



**Eastern Florida**<sup>SM</sup>  
STATE COLLEGE

**SCREENING, SELECTION**  
**and**  
**HIRING HANDBOOK**

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Office of Human Resources  
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# Introduction

Eastern Florida State College is an equal access/equal opportunity institution. The College has developed all policies, procedures, and guidelines to support the achievement of equal employment opportunities. The College has also developed systematic efforts to prevent or eliminate discrimination.

The handbook is designed to provide screening and selection committee members or hiring managers with current information on the College's hiring process, on hiring techniques and methods of selection, and to provide a forum to discuss hiring issues and concerns. Additionally, the committee members or hiring managers will receive current information on the College's Equity Goals.

Faculty committees will be comprised of sufficiently diverse members in the same field or subject area (or from closely related disciplines) for which a candidate is being considered. For staff positions other than a Vice President, the hiring manager of record will generally handle the candidate screening, selection, and hiring. Under unusual, exceptional, or emergency circumstances, the administration reserves the right to waive certain employment procedures/requirements on a temporary basis.

This effort has been designed to assist committees and hiring managers to act quickly, utilize job-related criteria, document all actions and return all materials in a timely manner. The actions advocated by this program also facilitate communication of changes as they occur and impact committees. This emphasis on hiring will improve the caliber and quality of faculty and staff which will, in turn, positively impact student recruitment and retention.

The Office of Human Resources created this handbook to assist the chairs and members of screening and selection committees and the hiring managers at Eastern Florida State College to do their valuable work in a more efficient and effective manner. Each committee chair is responsible for screening all applications. The committee chair is also responsible for scheduling training, ideally at the initial meeting of the committee.

## Performance Objectives

- Readers will have information and be able to discuss and implement the College's hiring procedures and goals.
- Screening committee members, under the chair's leadership, will use the program's methodology and criteria in their screening, interviewing, and selection process to ensure that they select the best possible candidates in a fair and consistent manner.
- Each committee will receive specific equity goals and completion time frames.
- This program will be judged by the evaluations the committee members complete, the reduction in time and processing errors, and the achievement of the College's goals.

# Federal and State Laws Governing the Screening and Selection Process

## College Policy on Discrimination

*Eastern Florida State College is dedicated to providing a nondiscriminatory environment which promotes equal access, equal educational opportunity and equal employment opportunity to all persons regardless of age, race, national origin, color, ethnicity, genetic information, religion, sex, gender, sexual orientation, pregnancy, disability, marital status, veteran status, ancestry, or political affiliation in its programs, activities, or employment.*

## Major Federal Laws Addressing Recruitment and Employment

### *The Equal Pay Act of 1963*

The Equal Pay Act, which is part of the Fair Labor Standards Act of 1938, as amended (*FLSA*), and which is administered and enforced by the *EEOC*, prohibits sex-based wage discrimination between men and women in the same establishment who perform jobs that require substantially equal skill, effort and responsibility under similar working conditions.

### *Civil Rights Act of 1964*

Congress passed the Civil Rights Act in 1964, which was amended in 1972. Several titles were included that essentially forbade discrimination in such areas as education, federally-assisted programs, and the right to vote; coverage was extended to include state and governmental agencies and educational institutions.

“Unlawful discrimination” is defined as unfairness based on one or more of the following factors: race, color, sex (including pregnancy, childbirth, or abortion), national origin, religion, age and physical disabilities. Title VII of the Civil Rights Act deals specifically with employment practices and discrimination, making it illegal for an organization to:

- Fail to hire, refuse to hire, discharge an individual, or otherwise discriminate against any individual with respect to compensation, terms, conditions, or privileges of employment because of the individual’s race, color, religion, sex, or national origin, or
- Limit, segregate, or classify employees or applicants for employment in any way that would deprive, or tend to deprive, an individual of employment opportunities or otherwise adversely affect any employee’s stature because of the individual’s race, color, religion, sex, or national origin.

Although Title VII does not include sexual orientation or gender identity as protected classes on its face, the U.S. Equal Employment Opportunity Commission (EEOC) has taken the position that Title VII protects LGBT individuals. Similarly, in a 2014 memorandum to all United States Attorneys, then-Attorney General Eric Holder stated that “the best reading of Title VII’s prohibition of sex discrimination is that it encompasses discrimination based on gender identity, including transgender status. The most straightforward reading of Title VII is that discrimination ‘because of sex’ includes discrimination because an employee’s gender identification is as a member of a particular sex, or because the employee is transitioning, or has transitioned, to another sex.” In a 2015 internal memorandum, the EEOC instructed its field offices to: (1) accept complaints of discrimination related to “transgender status or gender-identity-related discrimination” under Title VII and investigate those claims as claims of sex discrimination; and (2) accept complaints of discrimination based on sexual orientation under Title VII and investigate those claims as claims of sex discrimination.

### ***Title IX of the Education Amendments of 1972***

This act, an amendment to Title VII of the Civil Rights Act, is a comprehensive federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity. Programs and activities which receive Department of Education funds must operate in a nondiscriminatory manner. These programs and activities may include, but are not limited to employment, admissions, recruitment, financial aid, academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, vocational education, recreation, physical education, athletics, and housing. Also, a recipient may not retaliate against any person because he or she opposed an unlawful educational practice or policy, or made charges, testified or participated in any complaint action under Title IX. For a recipient to retaliate in any way is considered a violation of Title IX, per Volume 34, Code of Federal Regulations, Part 106.

### ***Pregnancy Discrimination Act of 1978***

This act is an amendment to Title VII of the Civil Rights Act which states that a woman affected by pregnancy or other related medical condition must be treated the same as any other applicant in the recruitment and selection process.

### ***Age Discrimination in Employment Act***

In 1967, Congress passed the Age Discrimination in Employment Act (ADEA) which parallels Title VII and prohibited job discrimination against workers between the ages of 40 and 65. The Act was amended in 1978; they raised the upper limit to 70 years of age and eliminated mandatory retirements of federal workers.

ADEA considers unlawful any indication of age preference that would discriminate against the 40-70 age group. The law bans “HELP WANTED” ads with any age specifications such as *25-35*, *young* and *recent college graduate*. An employer can specify a minimum age under 40 if it is job related. Examples include *over 18* or *must be 21 years of age*.

### ***The Rehabilitation Act of 1973, Section 504 and The Americans with Disabilities Act (ADA) 1990***

The Rehabilitation Act of 1973, Section 504, governs programs and activities that receive federal assistance and requires that the covered employer make a reasonable accommodation for a worker’s disability. The Americans with Disabilities Act (ADA) of 1990, amended in 1992, protects disabled individuals from discrimination in employment and other major aspects of everyday life.

Title I of the ADA specifically addresses discrimination in employment. The act requires reasonable accommodation, which is modification or adjustment to the job application process and modification to the work environment in order that a person with a disability can perform the essential duties of a position. The employer is required to take an objective look at the person’s qualifications and how these qualifications match up with the job’s essential requirements. No person can be denied employment if they can perform the duties of the job in question.

The only legal exception to these standards under federal laws (and generally state laws) is when the exception is a bona fide occupational qualification (BFOQ). For example, an employer does not have to hire an individual who cannot stand if standing is an essential part of the job.

### ***The Genetic Information Nondiscrimination Act of 2008 (GINA)***

GINA expands on the areas of nondiscrimination covered by the Civil Rights Act of 1964 and the Age Discrimination Act. GINA prohibits genetic discrimination in addition to avoiding discrimination with regard to race, ethnicity, color, religion, national origin, age, gender, gender preference, physical or mental disability, marital status, veteran status, ancestry, or political affiliation. The regulations broadly define “genetic information” to include an employee’s family medical history and the receipt of genetic counseling or testing. Genetic information acquired by an employer must be stored in confidential medical files.

### ***The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act***

The Clery Act passed in 1990 applies to all colleges and universities receiving federal funding. Among other things, the Clery Act requires institutions to provide prospective employees with a notice containing: (1) a

statement of the availability of the institution's Annual Security Report; (2) a description of its contents; and (3) the opportunity to request a copy, which may be provided via the institution's website. If an institution provides its Annual Security Report via its website, it must also include the exact URL where the report is posted, and include a statement that the institution will provide a paper copy of the report upon request. For the latest Annual Security Report (ASR), click on <http://www.easternflorida.edu/documents/asr.pdf>.

**If an institution solicits applications through an advertisement, the institution is required to provide the ASR notice to those individuals interviewed.** However, it is not a requirement to include the notification in the job advertisement, nor is it required to notify an individual to whom a rejection letter was sent based upon his or her unsolicited employment application. EFSC does include an ASR link on the employment application.

### ***The Patient Protection and Affordable Care Act***

Section 1557 of the Patient Protection and Affordable Care Act, enacted in 2010, commonly known as the Affordable Care Act (ACA), prohibits discrimination on the basis of race, color, national origin, sex, age, or disability in any federally funded health program or activity. Section 1557 builds upon the nondiscrimination protections set forth in Title VI of the Civil Rights Act, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act, and the Age Discrimination in Employment Act.

Section 1557 applies to anyone participating in any health program or activity that receives any federal financial assistance, any health program or activity that the US. Department of Health & Human Services (HHS) administers, or any health plan offered in the Health Insurance Marketplace.

Section 1557 of ACA's sex discrimination prohibition extends to claims of discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity.

The HHS Office for Civil Rights (OCR) is responsible for accepting and investigating complaints under Section 1557.

### **Presidential Executive Orders (EO)**

Presidential Executive Orders are directives generally dealing with contractors who do business with the government. Executive Orders have the force and effect of laws enacted by the Congress of the United States.

#### ***Executive Order 11246***

Executive Order 11246 was issued by President Lyndon B. Johnson in 1965 and has been amended or superseded several times. It imposes an obligation on governmental contractors to ensure nondiscrimination along the lines of the provision for Title VI:

*The contractor will not discriminate against any employee or applicant for employment because of race, color, religion, sex or national origin. The contractor will take affirmative action to ensure that applicants are employed and that applicants are treated during employment without regard to race, color, religion, sex or national origin.*

This EO covers all federal contractors who supply a service to a governmental agency and receive payments in excess of \$10,000 per year. It is the foundation of most affirmative action programs in the public and private sectors of the economy.

#### ***2013 - E-Verify***

Human Resources must confirm the eligibility of employees to work in the United States as a condition for accepting students from other countries or for accepting federal contracts.

#### ***Executive Order 13672***

With Executive Order 13672 President Barack Obama amended Executive Order 11246 in 2014 by substituting the phrase "sex, sexual orientation, gender identity, or national origin" for "sex or national origin." The change prohibits federal contractors from discriminating in employment based on sexual orientation and gender identity in addition to race, color, religion, sex, and national origin.

## *Executive Order, December 2019*

It is the policy of the executive branch to enforce Title VI against prohibited forms of discrimination rooted in anti-Semitism just as it does against other forms of discrimination prohibited by Title VI.

## **Florida State Statutes**

### *The Florida Education Equity Act, Section 228.2001*

The Florida Education Equity Act, Section 228.2001 of the Florida Statutes became law in June 1984. This law prohibits discrimination on the basis of race, national origin, gender, disability, or marital status against a student or employee in the system of public education.

Each public educational institution is required to conduct a self-analysis and adopt a plan to ensure compliance with the Equity Act. Since 1985, Eastern Florida State College has published an annual report updating its plan. Eastern Florida State College has set goals for faculty, staff and students to correct any under-representation that may exist as required by the Act.

