

Table of Contents

Subject	Page
Introduction Guidance for Screening and Selection Committee Chairs and Members	1
Performance Objectives	5
Federal and State Laws Governing the Screening and Selection Process	7
Office of Equity and Special Programs	13
Guidance for Screening and Interviewing Applicants	15
Conducting Interviews: A Handbook on Organization and Methodology	20
Tips on Interviewing Members of Protected Groups	26
Interviewing Questions, Comments and Topics to Avoid	28
Sample Interview Questions: Faculty, Management and General Interviews	33
A Guide to Facilitating Teaching Demonstrations During Faculty Interviews	41
Video Conferencing: A Tool for Screening and Selection Committees	45
Screening Committee Scoring Guidance	50

Subject	Appendix
Chair's Checklist/Status	ii
Examples of Interview Questions and Rating Sheets	iii
Final Report By Chair of Screening Committee	Ix

Introduction

Guidance for Hiring Authorities And Screening and Selection Committee Chairs and Members

**Hillsborough Community College
Tampa, Florida**

Hillsborough Community College (HCC) has formal written procedures governing the screening and selection process of all employees. Those procedures are contained in pertinent Administrative Procedures and are included in the Appendix. Before beginning, all screening and selection committees should review these procedures.

Subsequent to a review of internal procedures, all hiring authorities and committees should review applicable State and Federal Fair Employment Labor Laws and other laws that impact the process. The purpose of this program and materials is to facilitate a review of laws, all procedures, and processes used in recruiting at HCC. Inherent in this process is the College's commitment to diversity and to the goals set forth in the College's Equity Plan.

Hillsborough Community College is an equal opportunity institution. All actions, policies and procedures have been developed to support the achievement of equal employment opportunity. The College has also developed systematic efforts to prevent discrimination from occurring and to deter and eliminate discrimination when it develops. This process includes as a minimum a recruitment program and outreach methods to ensure that all applicant pools and screening and selection committees are racially, ethnically and gender diverse. The College has a formal Affirmative Action Program and has appointed an administrative position, the Assistant to the President for Equity and Special Projects, to administer this program.

This program has been created jointly by the Office of Human Resources and Office of Equity Programs and to assist hiring authorities and screening committees at Hillsborough Community College to do their valuable work in a quicker and easier manner. Each committee chair is responsible for ensuring screening committee members are familiar with the provisions of this handbook.

The program and its materials are designed to provide every screening and selection committee member with current information on the College's hiring process, formal training on hiring techniques and methods of selection, and provide a forum to discuss hiring issues and concerns. Additionally, the committee members will receive current information on the College's Equity Goals.

This effort has been designed to assist committees 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. An emphasis on hiring will improve the caliber and quality of instructional staff. Improvement in instructional staff will positively impact student retention.

These materials are designed for hiring authorities and screening committee members. Committee members are nominated by the hiring authority, reviewed and approved by the appropriate Cabinet member, reviewed and approved by the Office of Equity Programs and are highly respected members of our College community.

By emphasizing the importance of selection and providing resources and training, the College administration is sending a powerful message. With the emphasis on documentation and accountability, the program facilitates a discussion of why those values and policies are important and are a part of the organizational philosophy of the College.

This handbook is designed to assist in the screening and selection process. It will be revised as needed. Comments and recommendations are welcomed.

Notes

Performance Objectives

- ❑ Participants will be 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 selection and interviewing to ensure that the best possible candidates are hired in a fair and consistent manner.
- ❑ The program will be judged by evaluations completed by committee members, reduction of time and errors in the process, and achievement of College goals.
- ❑ Specific Equity goals and time frames for completion will be provided each committee.

Notes

Federal and State Law

Governing

The Screening and Selection Process

College Policy on Discrimination:

Pursuant to Federal or State laws, The College shall not discriminate against any person because of race, color, creed, religion, age, disability, national origin, sex, marital status, veteran status, Union activities, or membership or non-membership in any organization. The College also prohibits discrimination on the basis of sexual orientation.

Major Federal Laws Addressing Recruitment and Employment

1964 CIVIL RIGHTS ACT

In 1964 Congress passed the Civil Rights Act, which was amended in 1972. Several titles were included that essentially forbid discrimination in such areas as education federally assisted programs, and the right to vote. Unlawful discrimination is defined as unfairness based on one or more of the following factors including race, color, sex, (including pregnancy, childbirth or abortion), national origin, religion, age and physical disabilities. Title VII deals specifically with employment practices and discrimination, making it illegal for an organization to:

1. Fail, 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
2. Limit segregate or classify employees or applicants for employment in any way that would deprive, or tend to deprive, any individual of employment opportunities or otherwise adversely affect any employee's stature because of the individual's race, color, religion, sex, or national origin.

Covered under Title VII are all employers with more than 15 employees, labor unions engaged in an industry affecting commerce, and employment agencies that serve such industries. In 1972, coverage was broadened to include state and governmental agencies and education institutions.

AGE DISCRIMINATION IN EMPLOYMENT ACT

In 1967, Congress passed the Age Discrimination in Employment Act (ADEA), which parallels Title VII and prohibited job discrimination initially against workers between 40 and 65 years of age. The act was amended in 1978, raising the upper limit to 70 and eliminating mandatory retirement 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 age specifications such as “age 25 to 35,” “young,” and “recent college graduate.” The law allows an age preference for the entire protected group, 40 to 70, but there cannot be an age specification within the protected group such as “age 45 to 55.” A minimum age can be specified 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 THE AMERICANS WITH DISABILITIES ACT (ADA) 1990

The Rehabilitation Act of 1973, Section 504 governs programs and activities that receive federal financial 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 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.

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, issued by President Lyndon B. Johnson in 1965, has been amended or superseded several times. It imposes obligation on governmental contractors to ensure nondiscrimination along the lines of the provisions for Title VII:

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.

Florida State Statutes

The Florida Education Equity Act, Section 228.2001

The Florida Educational 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, Hillsborough Community College has annually published a report updating its plan. Hillsborough Community 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 Law, Section 286.011

All meetings, notes and records of screening and selection committees are subject to the open records and meeting 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 and in advance of meeting.
- ❑ All notes, records and scoring sheets are public records. Use of scoring sheets is recommended and the making of casual notes is discouraged. Records include paper records and files, electronic documents and videotapes of interviews.
- ❑ Each member is responsible for ensuring their notes and scores are given to the chairperson.
- ❑ The chair is responsible for preserving and forwarding all records to the Employment Office, Human Resources. The Employment Office will place the records in the recruiting file for that position and maintain the entire record for two years as required by State Statute.

- ❑ All recruiting records including applications, resumes, reference checks, records of meetings, scoring sheets, any interested party may review notes and videotapes. Copies may be made at a nominal cost.
- ❑ The timing of the request to review records must be reasonable and will be done under supervision.
- ❑ Requests to review past records should be directed to the Employment Manager, Office of Human Resources. Current records 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

The statutes of Florida provide 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 employee 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 or current employee protected under chapter 760.

