr>
<td><strong>First Day</strong></td>
<td></td>
</tr>
<tr>
<td>Request door access and provide required keys (if applicable)</td>
<td>Meet the new staff member and discuss the plan for the first day</td>
</tr>
<tr>
<td>Review phone and computer system operation</td>
<td>Arrange for either yourself or another person in your office to give the new staff member a tour of the office</td>
</tr>
<tr>
<td>Access HARVie, FAS and FAS HR iSites and review common websites</td>
<td>Introduce the new staff member to other members of the team</td>
</tr>
<tr>
<td></td>
<td>Schedule time for the new staff member to attend Harvard’s New Employee Orientation (<a href="http://hr.harvard.edu/university-new-employee-orientation/">http://hr.harvard.edu/university-new-employee-orientation/</a>)</td>
</tr>
<tr>
<td></td>
<td>Discuss staff meetings (i.e., schedule, frequency, and agenda items)</td>
</tr>
<tr>
<td></td>
<td>Review Harvard and FAS policies and procedures, such as work hours, telephone, e-mail and internet usage, office resources, supplies, and service standards for the department</td>
</tr>
<tr>
<td>First Week</td>
<td>The Department Administrator should:</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Verify the date the new staff member will receive first paycheck</td>
</tr>
<tr>
<td></td>
<td>Arrange for training in time reporting and requesting absences and check in with new staff member to make sure this process is understood</td>
</tr>
</tbody>
</table>
FAS HR Contact Information

FAS Recruitment Services
This team provides a wide range of HR employment support services to departments, including assistance with recruiting and pre-employment processes.

FAS Recruitment Services  
recruitment@fas.harvard.edu
Jennifer Bellenoit, Recruitment Coordinator  
jbellenoit@fas.harvard.edu
Chris Keller, Diversity Recruitment Consultant  
chriskeller@fas.harvard.edu
Robin Ketterer, Recruitment Consultant  
ketterer@fas.harvard.edu
Meghan Kerwin, Recruitment Consultant  
mkerwin@fas.harvard.edu
Angela Lifsey, Recruitment and Talent Development Manager  
alifsey@fas.harvard.edu
Robin Tweedy, Recruitment Consultant  
rtweedy@fas.harvard.edu
Kim Zweig, Recruitment Consultant  
zweig@fas.harvard.edu

FAS Affirmative Action Liaisons
Andrea Kelton-Harris  
alharris@fas.harvard.edu

FAS HR Diversity Team
Chris Ciotti  
ciotti@fas.harvard.edu
Andrea Kelton-Harris  
alharris@fas.harvard.edu
Chris Keller  
chriskeller@fas.harvard.edu
Robert Mitchell  
robert_mitchell@harvard.edu
Etaine Smith  
etainensmith01@fas.harvard.edu

FAS HR Consultants
HR Consultants provide the full range of general human resources services to departments and affiliates of the FAS. Each FAS Department and Center is supported by one of the HR Consultants listed below.

Ann Marie Acker  
aacker@fas.harvard.edu
Anna Ancil  
ancil@fas.harvard.edu
Bob Bellantuoni  
rbellantuoni@fas.harvard.edu
Gary Cormier  
gcormier@fas.harvard.edu
Andrea Kelton-Harris  
alharris@fas.harvard.edu
Aatiyah Paulding  
apaulding@fas.harvard.edu
Elise Sacchetti  
esacchet@fas.harvard.edu
Kathy Santoro  
ksantoro@fas.harvard.edu
Etaine Smith  
etaine_smith@harvard.edu
Sandy Stergiou  
stergiou@fas.harvard.edu

FAS HR Coordinators
Mckenzy Desravines  
mdesravines@fas.harvard.edu
Jeanette Sanchez  
jsanchez@fas.harvard.edu
Eva Rivas  
erivas@fas.harvard.edu