### *Florida Open Records and Public Meeting Laws, Section 286.11*

All meetings, notes and records of screening and selection committees are subject to the open records and meeting laws, also known as the sunshine laws. Specifically:

- All meetings are open, and any interested party may attend. This can include other applicants. However, meetings do not have to be announced publicly or in advance of the meeting.
- All notes, records and scoring sheets are public records. Records include paper records and files, electronic documents and videotapes of interviews.
- Each member is responsible for ensuring that any official notes, records and scoring sheets are given to the chairperson.
- The chair is responsible for presenting and forwarding all records to the Office of Human Resources (HR). HR will place the records in the recruiting file for that position and maintain the entire record for **four** years as required by state statute.
- All recruiting records including applications, resumes, reference checks, records of meetings, scoring sheets, official notes and videotapes may be reviewed by any interested party. Copies may be made at a nominal cost.
- The timing of the request to review records must be reasonable and will be done with supervision.
- Requests to review records should be directed to HR. Records for searches currently underway are in the possession of the chair of the committee.

### *The Florida Immunity from Liability and Employer Presumption against Negligent Hiring, Sections 768.095 and 768.096*

Florida Statutes provide immunity for employers who disclose information about a former or current employee to a prospective employer upon request of the prospective employer or of the former or current employer. Employers are immune from civil liability for such disclosure or its consequences. This immunity does not exist if it is shown by clear and convincing evidence that the information disclosed by the former or current employer was knowingly false or violated any civil right of the former employee protected under chapter 760.

In a civil action, under certain circumstances, an employer is presumed innocent of negligent hiring if the employer conducted a background investigation that did not reveal any information that reasonably demonstrated unsuitability of the prospective employee. The background investigation must include:

- Criminal background investigation from FDLE,
- Reasonable effort to contact references and former employers,
- Completion of a job application that includes specific information,
- Written authorization and a check of the driver's license records if relevant,
- Interview of the prospective employee.

### ***Education Records Retention Guidance***

The Florida Department of State publishes records schedules and requirements for administrative and program functions common to government agencies. In order to comply with the sources listed below, the College must retain the following records:

- Applications: Employment (Not Hired), 4 years after application deadline;
- Employee Eligibility Records (I-9), 3 years after expiration of eligibility;
- Search Committee Records, 4 years after position filled.

Sources: General Records Schedule GS1, State and Local Government Records, General Records Schedule GS5, University and Community College Schedule.

### **Affirmative Action, Equity and Diversity Initiatives**

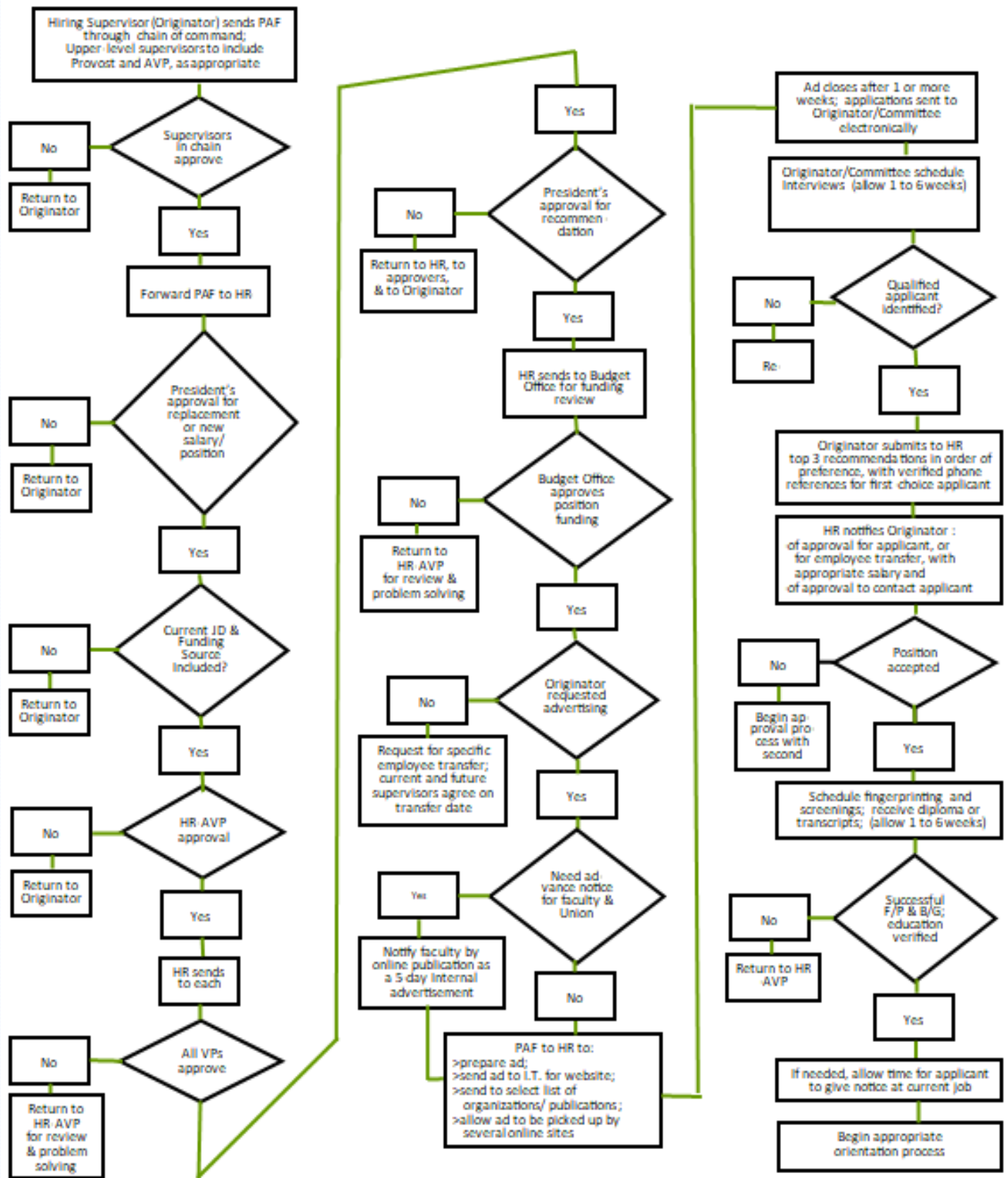
Annually, the President provides the Executive Director, Florida College System, a comprehensive update detailing the College's diversity initiatives. This report is called the Equity Plan which is approved by the Board of Trustees annually.

The College's goal is to recruit and have a diversified workforce and student body. It is imperative that each Screening and Selection Committee member understand his/her role in the College's commitment to Equity Goals. Each Committee Chair should have a copy of the current [EFSC Equity Report](#) that is available on the College's Human Resources web pages.

Committees and hiring managers are expected to maintain a standard that reflects EFSC values and priorities. Committees and hiring managers can institute positive changes through hiring practices that promote diversity, equity, and inclusion.

As an important part of the hiring process, committee members and hiring managers have the same accountability and duty as do College Administrators. The laws, regulations and procedures govern committee deliberations in the same manner that they govern the actions of members of the Administration.

# The Hiring Process



# Personnel & Employment Administration - Request to Fill Position Vacancy

Before the hiring manager can add or replace a position, the hiring manager must complete an online *Personnel Action Form* (PAF). This form enables the hiring manager to inform critical College departments that there is a hiring need in a specific department; also, it is the vehicle by which the College funds positions. If the PAF request is approved, the hiring manager may continue with applicant recruitment and selection.

## Initiating the PAF

The hiring manager begins the PAF process by going to the College web site, [www.easternflorida.edu](http://www.easternflorida.edu), and logging into *myEFSC*. The single sign-on will look like one of the examples below.

Type your “Username” and “Password,” then press the “Sign In” or “Login” button or press “Enter” on the keyboard. (same EFSC credentials used to log in to your computer)

	<p>From the list under <a href="#">EFSC Employee Applications</a>, click on the down arrow to the left of the “Launch” button; choose <i>Personnel and Employment Administration</i> and click on the “Launch” button.</p> <p>This will bring up the main menu from which the <i>Personnel Action Form</i> will be selected (see item below with arrow).</p>
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**Personnel & Employment Administration**


**Main Page**

- Personnel Action Form**  
Submit a personnel action form.
- [PAFs To Human Resources](#)
- [Search for Your Submitted PAF](#)
- [Search for Your Approval](#)
- [Personnel Submission Report](#)
- [Personnel Administration](#)
- [Sign Out](#)  
To protect your privacy, please sign out when you are finished using the system.

## Completing the PAF

After the *Personnel Action Form* has been selected, the system will open the *Personnel Action Form* window and it will be ready for input. The hiring manager will indicate whether this is (A – below) a new position, an existing position reclassification, a replacement, a salary adjustment, or a transfer.

Indicate whether this position is (B – below) faculty or staff and whether (C – below) full time, part time or temporary. If the position is part time, indicate the number of hours per week. If the position will be temporary, indicate the start and end dates.



### Personnel & Employment Administration

#### PERSONNEL ACTION FORM

Please fill in the following and click on the "Review Request" button

- \* Indicates Required Information
- \* Vice President has reviewed position and obtained approval from the President  Yes  No
- \* Reviewed and approved by all Vice President  Yes  No

**\* Position Information**

- New Position
- Position Reclassification Request
- Replacement
- Salary Adjustment
- Transfer of Position and/or Employee (If funds go with the position, explain in Justification/Purpose of Request)

**\* Category**

- Faculty
- Staff

**\* Work Schedule (per Procedure 301.8)**

- Full-Time
- Part-Time Hours per week:

If Temporary: Dates: Start:  End:

Must be checked or PAF will be returned to originator

A

B

C

<div style="border: 1px solid black; padding: 5px;"> <h4 style="background-color: #e1ecf4; margin: 0;">Additional Information</h4> <p>* <b>Position Title</b> <input style="width: 400px;" type="text"/></p> <p>* <b>Department</b> <input style="width: 200px;" type="text"/> <input type="checkbox"/> New Department (Explain in Justification/Purpose of Request)</p> <p><b>Name of previous employee if applicable:</b> <input style="width: 200px;" type="text"/></p> <p>* <b>Campus</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Cocoa</li> <li><input type="radio"/> Eastern Florida Online</li> <li><input type="radio"/> Melbourne</li> <li><input type="radio"/> Palm Bay</li> <li><input type="radio"/> Titusville</li> </ul> <p><b>Anticipated Effective Date</b> <input style="width: 100px;" type="text"/> <a href="#">Calendar</a>  <small>(Format: MM/DD/YYYY) (Actual Effective Date Determined by HR)</small></p> </div>	<p>Enter the additional information requested—title, department, previous employee if this is a replacement position, campus location, and the anticipated or desired effective date.</p>
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## Budget Information

<p><b>Budget Information</b></p> <p>Salary/Hourly Rate <input type="text"/></p> <p>* <b>How is the position being funded?</b> List index(s), previous position, combination of positions, new funding source, etc.</p> <p>Please do not cut &amp; paste from Microsoft Word.</p> <div data-bbox="227 336 1144 724"> </div> <p>* <b>Justification/Purpose of Request</b></p> <p>Please do not cut &amp; paste from Microsoft Word.</p> <div data-bbox="227 787 1144 1176"> </div> <p>To request a new computer and/or phone for this position, submit an IT Request at least two weeks before the employee is to report to work. <a href="#">Click here to send an IT Request.</a></p>	<p>Complete the Budget Information section:</p> <p>Enter the salary or hourly rate set for this position or desired compensation amount,</p> <p>Identify the funding source(s) and give details helpful to the chain-of-command reviewers.</p> <p>The system requires that the hiring manager provide written justification for the position—explain why a new position is necessary, or why a vacated position should be filled, or why filled as full-time as opposed to part-time, etc.</p> <p>If currently not available for the requested employee, a computer and/or a phone must be requested, giving I.T. time to order or prepare equipment.</p>
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## Required Job Description Attachment