In a civil action under certain circumstances an employee's employer is presumed not to have been negligent in hiring if, before hire, 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.

Florida Records Retention Law

Sources: General Records Schedule GS1, State and Local Government Records, General Records Schedule GS5, University and Community College Schedule, March 1996.

The College must retain all records in conformance with the following:

Type of Record	Disposition
Applications for Employment (Not hired)	2 years after application deadline
Employee Eligibility Records	2 years after expiration of eligibility
Employment Examination Records	2 years after examination
Pre-Employment Records (Not Hired)	2 years after application deadline
Search Committee Records	2 years after position filled

Office of Equity and Special Programs

Equity Report and Goals

Annually, the President provides the Executive Director, Florida State Board of Community College, a comprehensive update detailing the College's achievements against the prior year's report. The Office of Equity and Special Projects is responsible for the implementation of the program and to provide data to the Office of the President.

In the cover letter on April 26th, 2000 by Dr. Stephenson to the Executive Director, she states, "Hillsborough Community College has been diligent in its effort to continue extending equity and fairness to all of its constituents and the community it serves. Our students, faculty and staff remain second to none. The college continues to see the positive results of the work put forth by the various college departments. Efforts will be made to continue this progress."

The Office of Equity and Special Programs is available to assist you as a hiring authority or screening committee. Each should request a copy of the current Annual Update. In addition to this information, each should secure information on the College's workforce demographics by location. If there are questions concerning this material, please contact Carolyn Speed, Assistant to the President for Equity and Special Programs or Carol Alford, Manager of Equity Programs. They are available for consultation and to meet with committee members.

It is important that each hiring authority and screening committee understand their role in the College's commitment to Equity goals. As an important part of the hiring process, committee members have the same accountability and duty, as do hiring authorities. The laws, regulations and procedures govern committees' deliberations in the same manner as acts of hiring authorities.

Guidance for Screening and Selection Committee

Screening and Interviewing Applicants

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

- ❑ Organize
- ❑ Screen applicants
- ❑ Interview applicants
- ❑ Recommend finalists

Responsibilities of the Campus Presidents. Campus Presidents or appropriate Cabinet member will develop a candidate profile and issue a charge to the screening committee.

Responsibilities of the Chair. It is the chairperson's responsibility to keep the committee on task, provide organizational skills, leadership and clerical support, and to ensure that proper documentation is done at each stage of the process.

The chairperson should survey the screening committee members to determine date and time of the first meeting. Prior to the first meeting, the chair should prepare interview informational packets for committee members. These packets should include:

- ❑ Copy of the Recruiting and Selection Handbook for committee members and current Administrative Procedures
- ❑ Copy of the College's current Equity plan and goals (if different than that in the manuals)
- ❑ Copy of hiring goals
- ❑ Copy of the class specification for the position
Note: there are no class specifications for faculty positions
- ❑ Copy of advertisements, posting and other materials on open position

First meeting. Task to achieve include:

- ❑ **Welcome.** Introduction of each member and welcome by the chair
- ❑ **Campus President's charge.** The Campus President will present to the committee a candidate profile and charge.
- ❑ **Schedule.** Gain agreement on schedule including location and time for committee meetings
- ❑ **College procedures.** Review the College's administrative procedures that govern the process.
- ❑ **Conduct.** Committee members should be advised of their duty to respect each applicant and not to casually discuss information from committee deliberations. The integrity and fairness of the process must not be compromised. The committee should be advised that Florida's public meeting law governs all meeting.
- ❑ **Goals and timeframes.** Establish a timeline for the committee's work. Set goals and report progress.

Law, goals and training. If possible, also schedule a review of federal and state law to ensure that each committee member is aware of the limitations and liabilities. Review Equity goals and timeframes for the committee to complete its work and invite a representative from the Employment Office of Human Resources and Equity to facilitate an open discussion on the process. 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 deadline has closed. Tasks to achieve include:

- ❑ **Screening sheet.** Determine the contents of the screening sheet, the format of the screening sheet and the method in which applicants will be screened.
- ❑ **Ground rules.** Determine by consensus, if possible, the ground rules for the committee.
- ❑ **Pool data.** Provide information to the committee on the size of the applicant pool. Discuss ways in which to proceed given the size (large or small) of the applicant pool.

The process of establishing screening and selection standards for faculty should begin with the Campus President's candidate profile and charge. The committee will conduct a review of the requirements of the job to be filled and collectively agree on criteria that will be used to review each applicant's application to narrow the total applicant pool in order to have a reasonable number of applicants to interview. Criteria must be job-related and nondiscriminatory.

Minimum standards for full-time faculty are found in the Faculty Credential Handbook. For credit courses, the minimum standards are usually a Master's degree from a regionally accredited institution and 18 hours at the graduate level in the discipline to be taught.

Examples of more rigorous screening standards include:

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

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

- ❑ Unexplained time gaps between employment and incomplete information
- ❑ Applicants whose education, experience or training is not relevant to the position
- ❑ Pattern of job-hopping or 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 design a screening sheet. Duplicate copies of this sheet for each committee member to record their review notes and scores for each applicant.

The chair must review and sign any experience substitution forms. These forms are attached to the applicant's resume/application and are originated by the Employment Office. Care must be taken in accepting experience substitutions to ensure that those exceptions are consistent with accreditation standards. If the chair does not concur in the waiver, the committee should eliminate the applicant from further consideration.

Screening meeting(s): Tasks include screening of the pool and documenting actions.

All notes are part of the public record and are subject to review. Avoid making stray marks on the application itself. Use the screening sheet for this purpose. The information provided by applicants has been entrusted to us for safekeeping. Care must be taken to ensure that no applications are lost. Copies are not made and retained in Human Resources. If applications are lost, it will be very embarrassing to the College. If duplicates are made, these duplicates must be safeguarded and respected in the same manner as originals. When duplicates are no longer needed, they should be destroyed. Committees may divide the pool into smaller units and assign members to review the small units only. Committee members may review the applicants as a group or individually.

Ensuring consideration of minorities by screening and selection committees. It is everyone's mission who is associated with recruitment of faculty to improve the representation of minority groups in our full-time faculty to a level that meets or exceeds that group's level of representation in Hillsborough County.

Final screening meeting: Tasks include:

- ❑ Finalizing the applicants to be interviewed.
- ❑ Conducting reference, employment and education verifications.
- ❑ Deciding whether to retain the other applicants or to return them to Human Resources for processing.

- ❑ Determining the specific steps in the interviewing process including how interviews will be conducted; who will contact the potential interviewees, what questions will be asked and in what order, and the format of the interview.
- ❑ When contacting applicants for interviews consider advising the applicant of the salary range and the parameters the College will use in determining starting salary to ensure that there is the possibility of employment. Be prepared to discuss whether or not relocation support is available and travel expenses will be reimbursed. Advise candidates that they must provide an original transcript, not a copy, for further consideration.
Note: See the sections on interviewing and asking specific interview questions elsewhere in this manual.
- ❑ If the applicants will be asked to conduct a “teaching” demonstration, the rules of that exercise must be determined and communicated to each applicant.

