RECRUITMENT AND INTERVIEWING

HANDBOOK

Prepared By:
Employment Office, Office of Human Resources
and Equity Office

Revised October 2006
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Screening and Interviewing Handbook

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Hillsborough Community College (HCC) has formally written procedures governing the screening, interviewing, and selection process of employees that are available on the HR webpage. Before beginning the screening and interviewing process, hiring managers and screening committees will review these procedures.

Prior to reviewing the applications and scheduling interviews, the hiring manager or screening committee is responsible for reviewing this HCC Recruitment and Interviewing Handbook. The purpose of these materials is to facilitate processes used in the recruiting and interviewing of applicants for advertised positions with 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 rules, policies, procedures and practices have been developed to support the achievement of equal employment opportunity. The College has developed systematic efforts to prevent discrimination from occurring and to deter and eliminate discrimination when it develops. This process includes at a minimum, a recruitment program to ensure that all applicant pools and screening committees are diverse.

This handbook is maintained jointly by the Office of Human Resources and the Office of Equity Programs to assist hiring managers and screening committees with their valuable work in a quicker and easier manner. Each committee chair is responsible for advising all screening committee members to review and become familiar with the provisions of this handbook.

The program and its materials are designed to provide screening and selection committee members with current information on the College’s hiring process, formal training on hiring techniques and the methods of selection.

This effort is designed to assist hiring managers and screening committees to act quickly, utilize job-related criteria to review applicants and conduct interviews, document all hiring actions and return all materials to the Employment Office in a timely manner. An emphasis on the hiring process will improve the caliber and quality of instructional staff. Improvement in instructional staff will positively impact student outcomes.

By emphasizing the importance of screening and interviewing 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 will be revised and updated as needed. The most current version will be available under the HR webpage. Comments and recommendations are welcomed.

Recruitment and Interviewing Handbook, October 2nd, 2006
Performance Objectives

- Participants 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 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.
Federal Laws and Florida Statutes Governing the Screening, Interviewing 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/Employment

1964 Civil Rights Act

In 1964 Congress passed the Civil Rights Act, 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. A minimum age can be specified under 40 if job-related such as "over 18" or "must be 21 years old."

**The Rehabilitation Act of 1973, Section 504**

**The Americans with Disabilities Act (ADA) 1990**

This act 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.

One objective of the ADA is to allow individuals who are otherwise able to perform the essential functions of a job to be overlooked because of their actual or perceived disabilities. The ADA protects applicants and employees who have mental or physical impairments which substantially limit a major life activity, or have a record of such impairments, or is regarded as having such impairments. An applicant or employee may request a reasonable accommodation, which is modification or adjustment to the job, application process and modification to the work environment in order that the person with the disability can to perform the essential duties of a position. No person can be denied employment if they can perform the essential duties of the job in question.

**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.

**Civil Rights Act of 1991**

Title VI amends the Civil Rights Act of 1964 by awarding damages in cases of intentional discrimination or unlawful harassment. This act allows juries and not judges to decide discrimination claims.
Pregnancy Discrimination Act of 1978
This act amended the Civil Rights Act of 1964 by stating that pregnancy is a disability and that pregnant employees must be treated on an equal basis with employees having other medical conditions.
Major Florida Statutes
Addressing Recruitment and Employment

Most states also have laws which affect employment and many Florida laws are similar to Federal laws. Florida laws stipulate that marital status, in addition to other criteria noted in Federal law, cannot be used as criteria for any employment decision.

The Florida Education Equity Act (Statute Section 228.2001)
The Florida Educational Equity Act, Section 228.2001 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
(Statute Section 286.011)
Under Florida public meeting laws, a screening and selection committee is performing a decision-making function of the Board of Trustees by selecting the shortlist of candidates for further interviews. As a participant in the decision-making process, the committee meetings are public meetings that must meet the following requirements:

A. All screening and selection meetings are open to the public.
   - This means that any interested party may attend. This could include applicants for a position, other employees, members of the press or members of the public.