<p><b>Required Attachment: The PAF will not be processed without CURRENT, COMPLETE and ACCURATE forms.</b> (Up-to-date templates are located in the EFSC Document Center.)</p> <p>* <b>Job Description</b> <u>Must submit completed job description, limit your file name to 30 characters.</u> <u>No Typing.</u> Click the Browse button below to navigate to the file.</p> <p><input type="button" value="Choose File"/> No file chosen</p>	<p>The hiring manager is required to provide a <b>completed</b> job description.</p> <p>Select the “Choose File” option if a job description has already been completed and saved in a personal computer file.</p>
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If a job description has not been prepared, then:

	<p>From <i>myEFSC</i>, click on the EFSC <i>Document Center</i> icon.</p>
	<p>On the initial Document Center listing, select <i>Human Resources</i>.</p>
	<p>Select the <i>Job Descriptions</i> folder.</p>
	<p>Select the <i>Job Description Template</i>.</p> <p>The template will include instructions to assist you;</p> <p>drag/drop file to your Desktop for easy access and saving;</p> <p>modify the template to create a job description for the successful applicant.</p>

## Job Description Template

Instructions for completing the Job Description Form precede the form.



### JOB DESCRIPTION

**POSITION TITLE:** Click here to enter text.  
**REPORTS TO:** Click here to enter text.  
**DEPARTMENT/DIVISION:** Click here to enter text.

<b>HR USE ONLY</b>	
GS RATING:	<input type="text"/>
CLASSIFICATION:	<input type="text"/>

#### POSITION SUMMARY:

Click here to enter text. Summarize the position's responsibilities and role in the department in no more than 4 sentences. Why does the position exist, how does the position function within the department

#### ESSENTIAL JOB FUNCTIONS (functions include, but are not limited to):

Click here to enter text: List between 4 to 6 essential functions, in descending order of importance and time required, along with the duties within each. When describing an essential function use the following pattern: Strong Action Verb + Subject + Duties/Activities.

#### NON-ESSENTIAL FUNCTIONS/DUTIES (functions include but are not limited to):

Click here to enter text: Marginal tasks/functions that are non-essential or not primary to the position.

#### QUALIFICATIONS:

Click here to enter text: Include minimum qualifications for formal training, education, certifications, licensures, and/or working experience.

#### SPECIAL CONSIDERATIONS FOR WORKING CONDITIONS/PHYSICAL EFFORT:

Click here to enter text. Identify the working conditions and physical demands which relate to the essential functions of the position.

This job description is not intended as an employment contract; however, it does indicate typical tasks and degree of difficulty. An employee may also be required to follow other instructions or perform other reasonable duties. Listed job duties may be changed to modify current duties or to include new job duties; EFSC reserves the right to make any revisions that it deems necessary, without notice.

This fully executed job description becomes evidence of sufficient job requirement disclosure. Please sign and date this document as verification of acceptance.

\_\_\_\_\_  
Print Employee Name                      Employee Signature                        
Date

\_\_\_\_\_  
Print Supervisor Name                      Supervisor Signature                        
Date

When creating the job description, please be aware of the College’s equal opportunity statement. Write the job requirements as broad as possible while still including essential duties and qualifications. Broader requirements will seem more inclusive.

<p>Please use following link to search for your supervisor: <a href="#">[Lookup Supervisor]</a></p> <p>* <b>Supervisor</b> B Number: <input type="text"/></p> <p>First Name: <input type="text"/></p> <p>Last Name: <input type="text"/></p> <p><input type="button" value="Review Request"/> <input type="button" value="Main Page"/> <input type="button" value="Sign Out"/></p>	<p>In order to complete the PAF request, the hiring manager must identify to the system his/her (the hiring manager’s) supervisor; the system provides a link to enable a supervisor lookup.</p>
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### *Reviewing the Request*

Once the hiring manager has finished inputting the information into the PAF system, he/she should click on “Review Request” to complete the process.

Once the hiring manager has reviewed the PAF for accuracy and is ready to submit the PAF to the immediate supervisor, select the supervisor’s name in order to send the PAF for approval.

### **Approval Process for PAF Request:**

The completed PAF requires various levels of approval, beginning with the hiring manager’s supervisor. It then routes to:

- President (when required) – for initial review/approval,
- Provost (when in chain of command) and/or appropriate Vice President– for initial review/approval,
- Human Resources – for review,
- Budget Office - for funding review, and
- Human Resources again – for final approval.

## The Posting Process – Recruitment

Once a position is approved through the PAF process, the Human Resources Department creates a job announcement and sends the job announcement via e-mail to the hiring manager for review/edit/approval. The hiring manager will identify for HR the names of committee members who will need access to the applications that HR receives in response to the job announcement.

The hiring manager identifies whether the job is advertised internally only (within the College) or internally and externally. HR posts internal openings for five (5) business days on the EFSC web site and posts approved external openings for ten (10) business days on the EFSC web site and/or other selected recruitment sources.

Mr. Smith,

Attached you will find a draft job announcement for the position of **Administrative Support Assistant**.

Please review the announcement and let me know if you would like any changes made to it. Please indicate if you would like this position announced internally only or externally (open to both EFSC employees and to the public) and to whom you would like the applications to be sent.

I will wait to hear from you before I do anything further with this announcement.

HR  
Specialist  
Ext. 1234

**Sample Hiring Manager E-Mail**

HR will **NOT** do anything further with this announcement **until a reply is received from the Hiring Manager**. In order for the process to flow smoothly, the hiring manager must respond in a timely manner to HR by e-mail.

Once the hiring manager approves the job announcement, HR opens the position on the EFSC website and announces the position through *EFSC Titan Today* e-newsletter. After the position closes and applications are processed, HR sends an e-mail to the hiring manager which will identify the next steps.

### Applicants

All applicants must complete an on-line employment application **and** attach their application to the open position **before** the closing date noted on the job announcement.

Applicants must have official transcripts (as appropriate for the position) sent from the awarding institution directly to the Human Resources Office. Transcripts issued to a student are not considered official.

Issuing institutions have the option to mail the transcripts to:

EFSC / Human Resources  
1519 Clearlake Road  
Cocoa, FL 32922

or to submit them electronically through a secure delivery service such as *National Student Clearinghouse* or *eScriptSafe*.

# Screening and Interviewing Applicants

The ideal way to begin the screening and selection process is for the committee to meet before the applicant pool is ready. This will allow the committee to address the first of its four fundamental tasks. Those tasks are:

- Organize,
- Screen applicants,
- Interview candidates,
- Recommend finalists.

## Responsibilities of the Chairperson / Hiring Manager

It is the responsibility of the chairperson/hiring manager to keep the committee on task, to provide organizational skills and leadership, and to ensure that proper documentation is done at each stage of the process.

The chairperson of a faculty committee should survey the screening and selection members to determine date and time of the first meeting. Prior to the first meeting, the chair should meet with the Campus Provost or appropriate administrative member to receive information regarding the profile of the successful candidate.

The chairperson/hiring manager should have on hand for the first meeting:

- A copy of or a link to the Screening, Selection, and Hiring Handbook;
- A copy of the job description for the position to be shared with the candidates.

The chairperson for faculty selection should also refer to CBA 6.13 Selection of New Faculty, which is referenced in the Equity Report, Part III (C)(1) of the College Employment Equity Accountability Plan.

### First Meeting

Tasks to achieve include:

- Welcome. The chair/hiring manager will introduce and welcome each member.
- Candidate profile. The chair and the committee will review the profile of the successful candidate.
- Schedule. Gain agreement on location and time for committee meetings.
- Review. Review the *Screening, Selection, and Hiring Handbook*, the job description for the position, as well as pertinent laws and time frames. A member of Human Resources may be invited to conduct training and to facilitate an open discussion on the process.
- Conduct. Committee members should be advised of their duty to respect each candidate and not to casually discuss information from committee deliberations. The integrity and fairness of the process must not be compromised. [Florida's public meeting laws](#) govern all meetings of screening and selection committees; there is no statutory exemption for interviews for public employment.

If these activities are not conducted in the first meeting, they must be done in the second meeting.

### Second Meeting

Schedule the meeting after the recruitment deadline has closed. Tasks to achieve include:

- Applicant screening. Discuss the size of the applicant pool and determine the method with which the applicants will be screened.
- Ground rules. Determine by consensus, if possible, the ground rules for the committee.

The committee will conduct a review of the requirements for the job to be filled and collectively agree on any criteria that will be used to review each application. This will narrow the total applicant pool in order to have a reasonable number of candidates to interview. Criteria must be job-related, non-discriminatory, and **must** include minimum qualifications requested on the advertised vacancy announcement.

Minimum standards for faculty are a master’s degree from a regionally accredited or CHEA-recognized institution and 18 graduate-level hours in the discipline to be taught.

Examples of more rigorous screening standards include:

- Earned doctorate,
- Professional teaching experience,
- Experience in a college,
- More experience than the minimum required,
- Special skills or expertise,
- Academic achievement,
- Professional achievement,
- Community involvement.

In addition to the positive standards, the committee may wish to adopt standards to eliminate applicants whose information contains:

- Unexplained time gaps in employment,
- Incomplete information,
- Applicants whose education, experience or training is not relevant to the position,
- Pattern of job-hopping or questionable reasons for leaving positions,
- Degree(s) from substandard institutions or programs,
- Transcripts that reflect marginal or inappropriate academic standards.

Incorporate the minimum qualifications and standards adopted by the committee and compile them for inclusion in the final packet that is returned to Human Resources. Take care in accepting experience substitutions to ensure that those exceptions are consistent with accreditation standards. Questions regarding standards should be directed to the College’s credentialing staff member(s) in the Office of Human Resources. The HR determination is final.

### ***Screening Meeting(s)***

Committee members may review the applications as a committee or individually.

### ***Ensuring Consideration of Minorities***

It is the mission of everyone who is associated with the recruitment of faculty and staff to improve the representation of minority groups within the College and to bring minority representation of faculty and staff to a level that meets or exceeds that group’s level of representation in Brevard County. Committee members should review the applications with the understanding that EFSC is committed to providing equal access and equal opportunity for all and should conduct activities without discrimination. In order to implement this concept in the area of employment practices and procedures, the Human Resources staff will review proposed employment decisions with the intent of ensuring equity.

Using the “two in the pool effect” has been found to increase minority hiring. If there are two minorities or two females in the final candidate pool, the chances for hiring a minority or a female are much better.

A copy of the current [EFSC Equity Report](#) is available on the Human Resources web page.

### ***Final Screening Meeting***

- Finalize the list of candidates to be interviewed.
- Determine the specific steps in the interviewing process, including how the interviews will be conducted, who will contact the potential interviewees, what questions will be asked and in what order, and the format for the interview. **Note:** see sections on *Conducting Interviews* (pages 26-29) and on *Sample Interview Questions* (pages 44-47) in this manual.