Final meeting. The committee’s last meeting should be to determine the finalists that will be recommended to the hiring authority. The chair will tally the results of the interview scoring sheets and advise the committee. The screening committee will recommend a minimum of three finalists (when more than three applicants) for final interviews. The chair will submit to the hiring authority (if not the chair) a list of the finalists in alphabetic order. This list should accompany the application/resumes of the finalists. A copy should be retained with the committee documentation.

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

- ❑ **Replacement of members.** If a member must be replaced, notify the Employment Office so that the Equity Office can review the committee’s composition to maintain diversity. The chair should contact the hiring authority for suggestions.
- ❑ **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.

Conducting Interviews
A Handbook on
Organization and Methodology

Guidance for Screening and Selection Committees

The purpose of this section of the manual is to provide screening and selection committees with a “handbook” on conducting an interview. The interview process may be the most important part of the selection process and is the most difficult. For every applicant, his or her interview experience will define and represent the College.

Outline and organization. As stated in the general guidance to screening and interviewing, when conducting interviews it is important that every committee member participates and be involved. Each committee member represents the College. Their demeanor, level of interest and professionalism are critical. Typically, interviews are organized as follows:

- ❑ Chair introduces the applicant to each member of the committee and describes the process that will occur.
- ❑ The chair offers the applicant an opportunity to make a general statement to the committee.
- ❑ Questions are asked of the applicant in a predetermined order. A committee member is assigned responsibility to record the applicant’s responses.
- ❑ The teaching demonstration (if one) is conducted.
- ❑ The chair offers the applicant the opportunity to make closing remarks.
- ❑ The chair thanks the applicant and closes the interview.
- ❑ Each committee member records his or her comments and notes.
- ❑ If the committee has agreed to complete interviewing score sheets after each interview, the sheets should be completed and forwarded to the chair at this time.

The interview should be structured in a manner so that information can be acquired regarding the qualification of the applicant to do a specific job. Specific topic areas must be discussed in a standard manner. This is important. It serves to ensure that all applicants are evaluated on the same basis. The interview results should be combined with other selection information to make a final determination of acceptance or forwarding as a finalist, or rejection. The interview should also be viewed as a means of sharing specific information about the job and the organization with applicants. The structure of the interview is important; therefore, specific guidelines should be in place and followed. The following guidelines should be observed in conducting the interview: The committee should review the questions, scoring sheet (criteria) and the applicant’s information prior to the start of the interview.

- ❑ If there are areas in the information provided by the applicant that need to be clarified, those should be identified, agreed to and assigned prior to the interview to a committee member to address during the interview.
- ❑ If possible, every interview should be conducted in the same manner and at the same location.
- ❑ Each member of the committee should have a scoring sheet.
- ❑ The same information should be gathered on all applicants.
- ❑ Hiring standards, questions and comments that are not job-related should be avoided.

- ❑ The same committee members should interview all applicants.
- ❑ Interviews/committee members should keep careful notes of each interview on the score sheet.

Beginning the interview. The interview should be held in a comfortable setting free of 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. A minimum amount of time should be spent on the opening, just enough to attempt to relax the applicant. All applicants should be advised that notes will be taken during the interview.

One way the interviewer/chair can begin the interview is by providing the applicant with some general information about the College.

Another effective way to start the interview is to discuss the interview structure with the applicant. 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 Hillsborough Community College and the position for which you are being interviewed. Let me start by introducing the individuals on 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 be followed.

Asking questions. The committee should refer to the previously prepared interviewer guide/scoring sheet and begin asking questions in a predetermined order. The interviewer should begin the process by defining the area broadly for the applicant using an open-ended question.

The purpose of the interview is to gather predictive information about the applicant’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.

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

- ❑ **Talk too much.** The applicant should do most of the talking. Excessive talking by the interviewer interferes with the interviewer’s ability to hear what the applicant is saying.

- ❑ **Jump to conclusions.** This is usually done when emphasis is placed on subjective factors, such as how an applicant is dressed or shakes hands, rather than objective data.
- ❑ **Rehash the application.** Your time is too valuable to repeat information you already have. Use the information on the application to seek clarification, explanation or amplification.

To avoid the errors outlined above, each interviewer should be aware of any inappropriate cues you give (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 most positive and usually the most productive form of questioning is known as the open-ended question technique. The question is framed so that the respondent is given the opportunity to expand his/her 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 applicant to talk freely and openly.

The following words typically appear at the beginning of an open-ended question: why, how, when, describe, characterize, give examples of, explain

Remember the purpose of the interview is to gather information about the applicant's suitability for the job. Therefore, it is important to allow the applicant to express ideals 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 necessary information needed to effectively evaluate the applicant. Talking among committee members during the interview is counter-productive and rude, and should be avoided.

Asking follow-up questions. Sometimes the applicant'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 applicant 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 they are a member of a specific group is wrong and must be avoided.

For example, if you ask women candidates with doctorate questions about the difficulties and challenges encountered when pursuing a doctorate, then you must be sure to ask the same follow-up questions of male candidates.

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.

Examples of the six (6) basic styles of interview questions:

Open:

Will you describe your experience as program manager?

Closed:

Were you the program manager?

Negative Inquiry:

I think its 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 you have covered all the topics on your score sheet and completed all follow-up questions; the interview should come to a close. A common strategy for concluding the interview is to signal to the applicant that the interview is closing. The interviewer can nonverbally signal that the interview is over by placing a pen or paper down on the desk. The interviewer/chair can also rise to signal the interview is at and end.

Summarize. The chair or designee should give a brief general summary of what has taken place during the interview process. This is a good point to give the applicant a detailed description of the specific duties of the position. Like wise there may be certain things the applicant needs to know about the organization, the department, and other general information.

Applicant closing questions. The mutual exchange of information is important in the interview process and should be encouraged. This state of the process provides the applicant with an opportunity to gather information about the job and about the organization. It is also the applicant's forum and his or her last opportunity to sell himself/herself. Give the applicant an opportunity to ask questions and share additional information with the committee.

Describe the next steps. The committee chair should refer to the administrative procedures when answering questions about the specifics of the final decision. It is appropriate to inform the candidate of the College's policy regarding final decisions and the expected time frame of those decisions.

Post interview scoring. The best time to evaluate the applicant is immediately after the interview, when details and impressions are fresh. The committee member should review the criteria, score sheet and complete the sheet. After completing the score sheet, the committee member should sign the sheet and give it to the chair. Reminders:

- ❑ All notes are part of the public record.
- ❑ All committee meetings are open to the public.
- ❑ All notes, copies and such must be returned to the chair.

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. Women have been generally subjected to a whole barrage of questions that are not asked of men. However, there is increasing awareness of the inappropriateness of such behavior.

As long as the same questions are asked of men and women, there should be no bias. Obviously, there are inappropriate questions that may be asked of both sexes (See Questions to Avoid). Other tips:

- ❑ Never use “girl,” “honey,” or “dear.”
- ❑ Don’t flirt, patronize or in any way treat a woman candidate differently.
- ❑ Don’t joke.
- ❑ Do not insult a woman applicant by indicating that your interest in her stems from your desire to improve your department’s diversity.