B. The chairperson of the screening and selection committee must provide reasonable notice of each meeting.
   - The notice should contain the time/place of a meeting and either an agenda or the subject matter of the meeting. (There is no requirement for an agenda but if it is available, you should post it, as well).
   - The notice must be prominently displayed in the area set aside for that purpose. This means that the chairperson is responsible for posting a notice outside the meeting room and on a nearby departmental bulletin board advising as to the time and location of the screening and selection committee meeting. A sample notice is included in the appendices to this handbook for your review. The chairperson must include a copy of the notice for each meeting in the recruitment file.
   - Emergency meetings should have the most effective notice under the circumstances. Special meetings should have at least 24-hour notice.
   - These are intended to be suggestions. There are no set rules on notice requirements for selection and screening committees.
• You are not required to provide notice of each item to be discussed, just that there will be a meeting.
• By reasonable notice, there are no specific guidelines other than that the notice should notify the public in sufficient time so they could attend.

C. The chairperson must keep minutes of each committee meeting.
• The chairperson of the committee members can ask each member to sign a list showing their attendance; the agreed on interview questions should be attached; the list of candidates selected for interviews can be attached; a brief outline of what a committee may discuss about the position and department needs, etc. The guidelines for minutes of a public meeting indicate that minutes do not have to be verbatim or taped, only brief outlines of what occurred at the meeting.

Public Records – all notes, records and scoring sheets developed by members of the screening and selection committee are public records. The Human Resources department encourages the chairperson to develop a scoring sheet with the committee members for use during the interview process.
• Many times, as members of a screening and selection committee are conducting interviews, members may make personal notes to refer to as they complete the HR scoring sheet. As long as these personal notes are not shared with any other member, they are not considered public records. These notes can be used to complete the scoring sheets. However, those scoring sheets with a member’s comments that are turned in to the chairperson are public records. Public records will include paper records and files, electronic documents and even videotapes of the interviews, all of which will be included in the recruitment file by the chairperson. Each committee member is responsible for turning in the score sheet, or if not used, their scores (and any comments) to the chairperson.
• The chairperson is not only responsible for leading the screening and selection process for the committee, but also for collecting and forwarding all records and documents related to the applicants and the interview process to the Employment Office at HCC. As previously mentioned, this recruitment file will include copies of all posted notices and committee minutes.

Recruitment Files – The Employment Office will maintain the recruitment file for two years as required by Florida law. It is suggested that committee members keep their personal notes, if any, for the same two-year period. The completed HCC recruitment file will include:
• All applications
• Resumes
• Reference checks
• Notice, minutes, and records of committee meetings
• Scoring sheets
• Videotapes
• Selection committee recommendation documents

Recruitment and Interviewing Handbook, October 2nd, 2006
Reviewing Recruitment Files – Any interested person may request to review a recruitment file. The request should be made to the Employment Office, which will provide a location in the Human Resources Department to review the file under supervision. Copies can be made for a nominal cost.

- Requests to review past records (over the two-year cut-off) should be directed to the Employment Manager in the Human Resources Department.

Florida Immunity from Liability and Employer Presumption Against Negligent Hiring (Statute Sections 768.095 and 768.096)

Florida statutes 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
- 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:

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<tr>
<th>Type of Record</th>
<th>Disposition</th>
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<td>2 years after application deadline</td>
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<tr>
<td>Employee Eligibility Records</td>
<td>2 years after expiration of eligibility</td>
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<tr>
<td>Employment Examination Records</td>
<td>2 years after examination</td>
</tr>
<tr>
<td>Pre-Employment Records (Not Hired)</td>
<td>2 years after application deadline</td>
</tr>
<tr>
<td>Search Committee Records</td>
<td>2 years after position filled</td>
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Office of Equity

Equity Report and Goals
Hillsborough Community College is committed to equity and diversity in the employment process. In accordance with the Florida Educational Equity Act, the College submits its Florida Educational Equity Act update annually to the Florida Department of Education. The Office of Equity is responsible for the preparation of this report. This report includes an analysis of student and staff diversity. This report is submitted by the President and the Board of Trustees on behalf of the College.

The Office of Equity is available to assist you as a hiring manager or as a member of a screening committee. The Office of Equity will provide information on the College's workforce demographics by location and by employment category. If there are questions concerning this material, please contact the Assistant to the President or the Manager of Equity Programs. They are available for consultation and to meet with committee members.

It is important that each hiring manager and screening committee member 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 managers. The laws, regulations and procedures govern committees' deliberations in the same manner as acts of hiring managers.
Guidance for Screening Committees
Screening and Interviewing Applicants

The ideal way for a screening committee to begin the screening and interviewing process is to meet before the Employment Office releases the applicant pool to the committee. This will allow the committee to address four fundamental tasks.

