Eastern Oklahoma State College
Search and Hiring Policies and Procedures

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Human Resources Office
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Wilburton, OK 74578
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Affirmative Action

In compliance with the Executive Order 11246; Title II of the Education Amendments of 1976; Title VI of the Civil Rights Act of 1964, as amended by the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Title IX of the Educational Amendment of 1974, and all other federal, state, school rules, laws, regulations and policies, Eastern Oklahoma State College does not discriminate on the basis of sex, race, color, age, religion, national origin, status as a veteran or disability in the educational programs or activities which it operates. Such non-discrimination applies to all policies, practices, and procedures, including those pertaining to admission.

It is the intent of the Eastern Oklahoma State College administration, faculty, and staff to comply with both the letter and spirit of the law in making certain that discrimination does not exist in its policies, regulations, and operations. Grievance procedures for Title IX and Section 504 of the Rehabilitation Act and the Americans with Disabilities Act have been established for students, their parents, and faculty members who feel discrimination has been shown by the College.

Any complaint, including Title VI, Title IX, and Section 504 complaints may be referred to the Director of Human Resources who is the designated ADA/Section 504 Compliance Officer.

Director of Human Resources  
Eastern Oklahoma State College  
1301 West Main  
Wilburton, OK 74578  
918.465.1777

Complaints may also be filed with the Regional Office for Civil Rights.  
Address correspondence to:

U. S. Department of Education, Region VII  
Office for Civil Rights  
10220 N. Executive Hills Boulevard  
Kansas City, MO 64153

Title VII and ADA complaints may also be filed with the regional Equal Employment Opportunity Commission.  
Address correspondence to:  
EEOC Office  
200 Park Avenue, Suite 1350  
Oklahoma Tower Building  
Oklahoma City, OK 73102
**Americans with Disabilities Act**

**The Law:**

The Americans with Disabilities Act of 1990 (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection from discrimination for individuals on the basis of disability. The ADA extends civil rights protections for people with disabilities to employment in the public and private sectors, transportation, public accommodations, services provided by state and local government, and telecommunication services.

**ADA’s definition of a person with disabilities:**

A person with a disability is anyone with a physical or mental impairment that substantially limits one or more major activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. In addition to those people who have visible disabilities such as persons who are blind, deaf, or use a wheelchair--the definition includes people with a whole range of less apparent disabilities. These include psychological problems, learning disabilities, or chronic health impairment and more. Documentation of the disability is required. A person is considered to be a person with a disability if he or she has a disability, has a record of a disability, or is regarded as having a disability.

**Eastern Oklahoma State College ADA Policy:**

Eastern Oklahoma State College will reasonably accommodate otherwise qualified individuals with a disability unless such accommodation would pose an undue hardship or would result in a fundamental alteration in the nature of the service, program, or activity or in undue financial or administrative burdens. The term "reasonable accommodation" is used in its general sense in this policy to apply to employees, students, and visitors. Reasonable accommodation with respect to employment matters should be coordinated with the Human Resources Office and the disabled individual. Reasonable accommodation with respect to academic matters, including but not limited to faculty employment, should be referred to the Vice President for Academic Affairs, while all other issues of reasonable accommodation should be referred to the Vice President for Administrative Services. Individuals who have complaints alleging discrimination based upon a disability may file them with the college’s Equal Employment Opportunity Officer in accordance with prevailing college discrimination grievance procedures.
**Weapons, Firearms, Ammunition, Fireworks, Explosives and Dangerous Chemicals**

The possession of weapons on campus is regulated by state law; all weapons are prohibited on any college or university campus by state law. This is to include, but not limited to, the possession or use of weapons, firearms, ammunition, fireworks, explosives and dangerous chemicals on campus, in Eastern Oklahoma State College vehicles, or on Eastern Oklahoma State College sponsored trips.