Minorities and people of color. Many members of minority groups have been subject to discrimination. Discrimination on the basis of color is not restricted to protected groups but includes individuals from the Indian Subcontinent and the Middle East. Use of a structured format, job-related criteria and objective scoring ensures the process is “color blind.” Other tips:

- ❑ Avoid questions that suggest bias.
- ❑ Do not talk down to or put down the applicant.
- ❑ Do not dominate the conversation.
- ❑ Do not insult a minority applicant by indicating that your interest in them stems from your desire to improve your department’s diversity.

Applicants represent other ethnic groups. From time to time, there may be applicants whose names are not common. Those applicants may or may not be members of protected ethnic groups. Be sure that you are pronouncing their names correctly. If you are in doubt, seek assistance prior to contacting the applicant. If there is no available assistance, ask how to pronounce the name. Be sure you exhibit respect for the applicant.

Applicants with disabilities. Obviously there are many applicants who have disabilities that you are unaware of. Occasionally, there are applicants whose disabilities are very obvious. When interviewing applicants with disabilities;

- ❑ Always offer to shake hands.
- ❑ Do not avoid eye contact and do not stare.
- ❑ Treat the applicant 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 applicant. However, don't assume the applicant wishes you to do that. Ask first.

Applicants in wheelchairs

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

Applicants who are sight impaired

- ❑ Identify yourself and everyone else. Cue a handshake 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?"
- ❑ Do not raise your voice.
- ❑ Keep doors open or shut. A half-opened door is a hazard.
- ❑ Offer assistance in travel. Let the applicant grasp your left arm, usually above the elbow.
- ❑ Do not touch an applicant's cane or guide dog.

Applicants who are hearing impaired

- ❑ You may need a physical signal to get the applicant's attention.
- ❑ If the applicant is lip reading, enunciate clearly, keep your mouth clear of obstructions and be sure there is ample lighting.
- ❑ You may communicate using gestures, facial expression and note passing. You may also use sign language including interpreters.
- ❑ Do not raise your voice.
- ❑ Do not pretend to understand if you do not. Ask the candidate to repeat the sentence(s).
- ❑ When using an interpreter, talk directly to the applicant. The interpreter is there to interpret not to be an active participant in the conversation.

Interviewing

Questions, Comments and Topics to Avoid

You cannot ask any questions or make comments that are not directly related to performing the job. This includes any questions or comment concerning:

Race
Religion
Marital status
Number of dependents
Age
Citizenship

QUESTIONS NOT TO BE ASKED

MARITAL STATUS/DEPENDENTS

You cannot ask an applicant about the number and age of their family members.

*Can I answer any questions you may have about our schools?
You have lived in _____ a long time. Will it be difficult for your family to relocate?
What are your childcare issues?
What is your maiden name? Is your middle name your maiden name?
What are your childcare arrangements?
What are the ages of your children?*

You cannot ask if an individual plans to have children.

*Do you have plans to have more children?
How do you feel about the abortion issue?
Are you pregnant? Are you likely to become pregnant?*

It is inappropriate to ask about a spouse or their employment.

*Does your spouse work?
Are you married?
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 you live with)?*

AGE

There are no questions or comments that relate to age that are acceptable.

*I bet you remember the 60s.
How old are you?
When do you plan to retire?
What is your date of birth?
How old is your wife?*

ARREST RECORD

Never ask about a person's arrest record. Treat with highest level of confidentiality information on the type of military discharge and conviction record.

*Have you ever been arrested?
Do you have a history of drug or alcohol addiction?*

ETHNIC ORGINS/CITIZENSHIP

Do not ask or comment about the origin of a person's name, nationality or information that reveals marital status.

*Oh, I see 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 Spanish? Do you speak Spanish at home?
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?*

Avoid questions or responses that relate to height and weight.

*How tall are you?
How much do you weigh?*

DISABILITY/HEALTH

You cannot ask any questions concerning whether or not a person has a disability. You may ask questions concerning whether or not an applicant can perform duties; however, if you ask one applicant you must ask every applicant.

Do you have any problems lifting heavy things?

Are you handicapped?

What medicines do you regularly take?

I see you are disabled. Don't worry; I think you can do this job.

Do you have any disabilities that would keep you from performing this job?

Ask: "The position requires that you be able to repeatedly lift 20 pounds. Can you do that?"

PRIVACY ISSUES

Do not ask these types of questions. It's simply not your business and the information may be discriminatory or perceived to be discriminatory.

Do you own your own home?

Do you have good credit?

With whom do you reside?

Have you ever been refused bonding?

Have you ever declared bankruptcy? Have your wages ever been garnished?

Have you ever been injured on the job?

I have several friends with your last name. Are you related to _____?

Were you in a fraternity/sorority? Which one?

I see you live in Palma Ceia. Are you a member of the country club?

What clubs do you belong to?

Are you a Republican or a Democrat?

Do not ask specific information about membership in organizations.

I'm not familiar with _____ organization. What type of organization is it?

Are you a member of the Christian Coalition?

Have you ever belonged to a union? Are you a union member?

Do not inquire about relatives or friends.

Who are your friends?

What do you and your friends do for entertainment?

RELIGION

You cannot ask any question about religion or lack of religious beliefs.

What is your religion?

What holidays do you observe?

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?

Isn't that a Catholic girl's school that you attended?

Do not ask overly specific questions when requesting references or willingness to work a particular schedule.

Is working on Saturdays a problem for you?

Ask: "This position requires that the incumbent work on Saturdays. Is that possible?"

**Sample
Interview Questions**

**Faculty,
Management,
And
General
Interviewing
Questions**

The interview is the most informative part of the selection process. Yet, the interview is the part of the process that is most dangerous. Federal and state law set rules for how you can conduct the interview. The way in which you conduct the interview will leave a lasting impression on the candidates.

There are several “simple” rules, which if followed, will ensure your interview is fair.

- ❑ **Ask only job-related questions.**
- ❑ **Avoid personal comments.**
- ❑ **Ask the same general questions of every candidate.**
- ❑ **Plan your interview in advance.**
- ❑ **Conduct each interview under the same or similar conditions.**
- ❑ **Be respectful of a person’s time, information and effort.**
- ❑ **Be responsive.**
- ❑ **Remember that at all times you represent HCC.**
- ❑ **Florida’s public records and open meetings laws govern all of your actions and your work papers.**

Sample Questions for Faculty

1. What do you know about HCC?
What can we tell you about HCC?
2. How long have you been in your current position?
How long were you in your prior position(s)?
Explain any gaps in your work history.
3. 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?
4. Why do you want to leave your current position?
Why did you leave your last position?
5. Why do you want to join HCC?
6. Give examples of how you use creativity in your teaching?
7. How do you use technology in your classroom?
8. What new technology have you implemented in your classroom in the last 12 months?

