Search Committee Handbook

Human Resource Department

2015
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INTRODUCTION

Purpose of the Handbook
Selecting an individual for employment with Florida State College at Jacksonville is one of the most important roles you will perform. Every vacancy presents an opportunity to increase the proficiency of staff and “raise the bar” on the standards required for our human capital. The mission and vision associated with our College and the ultimate success of our students in the workplace and community require us to hire top talent. Having highly skilled, motivated employees whose actions and behaviors are consistent with the mission and vision of the organization is a standard we must achieve with every hiring decision.

In the current economic climate of constrained resources, selection decisions become even more consequential and not easily reversed. A review of industry turnover data indicates the following:

- “The cost of losing an employee in the first year is estimated to be at least three times salary” –The Wynhurst Group, a Virginia based Human Resources consulting firm
- “22% of staff turnover occurs in the first forty-five days of employment”—The Wynhurst Group
- “48% of rookies wash out in their first 18 months” found a study of 20,000 new hired employees—Leadership IQ

This type of data supports the need for an effective search and selection process where job and organizational fit is assessed using objective criteria and behavioral interviewing.

The employees we select are also a reflection of the College within the larger Northeast Florida community. As one of the major employers in the region, Florida State College at Jacksonville employees are also community assets. Therefore, selecting staff that will be effective ambassadors for the College is another criterion for selection.

The purpose of this handbook is to ensure that consistent and excellent selection processes and procedures are in place for all jobs within the College. It is written as a practical guide for search committee chairpersons to supplement our formal College policies around recruitment and selection, all of which conform to applicable equal employment opportunity commission guidelines. By using this handbook as a guide, we hope to create an optimal experience for committee members and the very best hiring decisions for the College.

Florida State College at Jacksonville has Administrative Procedure Manual (APM) sections dedicated to:
- The Selection of Full-Time Administrative and Professional Employees
- The Selection of Full-Time and Regular Part-Time Career Personnel
- Advertising and Recruitment of Employees
- The Selection of Temporary Part-Time Personnel
The Appointment of Acting Interim Personnel
Criminal History Records
Adjunct faculty hiring practices, outlined in the adjunct employment kit
Full-Time faculty hiring procedures, outlined in Article 17-A of the Collective Bargaining Agreement

EQUAL ACCESS/EQUAL OPPORTUNITY

To further its goal of equal opportunity for all employees and prospective employees without regard to gender, race, color, religious creed, national origin, age, sexual orientation, gender identity, physical or mental disability, and/or protected veteran status or any other characteristic protected by applicable law, the College states as its policy the following:

It will be the policy of the College, in accordance with all applicable laws, to recruit, hire, train, and promote persons in all job titles without regard to gender, race, color, religious creed, national origin, age, sexual orientation, gender identity, physical or mental disability, and/or protected veteran status or any other characteristic protected by applicable law.

All employment decisions shall be consistent with the principle of equal employment opportunity, and only job-related qualifications will be required.

All personnel actions, such as compensation, benefits, transfers, social and recreational programs, etc. will be administered without regard to gender, race, color, religious creed, national origin, age, sexual orientation, gender identity, physical or mental disability, and/or protected veteran status or any other characteristic protected by applicable law.

Board Rule - Equal Access/Equal Opportunity: Non-Discrimination, Harassment or Retaliation

INCREASING DIVERSITY IN THE HIRING PROCESS

Increasing diversity of staff is very consistent with our collegewide goals around cultural appreciation, social responsibility and multicultural awareness. Increasing diversity should be a significant part of each step of the hiring process. Advertising channels can be used to increase the diversity of the applicant pool, and minority representation should always be included on the search committee. Some tips to building a diverse applicant pool with effective advertising include:

- Request that the Human Resources Department advertise in a variety of media with a targeted diverse readership.
- Advise the Human Resources Department if you know of institutions with strong graduate programs for women and minorities in the discipline you are recruiting.
- Advise the Human Resources Department if you know of specific professional organizations, associations and agencies that have a job referral service targeted to a diverse readership.

Please remember—never ask applicants about their marital status, race, gender, sexual orientation, religion, nationality, age, or disability. These are illegal questions. Instead, concentrate on applicants’ diverse experience, education, and attitude.

THE RECRUITMENT AND SELECTION PROCESS

Initiating the Recruitment and Selection Process/The Hiring Process

The recruiting and selection process begins when approvals have been received for a vacant position to be filled. Three critical roles in the recruitment and selection process are the: hiring manager; supervising administrator and the search committee chairperson. The hiring manager is the leader to whom the position will report and the supervising administrator is the administrator of the department with the vacant position. In some cases, the hiring manager and supervising administrator are one in the same. The supervising administrator will appoint a search committee chairperson who may also be the hiring manager.

The hiring process is as follows:

Current Budgeted Vacant Position and/or Reallocated Position:

1. Hiring department confirms the continuing need for a vacant and/or reallocated position by completing a vacant and new position form, and forwards to the compensation and benefits manager (Judy Robbins). The hiring department simultaneously completes a request to advertise in Apollo, except for some departments. These hiring departments must submit a request to advertise form.

2. The request is approved through the chief human resource officer (CHRO) and the request is forwarded to the cabinet for approval when changes are not cost neutral, (fund II and contract/grant positions do not require cabinet approval).

3. When approved by all required parties the original form is submitted to the compensation and benefits manager.

4. The compensation and benefits manager verifies the position data, assigns a position number, if needed, and forwards the original vacant and new position form, and in some cases the original request to advertise, to the director of employment (Sonja Cross).