- If the candidate will be asked to conduct a teaching demonstration, determine and communicate the rules of that exercise to each candidate.

### **Final Meeting**

The committee's last meeting should be to determine the finalists that will be recommended. The chair/hiring manager will recommend a minimum of three (3) finalists. All meeting documentation must be forwarded to the Office of Human Resources at this time, using the *Personnel and Employment Administration Form* on-line (see pages 32-34).

### **Order and Administrative Issues**

From time to time, there may be situations that arise in the course of a committee's work that must be addressed. Several common situations are:

- Replacement of members. If a member must be replaced, be sure to maintain the committee's diversity. The chair may contact HR for suggestions regarding any substitutions or modifications.
- Team building. Consider using team-building methods such as brainstorming and consensus to increase communication and build trust.
- Contact others. Contact other chairs and committee members to determine what was effective and adopt their successful techniques.

### **Tips to Avoid Hiring Delays**

In order to avoid hiring delays and to receive a positive response from HR, pay special attention to the items that sometimes cause delays:

- Interview and recommend as soon as possible after the advertisement closing date;
- Prior to recommending the finalist(s), please ensure that each finalist has met ALL the minimum qualifications for the position as requested on the advertised vacancy announcement.
- Each finalist should show the type of degree received in the educational section and all certifications received in the certification section.
- If an applicant requests Veterans Preference AND the applicant meets the minimum requested qualifications, please interview the applicant. If the applicant is interviewed but not selected as a finalist, make a note on the interview form so HR will know why the applicant was not selected.
- References cause some delays. Of the three references required, two **must** be from previous supervisors. If an applicant meets minimum qualifications but has limited employment history and has not had two previous supervisors, then email the AVP of HR for permission to submit the references given. Applicants (except adjunct faculty and student assistants) may not use EFSC employees as references.
- The application requires 10 years of uninterrupted employment history. A gap of more than a month should be explained: illness, child raising, caretaker for family member, volunteering (for whom), job hunting, attending school, etc.
- Applicants with less than 10 years of history should ensure that the date of graduation from high school or college is listed in the appropriate area of the application.
- The application is the hiring document, not the resume. If "see resume" is written on the application, it becomes an incomplete application.
- Interview Form comments are required only for those applicants interviewed and for veterans (if not interviewed, noting why the veteran was not interviewed).
- Once the Interview Form has been submitted, remember to follow up with an email of recommendation; refer to the *Interview Form Follow-Up* paragraph in the *Completing the Interview & Selection Process* section of this handbook (page 34).

# Personnel & Employment Administration - Accessing Applications for Interviews

## Next Steps for Chairperson / Hiring Manager

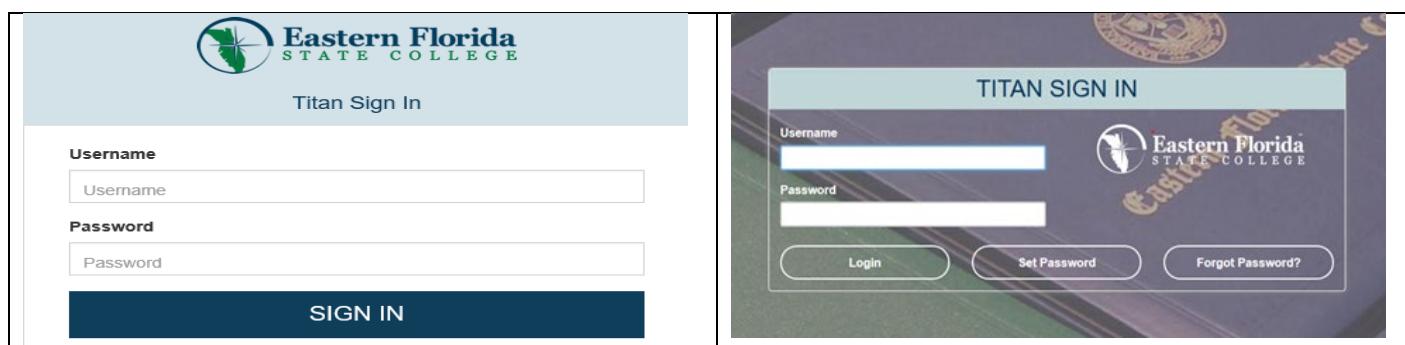
HR collects all applications electronically and provides application access to those individuals that the hiring manager designates. The individuals who need access include the chair or the hiring manager and all the members of the screening and selection committee. These individuals must:

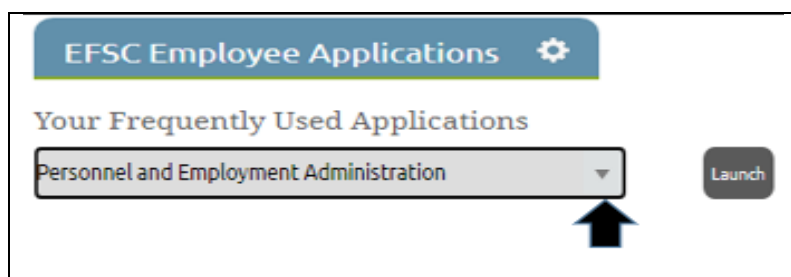
- Review all the applications,
- Interview qualified applicants,
- Complete Interview Form,
- Submit *Interview Form* to Human Resources.

## Reviewing the Applications

To access applications for the position, the hiring manager or the chair and the committee must follow the same steps that they followed to initiate a PAF. Begin the process by going to the College web site: [www.easternflorida.edu](http://www.easternflorida.edu) and logging in to *myEFSC*. The single sign-on will look like one of the examples below.

Type your “Username” and “Password,” then press the “Sign In” or “Login” button or press “Enter” on the keyboard. (same EFSC credentials used to log in to your computer).



	<p>From the list under <i>EFSC Employee Applications</i>, click on the down arrow to the left of the “Launch” button; choose <i>Personnel and Employment Administration</i> and click on the “Launch” button.</p> <p>This will bring up the main menu which will list the <i>Hiring Manager Options</i>.</p>
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For regular **Staff or FT Faculty** positions, the hiring manager or chair will receive the email notification that applications are available to review.

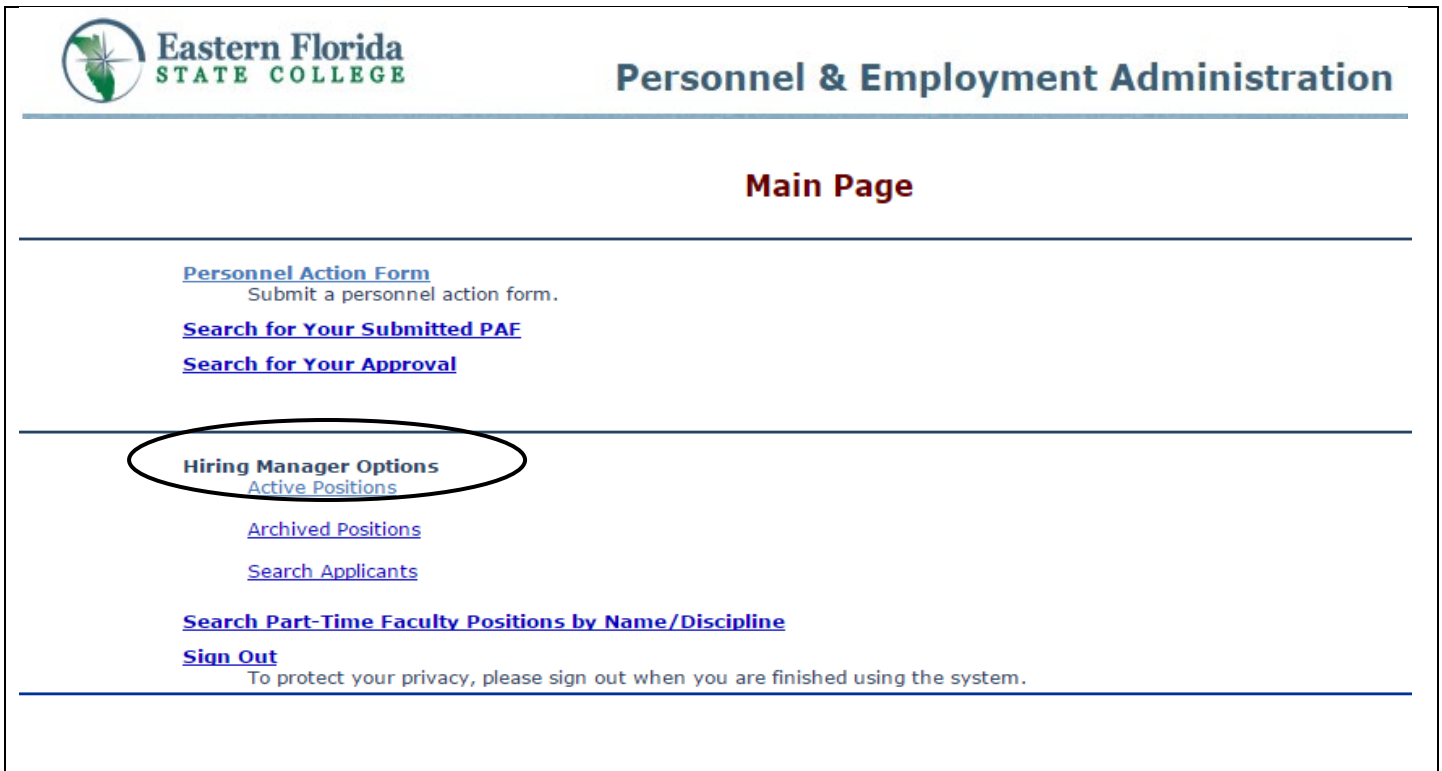
For “**open until filled**” or “**ongoing**” **Staff or FT Faculty** positions, check the system periodically for new applications that may have been received for the position.

For **Part-time Faculty** positions/applications, check the system whenever adjuncts are needed. Applications are added to the “pool” on an ongoing basis.

***Applications may be printed; however, after use ALL printed applications MUST be placed in a locked shredding bin. The bins are located on all campuses.***

***Applications and resumes MUST NOT be thrown in the trash or recycle bins unless they are shredded.***

Select "Hiring Manager Options:" on the PAF screen to access the applications.



**Eastern Florida STATE COLLEGE**

**Personnel & Employment Administration**

**Main Page**

[Personnel Action Form](#)  
Submit a personnel action form.

[Search for Your Submitted PAF](#)

[Search for Your Approval](#)

**Hiring Manager Options**  
[Active Positions](#)

[Archived Positions](#)

[Search Applicants](#)

[Search Part-Time Faculty Positions by Name/Discipline](#)

[Sign Out](#)  
To protect your privacy, please sign out when you are finished using the system.

In the "Hiring Manager Options" window for "Active Positions" there is access to:

- View the Job Announcement for Minimum Qualifications,
- Check Veteran Status (on non-faculty applications),
- View Applications,
- View Resume if attached,
- Submit Interview Date, Rank and Reference Checks.

Active Position(s)			
Position	Position #	# Applicants	# Interviewed
Tennis Center Attendant - Athletics, Melbourne	081920-002H	10	2
<b>Position Status:</b> Position Closed, Finalist selected <b>Applications for this position are currently not available because the position is still open or interviews have been conducted or a recommendation has been submitted.</b> Submitted to HR on 10/27/2020 10:23 AM			
Assessment/Testing Proctor - (Revised) - (Re-Advertised) - Testing/Assessment Centers, Titusville	101719 - 003H	49	8
<b>Position Status:</b> Position Closed, Finalist selected <b>Applications for this position are currently not available because the position is still open or interviews have been conducted or a recommendation has been submitted.</b> Submitted to HR on 10/05/2020 10:25 AM			

The “Hiring Manager Options” window will list **all** the positions to which a specific committee, interviewer, and/or hiring manager are allowed access. Click on the “View Applications” for the position selected for review.