9. How would you characterize your teaching style?
10. Does the subject matter modify your teaching methods and if so, how?
11. How do you prioritize and schedule projects, assignments, time off and student demands?
12. What are your experiences in curriculum design? Curriculum revision?
13. Describe a recent job-related crisis you encountered and how you resolved the situation?
14. How do you stay current in your discipline?
15. How do you maintain discipline in your classroom?
16. What classroom situations are most difficult for you?
17. How do you react to job-related direction?
18. How do you react to job-related criticism?
19. Why did you choose to be a community college teacher?
20. Characterize your relationships with fellow faculty.
21. Characterize your relationships with your program manager, dean or other administrators.
22. How do you use student evaluation feedback?
23. How often have you recommended changes in textbooks for a course that you teach?
24. What do you bring to HCC?

Sample Questions for Management

Ability:

1. How long have you been in management?
2. Describe how you became a manager.
3. How many employees do you manage?
4. What level and types of employees do you manage?
5. How long have you held these management responsibilities?
6. Describe the reporting relationship of your staff.

7. Do these employees report directly and solely to you?
8. Who hired these employees?
9. How creative do you see your management role to be?
10. How do you quantify the results of your job?
11. What do you perceive the responsibilities of this job to be?
12. How far in advance do you and management typically make specific decisions about directional changes?

Day-to day management skills

1. How would you characterize your management style?
2. Explain the limit of your management responsibilities by explaining the types of decisions that are beyond your authority.
3. How often do you prepare reports?
4. With what other departments do you deal?
5. What responsibilities do you hold in relation to other departments?
6. How do you schedule projects, assignments and vacations?
7. Tell me about a recent crisis.

Hiring

1. How many employees have you hired?
2. How have you learned to interview?
3. How do you plan an interview?
4. What has been your biggest hiring mistake?
5. How would you improve your hiring skills?

Employee orientation

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

Communication and motivation skills

1. How important to you is communication and interaction with the staff?
2. What are some of the tasks you typically delegate?
3. How do you maintain checks and balances on employee performance?
4. What things cause the most friction in your department?
5. Do you feel it is your responsibility to adapt to your employees or their responsibility to adapt to you?
6. With what types of employees do you get along best?
7. What types of employees cause the most problems for you?
8. Tell me about a time when morale was low. What did you do about it?

9. When have you seen proven motivational techniques fail?
10. Tell me some of the ways you have seen other managers motivate employees.
11. Have you ever become involved in an employee's personal problems?
12. How do you keep the staff aware of the organization's information, changes and activities?
13. Have you ever faced a situation with a staff member who was being less than direct with you about his or her activities? How did you handle the situation?
14. How do you organize and run departmental meetings?

Authority and discipline

1. How have you been successful in setting objectives for your staff?
2. Have you ever had to make an unpopular decision? Please explain the circumstances.
3. What are some of the everyday problems you face with your staff?
4. Have you ever worked with a group that jointly resisted management authority? Please describe.
5. What management situation is personally most difficult for you?
6. What employee behavior gets you angry?
7. What do you do when a subordinate breaks organizational policy?

Turnover

1. How do you address poor performance?
2. What has been the turnover in your department over the last three years?
3. Have you ever had to terminate any employee? Explain the circumstances.
4. What steps do you make before deciding to terminate?
5. How do you forecast manpower needs?
6. Have you ever experienced problems with organization pay scales when trying to attract new employees?

Fiscal skills and accountability

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

Manager and management

1. How do you take direction?
2. How do you take criticism?
3. What have you been most criticized for as a manager?
4. What have you and previous superiors disagreed about?

5. What do you do when there is a decision to be made and no procedure exists?
6. How have past managers gotten the best out of you?
7. How would you describe the best manager you ever had?
8. Tell me about the worst manager you ever had.
9. Tell me about a time when you felt that management had made an emotional rather than logical decision about your work.
10. When have you been described as inflexible?
11. How does your job relate to the overall goals of the organization?
12. How often are you involved in making formal presentations or proposals to management?
13. How do you define the difference between supervision and management?
14. What kinds of things bother you most?
15. If you could make one constructive suggestion to management, what would it be?

General Interviewing Questions

1. What do you know about HCC?
What can we tell you about HCC?
2. How long have you been in your current position?
How long were you in your prior position(s)?
Explain any gaps in your work history.
3. Why do you want to leave your current position?
Why did you leave your last position?
4. Why do you want to join HCC?
5. Describe a recent job-related crisis you encountered and how you resolved the situation?
6. How do you react to job-related criticism?
7. Describe your relationships with co-workers.
8. What do you bring to HCC?
9. How do you quantify the results of your job?
10. What do you perceive the responsibilities of this job to be?
11. How do you schedule projects, assignments and vacations?
12. Tell me about a recent job crisis.
13. With what types of employees do you get along best?
14. How do you take direction?
15. How do you take criticism?
16. What have you and previous superiors disagreed about?
17. What do you do when there is a decision to be made and no procedure exists?
18. How have past managers gotten the best out of you?
19. How would you describe the best manager you ever had?
20. Tell me about the worst manager you ever had.
21. How does your job relate to the overall goals of the organization?
22. If you could make one constructive suggestion to management, what would it be?

Personality Questions if Job-related

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

Notes

**A Guide
to Facilitating
Teaching Demonstrations
During Faculty Interviews**

Faculty is crucial to our 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 or her ability is a way to measure teaching ability. As with all other parts of the screening and selection process, the same process including instructions and topics should be done for all applicants.

Prior notice. When the interview is scheduled, advise the applicant that there will be a short teaching demonstration. It is generally preferable that the applicants not prepare for the exercise. Tell the applicant that the exercise will be five to ten minutes in length, do not prepare a formal presentation, and there will be no equipment provided except a board and chalk. **Note:** Remember to arrange for a chalkboard and chalk when making video conferencing appointments.

Purpose. The purpose of the exercise is to determine how the applicant reacts “on his or her feet;” whether the candidate knows key subject matter; to assess teaching style; and whether or not the applicant can communicate the topic clearly and concisely. The teaching exercise is generally believed to be the most important single determinant of what an applicant will be like in the classroom. The exercise is as close to a skills test as can be administered.

Sequence of the example in the overall interview. When should the applicant be asked to give his or 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

- Introductions by chair (and committee members)
- Committee asks questions
- Applicant asks questions
- Introduce teaching exercise (including time to prepare)
- Closure

Example B

- Introductions by chair (and committee members)
- Committee asks questions
- Introduce teaching exercise (including time to prepare)
- Summarize
- Applicant 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 applicants prefer to have the exercise occur near the beginning of the interview.

Instructions prior to demonstration. Before asking the applicant to actually demonstrate their teaching ability, the applicants should be told what to do. These instructions will set the stage for the success or failure of the exercise. The committee should carefully script the instructions. Consider the following points:

- **Choice.** Should the applicant be given a choice of three topics to teach or should the applicant 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 candidate should be told that the committee will act as students and will ask questions during the exercise. This allows the committee to judge how an applicant reacts to student questions and class management issues, whether or not the applicant is logical in his or her presentation, and whether the candidate remembers and addresses questions asked but deferred at the moment.
- **Preparation time.** You may provide the applicant a period of time to prepare. For example, you may wish to take a five- or ten-minute break to allow the applicant time to prepare for the demonstration.