5. Human Resources employment staff verifies the request to advertise has been completed in Apollo, or a request to advertise form has been submitted. Once all required paperwork has been received the position is posted/advertised in Apollo, as well as other requested newspapers, journals, publication and/or websites.
6. Administrative, professional and career positions are posted in Apollo for a minimum of seven (7) calendar days. Instructional positions are posted in Apollo for a minimum of twenty (20) calendar days. When specified by the hiring administrator to advertise in appropriate local or national publications, a position will remain open as long as necessary to receive responses to the advertisement(s) and to attract a sufficient number of qualified applicants. Hiring administrators may show preference to current employees by selecting from internal applicants who apply within the first three (3) days of the initial posting.

7. Employment staff reviews all applications and submits those applicants who meet the minimum qualifications to the hiring department.

8. Hiring department selects a search committee. (Career positions in Pay Grades 1-13 do not require a search committee, it is optional).

9. Request for salary for all positions is submitted to the compensation and benefits manager and salary ranges are provided to the hiring manager. Career salaries generally are placed at the entry step of the career position.

10. The following new hire/new position appointment paperwork is completed by the hiring manager and submitted to the compensation and benefits manager:
   A. Administrative and/or professional positions require the total compensation form and recommendation form and all official transcripts (Requires timely and appropriate consideration by the District Board of Trustees (DBOT)).
   B. Faculty positions require the total compensation form; recommendation faculty form and all official transcripts (Requires timely and appropriate consideration by the DBOT).
   C. Career positions require the recommendation form and all official transcripts.

11. For full-time and regular part-time positions the employment staff ensures the background and drug screening, (if applicable to the position) is completed, with satisfactory results, prior to the start date of the employee.

12. Once satisfactory background and drug screening results, (if applicable to the position) are received and the item has been presented to the DBOT (DBOT timely and appropriate consideration is not required prior to a hire date for career positions) the employment staff notifies the hiring manager with an agreed start date, in accordance with payroll deadlines, as well as a scheduled onboarding session and benefits enrollment appointment for full-time new hires. The supervising administrator assumes the responsibility for ensuring part-time employees are informed of all relevant College rules, procedures and programs.
New Position:

1. Cabinet member provides a justification for a new budgeted position by completing a **vacant and new position form**, and forwards to the compensation and benefits manager (Judy Robbins).

2. If the new position title does not exist within the College’s classification system, the human resources information systems specialist (**Eugene Biala**) will develop an appropriate job description, in accordance with the cabinet member.

3. The request is approved through the chief human resource officer (CHRO) and the request is forwarded to the cabinet for approval when changes are **not** cost neutral, (fund II and contract/grant positions do not require cabinet approval).

4. When approved by all required parties the original form is submitted to the compensation and benefits manager for a position number, if needed. When the job description has been approved and a template added in **Apollo**, the hiring department completes a request to advertise in Apollo, except for some departments. These hiring departments must submit a **request to advertise** form.

5. The compensation and benefits manager forwards the original vacant and new position form, and in some cases the original request to advertise, to the director of employment (**Sonja Cross**).

6. Human Resources employment staff verifies the request to advertise has been completed in Apollo, or a request to advertise form has been submitted. Once all required paperwork has been received the position is posted/advertised in Apollo as well as other requested newspapers, journals, publication and/or websites.

7. Administrative, professional and career positions are posted in Apollo for a minimum of seven (7) calendar days. Instructional positions are posted in Apollo for a minimum of twenty (20) calendar days. When specified by the hiring administrator to advertise in appropriate local or national publications, a position will remain open as long as necessary to receive responses to the advertisement(s) and to attract a sufficient number of qualified applicants. Hiring administrators may show preference to current employees by selecting from internal applicants who apply within the first three (3) days of the initial posting.

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13. Once satisfactory background and drug screening results, (if applicable to the position) are received and the item has been presented to the DBOT, (DBOT timely and appropriate consideration is not required prior to a hire date for career positions) the employment staff notifies the hiring manager with an agreed start date, in accordance with payroll deadlines, as well as a scheduled onboarding session and benefits enrollment appointment for full-time new hires. The supervising administrator assumes the responsibility for ensuring part-time employees are informed of all relevant College rules, procedures and programs.

Advertising/Posting Positions
In accordance with the hiring process, the hiring manager, or his/her designee, should submit a request to advertise via the Apollo system, or in some cases a request to advertise form. Any specific media advertising requests should be indicated on the request to advertise. If there are sourcing channels that can help with unique needs those channels should also be indicated.

Search Process
Career positions are posted for seven (7) calendar days with a specific position close date. Administrative and professional positions are posted for seven (7) calendar days and full-time instructional positions are posted for a minimum of twenty (20) calendar days with a specific review date and remain open until the position is filled. When specified by the hiring administrator to advertise in appropriate local or national publications, a position will remain open as long as necessary to receive responses to the advertisement(s) and to attract a sufficient number of qualified applicants. Hiring administrators may show preference to current employees by selecting from internal applicants who apply within the first three (3) days of the initial posting. Current employees that receive a College paycheck, including student workers, are considered internal.
After the position close or review date, the Human Resources Department reviews all applications within 5-7 working days and forwards an Apollo user name and password that grants access to all applications that met minimum standards to the hiring manager. Since administrative, professional and instructional positions are posted as “open until filled”, the hiring manager may request additional qualifying applications from the Human Resources Department until such time as a candidate has been selected.