Active Position(s)				
Position	Position #	# Applicants	# Interviewed	3 Finalists
Adjunct/Part-time Faculty, Credit and Non-Credit (On-going) <a href="#">View Applications</a> ←	012104-001F	10232	0	
Position Status: Open, Accepting Applications				

### Position Status and Applicant Information

The “Hiring Manager Options” screen displays all the positions for a specific hiring manager or a member of the search committee. For each position, the position status, position number, number of applicants, and interview information is listed.

The Department Chair/Program Coordinator has the option to search for Adjunct Faculty by Discipline, Day/Time, and Campus Preference.

“Position Status” is indicated for each position. Applications cannot be reviewed while a position is open; however, when the position has closed and applications are available, the selected reviewers will receive notification by email. Applications are ready for review when the “Position Status” indicates the “Position Closed, Committee reviewing applications.”

Nursing Instructors (165 Contract Days) - Melbourne (5 positions) <a href="#">View Applications</a>	091420-001F	11	9	1. F 1. G 1. C 1. E 1. N	<input type="text"/>
Position Status: Position Closed, Committee reviewing applications Submitted to HR on 11/05/2020 03:51 PM					Submit Interview To HR <b>(Interview sheet has not been sent to HR)</b>
Simulation Lab Coordinator - Health Sciences Institute, Melbourne	080620-001C	7	5	1. M 2. E 3. D	<input type="text"/>
Position Status: Position Closed, Finalist selected Applications for this position are currently not available because the position is still open or interviews have been conducted or a recommendation has been submitted. Submitted to HR on 10/21/2020 10:29 AM					
Simulation Support Technician - Health Sciences Institute, Melbourne	091420-001C	3	2	1. 3.	<input type="text"/>
Position Status: Position Closed, Finalist selected Applications for this position are currently not available because the position is still open or interviews have been conducted or a recommendation has been submitted. Submitted to HR on 10/21/2020 10:31 AM					
<input type="button" value="Main Page"/> <input type="button" value="Sign Out"/>					

The screening and selection committee/hiring manager reviews the applications and selects a list of best candidates. The committee/hiring manager contacts the selected candidates, interviews them, and determines the best candidates for the position. Once they complete the interviews, the selection committee/hiring manager submits the recommendations to HR, the “Position Status” indicates “Position Closed, Finalist selected,” and applications are no longer available for review.

If the applications are returned to the committee/hiring manager for further review, the “Position Status” will indicate “Position Closed, Committee reviewing applications.” The date that the interview form was originally submitted to HR will show below the “Position Status.”

# Conducting Interviews

This section provides guidance for the chairperson, committee members, or hiring manager conducting an interview. The interview may be the most important part of the selection process and it is the most difficult and dangerous part. Federal and State laws set the rules for interviewing.

For every candidate, his/her interview experience will define and represent the College. For the interviewer(s), job interviews present a situation that could result in a significant number of legal problems. One wrong question could initiate a discrimination lawsuit. Always preplan the interview, create a list of questions, adhere to the list, and make sure every question asks for job-related information that will aid the selection process. **If a question is asked that violates federal or state discrimination laws, the interviewer is subject to being sued, as is the College.**

Be aware of the risks during the beginning of the interview while trying to make the candidate comfortable. The interviewer and the candidate are trying to build a rapport with each other, and the conversation can unexpectedly become illegal. For example;

- “Tell me about yourself” can result in a candidate mentioning another country as a birthplace.
- If the interviewer asks whether the candidate is legally authorized to work in the U.S., then that question **MUST** be asked of every other candidate for that position—not only those who appear to be foreign.
- If the candidate notices family photos in the office and asks about the interviewer’s family, the same inquiry cannot be made of the candidate.

Use general ice-breaker topics:

- Ask whether there was any difficulty finding the campus/building/room;
- Ask where the candidate found information about this job opportunity;
- Give longer introductions (a little background on each interviewer in the room);
- Expand on position-related information (description of essential job functions and skills);
- Share information regarding the interview (the type of questions that will be asked, how long the interview will take, the approximate time before a decision will be made);
- Invite the candidate to ask questions of the interviewer(s), etc. as safe territory for rapport-building conversation.

If a candidate reveals information on a subject about which an interviewer is not allowed to ask, do not pursue the topic. The “applicant-brought-it-up” excuse does not hold up in court.

Always say “maybe.” Even if the interviewer knows the candidate will not work out, he/she should say that there are more interviews scheduled or that the candidate will be among those who will be considered for the job in order to avoid possible litigation.

## Outline and Organization

When a committee conducts an interview, it is important that all committee members participate and are involved. Each committee member represents Eastern Florida State College. Their demeanor, level of interest and professionalism are critical.

Typically, interviews are organized as follows:

- The chair introduces the candidate to each member of the committee and describes the process that will take place.
- The chair offers the candidate an opportunity to make a general statement to the committee.
- Questions are asked of the candidate in a predetermined order. A committee member or clerical support employee from the chair’s office is assigned the responsibility to record the candidate’s responses.

- The teaching demonstration (if applicable) is conducted.
- The chair offers the candidate the opportunity to make closing remarks.
- The chair thanks the candidate and closes the interview.
- Each committee member records his/her notes.
- If the committee has agreed to discuss each candidate after each interview, it will take place at this time.

Structure the interview in a manner so that the committee can acquire information regarding the qualifications of the candidate to do a specific job. Discuss specific topic areas in a standard manner. This is important. It serves to ensure that we evaluate all candidates on the same basis. Combine the interview results with other selection information in order to make a final determination of acceptance, to forward as a finalist, or to reject.

View the interview as a means of sharing specific information about the College and about the position with candidates. The structure of the interview is important; make sure that specific guidelines are in place and that you adhere to them. Observe the following guidelines in conducting the interview:

- The committee should review the questions, criteria, and the candidate's information prior to the start of the interview.
- If there are areas in the information provided by the candidate that need clarification, identify those, agree to them and, prior to the interview, assign them to a committee member to address during the interview.
- If possible, conduct each interview in the same manner and at the same location.
- Gather the same information on all candidates; ask the same general questions of each candidate.
- Avoid hiring standards, questions and comments that are not job-related.
- Avoid personal comments.
- Be respectful of the candidate's time, information, and effort. Be responsive.
- The same committee members should interview all candidates.

### **Beginning the Interview**

Hold the interview in a comfortable setting that is free from interruptions. A private office or a conference room is ideal. The committee should attempt to make the candidates feel supported, as well as important, and should attempt to establish a friendly atmosphere. Spend a minimum amount of time on the opening, just enough to attempt to relax the candidate. Advise all candidates that you will be taking notes during the interview.

One way the interviewer can begin the interview is by providing the candidate with some general information about the College. Another effective way to start the interview is to discuss the interview structure with the candidate. For example:

*Before we begin the interview, I would like to explain the interview format to you. The purpose of the interview is to learn more about your credentials and to give you the opportunity to learn more about Eastern Florida State College and the position for which you are interviewing. Let me start by introducing the members of the screening and selection committee.*

Explaining the interview process puts the interviewer in control of the interview by establishing structure from the inception of process and by providing a guide to follow.

### **Asking Questions**

The interviewer should begin the process by defining the area broadly for the candidate, using an open-ended question. The purpose of the interview is to gather predictive information about the candidate's suitability for the job. Therefore, the interviewer's skills of listening, probing, reflecting, summarizing and evaluating are important and are now put to the test. Effective listening skills and good mastery of the interview questions allow the interviewer to maintain control and project well. **(See the Appendix for sample questions that may be asked as well as for questions that should be avoided, pages 36-47.)**

The following are common errors made in conducting the employment interview:

- Talking too much. The candidate should do most of the talking. Excessive talking by the interviewer interferes with the interviewer's ability to hear what the candidate is saying.
- Jumping to conclusions. This is usually done when emphasis is placed on subjective factors, such as how a candidate is dressed or shakes hands, rather than on objective data.
- Relying on first impression. It is a common tendency to rely too much on one piece of initial information and discount any information that follows.
- Finding comfort in similarities. Candidate ability should not be judged on attending the interviewer's alma mater, common interests, or a work experience similar to that of the interviewer.
- Halo or horn effects. The interviewer should not focus on one positive or negative item that causes the interviewer to disregard other facts that may indicate the candidate is or is not a good fit for the job.
- Rehashing the application. Time is too valuable to repeat information. Use the information on the application to seek clarification, explanation or amplifications.

To avoid the errors outlined above, each interviewer should be aware of any inappropriate cues that may be given (verbal and nonverbal) that indicate approval or disapproval. Also be careful not to ask leading and loaded questions that telegraph the answer you would like to receive. The best defense against biases is to know your own and to guard against them.

### ***Moving from Topic to Topic***

The committee should refer to the interview guide or outline and choose the next topic area to explore. Again, when using a structured interview format, the topic area should be clearly outlined before the interview.

The open-ended question technique is usually the most positive and usually the most productive form of questioning. With this technique you frame the question so that the candidate has the opportunity to expand the response and to give a full and open answer in the interview. It is more effective to ask open-ended questions, that is, questions that cannot be answered by a YES or NO answer. The interviewer should ask questions that encourage the candidate to talk freely and openly.

The following words typically appear at the beginning of an open-ended question:

- How,
- When,
- Describe,
- Characterize,
- Give an example of...,
- Explain.

*Remember that the purpose of the interview is to gather information about the candidate's suitability for the job. Therefore, it is important to allow the candidate to express ideas and relay information in a detailed manner. The atmosphere should be conducive to encouraging the free flow of information.*

### ***Listening***

Good listening skills are important in the interviewing process. Effective listening involves concentration on what is being said by the other person, almost to the exclusion of all else. The ability to listen is a discipline that can be learned and mastered. Listening attentively allows the interviewer to gather the information needed to effectively evaluate the candidate. Avoid talking among committee members during the interview. It is counter-productive and rude.

### ***Asking Follow-up Questions***

Sometimes the candidate's response to a question may not be sufficient or does not provide the committee with the information sought. Therefore, it is important to use follow-up questions to obtain additional information

and to allow the candidate to expand or clarify a response given. Follow-up questions are not scripted and depend totally on the questioner's listening skills.

*Caution.* There is a danger in using follow-up questions. That danger is that women and minorities may be asked questions that are not asked of white male candidates. Although the questions may be superficially unbiased, subjecting a candidate to questions because he/she is a member of a specific group is wrong and must be avoided.

For example, if women candidates with doctorates are asked questions about the difficulties and challenges encountered when pursuing a doctorate, then male candidates with doctorates must be asked the same follow-up questions.

### ***Asking Any Necessary Closed-ended Questions***

There is nothing inherently wrong with asking a closed-ended question. The response to such a question is usually a YES or NO answer. These questions are useful in seeking to gain a specific piece of information.

The following are six (6) basic styles of interview questions. Each style has a role in the interview process. The styles are:

- Open: Will you describe your experience as program manager?
- Closed: Were you the program manager?
- Negative Inquiry: I think it is better to present information on overheads. Do you agree?
- Positive Inquiry: Do you think that education is an important task?
- Hypothetical: If you had to discipline a student in class, how would you proceed?
- Confirming: To confirm what you said, you would reprimand the student by sending a note to the Dean?