Committee preparation. The committee, as a 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 guidance to the candidate and the actual instructions prior to the exercise, draft the questions the committee acting as students should ask and assign the question to a specific committee member.

One committee member should be assigned to make sure 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.

Scoring the demonstration. You can prepare an individual score sheet for each candidate or you may discuss the presentation and arrive at a consensus score. The chair should document the consensus score. One effective scoring method is to put each committee member’s score on the board. As each score is written, discussion should be encouraged. The “give and take” among members allows changes and consensus to build. For more information on scoring teaching demonstrations, see Scoring Guidance page 45

Relationship to the interview itself. 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 thought through. 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 the Interview* page 21.

**Video
Conferencing
An Interviewing Tool
for Screening
and Selection Committees**

Video teleconferencing services are available through the Employment Office (faculty interviews) and the eCampus Multimedia Department (administrator interviews). The guidelines presented outline procedures for conducting video teleconferences for faculty interviews. If you are conducting administrator interviews, coordinate the video teleconference with the eCampus Multimedia Department (253-7768).

While the appearance of an applicant before a screening and selection committee is the most desirable method to interview, often distance and travel expenses may prevent candidates from appearing. Video teleconferences allow the College to interview a wider range of qualified candidates. The key to a successful video teleconference is thorough preparation by the screening committee and accurate notice to applicants.

Record. After completion of the screening interview process, the committee shall forward all videoconference notes and tapes (in addition to other documentation) to the Employment Office. The Employment Office maintains the videoconference notes and tapes with the case file in accordance with Florida public records/record retention laws.

Preparation. Video conferencing requires special preparation in addition to the normal preparation needed for interviews. There are several key “players” in the success of the video teleconference.

- ❑ Screening committee chair and committee members
- ❑ Employment Office (faculty) or eCampus Multimedia Department (administrators)
- ❑ Academic Technologies Manager (Carl Schweibinz, DHUM315, phone 7768)
- ❑ Campus facility and campus Audio Visual Technician
- ❑ Applicant and the geographical location (dictates facility to use)
- ❑ The video teleconference connection

Scheduling. The committee determines blocks of time that all members can agree to commit. Prior to finalizing the date, time, and location of the teleconference with the applicant, the Chair needs to contact the Employment Office (verification of funds), campus Audio Visual Technician (availability of room) and Academic Technologies Manager (coordinating scheduling). The screening committee informs applicants that the tapes of video teleconferences become public property under Florida employment laws and are open for public inspection.

Format. In addition to the design and assignment of questions, video conferencing requires determining the use of the camera. Typically:

- ❑ Begin with a close up of the chair for introductions, welcome the candidate and provide a brief overview of the interview format. The chair asks members to introduce themselves individually. The camera will focus on each speaker.
- ❑ Committee members ask predetermined questions.
- ❑ Teaching demonstrations are introduced and completed.
- ❑ The candidate asks questions of the committee.
- ❑ The chair closes the interview.

Staying on schedule. The time factor is very important. The committee must stay on schedule or run the risk of losing the connection before the interview is completed. The screening committee should conduct a practice session to determine a realistic amount of time. The technician will warn the committee as time gets low.

Guidelines for Setting Up a Video Teleconference Session

Step 1. Contact the Employment Manager (7008) to verify the availability of funds to conduct the video teleconference for faculty positions.

Step 2. Coordinate the date, time and location for the interview. Reserve the location with the campus. Contact Brandon (BHUM-203, phone 7816), Dale Mabry (DLAB-141, phone 7768), Davis Islands (GADM-113, phone 7569), Plant City (PADM-122, phone 2180) and Ybor City (YPST-238, phone 7957). The room must be scheduled for an additional 45 minutes prior to the conference to allow time for connecting to the remote site and familiarization with the equipment.

Step 3. Review the Kinko's website (www.kinkos.com/locations) to determine the location with video conferencing equipment closest to the candidate. If there is not a Kinko's equipped with video conferencing within 100 miles, call Sprint at 1-800-669-1235 for instructions in locating another video conferencing site. Sprint will give an alternate location, if available, of a private company in that area that can handle video conferencing.

Step 4. Contact the Academic Technologies Manager (Carl Schweibinz, phone 7768) to reserve the video teleconferencing service and provide the following information:

- Candidate's name and discipline of the interview.
- Kinko's location (or alternate) and phone number.
- Date, time and campus of the interview.

Step 5. The Academic Technologies Manager coordinates the service with Kinko's (or alternative). Once the video teleconference is scheduled, the Academic Technologies Manager contacts the screening committee with the confirmation number and the confirmation date and time.

Step 6. Notify the applicant (document the notification method) of the time, date and location for the video teleconference and receive the applicant's permission.

Step 7. Contact the Audio Visual Technician at the campus/district office. The Campus Audio Visual Technician is responsible for being at the conference to ensure the connection. Provide the Audio Visual Technician with all of the conference details: date, time, location, and confirmation number.

- ❑ Dale Mabry campus – Milan Gumbarevic – 253-7384.
- ❑ Ybor City campus – Chuck Bowen – 253-7736
- ❑ Brandon campus – Chris Gunn– 253-7930
- ❑ Plant City campus – Sherrie Colgain – 757-2120
- ❑ District offices – Mike McGourin – 253-7000, extension 5668

Kinko’s Cancellation Policy

- ❑ The minimum reservation time for Kinko’s videoconferencing is 30 minutes, with billing in 15-minute increments beyond the 30-minute minimum.
- ❑ Cancellations for Kinko’s location must be received by 8:00 p.m. EST the day before the scheduled videoconference to avoid a cancellation fee.
- ❑ Kinko’s will charge a cancellation fee of 20% of the full charge for the scheduled videoconference if the videoconference is cancelled after 8:00 p.m. EST the day before the scheduled videoconference and before 8:00 p.m. EST the day of the videoconference.
- ❑ Kinko’s will charge the full fee if the scheduled videoconferences is not cancelled or cancelled after 8:00 p.m. EST the day of the videoconference.
- ❑ Kinko’s international videoconferencing reservations and pricing statements may vary by location. Kinko’s reserves the right to change conference terms and conditions from time to time.

Tips for Conducting Interviews by Video Conferencing

Video conferencing is not the “same” as a face-to-face interview. An individual’s poise, body language and ability to respond to nonverbal clues from the committee is negated or eliminated. However, it enables the College to recruit nationally. The following tips will help committee members to present themselves and the College effectively:

- ❑ Setting up a videoconference interview requires a lot of coordination between the candidate, committee, the Employment Office, the Academic Technologies Manager, Kinko’s and the College. Keep in mind that just because you want to do an interview at Kinko’s at 2 p.m. doesn’t mean that it is available at that time, so everyone has to be flexible around the room reservations and their availability.
- ❑ Kinko’s will connect up to your campus one half hour prior to the requested conference time. This is time to solve any technical problems, if there are any. If there are no problems you can start your conference 15 to 20 minutes early if your committee and the interviewee are there. This also means that you cannot set up interviews every hour, on the hour, as there must be at least one half hour between each interview for the new connection to another location. You can have three interviews in a row but there must be 90 minutes between the interviews.