**Faculty Transfer**
In accordance with Article 17 of the Collective Bargaining Agreement, full-time faculty members shall have the right to seek a transfer to an announced vacancy for which they meet the advertised minimum qualifications, as follows:

- When a faculty vacancy becomes available and is approved to be filled through the College’s standard employment processes, regularly appointed full-time faculty may apply for a transfer.
- Full-time faculty will be provided notice that a faculty vacancy will be advertised through the College’s email system. Interested faculty must then notify the director of employment (or designee) within 10 workdays by email if there is an interest in being considered for transfer.
- Full-time transfer applicants who meet the minimum qualifications for the position and who have an overall satisfactory evaluation rating on the most recent evaluation will be considered for the position before external applicants, including adjunct instructors.

A transfer search committee shall be appointed by the hiring manager to review the request(s) for transfer. The committee shall be composed of a minimum of three (3) members, the majority of whom shall be faculty, and shall include at least one (1) faculty member from the specific discipline of the position. Adjunct instructors are not eligible to serve. The transfer search committee chairperson shall be either the appropriate campus dean or designee. The campus president will make the recommendation for transfer or will deny the transfer request. In the event that a transfer request is denied and before external applications are opened for search committee review, the campus president will notify the transfer applicant in writing as to the reason for denial of the transfer request and shall state the specific criteria used to reach the decision.

**Hiring Temporary Part-Time Staff**
Temporary part-time personnel are defined as personnel employed directly by the college on an as-needed basis receiving an hourly rate of pay and no employee benefits. The hiring manager is authorized to recommend the employment of temporary part-time personnel to meet college needs, subject to approval by the supervising vice president. The hiring manager is responsible for forwarding the recommendation form to the Human Resources Department via his/her supervising administrator or supervising vice president before employment can begin. The supervising administrator is responsible for ensuring that temporary part-time personnel recommended for employment meet the minimum requirements. Temporary part-time employees are not required to attend onboarding. The hiring manager assumes the responsibility for ensuring the employee is informed of all relevant College rules, procedures and
programs. Temporary part-time employees are limited to working 2080 hours per assignment. Once that number has been reached an employee must transition to a regular part-time position. In order for that transition to occur, the employee is required to complete an employment background and drug screening (if applicable to the position).

**Hiring Acting Interim Staff**
In the event a career position of pay grade fourteen (14) or above or an administrative/professional position becomes vacant and the job duties cannot be assumed by existing staff, an administrator may request that the position be filled on an acting basis. Any salary adjustment will be made according to the board approved pay plan. A current college employee accepting the assignment on an acting basis will return to their regular college position at the previous pay level when the acting appointment is completed. An employee filling a vacant position on an acting basis is eligible for a regular appointment only when the individual has applied for the job through standard College procedures. No single acting appointment shall exceed twelve (12) months.

**Hiring Student Workers**
Student workers are engaged to supplement the regular workforce of the College and to develop skills that will improve their employability after graduation by assisting with non-confidential work or serving in a technical capacity as lab tutors or peer helpers. Detailed procedures covering the college work-study program, the student assistant program and master students can be found in APM 03-308 and should be coordinated with the office of financial aid. For additional information on student workers please view the Student Workers Handbook.

**Hiring Adjunct Faculty**
When a campus leader identifies a potential candidate for adjunct employment, they should be referred to the following website to access the Adjunct Employment Kit. For additional adjunct information please view the Adjunct Instructor Information Website.

**Hiring Full-Time Faculty**
Full-Time faculty hiring procedures are outlined in Article 17-A of the Collective Bargaining Agreement. Search Committee procedures are reviewed in the following section.

**FORMING A SEARCH COMMITTEE**

The College is committed to search committees composed of a diverse group of individuals. Not only does this diversity represent the makeup of the College but a diverse search committee brings together individuals with a vast array of perspectives to provide viewpoints and perceptions on candidates based on the committee member’s experiences and backgrounds. This wide spectrum of backgrounds ensures that applicants are considered equitably throughout the process and helps with identifying the most qualified person.
All full-time faculty, administrative and professional and career positions, regular part-time and full-time, in pay grade 13 or above, are filled using a committee. The primary role of the search committee is to review all applications forwarded by the Human Resources Department in terms of credentials and qualifications based on the posted job description with emphasis on both the minimum and preferred qualifications, skills and experiences. The hiring manager appoints a search committee chair, which may be a self-appointment.

- For career jobs level 1-13, the hiring manager has the option of using a committee or performing the hiring process personally. The committee for career positions should be composed of a minimum of three (3) members and include at least one representative from the Career Employee Council group.
- Committees for administrative/professional positions should be made up of at least five (5) members with representation from each employee group.

For administrative/professional positions, **APM 03-0304** allows the search committee chairperson to identify candidates from the approved list to be interviewed.

**Faculty Search Committees**

*Article 17–A: Vacancies of the Collective Bargaining Agreement* outlines the procedures for filling full-time faculty positions. Search committees for single vacancy full-time faculty positions should be made up of at least five (5) members, the majority of whom are required to be full-time faculty. Additionally, a minimum of two (2) members of the committee shall be from the specific discipline of the advertised position.

If there are two (2) or more vacant positions at the same time in the same discipline and those positions are assigned to different campuses, the hiring manager may appoint one (1) collegewide committee to fill the vacancies. That committee shall be composed of a minimum of seven (7) members, the majority of whom shall be full-time faculty, not including the chairperson. A minimum of two (2) members of the committee shall be from the specific discipline of the advertised position. When possible, the committee shall include at least one (1) faculty member from the discipline from each of the campuses where the vacancy exists.