### ***Closing the Interview***

Once the predetermined topics and follow-up questions have been covered, bring the interview to a close. A common strategy for concluding the interview is to signal to the candidate that the interview is closing. The chairperson/hiring manager can nonverbally signal that the interview is over by placing a pen or paper down on the desk.

### ***Summarizing***

The chairperson/hiring manager should give a brief, general summary of what has taken place during the interview process. This is a good time to give the candidate a detailed description of the specific duties of the position. Likewise, there may be certain things the candidate needs to know about the organization, the department, and other general information.

### ***Answering Candidate's Closing Questions***

The mutual exchange of information is important in the interview process and should be encouraged; it provides the candidate with an opportunity to gather information about the job and about the College. It is also the candidate's forum and his/her last opportunity to sell himself/herself. Give the candidate an opportunity to ask questions and share additional information with the committee. The chairperson/hiring manager should thank the candidate for applying and for the interview time to signal that the interview process has ended.

### ***Describing the Next Steps***

The committee chair should inform the candidate of the College's hiring procedures and the expected time frame for a final decision.

### ***Posting the Interview Evaluation***

The best time to evaluate the candidate is immediately after the interview when details and impressions are fresh. Committee members may wish to make personal notes and/or discuss the interview as a committee.

# MS Teams or Zoom Conferencing – An Option for Screening and Selection Committees

The College occasionally conducts national advertising for administrators and faculty. National advertising may be arranged by contacting the Human Resources Office. An interview via MS Teams or Zoom may be conducted from an office computer or from a conference room to allow attendance by a screening committee.

## A Guide to Facilitating Teaching Demonstration during Faculty Interviews

Faculty members are critical to the College. Therefore, it is very important that, when interviewing faculty for positions at the College, there is an assessment of the ability of the candidate to teach. Having the candidate demonstrate his/her teaching skill is a way to measure teaching ability. As with all other parts of the screening and selection process, the same structure, including instructions and topics, should be followed for all candidates.

### Prior Notice

When the interview is scheduled, advise the candidate that there will be a short teaching demonstration. It is generally preferable that the candidate does not prepare a formal presentation. Tell the candidate the length of the demonstration, whether equipment will be provided, that the topic will be decided at the interview, and that there will be preparation time for the topic choice.

### Purpose

The purpose of the exercise is to determine how the candidate reacts on his/her feet, whether the candidate knows key subject matter, whether the candidate can communicate the topic clearly and concisely, and to assess teaching style. The teaching exercise is generally believed to be the most important single determinant of what a candidate will be like in the classroom. The exercise is as close to a skill test as can be administered.

### Sequence of the Example in the Overall Interview

When should a candidate be asked to give his/her demonstration—at the beginning, in the middle, or at the end of the interview? Should the chair lead the interview, or should each member have a role? Several patterns are possible, for example:

#### Example A

- Introduction by the chair (and committee members).
- Committee asks questions.
- Candidate asks questions.
- Introduce teaching exercise (including time to prepare).
- Summarize.
- Closure.

#### Example B

- Introduction by the chair (and committee members).
- Committee asks questions.
- Introduce teaching exercise (including time to prepare).
- Summarize.

- Candidate asks questions.
- Closure.

The best pattern is the one that best fits the subject matter and the committee members' expertise. The worst pattern is the one that is unplanned. It is believed that most candidates prefer that the exercise take place near the beginning of the interview.

### **Instructions Prior to the Demonstration**

Before asking the candidate to demonstrate teaching ability, the candidate should be told what to do. These instructions will set the stage for the success or failure of the example. The committee should script the instructions carefully. Consider the following points:

#### **Choice**

Should the candidate be given a choice of three topics to teach or should the candidate be given one topic? Should the candidate be asked to do several short demonstrations or just one? This depends upon the subject matter. More creative subjects may lend themselves to multiple topic choices. Depending upon the discipline and subject matter, several very short demonstrations of specific concepts may be more effective than one ten-minute lecture.

#### **Topic**

Select the topic(s) carefully. Consider selecting topics representative of basic foundations as well as skilled transitions. Consider selecting topics in the middle of the curriculum.

#### **Committee Role**

The committee should inform the candidate that the committee will act as students and will ask questions during the exercise. This allows the committee to judge how a candidate reacts to student questions and class management issues, whether the candidate is logical in his/her presentation, and whether the candidate remembers and addresses questions that were asked but that were deferred.

#### **Preparation Time**

You may provide the candidate time to prepare. For example, you may wish to take a five- to ten-minute break to allow the candidate time to prepare for the demonstration.

### **Committee Preparation**

The committee, as part of their preparation prior to scheduling interviews, should determine the approach to the exercise, topic(s) to be taught, and in what sequence. The committee must script the actual instructions and the guidance to the candidate prior to the exercise; draft the questions the committee should ask and assign specific questions to specific committee members.

The chair should assign one committee member to make sure that the candidate does not go too long and stays on task. For example, some candidates may *describe* the way they would teach but fail to role-play the actual teaching. Those candidates should be advised to teach and not discuss.

### **Relationship to the Interview**


The questions that are asked before the teaching example should build up to the example. Just as in designing the questions, the sequence and purpose of each question must be carefully planned. The demonstration should be totally integrated into the interview and not a disjointed piece of the process. For more information on interviewing design and implementation, see *Conducting Interviews* (pages 26-29) in this handbook.

# Personnel & Employment Administration - Completing the Interview & Selection Process

## Reviewing Applications



Review all the applications, by clicking on “View Applications.”

Check for qualifications (ensure that they meet the minimum in the job announcement).

Active Position(s)				
Position	Position #	# Applicants	# Interviewed	3 Finalists
Adjunct/Part-time Faculty, Credit and Non-Credit (On-going)	012104-001F	10232	0	
<a href="#">View Applications</a> 				
Position Status: Open, Accepting Applications				

## Veterans' Preference

IMPORTANT: Check non-faculty applications for *Veterans' Preference*

<a href="#">Reset Email Address</a> <a href="#">Set Application Status/Transcripts &amp; View Interview Info.</a> Veterans' Preference Eligible? No  OK to send? Yes EFSC Employee? No Comments Only HR Comments:	<a href="#">View Application</a> <a href="#">View Resume</a>
<a href="#">Reset Email Address</a> <a href="#">Set Application Status/Transcripts &amp; View Interview Info.</a> Veterans' Preference Eligible? Yes  OK to send? Yes EFSC Employee? No Comments DD-214 on file in HR. Received 09/28/20. Only HR Comments:	<a href="#">View Application</a> <a href="#">View Veterans' Preference Application Form</a> <a href="#">View Resume</a>
<a href="#">Reset Email Address</a> <a href="#">Set Application Status/Transcripts &amp; View Interview Info.</a> Veterans' Preference Eligible? No  OK to send? Yes EFSC Employee? No Comments Only HR Comments:	<a href="#">View Application</a> <a href="#">View Resume</a>

Most exempt and non-exempt positions require that all Veterans' Preference applicants must be interviewed only *if they meet the minimum qualifications for the position*. These applicants will have answered “Yes” to the eligibility question.

If there is a viable veteran, perform interviews, and complete the interview information in the Application System, click on “Save Interview Date, Rank and Ref. Check.”

## Completing the Interview Process

Enter date(s), time(s) and comments for each candidate interviewed.

- If a candidate was contacted for an interview but declined, did not show, or did not return calls, include this information in detail in the “Comments” box.
- If the applicant selected Veterans’ Preference but is not chosen for an interview, a comment must be entered noting why there was no interview (not qualified, etc.).
- If the applicant selected Veterans’ Preference and is chosen for an interview, but is not selected as a finalist, a comment must be entered noting why the veteran was not selected as a finalist.

INTERVIEW FORM					
Last Name	First Name	Vet Pref	Rank	Comments	Date Interviewed
No			1		10/20/2020 01:30 PM
Hiring		<input checked="" type="radio"/> No <input type="radio"/> Yes		Comments	Submit Reset
No			2		10/20/2020 02:30 PM
Hiring		<input checked="" type="radio"/> No <input type="radio"/> Yes		Comments	Submit Reset
No			3		10/20/2020 03:00 PM
Hiring		<input checked="" type="radio"/> No <input type="radio"/> Yes		Comments	Submit Reset
Yes				The candidate had no knowledge/experience of mail room processes.	10/20/2020 03:30 PM
Hiring		<input checked="" type="radio"/> No <input type="radio"/> Yes		Comments	Submit Reset

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[Sign Out](#)

Once all interviews are completed and the interview information has been entered, it is now time to “Rank” the top 3 finalists (#1 being the first choice).

- For each interviewed candidate listed, “Rank” as one of the top 3 candidates or leave as N/A.
- Attach the 3 telephone references; (if unable to attach, it is acceptable to email them to HR).  
[needed **only** for first-choice candidate; see page 10 regarding negligent hiring and background checking].
- Click on “Save.” This saves the information; it does not submit the interview form.

Click “Back to Applicant List” to return to the list of applicants.

Once the interviews have been completed, review to ensure that you have ranked your top 3 choices, press the “Submit Interview to HR” button and Human Resources will receive the *Interview Form*.

**Click on button below to send interview sheet to HR**

First Name	Last Name	Faculty	Resume	Dates	Interview Date	Rank	Ref. Check
		Yes	Yes	Applied 10/08/2020 HR Checked 11/04/2019	10/27/2020 01:30 PM	1	
<p><b>Comments:</b></p> <p>The search committee for the tenure track nursing position interviewed the candidate and decided to move the candidate forward as one of the faculty members selected. She has her Master's in Nursing in education and gave an excellent presentation. The team feels she will be a great fit.</p> <p><a href="#">View Application</a>   <a href="#">View Resume</a></p> <p><a href="#">Save Interview Date, Rank, and Ref. Check</a></p>							
		Yes	Yes	Applied 10/07/2020 HR Checked 10/08/2020			
<p><b>Comments:</b></p> <p>This applicant is not a nursing instructor applicant. She is a vet tech and should be under the veterinary applicants.</p> <p><a href="#">View Application</a>   <a href="#">View Resume</a></p> <p><a href="#">Save Interview Date, Rank, and Ref. Check</a></p>							
		Yes	Yes	Applied 10/05/2020 HR Checked 10/05/2020	11/03/2020 03:30 PM		
<p><b>Comments:</b></p> <p>The selection committee interviewed the applicant and decided the applicant would not be moved forward.</p> <p><a href="#">View Application</a>   <a href="#">View Resume</a>   <a href="#">View Cover Letter</a></p> <p><a href="#">Save Interview Date, Rank, and Ref. Check</a></p>							

## Interview Form Follow-up

Once the *Interview Form* has been submitted, follow-up with an email of recommendation to:

1. The hiring manager’s supervisor;
2. “cc” to Darla Ferguson, Human Resources;
3. “cc” to Durinda Horton, Human Resources, for a Staff position; or  
“cc” to Tammy Leon and Dan Capman, Human Resources, for a F/T Faculty position; or  
“cc” to Dan Capman, Human Resources, for a P/T Faculty position.

## Notification of Approval for Selected Candidate

The chairperson/hiring manager will receive an email from Human Resources either with approval and instructions or, if not approved, with directions for the next step. If approved, the chairperson/hiring manager will then notify the candidate of the approval and offer the job.