- Organize
- Screen applicants and select applicants to interview
- Interview applicants
- Recommend finalists. Faculty screening committees will recommend applicants to the Campus President through the appropriate academic dean.

Responsibilities of the Chair - It is the chairperson’s responsibility to keep the committee on task, provide organizational skills, leadership and administrative support, and to complete the proper documentation at each stage of the process. The chairperson will coordinate with the screening committee members to determine the date and time of meetings. Prior to the initial meeting, the chair should prepare interview informational packets for committee members. These packets should include:
  - Copy of the Recruiting and Interviewing Handbook for each committee member (copies may be obtained from the Employment Office).
  - Copy of the class specification for non-faculty positions.
  - Copy of the job posting from the HCC website for the position.

Initial meeting - Tasks to achieve include:

- Schedule - Coordinate a schedule for committee meetings.
- College procedures - Review the College’s administrative procedures that govern the selection process.
- Conduct - Committee members should respect each applicant and not casually discuss information from committee deliberations. The integrity and fairness of the process must not be compromised. The committee chair will review the Florida public meeting law that governs all meetings as outlined in this handbook.
- Goals and timeframes. Establish a timeline for the committee’s work. Set goals and report progress.
- Faculty and Administrator Committees – The chair of the committee will invite the Employment Manager to the initial meeting. The Employment Manager will bring sufficient copies of the Recruitment and Interviewing Handbook, will provide instructions for committee members to access the applications through the College’s application system, and will provide current diversity statistics for the College and campus.
Other Tasks - Screening committees can accomplish these additional tasks either during the initial or follow up meetings. Additional tasks include:

- **Screening sheet** - Determine the criteria to be used to review the documents of each applicant (application, resume, cover letter, and transcript), the contents of the screening sheet, the format of the screening sheet and the method in which applicants will be screened. Screen the applications and document the results. These criteria must be documented in the recruitment file by the committee chairperson.
- Finalize the applicants to be interviewed.
- Conduct the interviews.
- Prepare the final report of the screening committee.
- Deliver the report and all documents to the hiring manager. After the hiring manager selects an applicant to fill the position, all reviewing and interviewing documents will be returned immediately to the Employment Office.

Committee Guidelines:

- Be sure that all questions asked during the interview process are job related.
- Take special care when developing demonstrations (or pre-employment tests) to ensure that these requirements represent job related tasks and measure an applicant’s ability to perform the essential functions of the job.
- Be sure an applicant is not prevented from applying for a job, participating in an interview, or completing a test or demonstration due to a disability.
- Make a reasonable attempt to accommodate a qualified applicant with known physical or mental limitations.

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 hiring manager. The hiring manager will forward an updated designation for the screening committee to the Employment Office for review and approval by the Equity Office.
- **Team building.** Consider using team-building methods such as brainstorming and consensus to increase communication and build trust.

Guidance for Hiring Manager and Screening Committees on Conducting Interviews

This section provides hiring managers and screening committees with guidance on conducting interviews. The interview process may be the most important part of the selection process and can be the most difficult. For every applicant, his or her interview experience will define and represent the College.
Outline and organization - When screening committees conduct interviews, it is important that every member participates and is involved. The demeanor of members, level of interest and professionalism are critical. Although screening committees generally decide the organization of interviews, outlined below is a process that can be followed.

- Chair introduces the applicant to committee members and describes the process.
- The chair offers applicants an opportunity to make a general statement.
- Questions are asked of the applicant. Committee members record the applicant’s responses.
- The teaching demonstration (for faculty) is conducted.
- The chair offers the applicant an opportunity to make closing remarks.
- The chair thanks the applicant and closes the interview.
- Each committee member records comments, scores and notes.
- At the end of the interview, committee members complete the score sheets and forward them to the chair.

The interview should be structured so that information can be acquired regarding the qualification of the applicant to do the specific job. Specific topic areas must be discussed in a standard manner and 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 to select applicants as finalists. 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, the screening committee should establish and follow specific guidelines. 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 for each applicant.
- 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.
- Committee members should keep careful notes of each interview on the score sheet.
Beginning the interview - Interviews should be held in a comfortable setting free of interruptions. A private office or a conference room is ideal. Hiring managers and committees 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 hiring manager/committee chair can begin the interview is by providing the applicant with some general information about the College. Explaining the interview process establishes structure from the inception of process and provides a guide to be followed. 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 qualifications and experience 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.”