**ROLES AND RESPONSIBILITIES OF THE SEARCH COMMITTEE CHAIRPERSON, INCLUDING BEST PRACTICES**

The search committee chairperson has multiple responsibilities including:

- Identification of committee members.
- Ensuring committee members have access to all applications.
- Establishing the process by which applications will be evaluated.
- Along with team members, identify an ideal candidate profile based on the minimum and preferred qualifications.
Conducting comprehensive reference checks on each semi-finalist candidate prior to conducting the semi-finalist interviews. Candidates may be eliminated from the semi-finalist pool on the basis of reference information obtained.

- Maintain all evidence of moving applicants through the process.
- Documenting interview outcomes consistent with the agreed upon evaluation process.
- Ensuring all applicable federal, state and college policies are followed.
- Collecting all appropriate search records (discussed in detail later in document).

**Best Practices** include:

Develop a schedule for the entire process and share with all committee members so that all members can schedule their time. Reserve rooms with appropriate equipment for telephone, Skype and/or face-to-face interviews.

For the initial review of applications, a value system should be assigned for each evaluation criteria and applied consistently for all applicants.

A numerical score should be assigned to each applicant and based on the total score the team should identify the top 9-10 candidates for the first follow up interview (usually a telephone interview).

Before the first interviews occur, the committee chairperson should develop and secure team agreement to a set of interview questions and criteria for moving the top 5-6 candidates to the next interview phase, which is usually a face-to-face or Skype interview. Use a group process to identify those candidates scored highest by each committee member and select the top 5-6.

Before the second phase interview occurs (face-to-face or Skype) the committee chair should develop and secure team agreement to the list of interview questions and the evaluation criteria for moving a minimum of three (3) candidates forward to the hiring manager for final decision making. Use a group process of identifying those candidates scored highest by each committee member and select the top three (3). Prepare the recommendation of top three (3) candidates to the hiring manager.

**ROLE OF THE SEARCH COMMITTEE AND EACH SEARCH COMMITTEE MEMBER**

In general, the role of the search committee is to act as a collaborative body throughout the process of filling a vacant College position to identify top talent and best fit for the position. The activities are related to the fair and equitable assessment and evaluation of identified candidates.

The committee serves in an advisory capacity, with the final selection/recommendation decision left to the hiring administrator. The committee will schedule interview dates,
coordinate interview logistics, conduct interviews and develop an instrument or rubric for candidate evaluation based on the description of the position to be filled.

A member of the search committee is expected to:

- Be fair and objective in assessing the background, experience, and preparation of an applicant.
- Maintain confidentiality of information and committee conversation.
- Provide candid, thoughtful feedback during committee deliberations that reflects the committee member’s best professional judgment.
- Maintain personal notes throughout the process and provide to the committee chairperson at the end of the search process, whether a selection has been made or not. Ensure that the selection criteria are applied consistently to each candidate.
- Represent the broad diversity that is the strength of our College and appreciate the variety of perceptions and viewpoints search committee members bring.
- Ensure a positive interview climate and develop favorable question/answer opportunities which allow candidates to present their strengths and fit for the position.
- Attend all meetings of the committee and advise the chairperson in advance if unable to attend.
- Help plan and facilitate campus or department activities for candidates and finalists, as appropriate.
- Demonstrate courtesy, openness, and respect to each candidate and one another throughout the process.
- Advise the college equity officer if there are any concerns about the search process being inconsistent with Board Rule 6Hx7-2.1 Equal Access/Equal Opportunity and/or Board Rule 6Hx7-2.26 Discrimination, Harassment or Retaliation. The confidential equity line is 632-3321.

VETERANS PREFERENCE GUIDELINES

In accordance with Board Rule, 6Hx7-3.2, veterans preference as provided by Florida Statute 295.07 and the Department of Veterans' Affairs Administrative Rules Chapter 55A-7, shall be given to eligible veterans, or their spouses, mother, father, legal guardian or unremarried widow or widower provided they meet the minimum qualifications of the position they apply for.

If the applicant is not a college employee and has attached their veterans addendum form and DD214 form, or equivalent official documentation, they must be interviewed if they have the same job related minimum qualifications as the applicants that are being selected to interview.
A veteran who is already employed by FSCJ has used his/her veteran’s preference in the employment process and cannot use his/her veteran’s preference when applying for another open position at the College. However, the veteran would be permitted to use his/her veteran’s preference if he/she was applying for a vacant position at another state agency.

VETERAN’S PREFERENCE FREQUENTLY ASKED QUESTIONS

1. **Who is considered a “qualified veteran’s preference candidate?”**

   A qualified veteran’s preference candidate is a person who asserts veteran’s preference status on the employment application; meets the minimum qualifications for a position; falls into one of the seven qualifying categories; and submits the required supporting documentation, which also reflects discharge under honorable conditions, on or before the closing date of the advertisement. If a person does not meet all of these criteria, the person does not qualify for veteran’s preference.

2. **How do I know if a person was discharged under honorable conditions?**

   The DD-214 Form or other comparable discharge document will designate the discharge as “Honorable” or “General – Under Honorable”. Types of discharge that disqualify a candidate from being awarded veteran’s preference include “Dishonorable,” “Bad Conduct” (BCD), “Undesirable,” and “General – Under Less Than Honorable.”

3. **Do I have to interview an applicant who is claiming Veterans’ Preference?**

   Yes, if the applicant has attached their veterans addendum form and DD214 form, or equivalent official documentation, and if they have the same job related qualifications as the applicants that are being selected to interview.