### *If Candidate Accepts the Position*

- The chairperson/hiring manager instructs the candidate to contact HR for a New Employee Orientation appointment at ext. 7073 or 7068.
- All new full-time and part-time employees **must** attend New Employee Orientation.
  - Orientation is normally held the first Monday of the pay period.
- Orientation is considered the first day of work for staff employees. The first day of work for full-time faculty members will be according to contract; for part-time faculty, it will be according to the *Assignment Form*.
  - Part-time staff employees are paid 4 hours.
  - Full-time staff employees are paid 9 hours.
- Once orientation is complete, the position is archived, and Human Resources sends letters to the unsuccessful applicants.

### *If Candidate Declines the Position*

- If a staff employee candidate declines, the hiring manager notifies Human Resources; if a faculty candidate declines, the Provost notifies Human Resources. The Provost or the hiring manager can either:
  - Select their next choice (rank #2), or
  - Re-advertise (re-open position, interview, submit new *Interview Form*).

### *HR Contact Information*

If there are any questions during this process, call HR at ext. 7073 or 7070.

# APPENDIX

# Tips on Interviewing Members of Protected Groups

The guiding rule is to treat all people the same. However, there are mannerisms and patterns of speaking that are offensive to members of minority groups and women that may not be obvious. The purpose of this section is to review some of the more obvious and improper actions.

## Women

Remember to ask the same questions of men and women to avoid bias. Obviously, there are inappropriate or illegal questions that should not be asked of either gender (Note: see section on *Comments and Topics to Avoid*, pages 40-43).

### Other Tips

- Avoid questions that suggest bias.
- Do not talk down to or put down the candidate.
- Do not dominate the conversation.
- Never use *girl*, *honey* or *dear*.
- Do not flirt, patronize or in any way treat a female candidate differently than a male candidate.
- Do not joke.
- Do not insult a female candidate by indicating that your interest in her stems from your desire to improve your department's diversity.
- Do not ask a female candidate whether she is comfortable supervising men.

## Minorities

Discrimination based on color is not restricted to protected groups; it includes individuals from the Indian Subcontinent and the Middle East. Use of a structured format, job-related criteria, and objective evaluation ensures that the process is unbiased.

### Other Tips

- Avoid questions that suggest bias.
- Do not talk down to or put down the candidate.
- Do not dominate the conversation.
- Do not joke.
- Do not insult a minority candidate by indicating that your interest in him/her stems from your desire to improve your department's diversity.
- When interviewing some minority groups, ask them how their previous supervisors and/or co-workers would describe them. Some are uncomfortable bragging about themselves and their professional accomplishments; it is easier to relay praise given by a previous co-worker or supervisor.

## Candidates Representing Other Ethnic Groups

From time to time, there may be candidates whose names are not common. Those candidates may or may not be members of protected ethnic groups. Be sure to pronounce their names correctly. When in doubt, seek assistance prior to contacting the candidate. If there is no available assistance, ask the candidate how to pronounce the name. Show respect for the candidate.

## Candidates from Transitioned Groups

Be sensitive to the possibility that a candidate may have transitioned. Be cognizant of the fact that many transgender individuals do not think of their transitions in terms of a set time period; rather, the transition is usually regarded as a lifelong process that may never end.

Use a transgender person's chosen name. Many transgender people have not taken official steps to change their name legally. Afford them the opportunity to use their chosen name as you would anyone else who uses a name other than their actual birth name.

If you are unsure of a candidate's gender, it is appropriate to ask the candidate for the choice of preferred gender pronoun(s) (PGP). A person who identifies as a certain gender, regardless of whether that person has taken hormones or had some form of surgery, should be referred to using the pronouns appropriate for the gender by which the person identifies and is consistent with his or her gender expression. Using the pronouns that the candidate prefers is more than common courtesy; it is a civil right. Federal law on the subject arises out of agency and court interpretations of Title VII of the Civil Rights Act of 1964, which expressly prohibits workplace discrimination based on race, color, religion, sex and national origin.

When describing transgender people, use the correct terms to describe their gender identity. A person who is born male and transitions to become female is a transgender woman. A person who is born female and transitions to become male is a transgender male.

The name and gender on the application may correspond to the person's current name and gender; however, reference checks may disclose a previous name that indicates a gender different from the one currently presented by the candidate. Confirm with candidate by respectfully asking whether the candidate was previously known by a different name as well as which name and gender is preferred during the hiring process.

A person in transition may be going through medical procedures. Inquiries about this sort of information would be a violation of that person's rights under the federal Health Insurance Portability and Accountability Act (HIPAA). It is important that, like any other prospective employee, the person's health status be kept confidential and not raised during the interview process.

On June 1, 2015, the Occupational Safety and Health Administration (OSHA) issued written guidance recommending that employers allow transgender persons the right to select the restroom of their choice, including the restroom of their identified gender. In so doing, OSHA also acknowledged that single-occupant unisex restrooms are permissible; however, employers cannot require transgender persons to use only single-occupant unisex restrooms (the EEOC has ruled that a transgender employee cannot be denied access to the common restrooms used by other employees of the same gender identity, regardless of whether that employee has had any medical procedure or whether other employees may have negative reactions to allowing the employee, or candidate, to do so).

## **Candidates with Disabilities**

Some candidates will have disabilities which are not obvious, while others have disabilities that are obvious. When interviewing candidates with disabilities:

- Always offer to shake hands (or whatever greeting is consistent with the current health guidelines).
- Do not avoid eye contact, but do not stare.
- Treat the candidate with respect without being patronizing.

If appropriate, offer assistance. For example, if an individual with poor grasping ability has trouble opening a door, you may open the door for the candidate. However, **do not assume** that the candidate wishes for you to do that. Ask first.

## **Candidates in Wheelchairs**

- **Never** lean on a wheelchair.
- Make sure you are on the same eye level with the candidate during the interview.
- **Do not push** a wheelchair unless asked to do so.
- If there are barriers, move them.
- Use the same language that you use with all other candidates.

### *Candidates Who Are Visually Impaired*

- Identify yourself and everyone else. Cue a greeting gesture verbally.
- Use verbal cues and be descriptive in giving directions.  
For example: Your chair is about five steps directly in front of you.
- Do not be embarrassed to use phrases like: “Do you see what I mean?”
- Keep doors open or shut. A half-open door is a hazard.
- Offer assistance in travel. Let the candidate grasp your left arm, usually above the elbow.
- Do not touch a candidate’s cane or guide dog.

### *Candidates Who Are Hearing Impaired*

For candidates with hearing impairments, the following tips will be helpful in conducting the interview and maintaining a professional and respectful manner.

- The candidate may need a physical signal to get the candidate’s attention.
- If the candidate is lip reading, enunciate clearly, the interviewer should keep his/her mouth clear of obstructions and be sure there is ample lighting.
- The interviewer should not raise his/her voice.
- The interviewer should not pretend to understand if he/she does not. Ask the candidate to repeat the sentence(s).
- When using an interpreter, talk directly to the candidate. The interpreter is there to interpret, not to be an active participant in the conversation.

# Interview Questions – Comments and Topics to Avoid

Ask only for information that will be used to make a hiring decision, know how that information will be used to make the hiring decision, and understand that it is difficult to defend having asked for information that is not used in the hiring process.

**Do not ask** any questions or make comments that are not directly related to performing the job (see Nondiscrimination Statement on page 7). This includes any questions or comments concerning:

## *Address*

### **Not Permitted:**

- Where do you live?
- You have lived in \_\_\_\_\_ for a long time. Will it be difficult for your family to relocate?
- Do you rent or own your own home?
- I see you live in \_\_\_\_\_. Are you a member of the country club?

### **Appropriate**

- The open position is located on \_\_\_\_\_ Campus; or, the open position is a shared position between two campuses. Is that an acceptable schedule/circumstance for you?

## *Age*

### **Not Permitted:**

- I bet you remember the 60's.
- How old are you?
- When did you graduate from high school? College? (review the application)
- When do you plan to retire?
- What is your date of birth?
- At what age did you begin working? (can be viewed as age discrimination)

### **Appropriate:**

- It is appropriate to ask a candidate's age **only** when age is a legal requirement for the position.

**NOTE:** Age discrimination pertains to adults over the age of 40.

## *Arrest Record or Convictions*

### **Not Permitted:**

- Have you ever been arrested?
- Do you have a history of drug or alcohol addiction?
- Any questions about arrests not directly related to the job (e.g.; asking an admin assistant applicant about a traffic speeding arrest/conviction).
- Any questions related to arrests or convictions when the position is not security sensitive: positions handling money (cashier, some accounting/financial positions), security officer, or unsupervised positions (custodian, driver for college vehicles).

### **NOTE:**

Treat with the highest level of confidentiality the information on the type of military discharge and conviction record.

If an arrest/conviction question must be asked, it is best to discuss the parameters with HR prior to the interview.

## *Availability*

### **Not Permitted (unless it is a written job description requirement):**

- Whether the candidate can work weekends. (can be mistaken for a religious observance inquiry)

- Whether the candidate can work evenings. (can be mistaken by females as an inquiry about childcare responsibilities)
- Whether the candidate owns a vehicle. (may be misinterpreted as racially discriminatory)

#### **Appropriate:**

- Explain the job responsibilities and the hours an employee will be expected to be available for the job.
- Ask whether that schedule is acceptable or whether the candidate will be able to work the days and times required by the job.
- Ask whether the candidate has any commitments that may prevent her/him from working the required shift/hours/days.

### **Credit Inquiries**

#### **Not Permitted:**

- Do you have good credit?
- Have you ever been refused bonding?
- Have you ever declared bankruptcy?
- Have your wages ever been garnished?

**NOTE: Do not ask** questions about credit or financial health unless you are certain that it is permitted under the Fair Credit Reporting Act of 1970 and the Consumer Credit Reporting Reform Act of 1996.

### **Disability, Drugs, Alcohol, Health**

#### **Not Permitted:**

- Any questions concerning whether a person has a disability.
- Do you have any problems lifting heavy items?
- Are you disabled?
- Do you have disabilities or impairments that might affect your performance on this job?
- What medications do you regularly take?
- Have you ever been treated for drug addiction or alcoholism?
- How many days of work did you miss last year because of illness?
- I see you are disabled. Don't worry. I think you can do this job.

#### **Appropriate:**

- Questions concerning whether the person can perform the job duties may be asked.
- This position requires that you be able to lift 20 pounds repeatedly. Can you do that?
- List the job requirements and ask whether the candidate can perform all of the job functions.

**NOTE: Questions asked of one candidate must be asked of every candidate.**

### **Ethnicity (Hispanic, Latino, Spanish descent), Ancestry, Citizenship, National Origin, Birthplace**

#### **Not Permitted:**

- Can you provide a birth certificate?
- Where were your parents raised?
- Oh, I see that you have the same last name as my mother. What a great Irish name!
- You have a hyphenated name. Is the last name your husband's?
- Were you born in this country? Where were you born?
- When did you become a citizen?
- Do you speak Spanish? How did you learn to speak German? Do you speak French at home?  
[the subject of language will be relevant only when it applies to job requirements—instructor for Spanish, German, Japanese; a translator; a phone operator familiar with other language(s), etc.]
- Have you ever legally changed your name?
- What are the names of your closest relatives?
- What is the color of your eyes (hair)?
- What is your race?

- What is your ethnic group?
- Can you provide a photograph?