- ❑ Schedule a practice session where committee members ask questions of a colleague who “plays” the applicant. Review the tape as a committee. The practice allows committee members to become familiar with the equipment as well as improve their video presentation skills.
- ❑ Be sure to contact the campus Audio Visual Technician and have them there 45 minutes before the scheduled time on the first day and 35 minutes early there after. You will need to let them know if you want them there the entire time or where they can be contacted if there are problems during the conference.
- ❑ The interview should be held on the campus where most of the committee members are located. You can have the interview on any campus for any position. This is up to the committee chair and the rest of the committee.
- ❑ Realize and prepare for the frequent slight delay in audio transmission. Pause after asking questions in order to give the candidate time to receive the full transmission.
- ❑ Make sure the technician advises when the connection is made before the start of the interview and when it is disconnected after the interview is over. If not, you may unknowingly be on screen and heard.
- ❑ Speak to the person shown on the monitor and not to the camera.
- ❑ Test the volume level of the microphone before beginning the interview.
- ❑ Avoid shuffling papers, tapping a pen, writing notes or whispering during the interview.
- ❑ Be on time. It is disruptive to enter after the conference has begun.
- ❑ Wear solid-colored clothes.

Kinko’s Customer Service Number: 1-800-854-6567

Sprint Customer Service: 1-800-659-1235

ECampus Multimedia Department: 813-253-7768

ECampus Multimedia Fax: 813-259-6044

Academic Technologies Manager: 7768

Screening Committee

Scoring Guidance and Completing Committee Work

To be effective, each committee must design its own scoring sheets to screen applications and to evaluate interviews. However, examples of what other committees have done can be valuable. There are several examples in the appendix.

Ideal candidate profile. For all faculty positions, the Campus President will develop a desired candidate profile to aid the committee. This profile must address, but is not limited to, the diversity needs of the campus and discipline. The campus president's profile will guide committee deliberations.

Categories. The “first” step in designing a scoring sheet is to identify what is important in the position. Consult the class specification (non-faculty), examples of scoring sheets and the collective wisdom of the committee members. Typical categories include:

- ❑ Education and Training
- ❑ Experience
- ❑ Special skills
- ❑ Community activities

From the section on Screening and Interviewing Guidance, the following examples of screening standards include:

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

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

- ❑ Unexplained time gaps between employment and incomplete information
- ❑ Applicants whose education, experience or training is not relevant to the position
- ❑ Pattern of job-hopping or reasons for leaving positions
- ❑ Transcripts do not meet high academic standards

Resume/application scoring techniques. There are many ways a committee can design a scoring mechanism to determine applicants to interview. Consider the following:

- ❑ Require every team member to screen and vote on each candidate.
- ❑ Eliminate scoring sheets that score all “zeros” or give a candidate a perfect score in every category.
- ❑ Require scoring of all candidates including internal candidates.
- ❑ Ensure that the applicants that receive the highest score are advanced to the next level. For large groups, establish a cut-off (for example the top 30% of all scores) to determine what applicants will continue to be active candidates.
- ❑ Eliminate the highest and lowest score.
- ❑ Require committee members sign and date their score sheets.

Interview Scoring Techniques. The scoring sheet should be designed before the interviews begin based on the ideal candidate profile. Each committee member should be assigned one or more questions to ask each applicant. The chair should introduce the candidate to the committee, briefly explain the process and then the questions should begin. Committee members should ask their questions in a predetermined sequence. Comments and scores should be completed after each answer. The question should appear on the scoring sheet with a place to record the score next to the question.

Teaching Example Scoring Techniques. The committee should design a scoring sheet reflecting criteria that is important when reviewing a teaching example. Consider designing a separate score sheet for the teaching example. Examples of factors to score include:

- ❑ Applies appropriate adult learning theory
- ❑ Presents in a clear, understandable and interesting style
- ❑ Evidences research and mastery of material
- ❑ Handles questions appropriately

Consensus scoring. The committee may discuss the teaching exercise or the interview in its entirety and arrive at a consensus score. The chair will document the consensus score. One effective scoring method is to put each committee member’s score on the board. As each score is written, discussion should be encouraged. The “give and take” among members allows changes and consensus to build.

Scoring and absent members. Committee members that do not participate during an interview should not score that interview. The committee should decide in advance how to address this situation. Choices include:

- ❑ Average the scores of the committee members that were present.
- ❑ Average the scores of the committee members that were present and add the average as the score for the missing member.
- ❑ If the interview was videotaped, have the member view the tape and score the interview. Add the score into the overall average.

Preserve the record. The chair must ensure that all of the records of the committee are preserved and ultimately placed in the recruiting file in the Employment Office in Human Resources. Typically, scoring sheets are subject to great scrutiny.

Debriefing. When performing as a screening and selection committee chair, Dr. James T. Humphries informs all candidates by telephone that they can schedule a debriefing with him to review their final rating sheet. (See Appendix, Final Report, Dean, Continuing Education Programs). While not required, being open and proactive may eliminate or diminish negative perceptions and project a professional image.

Appendices

The appendices contain reproductions of documents that have been used by screening and selection committee at Hillsborough Community College. The examples provided are for the committee's review. The committee is encouraged to design interviewing tools and methods of documentation that are appropriate to the situation.

Refer to the College's procedures on employment advertising and recruitment and screening and selection for further guidance on the interviewing process.

Chair's Checklist/Status

Hiring Guidance for Screening Committee Members

Packets Prepared and Distributed for Committee Members

Manual

- ❑ Objectives
- ❑ Process flow chart
- ❑ Laws and liabilities
- ❑ Florida public records law and open meetings law
- ❑ EEO information
- ❑ Equity goals
- ❑ Guidance on screening applicants and conducting interviews
- ❑ Sample questions to ask faculty candidates
- ❑ Questions and topics to avoid
- ❑ Specific material - advertisements, screening sheets, Equity objectives
- ❑ Administrative procedures

Chair's Tasks

- ❑ Coordinate with Campus President to develop a candidate profile and issue a charge to the committee.
- ❑ Coordinate with Office of Equity and Special Programs to secure hiring goals.
- ❑ Finalize schedule, establish anticipated completion date and notify parties.
- ❑ Finalize ground rules and document.
- ❑ Finalize screening sheet and document.
- ❑ Finalize interview questions and document.
- ❑ Finalize teaching exercise plan/scoring and document.
- ❑ Preserve all tallied screening sheets and voting records (recap and originals).
- ❑ Collect and destroy copies of applications.
- ❑ Complete references and employment verifications and document education exceptions (if any) for all finalists.
- ❑ Return to Human Resources
 - ✓ All applications except those of the finalists.
 - ✓ Documentation of all committee work (all of the above).
 - ✓ Originals of all screening sheets, tallied and any other voting records.