4. **To be awarded veteran’s preference, does an applicant have to claim it each and every time he/she applies for a position?**

   Yes. An applicant is responsible for claiming veteran’s preference each and every time the applicant applies for a position. This is done on the employment application. Applicants must also timely upload directly to the employment application or submit to the Human Resources Department any required supporting documentation each time they claim veteran’s preference. An applicant is not considered a qualified veteran’s preference candidate if he/she fails to timely submit the required documentation for each position where the applicant has claimed veteran’s preference.

5. **Can an applicant claim and be considered for veteran’s preference more than once?**
Yes, if an external applicant. There is no limit on how many times an external applicant (person who is not currently employed by the College) may claim and be considered for veteran’s preference. Keep in mind that supporting documents must be submitted each time a person applies for a position and claims veteran’s preference. This rule regarding unlimited claims applies only to external applicants seeking initial employment with the College. Veteran’s preference does not apply to current employees applying for promotions or transfers.

6. If someone forgets to use veteran’s preference for initial employment but gets the job anyway, can the person get veteran’s preference when applying for a promotion or transfer?

No. If a veteran’s preference eligible applicant fails to claim veteran’s preference for the initial hiring, the person may not use it later for a promotion. An employee may not successfully justify that failure to use it previously is a reason to use it later.

7. Can staff through temporary agencies like Aerotek and/or Kelly Services claim and be considered for veteran’s preference?

Yes. A person not currently employed by the College may claim and be considered for veteran’s preference. Keep in mind that supporting documents must be submitted each time a person applies for a position and claims veteran’s preference.

8. If an applicant has already been employed by the State of Florida or one of its political subdivisions, for example the University of North Florida, does the person get to claim veteran’s preference for a Florida State College at Jacksonville position?

Yes. The law changed in 2007 to allow persons to claim veteran’s preference when applying to public employers such as Florida State College at Jacksonville, even if they had been previously been employed by another public employer.

9. Can a prior employee who previously claimed veteran’s preference get to claim and be considered for veteran’s preference when seeking reemployment with the College?

Yes, because the applicant is not currently employed with the College, and therefore, entitled to claim and be considered for veteran’s preference when seeking to be reemployed.

10. Does the law require that a veteran’s preference-eligible applicant be appointed to a position when a non-veteran’s preference eligible applicant is better qualified?

No. However, proper screening protocols should be applied and documented.
11. **What are the proper screening protocols that should be applied regarding veteran’s preference?**

Hiring managers utilize various methods of applicant screening. These guidelines are not intended to specify or to recommend a particular method of screening. However, to ensure that veteran’s preference is properly considered, hiring managers must incorporate the following screening protocols, depending upon whether a numerically scored test or rating is used as part of the screening or final selection process:

**If numeric scoring is used,** apply extra points as follows (based upon a 100 point scale):

- Categories one (1) and two (2): 15 points
- Categories three (3) through five (5): 10 points
- Categories six (6) and seven (7): 5 points

Minimum passing score is required. A veteran’s preference candidate must first satisfy the established minimum passing score before extra points are added. If a veteran’s preference candidate does not reach the minimum passing score, the candidate is not entitled to progress. Keep in mind that a qualified veteran’s preference candidate must be given preference at every stage of the selection process.

**If numeric scoring is not used,** you must utilize another objective method of screening that clearly demonstrates how veteran’s preference was considered and applied in your selection process. For example, if two applicants (one of whom is a qualified veteran’s preference candidate) are considered equal in terms of job related qualifications or experience, the qualified veteran’s preference candidate must be offered the position. However, there may be instances where a qualified veteran’s preference candidate does not advance to the next step in the selection process. For example, another candidate’s qualifications or experience may far outweigh those of the qualified veteran’s preference candidate.

If two veteran’s preference candidates are considered equal in terms of job related qualifications or experience, a veteran’s preference candidate in categories one (1) and two (2) must be given preference over the veteran’s preference candidate in categories three (3) through seven (7). Likewise, candidates in categories three (3) through five (5) must be given preference over candidates in categories six (6) and seven (7).

Always keep in mind that a qualified veteran’s preference candidate must be provided preference at every stage of the selection process.

**THE INTERVIEW PROCESS: USE OF BEHAVIORAL INTERVIEW TECHNIQUES**

The search committee should use the same procedure and a common set of questions for all interviews. Only questions relevant to the job and job qualifications should be asked. **Under no circumstances should the interviewers ask about: age; race;**
religion; national origin; marital status; physical ability; gender; sexual orientation or dependents.

Behavioral interviewing is a standardized method of interviewing designed to identify how an applicant will perform on the job based on how they have handled or responded to a situation in the past. Each question can be used to learn about one's past behavior as a predictor for future behavior in a key skill area that is pertinent to success in the available job. Common applications include an assessment of proficiency in areas such as adaptability; leadership communication and problem solving.

Sample Behavioral Interview Questions:

- Give an example of a goal you reached and tell me how you achieved it.
- Give an example of a goal you didn't meet and how you handled it.
- Describe a stressful situation at work and how you handled it.
- Tell me about how you worked effectively under pressure.
- How do you handle a challenge?
- Describe a decision you made that was unpopular and how you handled implementing it.
- Have you gone above and beyond the call of duty? If so, how?
- When you worked on multiple projects how did you prioritize?
- How did you handle meeting a tight deadline?
- Give an example of how you set goals and achieve them.
- What do you do when your schedule is interrupted? Give an example of how you handle it.
- Have you had to convince a team to work on a project they weren't thrilled about? How did you do it?
- Give an example of how you worked on team.
- Share an example of how you were able to motivate employees or co-workers
- How do you define doing a good job?
- What were your most significant accomplishments at your last job?
- Describe the most difficult problem you had to solve. What was the situation and what did you do? Would you do anything different next time?
- Give me an example of a time when you motivated others.
- Tell me about a time when you delegated a project effectively.
- Give me an example of a time when you used your fact-finding skills to solve a problem.
- What makes a job enjoyable for you?
- Under what conditions do you work best?
- What is your greatest strength/area for development?