Exceptions to this policy are police and peace officers employed by Eastern Oklahoma State College, and those who have been called to assist or to perform law enforcement duties on campus, police and peace officers in their official on-duty capacities and in the performance of their duties. Collegiate Officer Program students during supervised skills training are exempt.

Person who are licensed to carry concealed handguns pursuant to the Oklahoma Self Defense Act are authorized by that Act to enter the grounds of Eastern Oklahoma State College with such handguns only if the handguns are concealed and stored in the licensee’s motor vehicle at all times. No handgun may be removed from such concealed storage while the vehicle is on Eastern Oklahoma State College property. Any exceptions are pursuant under state law.

Items used for instruction or training purposes are not considered weapons under this policy.
Tobacco-Free Campus Policy

Eastern Oklahoma State College (a.k.a. as the College) is to eliminate all tobacco use whether located indoors or outdoors on property owned, leased or contracted for use by the College and/or in state vehicles used for College business. The policy is to include both the Wilburton and McAlester campuses. This policy will go into effect August 1, 2012.

1. The use of tobacco products (including, but not limited to, cigarettes, pipes, smokeless tobacco, and other tobacco products) is prohibited throughout all indoor and outdoor areas of property owned or under the control of the College, including parking lots owned or under the control of said agency, and in vehicles used by the College or its employees whenever conducting business anywhere. This would include students, guests, or employees using tobacco products in their personal vehicle while parked on College owned property.

2. This procedure applies to all employees, students, clients, visitors and others on business at all College property.

3. The College will identify the boundaries of its property, post this information for public reference, and provide notice of this policy with appropriate signage, including signs at the entrances to the properties and/or other locations as needed. The College will also utilize printed materials and other communications as needed to educate employees and all other persons using or visiting the property regarding this policy.

4. All organizations, agencies, non-institutional grant programs that lease/use an office or building space from the College will eliminate the use of tobacco in all indoor or outdoor locations under their control.

5. Tobacco product receptacles will be removed from the property, including any ash cans near entryways.

6. This policy includes all guests that visit the College for meetings, conferences, athletic events, commencement, camps and any other gathering or event that may be held at either the Wilburton or McAlester campuses.

7. College employees will not use tobacco products while providing services to students regardless of location.

8. The College is committed to providing support to all College employees and other personnel who wish to stop using tobacco products. The College is committed to ensuring that employees and, to the extent possible, other personnel have access to several types of assistance, including cessation and telephone counseling through the Oklahoma Tobacco Helpline or other similar agencies. Supervisors are encouraged to refer employees and other College personnel to the Helpline and other similar agencies as appropriate.
9. Noncompliance by an employee will be cause for administration/supervisor intervention and may result in corrective or disciplinary action in accordance with institutional policy. Failure to comply with the Tobacco-Free Policy could be classified as insubordination and may result in disciplinary action and/or termination of employment.

10. Noncompliance by visitors and others will be addressed as stated in this policy as follows:
   a. Students shall be directed to and addressed by the Dean of Students. Violations occurring within College housing shall be directed to Residence Life Coordinator. College housing may refer complaints to the Dean of Students.
   b. Visitors shall be directed to and addressed by the College Police department.
Hire of Staff and Administrators (from Staff Handbook)

Authority to Make Appointments

Appointment of the President
The Board of Regents shall appoint the President.

Appointment of Other Employees
The President shall appoint all other employees of the College.

The President approves position descriptions and authorizes searches.

Advertisement – Human Resources files a job description and coordinates internal and external advertising according to College policies. The breadth of advertisement for positions depends on the nature and level of the position in the organizational structure.

Application – The applicant must complete an Eastern Application for Employment. Official transcripts from any institutions of higher learning attended must also be provided before the search is complete. If licenses and certifications are also required, copies of these must be presented. The applicants for upper-and mid-level positions must also provide a resume at the time of application.

