Search Committee Chair’s Guide to the Faculty Interview Process
The Hiring Process

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All forms are available on the HR Forms team-site on the portal.

Step 1: Complete a Personnel Action Form
Fill out the personnel action form through interview exchange using the position vacancy template. (See page 9 for instructions)

At the beginning of the search, the Office of Human Resources signature indicates the job description and advertisement are appropriate to the job classification and that bona fide occupational qualifications have been established.

The signatures indicate that there is a need for this position, a budget has been allocated, and appropriate management approval has been obtained.

Step 2: Consult with the Office of Human Resources
A. Provide a written job description and qualifications to Human Resources.
B. If you would like to include specific screening questions, please contact HR prior to posting or include the questions with the position description.
C. Discuss recruitment strategy.
D. Decide who will be part of the search committee. Human Resources who needs access to view the applicants.
E. Determine if the position requires special advertising.
   Each position will be posted on:
   - Emmanuel College web site through Interview Exchange
   - The Colleges of the Fenway web site
   - HigherEdJobs.com
   - New England Higher Education Recruitment Consortium

Step 3: Review Resumes
A. Review resumes on Interview Exchange
   (See page 15 for instructions)
   **Note:** Refer to the screening tools on page 21 for a tool for choosing candidates.

B. Sort Resumes into yes, no, maybe folders.
Step 4: Conduct Initial Screening Interviews in Person or by Telephone
On average, there are 4-8 candidates chosen for phone interviews however, if there is good reason to schedule additional interviews it can be discussed.

If required, Human Resources may be available to assist with scheduling.

Step 5: Schedule the On-Campus Interviews
On average there are 3-4 candidates chosen for on-campus interviews however, if there is good reason to schedule additional interviews, it can be discussed.

Human Resources is available to assist with scheduling. On Campus Interview typically include:
- Interview with Department and Search Committee
- Interview with Search Chair
- Interview with Dean
- Interview with the Vice President of Academic Affairs
- Teaching Demo
- Research Demo
- Lunch with students
  Students attending the lunch meeting and the candidate will be given meal tickets from Human Resources to use in the dining hall. Please let Human Resources know which students will be attending the lunch.
- Meeting with Human Resources

Please refer to page 6 for a sample agenda.

If candidates are out of state and require travel arrangement, please contact Human Resources.
Step 6: Conduct the Interviews
See page 24 for question suggestions.

Step 7: Obtain References
The Search Chair normally checks references for the candidate. The Office of Human Resources may also check references upon request. The Search Chair may prefer the candidate to submit reference letters. (See page 35 for telephone reference check form).

Step 8: Assess the Applicants
The search committee should review:
- Evaluations from each Search Committee Member
- Student Lunch Interview Evaluation Forms
- Student Faculty Evaluation of Presentation Forms
- Written or Telephone References

The Search Committee Chair determines finalist based on recommendations.

Note: Sample forms can be found on page 30-35.

Step 9: Complete Personnel Action form including candidates name.

Step 10: Write a hiring rationale letter to the Vice President of Academic Affairs and Dean of Arts and Sciences

Step 9: Chair Submits Portfolio to the Vice President of Academic Affairs
Note: See checklist on page 7.

Step 10: Make the Job Offer
A. The Department Chair will make the job offer after Speaking with Human Resources.
B. When the employee accepts the position, the Manager will notify Human Resources so that an offer letter can be sent.
C. A pre-employment background check will be completed upon acceptance of an offer of employment.

Step 11: Close Job Posting
Human Resources will notify other interview applicants and close the job posting.

Step 12: Request Access
The Department Chair will inform the Office of Human Resources what network access is required for the candidate. The Office of Human Resources will also request office location, phone number, and laptop if necessary.
# Sample Interview Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30</td>
<td>Arrival. Meet in Human Resources.</td>
<td>Longwood Center- Modular</td>
</tr>
<tr>
<td>9:45 – 10:15</td>
<td>Teaching Demo</td>
<td>WSC112</td>
</tr>
<tr>
<td>10:30 - 11:30</td>
<td>Interview with Search Committee; Employee Names, Titles</td>
<td>LIB G-09</td>
</tr>
<tr>
<td>11:45-12:45</td>
<td>Lunch with students</td>
<td>Jean Yawkey Center</td>
</tr>
<tr>
<td>1:00 – 1:30</td>
<td>Interview with Department; Employee Names, Titles</td>
<td>WSC-103</td>
</tr>
<tr>
<td>1:45-2:15</td>
<td>Research Demo</td>
<td>WSC101</td>
</tr>
<tr>
<td>2:30 – 3:00</td>
<td>Interview with William Leonard, Dean of Arts and Sciences</td>
<td>ADM 326</td>
</tr>
<tr>
<td>3:00-3:30</td>
<td>Meeting with Human Resources (Scott Lerner)</td>
<td>WSC103</td>
</tr>
<tr>
<td>4:00-4:30</td>
<td>Interview with Joyce De Leo, Vice President of Academic Affairs</td>
<td>ADM 326</td>
</tr>
</tbody>
</table>
Final Candidate Portfolio Checklist