COMPLETION OF THE SELECTION PROCESS: ROLES AND RESPONSIBILITIES OF HIRING MANAGER

The hiring manager is responsible for making the final recommendation to hire. Human Resources will determine the salary and advise the hiring manager for administrative, professional and faculty positions as well as appointments of current career employees.
that move to another career position in a higher pay grade. The hiring manager sends a “recommendation” form to Human Resources after it has been approved by the area supervising administrator. Guidance regarding the pre-employment background and drug screening, (if applicable to the position) is provided to the pending employee by Human Resources. Once satisfactory pre-employment screening results have been received, Human Resources will notify the hiring manager of the next available start date, in accordance with payroll deadlines, as well as a scheduled onboarding session and benefits enrollment appointment for full-time new hires. The hiring manager should communicate all pertinent information including start date and salary to the selected candidate. For administrative, professional and full-time faculty the hiring manager and new employee are encouraged to attend the board of trustees meeting.

Notification to Applicants
Applicants that have gone through any stage of the interview process but not selected should receive written or verbal notification of the committee decision from the hiring manager. If the applicant was not contacted for an interview the hiring manager is not required to send a notification. Suggested templates for use in the communication to applicants interviewed and not interviewed but not selected is included in the FAQ Section of this Handbook.

Maintaining the Search Records
At the conclusion of the search, if a candidate was or was not selected, any and all decision points of the search committee including the criteria for decision, to include emails, notes and/or minutes are public records. The search committee chairperson should collect any and all decision points of the committee and its' criteria for decision to include matrices, evaluation sheets, correspondence, documentation of interviews (including audio and/or video recordings), test scores and any other evaluation documentation and submit electronically to Human Resources via email to searchcommittee@fscj.edu, even if a candidate was or was not selected for the position. The Office of Human Resources maintains the file of record of the search process for a minimum of four (4) anniversary years after conclusion of the interview/search process.

HIRING EMPLOYEES THROUGH TEMPORARY AGENCIES

The following process should be used when hiring an employee through a temporary staffing agency:

- Obtain a staffing order for temporary work assignment form on the Purchasing website under the standard contracts and forms (end-user forms) section.
- Complete the form with all pertinent information.
  - Identify a College job description that matches the temporary assignment to be filled and attach it to the form.
Determine if the College will be using the “A” rate (you have identified a candidate you would like to hire) or the “B” rate (Aerotek will recruit candidates).

Forward the completed form with the department requestor and supervisor signatures to executive director, talent acquisition and development (Barbara Hunter). The form will be forwarded to Finance for final approval and then sent to the staffing agency for processing.

Hiring department will be notified that the request has been approved and forwarded to the temporary staffing agency. Department prepares an ORION department requisition and provides the requisition number to Purchasing who will convert the requisition to a purchase order.

Aerotek will contact the candidate to complete hiring paperwork and schedule pre-employment background and drug screenings (if applicable to the position).

When pre-employment screening clearances are received, Human Resources will notify the department point of contact that the candidate may begin work.

GENERAL FREQUENTLY ASKED QUESTIONS

1. Do you have template letters to use for communicating with applicants who were interviewed but not selected and/or not interviewed – not selected?

Yes, see attached template letters.

2. Do we have to have a search committee for a career position?

For career positions it depends on the pay grade. For positions in Pay grades 14 and above a search committee is required and should be composed of a minimum of three (3) members and include at least one representative from the career employee group. For positions in Pay grades 1-13, the administrator has the option of appointing a search committee or performing the hiring process personally.

3. What is the difference between the hiring manager and the supervising administrator in the search and selection process?

The hiring manager is the leader to whom the position will report and the supervising administrator is the administrator of the department with the vacant position. In some cases, the hiring manager and supervising administrator are one in the same. The supervising administrator will appoint a search committee chairperson who may also be the hiring manager.

4. Do you have examples of “Competency Based” interview questions that we can use?

Yes, the following competency based interview questions are from our higher education HR partner, CUPA- HR:
Competency-based interview questions vary widely between sectors and depending on the level of responsibility to which you are applying. The type of competencies against which you will be assessed also depends on the actual post and the company who is interviewing you. For example, some companies view leadership as a competency on its own whilst others prefer to split leadership between a wide range of components (creativity, flexibility, strategic thinking, vision, etc).

You will find below a spectrum of competency-based interview questions, ordered by competency. The list is by no means complete but will give you an idea of what you may ask.

**Interview Competency - Adaptability**
Adapts to changing environments whilst maintaining effectiveness
- Which change of job did you find the most difficult to make?
- Tell us about the biggest change that you have had to deal with. How did you cope with it?

**Interview Competency – Compliance**
Conforms to company policies and procedures
- How do you ensure compliance with policies in your area of responsibility?
- Tell us about a time when you went against company policy? Why did you do it and how did you handle it?