Asking questions - The hiring manager or committee should begin asking questions in a predetermined order. The purpose of an interview is to gather predictive information about the applicant’s suitability for the job. Therefore, 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** - Applicants should do most of the talking so the interviewer can hear what the applicant is saying and be able to evaluate the applicant.
- **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). 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 hiring manager or committee should refer to the interview 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 the open-ended question technique. The question is framed so that the respondent is given the opportunity to expand the response and to give a full and open answer. Interviewers should attempt to avoid closed-ended questions. 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, or 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 ideas and relay information in a detailed manner for a 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. 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. There is a danger in using follow-up questions if the questions do not help to expand or clarify a response.

Asking any necessary closed-ended questions - There is nothing inherently wrong with asking a closed-ended question that results in the response being 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 it’s 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 questioning portion of the interview has come to a close.

Summarize - The hiring manager or committee chair should give a brief summary of what has taken place. This is a good point to give the applicant a detailed description of the specific duties of the position. Likewise 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 stage of the interview provides the applicant with an opportunity to gather information about the job and about the College. Give the applicant an opportunity to ask questions and share additional information.

Describe the next steps - The hiring manager or committee chair should explain the decision process and the expected timeframe for a final decision to be reached.

Post interview scoring - The best time to evaluate the applicant is immediately after the interview, when details and impressions are fresh. The hiring manager or committee members should review the criteria and complete the score sheet on each applicant. After completing the score sheet, committee members 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 Disabled Applicants**

The guiding rule is to treat all people the same. This section reviews some of the considerations of interviewing applicants with disabilities.

**Applicants with Disabilities.** There are many applicants who may have disabilities that you are unaware of when you meet them. Occasionally, there are applicants whose disabilities are 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 to the applicant. 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.

**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 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

The key to lawful employment inquiries is to ask only questions that will provide information about the person’s ability to do the job, with or without reasonable accommodation. Asking questions about race, religion, marital status, number of dependents, age, national origin and disability might subject an employer to liability.

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 the ages of your children?

You cannot ask if an individual plans to have children.

  - Do you have plans to have more children?
  - Are you pregnant? Are you planning to become pregnant?

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

  - Does your spouse work?
  - Are you married, single or divorced?
  - Where does your spouse work?
  - Are you the primary wage earner for your family?
  - Do you prefer to be addressed as Ms., Miss or Mrs.?
  - With whom do you live?

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

  - How old are you? What is your date of birth?
  - When do you plan to retire?
  - When did you graduate from high school? From college?

**Ethnic Origins/Citizenship** - Do not ask or comment about the origin of a person’s name or nationality.

  - Are you a citizen of the United States? 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?
  - 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** – The Americans with Disabilities Act (ADA) expressly makes it unlawful to make any pre-offer inquiry about an applicant’s disability. You may ask all applicants (with or without disabilities) whether they can perform the duties of the job, with or without accommodation.

Do you have any problems lifting heavy things?
Do you have a disability?
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?
Have you ever filed a workers’ compensation claim or suffered a disabling injury in a previous job?
Will you need time off for medical treatments?

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?
Were you in a fraternity/sorority? Which one?
I see you live in ________. Are you a member of the country club?

Do not ask specific information about membership in organizations.
I’m not familiar with ________ organization. What type of organization is it?
What clubs do you belong to?
Are you a Republican or Democrat?
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?
I have several friends with your last name. Are you related to ________?
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?
Isn't that a Catholic girl's school that you attended?
Sample Interview 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.
- Plan your interview in advance.
- Conclude each interview under the same or similar conditions.
- Florida’s public records and open meetings laws govern all of your actions and your work papers.
- Ask only job-related questions.
- Avoid personal comments.
- Ask the same general questions of every candidate.
- Be respectful of a person’s time, information and effort.
- Be responsive.
- Remember that at all times you represent HCC.

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?

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. Describe the reporting relationship of your staff.
6. Do these employees report directly and solely to you?
7. Who hired these employees?
8. How creative do you see your management role to be?
9. How do you quantify the results of your job?
10. What do you perceive the responsibilities of this job to be?
11. 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. What responsibilities do you hold in relation to other departments?
4. How do you schedule projects, assignments and vacations?
5. Tell me about a recent crisis.