- Personnel Action Form
- Letter to President from Vice President of Academic Affairs and Dean of Arts and Sciences explaining the rationale for hiring
- Letter to Vice President of Academic Affairs from the Department chair explaining the rationale for hiring
- CV
- Cover letter
- Statement of teaching philosophy
- Recommendation Letters
- Course Evaluations
- Feedback forms from Search Committee
- Additional supporting documents
Interview Exchange
Personnel Action Form

Instructions:

To login:
1. Go to the Interview Exchange website: www.interviewexchange.com
2. Click “Sign In”
3. Use your Emmanuel email to login. (A temporary password will be emailed to new users when they are set up.)

The “Requisitions” section will provide you the option to submit new Personnel Action Forms.
To Submit a New Personnel Action Form:

1. Click “Add New Requisition.”

2. Choose the type of Personnel Action Form:
   - Position Vacancy - Use this form when you are requesting to post a new or open position.
   - New Candidate - Use this form when you have chosen a candidate for an open or new position.

3. Click “Next.”
4. Complete the form then click “save changes.”

This is the position title.

This is the list of required documents you must attach below.

This must be checked to go through the approval process.
This is the position title.

This is the list of required documents you must attach below.

This must be checked off to go through the approval process.
4. Select the department head, cabinet member and select yourself as the final notice. Click “Send for Approval.” Notices will be sent electronically for approval. You will receive notification when the approval process is complete.
Tracking the Status of Personnel Action Forms

You can track the status of all requisition forms.

This tab shows all the requisition forms that are pending your approval.

This tab shows all the requisition forms that are still being approved by others.

This tab shows all the completed requisition forms.

Originator of the requisition form.

Job title or candidates name.

Current approver.
Reviewing Applicants
Instructions:

To login:
1. Go to the Interview Exchange website: www.interviewexchange.com
2. Click “Sign In”
3. Use your Emmanuel email to login. (A temporary password will be emailed to new users when they are set up.)

The “Manage Jobs” section will provide you a view of all current openings.
To Review Applicants:

1. Click on the job title to view applicants.
2. Click on the applicants name to view application documents.

3. Under the “Documents” heading are links to application documents uploaded by the applicant. To view the documents, click the title of each.
4. The COREquisites will score the applicant based on the answers to the applicant screening questions. If you would like specific questions, please contact HR prior to posting or include the questions with the position description.

5. Any additional application documents that are mailed/emailed are uploaded into the notes section. This section is also used for additional comments.

6. After an application is reviewed by the hiring manager, the applicant is put into the “Yes”, “No”, or “Maybe” folder.
To Move Applicants Into Folders:

1. Select the box beside the applicant(s) you would like to move.
2. Choose the folder in the “Move Selected” drop down menu.
3. Click “Submit”

To View Applicants In Folders:

1. Click on the job title to view applicants.
To Move Applicants Who Have Been Interviewed:

1. From the main home screen, click on the job title to view applicants for that job.
2. Select the “Yes” folder from the far left side of the screen.
3. Select the box beside the applicant(s) that have been interviewed.
4. Choose the “Interviewed” folder in the “Move Selected” drop down menu.
5. Click “Submit”

6. When the finalist is chosen, move them to the “likely hire” folder.
7. When an offer is made, move the finalist to the “Offer Made” folder.
Screening Tools
Narrative Screening Tool

Once any non-qualified candidates have been eliminated from further consideration, the search committee can use a narrative screening device to compare the remaining candidates' relative merits. The device below is for an assistant professor position.