**Interview Competency – Communication**
Communicates effectively, listens sensitively, adapts communication to audience and fosters effective communication with others

  **Verbal**
  - Tell us about a situation where your communication skills made a difference to a situation?
  - Describe a time when you had to win someone over, who was reluctant or unresponsive.
  - Describe a situation where you had to explain something complex to a colleague or a client. Which problems did you encounter and how did you deal with them?
  - What is the worst communication situation that you have experienced?
  - How do you prepare for an important meeting?
  - Tell us about a situation when you failed to communicate appropriately.
  - Demonstrate how you vary your communication approach according to the audience that you are addressing.
  - Describe a situation when you had to communicate a message to someone, knowing that you were right and that they were wrong and reluctant to accept your point of view.

  **Listening**
  - Give us an example where your listening skills proved crucial to an outcome.
  - Tell us about a time when you were asked to summarize complex points.
• Tell us about a time when you had trouble remaining focused on your audience. How did you handle this?
• What place does empathy play in your work? Give an example where you needed to show empathy?
• Describe a situation where you had to deal with an angry customer.

Written
• What type of writing have you done? Give examples? What makes you think that you are good at it?
• How do you feel writing a report differs from preparing an oral presentation?
• What positive and negative feedback have you received about your writing skills? Give an example where one of your reports was criticized.
• How do you plan the writing of a report?

Interview Competency - Conflict Management
Encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counter-productive confrontations. Manages and resolves conflicts and disagreements in a constructive manner.
• Tell us about a time when you felt that conflict or differences were a positive driving force in your organization. How did you handle the conflict to optimize its benefit?
• Tell us about a time when you had to deal with a conflict within your team.
• Tell us about a situation where conflict led to a negative outcome. How did you handle the situation and what did you learn from it?
• Give us an example where you were unable to deal with a difficult member of your team.

Interview Competency - Creativity and Innovation
Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/processes.
• Tell us about a project or situation where you felt that the conventional approach would not be suitable. How did you derive and manage a new approach? Which challenges did you face and how did you address them?
• Tell us about a situation where you trusted your team to derive a new approach to an old problem. How did you manage the process?
• Tell us about a time when you had to convince a senior colleague that change was necessary. What made you think that your new approach would be better suited?

Interview Competency – Decisiveness
Makes well-informed, effective, and timely decisions, even when data are limited or solutions produce unpleasant consequences; perceives the impact and implications of decisions.
• What big decision did you make recently. How did you go about it?
• How did you reach the decision that you wanted to change job?
• Give an example of a time when you had to delay a decision to reflect on the situation. What did you need to do this?
• What is the decision that you have put off the longest? Why?
• When is the last time that you have refused to make a decision?
• Give us an example of a situation where you had to make a decision without the input of key players, but knowing that these key players would judge you on that decision (e.g. superior unavailable at the time).
• Tell us about a time when you had to make a decision without knowledge of the full facts.
• Tell us about a situation where you made a decision that involuntarily impacted negatively on others. How did you make that decision and how did you handle its consequences?
• Tell us about a decision that you made, which you knew would be unpopular with a group of people. How did you handle the decision-making process and how did you manage expectations?
• Tell us about a situation where you made a decision too quickly and got it wrong. Why made you take that decision?

Interview Competency – Delegation
Able to make full and best use of subordinate, providing appropriate support
• What type of responsibilities do you delegate. Give examples of projects where you made best use of delegation.
• Give an example of a project or task that you felt compelled to complete on your own. What stopped you from delegating?
• Give an example of a situation where you reluctantly delegated to a colleague. How did you feel about it?
• Give an example where you delegated a task to the wrong person? How did you make that decision at the time, what happened and what did you learn from it?
• How do you cope with having to go away from the office for long periods of time (e.g. holidays). Explain how you would delegate responsibilities based on your current situation.

Interview Competency - External Awareness
Understands and keeps up-to-date on local, national, and international policies and trends that affect the organization and shape stakeholders’ views; is aware of the organization’s impact on the external environment.
• Describe through examples drawn from your experience how you measure and take account of the impact of your decisions on external parties.
• Give an example where you underestimated the impact of your decisions on stakeholders external to your organization.

Interview Competency – Flexibility
Modifies his or her approach to achieve a goal. Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles.
• Describe a situation where you had to changed your approach half-way through a project or task following new input into the project.
• Describe a situation where you started off thinking that your approach was the best, but needed to alter your course during the implementation.
• Describe a situation where one of your projects suffered a setback due to an unexpected change in circumstances.
• Describe a situation where you were asked to do something that you had never attempted previously.
• Give us an example of a situation where your initial approach failed and you had to change tack.
• Describe your strongest and your weakest colleagues. How do you cope with such diversity of personalities?
• If we gave you a new project to manage, how would you decide how to approach it?

**Interview Competency – Independence**
Acts based on his/her convictions and not systematically the accepted wisdom
• When did you depart from the "party line" to accomplish your goal?
• Which decisions do you feel able to make on your own and which do you require senior support to make?
• Describe a situation where you had a disagreement or an argument with a superior. How did you handle it?
• When do you feel that it is justified for you to go against accepted principles or policy?
• Which constraints are imposed on you in your current job and how do you deal with these?
• When did you make a decision that wasn't yours to make?
• Describe a project or situation where you took a project to completion despite important opposition.
• When have you gone beyond the limits of your authority in making a decision?

**Interview Competency – Influencing**
Ability to convince others to own expressed point of view, gain agreement and acceptance of plans, activities or products.
• Describe a situation where you were able to influence others on an important issue. What approaches or strategies did you use?
• Describe a situation where you needed to influence different stakeholders who had different agendas. What approaches or strategies did you use?
• Tell us about an idea that you manage to sell to your superior, which represented a challenge.
• What is your worst selling experience?
• Describe the project or idea that you were most satisfied to sell to your management.
• Describe a time where you failed to sell an idea that you knew was the right one.