**Appropriate:**

- Are you legally authorized to work in the U.S.? The College participates in E-Verify.
- Will you now or in the future require sponsorship for employment?

**NOTE: If these questions are asked of one candidate, they must be asked of all candidates.**

***Gender ID, Sex, Sexual orientation***

**Not Permitted:**

- Who do you choose for your alternate contact or emergency contact? (may be seen as national origin or sexual orientation discrimination; that information is for the personnel file AFTER employment)
- What is your gender identification?

**NOTE:** A candidate may communicate to you that the name and gender now used is different than you will see on transcripts, then you may show respect by asking which name and pronouns you should use during the interview.

***Genetic information***

**Not Permitted:**

- Do you or your family have any history of disorders or disease?

**NOTE:** Absolutely no questions or indirect references.

***Marital Status, or number and/or age of dependents, or about spouse and his/her employment***

**Not Permitted:**

- Are you married or divorced?
- Can I answer any questions you may have about our school systems?
- What is your maiden name? Is this your middle name or your maiden name?
- What are your childcare arrangements?
- How old is your wife/husband/child(ren)?
- Do you have (or plan to have more) children?
- Does your spouse work?
- Where does your spouse work?
- Are you the primary wage earner for your family?
- Do you prefer to be addressed as Miss or Mrs.?
- With whom do you live?
- What is your relationship with the person with whom you live?

**NOTE:** No questions; do not ask.

***Political affiliation***

**Not Permitted:**

- Are you a Republican or a Democrat?
- Are you a member of the Christian Coalition?

**NOTE:** No questions; do not ask.

***Pregnancy***

**Not Permitted:**

- Are you pregnant?
- Are you planning/likely to become pregnant, within the next few years?
- Are you trying to start a family?
- How long do you plan to work at the college?
- Do you have leave time planned for some time in the next couple of years?

- How do you feel about the abortion issue?

**NOTE:** Even if the candidate is visibly pregnant, you may still describe the job requirements and ask whether she can perform all the job functions.

### *Private or Personal*

#### **Not Permitted:**

- Have you ever been injured on the job?
- Any questions relating to height or weight.
- Were you in a fraternity/sorority? Which one?
- To which clubs do you belong?
- I am not familiar with \_\_\_\_\_ organization. What type of organization is it?
- Have you ever belonged to a union? Are you a union member?
- Who are your friends? Do you know or are you friends with \_\_\_\_\_?
- I have several friends with your last name. Are you related to \_\_\_\_\_?
- What do you and your friends do for entertainment?

**NOTE: Do not ask** about memberships, clubs, relatives, friends. It is simply neither the College's nor the questioner's business, and the information may be discriminatory or perceived to be discriminatory proxy questions about race, age, sex, etc.

### *Race, Color*

#### **Not Permitted:**

**Do not ask** any questions regarding race or color.

### *Religion*

#### **Not Permitted:**

- Any questions about religion or lack of religious beliefs.
- What is your religion or what church do you attend?
- To which religious denomination do you belong?
- Are you a member of any religious organizations?
- What is the name of your pastor or religious leader?
- Don't you think the Religious Right has gone too far/hasn't gone far enough?
- Was the school you attended a religious girls'/boys' school?
- What holidays do you observe?
- Is working on Saturdays a problem for you? (avoid overly specific questions when requesting references or inquiring about willingness to work a specific schedule when it is not a written job description requirement)

#### **Appropriate:**

- This position requires that the incumbent work on weekends and/or evenings. Is that possible?
- Will you be able to work the days and times required by the job?

### *Veteran, Military*

#### **Not Permitted:**

- Direct questions about military discharge or non-US military service.

#### **Appropriate:**

- Do you have military experience or training that would be beneficial to this job?

**NOTE:** Treat with confidentiality the information on the type of military discharge.

# Sample Interview Questions for Faculty and Staff

The interview is the most informative, yet most dangerous, part of the selection process. Additionally, the way in which the interview is conducted will leave the candidate with a lasting impression of the College.

There are several simple rules which, if followed, will ensure that the interview is fair and that the interviewer follows the Federal and State laws. They are:

- Ask only job-related questions.
- Avoid personal comments.
- Ask the same general questions of every candidate.
- Plan the interview in advance.
- Conduct each interview under the same or very similar conditions.
- Be respectful of the candidate's time, information and effort.
- Be responsive.
- Remember that each committee member represents Eastern Florida State College.
- Florida's Public Records and Open Meetings Laws govern all the committee's actions and work papers.

## General Interview Questions

- What do you know about Eastern Florida State College?
- What can we tell you about Eastern Florida State College?
- Why do you want to join Eastern Florida State College?
- How long have you been in your current position?
- How long were you in your prior position?
- Explain any gaps in your work history.
- Why do you want to leave your current position?
- Why did you leave your last position?
- What applicable skills or experience will you bring to this position?
- Describe a recent job-related crisis you encountered and how you resolved the situation.
- Describe a job-related event that challenged your capabilities.
- How do you react to job-related criticism?
- How well do you take job-related direction?
- Describe your relationships with co-workers.
- How do you quantify the results of your job?
- What do you perceive the responsibilities of this job to be?
- How do you schedule projects, assignments and vacations?
- With what types of employees do you get along best?
- About what have you and your previous supervisors disagreed?
- What topics or circumstances have led to disagreements between you and previous supervisors?
- What do you do when there is a decision to be made and no procedures exist?
- How have past administrators motivated you to do your best work?
- Tell me about the best (or worst) manager or administrator you ever had and what you learned from that person.
- How will your job skills advance the overall goals of the College?
- On a scale of 1 to 10, how would you evaluate your performance in your present job and why?
- If you could make one constructive suggestion to administration, what would it be?

## Personality Questions if Job-Related

- What did you most enjoy (least enjoy) about your last position?
- What were the circumstances surrounding your leaving the last position?
- What would your last supervisor say were your three weaknesses? Would you agree?
- What are your major strengths?
- What are your long-term career goals?
- What are some of the things about which you and your supervisor disagreed?
- Do you prefer working alone or as part of a team?

## Sample Questions for Faculty

- In addition to your teaching responsibilities, what projects or special assignments did you participate in at your current/last position?
- What tools and technology did you use to complete those assignments?
- Why do you want to leave your current position?
- Why did you leave your last position?
- Give examples of how you use creativity in your teaching.
- How do you use technology in your classroom?
- What new technology have you implemented in your classroom in the last 12 months?
- How would you characterize your teaching style?
- Does the subject matter modify your teaching methods, and if so, how?
- How do you prioritize and schedule projects, assignments, time off and student demands?
- What are your experiences in curriculum design? Curriculum revision?
- How do you stay current in your discipline?
- How do you maintain discipline in the classroom?
- What classroom situations are most difficult for you?
- How do you react to job-related direction?
- How do you react to job-related criticism?
- Why did you choose to become a college teacher?
- Characterize your relationships with fellow faculty.
- Characterize your relationships with your program manager, department chair, dean or other administrators.
- How do you use student evaluation feedback?
- How often have you recommended changes in textbooks for a course that you teach?
- Questions relating to preference for teaching F2F, online, hybrid.
- Questions relating to experience/ability/comfort level related to teaching preference.
- How do you plan to contribute to promoting equity, inclusion, and diversity in courses?

## Sample Questions for Administrators

### *Ability*

- How long have you been in administration?
- Describe how you became an administrator?
- What have you been most criticized for as an administrator?
- What is the most useful criticism you have received (or given)?
- How would you characterize your management (or leadership) style?
- How do you define the difference between supervision and management?
- How do you define the difference between management and leadership?
- When have you been described as inflexible?

- How often are you involved in making formal presentations or proposals to administration?
- How long have you held management responsibilities?
- How creative do you see your management role to be?
- What qualities do you possess that would make you a good manager/director/etc.?
- What strategies do you use when solving a difficult problem or making a difficult decision?
- What is/are your most effective accomplishment(s)?
- How do you quantify the results of your job?
- How far in advance do you and management typically make specific decisions about directional change?
- Tell me about a time when you felt that administration made an emotional rather than logical description of your work or decision about your work.
- Focus on a major accomplishment in your present job; what aspect did you find most satisfying?
- What do you perceive the responsibilities of this job to be?

### *Day-to-day Management/Leadership Skills*

- Within the daily work routine, what circumstances or situations bother you most?
- How do you create an environment that fosters teamwork?
- How many people do you manage?
- What level and types of employees do you manage?
- Do these employees report directly and solely to you?
- Who hired these employees?
- How do you handle conflict between or among employees?
- What are some tasks you typically delegate?
- How do you maintain checks and balances on employee performance?
- What things cause the most friction in your department?
- What frustrates you at work, and what do you do about it?
- Do you feel it is your responsibility to adapt to your employees, or their responsibility to adapt to you?
- With what type(s) of employees do you get along best?
- What type(s) of employees cause the most problems for you?
- Have you ever become involved in an employee's personal problems?
- Have you ever faced a situation with a staff member who was being less than direct with you about his/her activities? How did you handle the situation?
- How often do you prepare reports?
- How do you organize and run departmental meetings?
- With which other departments do you interact?
- What responsibilities do you hold in relationship to other departments?
- How do you schedule projects, assignments and vacations?
- Explain the limit of your management responsibilities by explaining the types of decisions that are beyond your authority.
- How do you keep staff aware of the company (College) information, changes and activities?
- How do you stay current on educational trends and standards?

### *Communication and Motivation Skills*

- How important to you is communication and interaction with the staff?
- Tell me about a time when morale was low. What did you do about it?
- When have you seen proven motivational techniques fail?
- Tell me some of the ways you have seen other managers motivate employees.
- What motivates you to do your best?

### ***Hiring***

- How many employees have you hired?
- How have you learned to interview?
- How do you plan an interview?
- What has been your biggest hiring mistake?
- How would you improve your hiring skills?

### ***Employee Orientation***

- What steps do you normally take to get a new employee settled into the job?
- How do you analyze the training needs of your department or specific individuals?
- Describe your training method.

### ***Authority and Discipline***

- How have you been successful in setting objectives for your staff?
- Have you ever had to make an unpopular decision? Please describe.
- What are some of the everyday problems you face with your staff?
- Have you ever worked with a group that jointly resisted administrative authority? Please describe.
- What management situation is personally most difficult for you?
- What leadership situation is personally most difficult for you?
- What do you do when a subordinate breaks organizational policy?

### ***Turnover***

- How do you address poor performance?
- What has been the turnover rate in your department over the last three years?
- Have you ever had to recommend the termination of an employee? Explain the circumstances.
- What steps do you take before deciding to recommend termination?
- How do you forecast staffing needs?
- Have you ever experienced problems with organizational pay scales when trying to attract new employees?

### ***Fiscal Skills and Accountability***

- Describe your current budgetary responsibilities.
- What has been the most expensive fiscal mistake of your career?
- How do you plan and control expenses?
- Describe your level of accounting knowledge.
- What tools do you use to project fiscal performance?

### ***Diversity-Related Commitment***

- What do you see as the fundamental characteristics of organizations that create an inclusive environment?
- What do you see as the most challenging aspect of a diverse working environment?
- Provide an example of a time you communicated a concept to an individual who spoke English as a second language.
- What does social justice mean to you? How do you incorporate this principle in your work?
- What tools/techniques do you bring for promoting collaboration among underrepresented groups?
- Explain how diversity has played a role in your career.
- Please describe experiences you have had leading campus outreach activities for underserved student populations (e.g., developing and leading workshops, providing consultation to student service departments).