<table>
<thead>
<tr>
<th>CANDIDATE'S NAME:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the candidate's teaching philosophy consistent with the mission of this institution?</td>
<td></td>
</tr>
<tr>
<td>Which courses has the candidate taught at the college level? Describe how multicultural issues have been brought into courses?</td>
<td></td>
</tr>
<tr>
<td>What are the candidate's strengths?</td>
<td></td>
</tr>
<tr>
<td>What are the candidate's weaknesses?</td>
<td></td>
</tr>
<tr>
<td>Other considerations:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONSIDER FURTHER</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DO NOT CONSIDER FURTHER</td>
<td></td>
</tr>
</tbody>
</table>
Screening Matrix

A screening matrix can help the search committee verify each candidate's possession of required qualifications. Such a matrix should reflect the qualifications specified in the classified ad or position announcement. The matrix below reflects the following ad for Assistant Professor of Communication:

Requirements include a record of successful teaching at the undergraduate level, strong research interests/record and the ability to work effectively with colleagues in all departments of the College. Ph.D. in Communication required at the time of appointment. Successful candidates will demonstrate the potential to assist the Department as it expands course offerings in communication-related topics, particularly at the upper levels.

<table>
<thead>
<tr>
<th>Candidate Name</th>
<th>Ph.D. in Math</th>
<th>Record of Successful Teaching at Undergraduate Level</th>
<th>Strong Research Interest/Record</th>
<th>Ability to Work Effectively with Colleagues</th>
<th>Potential to Assist Department in Expanding Diversity Initiatives</th>
<th>Advanced Candidate to the Next Round of Screening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Smith</td>
<td>Ph.D</td>
<td>7 years</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Patti Jones</td>
<td>Ph.D</td>
<td>7 years</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
</tr>
</tbody>
</table>
Interview Questions
Building Rapport Interview Questions

Rapport building interview questions are essential to the interview process as they allow the job applicant to feel comfortable from the start of the interview while serving the larger purpose of determining whether or not the job candidate will be a great fit.

The goal with these sample interview questions is to ease into the interview and reduce the amount of stress the candidate feels during the process. Although you may need to review how the interviewee responds in times of stress, allow them to make a great impression first before really getting into it.

- Were there any problems finding our office today?
- Have you ever visited our campus before?
- Would you like some coffee, a glass of water, or a place to hang your coat?
- Are you enjoying this weather?
- Boston is so pretty this time of year, isn't it?
Sample Faculty Interview Questions

1. Describe your teaching style.
2. Describe your teaching philosophy.
3. What technology applications have you utilized in the classroom?
4. How would you go about being an advocate and resource for the use of technology in the teaching and learning process?
5. Describe how you have been committed to working with diverse students and community populations.
6. What diversity courses have you created or proposed in the past five years?
7. Describe how multicultural issues have been brought into your classes.
8. What do you think are the most important attributes of a good instructor?
9. Where would this position fit into your career development goals?
10. How do you define good teaching?
11. What do you think are your greatest strengths as an instructor? In which areas do you feel you can use some further development?
12. How do you feel your teaching style can serve our student population?
13. In what professional development activities have you been involved over the past few years?
14. What academic changes do you see on the horizon in your discipline?
15. How would your background and experiences strengthen this academic department?
16. How do you adjust your style to the less motivated or under-prepared student?
17. Have you involved your students in your research?
Behavioral Interview Questions

1. Describe how you teach a lesson. What do your plans include? (You might want to ask questions regarding active learning, visuals in the classroom, technology, etc.)

2. Tell us about a lesson that went well and why it went well?

3. How have you motivated students at the undergraduate level to excel academically?

4. Tell us about your research and publishing agenda. What has guided your success in getting writing completed and submitted?

5. How have you involved students in your research?

6. Where have you shared your research in the past (conferences, etc)?

7. What are ways that you served your institution in the past?

8. Tell us about any committee work you have done.

9. Describe a situation in which someone was unhappy with your teaching and how you responded.

10. Please tell me about the situation that best illustrates your ability to work collaboratively with a diverse group of people.

11. Describe your previous experience mentoring members of underrepresented groups.
Probing
Interview Questions

Often, we want or need more information than we get when we ask a question during an interview. Probing is asking follow-up questions when we do not fully understand a response, when answers are vague or ambiguous or when we want to obtain more specific or in-depth information. For example: “What did you like best about the program?”

1. Could you please tell me more about…
2. I’m not quite sure I understood …Could you tell me more?
3. I’m not certain what you mean by… Could you give me some examples?
4. Could you tell me more about your thinking on that?
5. You mentioned….Could you tell me more about that? What stands out in your mind about that?
6. This is what I thought I heard…Did I understand you correctly?
7. So what I hear you saying is…”
8. Can you give me an example of…
9. What makes you feel that way?
10. What are some of your reasons for liking it?
11. You just told me about…. I’d also like to know about….