Hiring
1. How many employees have you hired?
2. How do you plan an interview?
3. What has been your biggest hiring mistake?
4. 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 do you communicate and interact with your 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 did you take before deciding to terminate?
5. How do you forecast manpower needs?

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. What tools do you use to project fiscal performance?
Manager and management
1. How well do you take direction?
2. How well 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. Have you ever been described as inflexible?
11. How often are you involved in making formal presentations or proposals to management?
12. How do you define the difference between supervision and management?
13. 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. How do you quantify the results of your job?
6. What do you perceive the responsibilities of this job to be?
7. How do you schedule projects, assignments and vacations?
8. How does your job relate to the overall goals of the organization?

Personality Questions if Job-related
1. What did you enjoy most about your last position?
2. What did you enjoy least?
3. What would your last supervisor say your three weaknesses are? Would you agree?
4. What are your major strengths?
5. What are your long-term career goals?
6. What are some of the things about which you and your supervisor disagreed?
7. Do you prefer working alone or as part of a team?
Teaching Demonstrations - Faculty Interviews

Faculty is crucial to the mission of the College and to student outcome. 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, interviewing and selection process, the same process including instructions and topics should be done for all applicant teaching demonstrations.

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

Purpose - The purpose of the demonstration is to determine: (1) how the applicant reacts “on his or her feet” in a classroom setting, (2) whether the candidate knows key subject matter, and (3) whether or not the applicant can communicate the topic clearly and concisely. The teaching exercise helps to assess teaching style and is an important indicator of what an applicant will be like in the classroom.

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.

Recruitment and Interviewing Handbook, October 2nd, 2006
**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 success or failure. 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 of the discipline 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 five- or ten-minute break 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 demonstration, topic(s) to be “taught” and in what sequence. The committee must “script” the guidance to the candidate and the actual instructions, 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** – The committee can decide that each committee member will prepare an individual score sheet for each candidate or the committee 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.

**Relationship to the interview itself** - The questions that are asked before the teaching demonstration should “build up” to the example. Just as in designing the questions, the sequence and purpose of each question during the demonstration must be carefully thought through. The demonstration should be totally integrated into the interview and not a disjointed piece of the process.

Recruitment and Interviewing Handbook, October 2nd, 2006
Video Teleconferencing

Video teleconferencing services are available through the Employment Office for faculty and administrator interviews. The guidelines presented outline procedures for conducting video teleconferences.

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 for verification of funds, the campus Audio Visual Technician (availability of room) and Academic Technologies Manager (coordinating scheduling). The screening committee will inform 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 may wish to 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.

**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](http://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 (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 the date, time, location, and confirmation number.

- Dale Mabry campus –253-7384
- Ybor City campus –253-7736
- Brandon campus –253-7930
- Plant City campus –757-2120
- District offices –253-5668

**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, the 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 thereafter. 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.

☐ 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

Academic Technologies Manager: 7768
Scoring Guidance and Completing Work

To be effective, each committee will design their own scoring sheets to screen applications and to evaluate interviews. Examples of scoring sheets can be found in the appendices.

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

Categories - Before designing a scoring sheet to review applications, the hiring manager or screening committee will 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

In addition, the hiring manager or screening committee may consider:

- Preferred qualifications
- Degrees, certifications or licenses earned above the minimum
- Professional teaching experience
- Experience in a community college
- More experience than the minimum required
- Special skills or expertise
- Academic achievement
- Professional achievement
- Community involvement

During the review of applicants, the hiring manager or screening committee may eliminate applicants whose applications contain:

- Incomplete information that prevents proper evaluation of the application.
- Applicants whose education, experience or training does not meet the minimum qualifications for the position
- Transcripts from institutions of higher education that are not regionally accredited.
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.
- Eliminate the highest and lowest score.
- If the screening committee is reaching a consensus on applicants to interview, the chair must document how the decision was reached.
- Require committee members to place the name of the applicant on the score sheet and then sign and date the sheets.

Interview Scoring Techniques - The scoring sheet will be designed before the interviews begin based on the ideal candidate profile. Screening committees will determine how the questions will be asked of each applicant. A common sequence of events is: (1) the chair introduces the candidate to the committee, (2) the chair briefly explains the process and (3) then the questions begin. Comments and scores will be completed on the score sheet for the applicant after the interview is complete. The questions should appear on the scoring sheet with a place to record the score next to the questions.