At his discretion, the President may appoint a search committee or appoint the position’s supervisor to coordinate the search, with the guidance of the Human Resources Director. Usually, search committees are formed for higher-level positions, but the definition of that term varies. In the case of a search committee, the position’s supervisor serves on the committee as an ex officio member. Either the search committee chair and the supervisor or the supervisor alone, if there is no committee, recommends top candidates to the President for hiring.

The President selects one candidate and either makes a tentative overture or authorize another appropriate person to make a tentative overture. The President then sends a written offer. Only a written offer, signed by the President, is valid.

If the offer is accepted:

Human Resources prepare a Personnel Action Form and otherwise document the search.

President signs the form and returns to the HR Office, who keeps all search materials on file for five years.

If the offer is not accepted:

The President, in consultation with the appropriate Executive Officer, determines whether to continue, re-open, or close the search.
The President may set aside the above policy when an emergency hire becomes necessary. An emergency hire generally means, but is not limited to, a situation in which the President believes that it is essential the position be filled within 30 days.
Faculty Appointments (from Faculty Handbook)

Appointment of Faculty

The President shall appoint all faculty and when necessary initiate termination proceedings in accordance with the Eastern Board of Regent’s policies.

Search Process

The President approves position descriptions and authorizes search.

The Vice President of Academic Affairs and the appropriate Division and Department Chairs develop and file a job description and coordinate internal and external advertising according to College policies. The breadth of advertisement for positions depends on the nature and level of the position in the organizational structure.

All applicants complete an Eastern Application for Employment. Official transcripts from any institutions of higher learning attended must also be provided before the search is complete. If licenses and certifications are also required, copies of these must be presented.

Applications and related materials are sent to the Human Resources Office or other office designated by the President. Copies of the materials are distributed to the Vice President for Academic Affairs and to members of the search committee.

Appointment of Search Committee – The President will appoint a search committee and name its chair. The search committee will review applicant files and contact references as necessary to narrow the pool to those who appear most qualified and best suited for the position.

Interview

The Vice President for Academic Affairs, in coordination with the committee chair, will make logistic arrangements for interviews and function with the search committee chair as campus hosts. The college will pay full or partial travel costs as determined by the President. The interview schedule should involve at least the following:

President, Vice President for Academic Affairs, McAlester Dean,* and search committee.

When feasible, the candidate should make a presentation to an actual or hypothetical student audience. A wide range of interested faculty should be invited to the presentation.

*Not necessary for Agriculture and other Wilburton-only positions.

Selection

After the interview process, the search committee chair will recommend to the Vice President for Academic Affairs the name or names of candidates who are acceptable
for hiring or recommend an extension of the search. All committee interview materials for each candidate interviewed will be collected by the committee chair and returned to the Human Resource Office.

The Vice President for Academic Affairs will forward the recommendations to the President. The President will select one candidate to extend the search process. The President then sends a written offer. Only a written offer, signed by the President, is valid.

If the offer is accepted:

Human Resources prepare a Personnel Action Form and otherwise document the search.

President signs the form and returns to the HR Office, who keeps all search materials on file for five years.

If the offer is not accepted:

The President, in consultation with the Vice President for Academic Affairs and the appropriate Division and Department Chairs, determines whether to continue, re-open, or close the search.

**Emergency Hires**

The President may set aside the above policy when an emergency hire becomes necessary. An emergency hire generally means, but is not limited to, a situation in which the President believes it is essential the position be filled within 30 days.

**Adjunct Faculty Hires**

The College employs part-time adjunct faculty members on an “as needed” basis. Adjunct Faculty teach sections for which no full-time faculty member is qualified and/or available due to other assignments.

**Recruitment**

Although the President must approve all college hiring, it is the responsibility of the Division Chair, in conjunction with the Department Chair when appropriate, to recruit qualified individuals. The McAlester Campus Dean will assist with recruitment of part–time faculty for that campus.