Probing questions often begin with “what” or “how” because they invite more detail. Questions that begin with “Do you…” or “Are you…” invite personal reflection. “Why” questions can be problematic. They may put the respondent on the defensive or result in little useful information and require additional probing. Example: “Why did you do that?” “...because I wanted to”. If possible, try to replace “why” with “what”. With any question, watch for leading questions or bias in your probes.
Contrary Evidence
Interview Questions

Contrary Evidence Questions (CEQ’s) are excellent probing, or follow-up questions to standard behavioral questions. Specifically, a CEQ can function as a probe, or follow-up question by asking for examples of behavior that is different, or opposite, from the behavior already described.

**Initial Interview Question:** “What do you think are the most important attributes of a good instructor?”

**Follow-up CEQ:** “Now tell me about a time when you found it difficult to engage students in your class? How did you handle it?”

CEQ’s allow you to ask about weaknesses without ever saying the word, “weakness” in a way that is often acceptable to the candidate.

**Initial Interview Question:** “How would you describe your communication style with students?”

**Follow-up CEQ:** “Now tell me about a time when you had to give constructive criticism to a student. What was the situation and how did you handle it? In retrospect, would you do anything differently now?”

CEQ’s can allow you to see a more human side of the candidate and gain insight into the person’s ability to learn from experience and own up to errors in judgment.

**Initial Interview Question:** “What experience have you had teaching diverse students? What teaching methods have you found effective?”

**Follow-up CEQ:** “Could you describe how you develop your lesson plans to support different learning styles in the classroom? What has been most effective? What did not work well?”

The likelihood of eliciting quality data from a candidate using a CEQ is quite high (because it is unexpected!).

*Adapted from:
Anne Sandberg  Copyright © 2008 Predict Success*
Forms
Teaching and Research Evaluation Form

Faculty Candidate Feedback Form

Your Name: __________________________ Date: __________________________
Name of Candidate: __________________________ Department/Position: __________________________

INSTRUCTIONS:
Complete this form based on your observation of this individual over the entire interview process. Consider the candidate's presentation(s), interview responses, and application materials.

PART I. RATINGS
Please place an X in the box that most closely reflects your feedback.

<table>
<thead>
<tr>
<th>How confident are you that this candidate:</th>
<th>Not at all confident</th>
<th>Doubtful / skeptical</th>
<th>Confident</th>
<th>Very Confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has mastered a body of knowledge fitting for the hiring department</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has the teaching skills to help Emmanuel students achieve their educational goals</td>
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<tr>
<td>Can develop and maintain productive relationships with colleagues and students at Emmanuel</td>
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<tr>
<td>Can produce quality research, scholarship, or creative work</td>
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<tr>
<td>Understands what kind of institution Emmanuel is</td>
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<tr>
<td>Would enrich the diverse student and community population</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would strive to contribute to Emmanuel’s mission</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would work well in Emmanuel’s culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rate your agreement with the following statements

<table>
<thead>
<tr>
<th>Rate your agreement with the following statements</th>
<th>Strong disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate was well prepared for the interview.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate behaved professionally</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The candidate communicated effectively.</td>
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<td></td>
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</tr>
<tr>
<td>I would be comfortable if this candidate was hired for the position</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Forms available in the Recruitment folder on the portal.
PART II: OBSERVATIONS

1. What strengths and weaknesses did the candidate demonstrate with respect to teaching and advising students?

*Evidence of Strengths*

<table>
<thead>
<tr>
<th>Evidence of Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

*Evidence of Weaknesses*

<table>
<thead>
<tr>
<th>Evidence of Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

2. How is the candidate adequately prepared for the level of scholarly productivity required in this position?

<table>
<thead>
<tr>
<th>Evidence of Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
3. In what ways is this candidate a good match for Emmanuel College and the hiring department?

4. Please share any other comments you have that are relevant to the hiring for this position. Use this space to address specific criteria the hiring department has set for this position.
Student Evaluation Form/ Lunch Interview

Name of Candidate: ____________________________________________

1. Did the candidate ask you questions about your experiences at Emmanuel College?

2. Did the candidate demonstrate knowledge of Emmanuel College's mission, vision and culture? Did the candidate seem committed to working with a diverse student and community population?