Teaching Demonstration Scoring Techniques - The committee should design a scoring sheet reflecting criteria that is important when reviewing a teaching demonstration. The committee will design a separate score sheet for the demonstration. 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 demonstration or the interview in its entirety and arrive at a consensus score. The chair will document the consensus score and the process for reaching the consensus. 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 will 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 missing member view the tape and score the interview. Add the score into the overall average.
Preserve the record - The chair will keep all of the reviewing and interview documentation of the committee is preserved and return to the Employment Office immediately after an applicant is selected to fill the position. Reviewing and interview score sheets may be subject to scrutiny.
The appendices contain examples of documents that can be used by hiring managers and screening committees at Hillsborough Community College. Hiring managers and screening committees are encouraged to design reviewing and interviewing tools and methods of documentation that are appropriate to the situation.

Refer to the College's procedures on (1) employment advertising and (2) recruitment and screening and selection for further guidance on the interviewing process.
Chair's Checklist
Hiring Guidance for Screening Committee Members

Packets Prepared and Distributed for Committee Members

Manual

- Objectives
- Review the Florida requirements for public records.
  - Post a notice for all committee meetings and interviewing; keep written minutes of all committee meetings; and ensure that all meetings are open and accessible.
  - Return to Human Resources a copy of all notices and minutes.
- Laws and liabilities
- Florida public records law and open meetings law
- Equity goals
- Guidance on screening applicants and conducting interviews
- Sample questions to ask candidates
- Questions and topics to avoid
- Specific material - advertisements, screening sheets, and Equity objectives
- Administrative procedures

Chair's Tasks

- Faculty Positions - Coordinate with the Campus President to develop a candidate profile and issue a charge to the committee.
- Non-Faculty Positions – Coordinate with the hiring manager to issue a charge to the committee.
- Finalize schedule, establish anticipated completion date and notify parties.
- Finalize ground rules and document.
- Finalize screening sheet and document.
- Finalize interview questions and document.
- Faculty - Finalize teaching demonstration plan/scoring and document.
- Preserve all tallied screening sheets and voting records (recap and originals).
- Collect and destroy any documents from the application system (applications, resumes, cover letter, copy of transcripts, etc.) that do not need to be returned to the Employment Office.
- Return to Human Resources
  - ✓ Documentation of all committee work (all of the above).
  - ✓ Originals of all screening sheets, tallied and any other voting records.
Hillsborough Community College
(Enter Campus and Department)
Screening and Selection Committee – Notice of Meeting

Position: _____________________________________________________________

Title: _______________________________________________________________

Building/Room Number: _____________________________________________

☐ The committee will meet to develop questions and discuss applicants on:

☐ The committee will meet to interview and discuss candidates on:

Date: _______________________________________________________________

Time: _______________________________________________________________

☐ A copy of the agenda for the meeting is attached.

_This is a public meeting under Florida’s Public Meeting Laws._
Examples of Interview Questions and Rating Sheets
<table>
<thead>
<tr>
<th>Maximum Points</th>
<th>Questions</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1. Tell us about yourself and lead into how your background prepared you for this position.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3. A student complains to you about a grade they received 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?</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>5. Tell us about your computer skills. With technology changing so rapidly, what do you see for the future of Computer Science?</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>7. Describe your two greatest weaknesses. Describe your two greatest strengths.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>8. Describe your management style.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9. In your role, several program managers (similar to department heads) will report to you. What do you see as their role?</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>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?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maximum Points</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
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 candidates will be forwarded to the Employment Office for retention in the recruitment case file.
## INTERVIEW APPRAISAL WORKSHEET

<table>
<thead>
<tr>
<th>Applicant:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position Title:</td>
<td>Position Number:</td>
</tr>
</tbody>
</table>

Give examples of the relationship between the position requirements and the applicant's background, skills, etc.

<table>
<thead>
<tr>
<th>Position Requirements</th>
<th>Applicant's Credentials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>Experience</td>
<td></td>
</tr>
<tr>
<td>Knowledge, Skills and Abilities</td>
<td></td>
</tr>
</tbody>
</table>

**Essential Functions of the Position**

**Additional Comments:**

**Overall Evaluation:** [ ] Good [ ] Average [ ] Below Average

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

<table>
<thead>
<tr>
<th>Applicant's Name</th>
<th>Position Applied For</th>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Interviewer's Name and Signature</th>
<th>Date</th>
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</table>
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.
   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)