**Interview Competency – Integrity**
Ability to maintain job related, social, organizational and ethical norms.
• When have you had to lie to achieve your aims. Why did you do so? How do you feel you could have achieved the same aim in a different way?
• Tell me about a time when you showed integrity and professionalism.
• Tell us about a time when someone asked you something that you objected to. How did you handle the situation?
• Have you ever been asked to do something illegal, immoral or against your principles? What did you do?
• What would you do if your boss asked you to do something illegal?
• Tell us about a situation where you had to remind a colleague of the meaning of "integrity".

Interview Competency – Leadership
Acts as a role model. Anticipates and plans for change. Communicates a vision to a team.
• Tell us about a situation where you had to get a team to improve its performance. What were the problems and how did you address them?
• Describe a change where you had to drive a team through change. How did you achieve this?
• Describe a situation where you needed to inspire a team. What challenges did you meet and how did you achieve your objectives?
• Tell us about a situation where you faced reluctance from your team to accept the direction that you were setting.
• Describe a project or situation where you had to use different leadership styles to reach your goal.
• Tell me about a time when you were less successful as a leader than you would have wanted to be.

Interview Competency – Leveraging Diversity
Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.
• Give an example of a situation or project where a positive outcome depended on the work of people from a wide range of backgrounds and ideas
• Tell us about a time when you included someone in your team or a project because you felt they would bring something different to the team.

Interview Competency – Organizational Awareness
Demonstrates an understanding of underlying organizational issues
• Describe a project where you needed to involve input from other departments. How did you identify that need and how did you ensure buy-in from the appropriate leaders and managers?
• Describe a time when you failed to engage at the right level in your organization. Why did you do that and how did you handle the situation?

Interview Competency - Resilience and Tenacity
Deals effectively with pressure; remains optimistic and persistent, even under adversity. Recovers quickly from setbacks. Stays with a problem/line of thinking until a solution is reached, or no longer reasonably attainable.

- Tell us about a situation where things deteriorated quickly. How did you react to recover from that situation?
- Tell us about a project where you achieved success despite the odds being stacked against you. How did you ensure that you pulled through?
- Tell us about your biggest failure. How did you recover and what have you learnt from that incident?
- Give us an example of a situation where you knew that a project or task would place you under great pressure. How did you plan your approach and remain motivated?
- How do you deal with stress?
- Give us an example of a situation where you worked under pressure.
- Under what conditions do you work best and worst?
- Which recent project or situation has caused you the most stress? How did you deal with it?
- When did you last lose your temper?
- When is the last time that you were upset with yourself?
- What makes you frustrated or impatient at work?
- What is the biggest challenge that you have faced in your career. How did you overcome it?
- Tell us about a time when you wanted to pushed one of your ideas successfully despite strong opposition.
- Which course or topics have you found most difficult? How did you address the challenge?

**Interview Competency - Risk Taking**
Takes calculated risks, weighing up pros and cons appropriately

- Tell us about risks that you have taken in your professional or personal life? How did you go about making your decision?
- What is the biggest risk that you have taken. How did you handle the process?
- Please describe one of your current or recently completed projects, setting out the risks involved. How did you make decisions? How do you know that you made the correct decisions?
- What risks do you see in moving to this new post?

**Interview Competency - Sensitivity to Others**
Aware of other people and environment and own impact on these. Takes into account other people’s feelings and needs.

- What problems has one of your staff or colleagues brought to you recently? How did you assist them?
- Tell us about an unpopular decision that you made recently? What thought process did you follow before making it? How did your colleagues/clients react and how did you deal with their reaction?
- How do you deal with “time wasters”? Give a recent example.
• When is that last time that you had an argument with a colleague?
• When did you last upset someone?
• What steps do you take to understand your colleagues' personalities? Give an example where you found it hard to adjust to one particular colleague.

**Interview Competency – Teamwork**
Contributes fully to the team effort and plays an integral part in the smooth running of teams without necessarily taking the lead
• Describe a situation in which you were a member of team. What did you do to positively contribute to it?
• Tell us about a situation where you played an important role in a project as a member of the team (not as a leader)
• How do you ensure that every member of the team is allowed to participate?
• Give us an example where you worked in a dysfunctional team. Why was it dysfunctional and how did you attempt to change things?
• Give an example of a time when you had to deal with a conflict within your team? What did you do to help resolve the situation?
• How do you build relationships with other members of your team?
• How do you bring difficult colleagues on board? Give us an example where you had to do this.
Sample Letter to Applicants

Interviewed/Not Selected

DATE

Ms. Jane Doe
501 W. State St.
Jacksonville, FL 32202

Dear Ms. Doe,

Thank you for applying for the position of (insert position title here) at Florida State College at Jacksonville and for scheduling time for the interview. We appreciated the opportunity to meet and talk with you further.

You were one of several applicants whose qualifications for this position were in line with those we were seeking, however you have not been selected to fill this position vacancy.

Again, thank you for your interest in Florida State College at Jacksonville and best wishes as you continue to pursue your career goals.

Sincerely,

Name
Title
Sample Letter to Applicants

Not Interviewed/Not Selected

DATE

Ms. Jane Doe
501 W. State St.
Jacksonville, FL 32202

Dear Ms. Doe,

Thank you for applying for the position of (insert position title here).

All applications that were received have been reviewed and a limited number of applicants have been identified for further consideration.

Even though your application is no longer under consideration, I want to express my appreciation for your interest in this position with Florida State College at Jacksonville and to extend my best wishes for continued success.

Sincerely,

Name
Title