Examples of Interview Questions and Rating Sheets

Sample Interview Questions and Rating Sheet

Evaluator	Name of Applicant	
Maximum Points	Questions	Points Awarded
5	1. Tell us about yourself and lead into how your background prepared you for this position.	
10	2. The Dean of Technical Programs oversees several programs, including Legal Assistant, /Construction, Electronics, Computer Science and Accounting. Tell us your vision or what you foresee for each of these different disciplines in the near future.	
10	3. A student complains to you about a grade they receive because they turned in a late assignment. The full-time professor refuses to even consider changing the grade. The student is upset and is going to call the Campus President. How do you handle this situation?	
10	4. Have you ever worked with a unionized faculty? If yes, in what capacity and for how long? Describe the situation. Also discuss your philosophy about tenure.	
10	5. Tell us about your computer skills. With technology changing so rapidly, what do you see for the future of Computer Science?	
10	6. You have a full-time Humanities professor with the 18 hours necessary to teach in computer science. This professor insists on teaching the computer courses even though he really does not have the expertise. You receive numerous student complaints. What do you do? Remember the Union.	
5	7. Describe your two greatest weaknesses. Describe your two greatest strengths.	
5	8. Describe your management style.	
5	9. In your role, several program managers (similar to department heads) will report to you. What do you see as their role?	
10	10. You have a disagreement with a faculty member. The person goes to the Campus President (your supervisor). How would you react to this situation? How would you react to this person in future situations?	

Maximum Points

Total Points

SAMPLE

CANDIDATE APPRAISAL WORKSHEET			
Position Title:			
Candidate's Name:			
Interviewer:		Date of Interview:	
Question	Established Value 1-10	Candidate Rating 1-10	Comment
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTAL			

This sample worksheet is designed for listing questions to be asked of all candidates, establishing a value (from 1 to 10) for each question, rating the candidate's response to each question, and noting comments. All interviewers would have a separate worksheet for each candidate to be interviewed.

Following completion of interviews, the individuals conducting the interviews will tally the ratings for all interviewed candidates, average the total ratings of each candidate by dividing the number of interviewers present for all interviews, and list the candidates with the highest average numerical scores. All rating sheets used to evaluate candidates will be forwarded to the Employment Office for retention in the recruitment case file.

SAMPLE

SUMMARY RATING SHEET			
Position Title and Number:			
Name of Candidates Interviewed	Total Points For Each	Interviewers Average	Rank Order
UNIT ADMINISTRATOR OR COMMITTEE CHAIR:		DATE:	

This sample summary rating sheet is designed for listing each candidate interviewed, the total points of interviewers present for all interviews, the average rating dividing the total points by the number of interviewers present for all interviews, and designate the rank order of the candidates.

Following completion of interviews, all rating sheets used to evaluate candidate will be forwarded to the Employment Office for retention in the recruitment case file.

SAMPLE

INTERVIEW APPRAISAL WORKSHEET	
Applicant:	Date:
Position Title:	Position Number:
Give examples of the relationship between the position requirements and the applicant's background, skills, etc.	
Position Requirements	Applicant's Credentials
Education	
Experience	
Knowledge, Skills and Abilities	
Essential Functions of the Position	
Additional Comments:	

Overall Evaluation: <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Below Average

Interviewer's Name

SAMPLE

PROGRAM BIOLOGIST INTERVIEW QUESTIONS		
Questions	Points Available	Points Awarded
1. Please give a brief personal resume that would include your educational background, work experience and any teaching experiences with children, adults, and persons with disabilities or others.	10	
2. Do you have any background in the area of Environmental Education training: such as curriculum development, interpretative programming, curricular packages or other training? If not, have you had any experience in conducting any outreach programs, community presentations, or other community education or community information programs?	8	
3. Please answer this hypothetical question. You are on a field trip doing water activities and a student falls on an oyster bed sustaining deep cuts on their hands and legs. How do you handle this situation?	5	
4. Do you have any experience, training, or knowledge of small craft handling and boat trailering? If so, please elaborate.	5	
5. Can you demonstrate or describe how you would handle teaching a specific topic such as wetland systems, to two very different age groups such as third grade students and adult students? Please be general - don't concentrate on subject matter but on the techniques or methods of delivery.	10	
6. Why are you interested in the Program Biologist position and what are your expectations/perceptions concerning this job?	4	
7. Have you any experience with public speaking? If so, please describe these experiences.	8	
8. What are your career goals and also, please tell us what you think uniquely qualifies you for this particular job?	10	
9. What is your own personal definition of Environmental Education?	10	
TOTALS	70	

Applicant's Name	Position Applied For
Interviewer's Name and Signature	Date

SAMPLE

HILLSBOROUGH

Community College 

March 16, 2002

MEMORANDUM

TO: Dr. Deborah Smith
Dean of Associate Arts

FROM: (Committee Chair Name)
(Committee Chair Position)

SUBJECT: Final Report, Selection Committee for English Instructor (Ybor City Campus)

Introduction

The English Instructor position was advertised:

- a. HCC Website from December 5th, 2001 through January 2nd, 2002.
- b. Higher Education Jobs, Community College Jobs and Florida Association of Community College websites.
- c. Tampa Tribune, Florida Sentinel Bulletin and LaGaceta newspapers.

Procedure

On December 12th, 2001 I received a letter (Attachment 1) selecting me as the chair of the selection committee for the English Instructor position on the Brandon campus. The members of the committee are identified in the letter.

Our first screening committee meeting was held at 3 p.m. on January 4th, 2002 in Room 200 of the Learning Resource Center on the Brandon Campus. All six members of the screening committee attended the first meeting. During that meeting we decided the committee would perform a preliminary review of the 32 qualified applications according to criteria (see Attachment 2) decided by the unanimous vote of the committee.

The committee met to evaluate all 32 qualified applications at 2 p.m. on January 9th, 2002 in Room 200 of the Learning Resource Center on the Brandon Campus. All six members of the screening committee attended this meeting. The committee reviewed all 32 applications and approved preliminary ratings (see Attachment 3). The following candidates were chosen for a

personal interview based on their score of this preliminary part of the process and consideration of other relevant factors in their application packages.

(List name of candidates chosen for interviews)

The committee met to finalize the questions (see Attachment 4) for the interviews at 2 p.m. on January 16th, 2002 in Room 200 of the Learning Resource Center on the Brandon Campus. All six members of the screening committee attended this meeting to finalize the questions.

The interviews were conducted in 2002 in Room 200 of the Learning Resource Center on the Brandon Campus on January 23rd, 2002. All of the candidates were asked the same questions in the same way.

Results

The results of the interviews were summarized in a consensus document (see Attachment 5). The candidate's final scores (see Attachment 6) were recorded. The committee decided, based on the scores and other factors relating to the interview, to recommend the following candidates to the Campus President for the Brandon Campus:

(List name of finalists chosen for interviews)