3. Did you discuss the candidate's subject area? Please comment:

4. Please add any additional comments:

Name of Student Evaluator (optional): ____________________________ Date: ____________
# Student Evaluation of Presentations

## Faculty Evaluation of Presentations

**Name of Candidate:** ____________________________________________

**Name of Faculty Member:** ________________________ *(please print)*

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was the presenter well prepared?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Was the learning objective clear?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Did the presenter attempt to establish rapport with the audience?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Did s/he demonstrate mastery of his or her subject?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Did s/he present the subject matter in an effective manner?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Were his/her handouts or other learning aids useful?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Did s/he use them effectively?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Did s/he handle questions well?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Did s/he engage the class and hold its attention?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Did you learn something worthwhile from the presentation?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Additional Comments:

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**Signature:** ____________________________________________ **Date:** __________

*Please return this form to the chair of the search committee.*
Telephone Reference Check

Emmanuel College
Faculty Telephone Reference Check

Section 1: APPLICANT INFORMATION
Applicants Name: 
Open position for which candidate applied: 

Section 2: CANDIDATE INFORMATION
(Supplied by Contact Person) References must be worker-related to academic background
Reference Name: 
Phone Number: Email: 
Position Held: Date of Employment: 

1.) What is your association with the applicant?

2.) What opportunities have you had to observe the applicant as a teacher?

3.) What would students at your institution say about the applicant as a teacher?

4.) What would you and other colleagues of the applicant say about his/her commitment to the institution and the profession?

5.) How would you describe the way the applicant works in a group setting?

6.) What do you see as the applicant's strengths?

7.) In what area or areas does the applicant need additional development?

8.) Would you employ the applicant as a teacher if you had the opportunity?

9.) Is there additional information that you feel we should have in considering the applicant for employment as an academic administrator and faculty member?

Signature of Interviewer: 
Date: 

Forms available in the Recruitment folder on the portal.
Orientation
New Employee Onboarding Checklist

The value to Emmanuel College to take the time to appropriately onboard the new employee is essential. Onboarding is a process of acclimating new employees to the College in order to help them feel welcomed and engaged with a clear understanding of their role in the department.

This checklist is set up chronologically to help prepare and manage new employee’s onboarding process. Review this checklist with new employee’s on their first day of employment.

<table>
<thead>
<tr>
<th>Before the New Employee Starts</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Call to officially welcome the new employee after confirmation of his/her acceptance.</td>
</tr>
<tr>
<td>☐ Provide new employee with a contact in the event of a question or issue.</td>
</tr>
<tr>
<td>☐ Create an onboarding schedule for new employee. (See page 31 for details)</td>
</tr>
<tr>
<td>☐ Send an announcement via email to the department announcing the new hire and start date.</td>
</tr>
</tbody>
</table>
### 1st Day Activities for New Employee
- Instruct employee to go to the Office of Campus Safety for an Employee ID.
- Introduce to co-workers.
- Review your department goals and the College’s goals.
- Review class schedule and pay schedule.
- Review appropriate attire for workplace.
- Provide Computer Orientation at desk (Computer sign-in, Shared drives on Network, Email, Emmanuel Portal, College’s Website).
- Give a tour (place to hang coat, washroom, water fountain, vending machine, refrigerator, emergency exit, parking space, dining hall, fitness center, copy center, mailroom, and local ATM).
- Arrange a welcome lunch for new employee.
- Provide an overview of the Colleges of the Fenway.

### Within New Employee’s 1st Week
- Remind employee to complete the mandatory Harassment and Discrimination Training.
- Review job responsibilities, competencies, and expectations.
- Review the college’s mission, strategy, values, functions, policies and procedures; organization of the department; critical members of the department; departmental staff directory, department calendar, confidentiality of information; emergency regulations, health and safety training.
- Schedule weekly or monthly meeting to touch base with new employee.
<table>
<thead>
<tr>
<th>During First 90 Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Review and discuss the employee’s performance goals.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Office of Human Resources Provides:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Provides the employee with all applicable access codes on the first day of employment.</td>
</tr>
<tr>
<td>- Provides the employee with an email and password.</td>
</tr>
<tr>
<td>- Informs the employee of how to order business cards.</td>
</tr>
<tr>
<td>- Provides the employee with policies and Procedures for Human Resources, Information Technology, the Business Office, Emergency Management and Facilities.</td>
</tr>
<tr>
<td>- Instruct employee how to get a College ID.</td>
</tr>
</tbody>
</table>
Onboarding Schedule

The onboarding schedule should include:

- Introduction to department employees and student workers.
- An overview of the department history, operations and traditions.
- Department strategic plan and annual reports.
- Overview of the staff meeting schedule.
- Meetings with colleagues from other departments that the employee will interact with.
- Orientation on applicable technology programs.
- Review of the department’s Portal team site.
- Review the department’s shared drive.
References


Center for Youth Development and Policy Research, Academy for Educational Development.