Any advertising for part–time faculty will be coordinated by the Director of Human Resources, Vice President for Academic Affairs and the Dean of the McAlester Campus, so ads will cover multiple disciplines and campuses when needed. Application materials will be received in the Human Resource Office (HR). Copies of the materials will be distributed to the Vice President for Academic Affairs, the appropriate Division and Department Chairs.
Roster
The Human Resources Office will maintain a file of qualified applicants. Adjunct faculty members are expected to meet the same professional qualifications as full–time faculty members.

Selection

Divisions will request, through the Division Chair, a search for qualified adjunct faculty. Adjunct faculty will be recommended by a committee consisting of the appropriate Department Chair, the appropriate Division Chair, and any appropriate division faculty members. The President makes the final selection.

Curriculum Guidelines

The Department Chair will provide curriculum guidelines for adjunct faculty. The Division Chair and the Department Chair will share responsibility in overseeing the performance of the adjunct faculty member.

Faculty Qualification Requirements

The Higher Learning Commission of the North Central Association (HLC-NCA) requires affiliated colleges must have “qualified faculties — people who by formal education or tested experiences know what students must learn.” In September 2004 Eastern’s strategic plan committed the College “to substantially improve the academic credentials of its faculty in accordance with generally accepted standards for community colleges offering career and university parallel programs and with the specific expectations of the Higher Learning Commission, the Eastern Oklahoma State College Board of Regents, the Oklahoma State Regents for Higher Education, and universities accepting students transferring from Eastern for further study.” To realize this goal, Eastern has established the following definitions and explanations:

University Parallel Courses

Courses count toward AA or AS with expectation of transfer to universities: The generally accepted minimum faculty credential consists of a Master’s degree with a major in the teaching field (or a very closely related subject) or a Master’s degree in a related field along with at least 18 graduate hours in the specific teaching field (or a very closely related field).

Career Courses (Non-University Parallel)

Courses that count only toward completion of AAS or certificate and that do not transfer to universities (except in certain cases of applied bachelor’s degrees, BAS, BAT, etc.): The generally accepted minimum faculty credential consists of a bachelor’s degree in field (or closely related field) with appropriate work experience. A master’s degree in the field or a related field is preferred. Some programs such as nursing require a master’s degree in field.
**Alternative Qualifications**

When qualification is based on factors other than generally accepted graduate degree and hours credentialing, the faculty member must be able to make and document, and the Vice President for Academic Affairs must accept, a *prima facie* case that the alternate qualification would be persuasive to external peers. Examples might include high-level specialized training, advanced industry certification, professional licensing, publication in-field, workshops/seminars in field, recognition by in-field organizations, etc.

**Degrees in Education**

As a general rule, degrees and courses in education (EDUC or equivalent) are considered to be in a “related field” rather than in the major field.

Exceptions:

- Cases such as child development or physical education or business education in which education is the field.
- Education courses that focus on a specific discipline may be considered in-field for the major if the course description/syllabus clearly documents that the principal focus of the course was on subject matter rather than pedagogy.

**Interdisciplinary Courses**

Courses such as general humanities necessarily require faculty qualifications that reflect the multi-disciplinary foundations of the particular course and must be evaluated on a case-by-case basis.

Courses with a narrow focus such as art history or music appreciation are normally considered to be subject matter courses requiring subject expertise not broad interdisciplinary courses even if they carry the HUMAN prefix. On the other hand, broader-based HUMAN courses, HONORS courses, and other interdisciplinary courses may be taught by interested, qualified, and prepared faculty members with a wide range of formal credentials.

**Closely Related Fields**

The determination of how closely related subjects must be in order to qualify faculty is a subjective one. Generally accepted academic practice and the informed opinion of qualified expert peers should be brought to bear in the determination. Explanation of qualification based on closely related field should be included in the faculty member’s file.
Accredited Institutions

All references to degrees and semester hours in this and other College documents presume that credit comes from institutions that are fully accredited at the graduate level by one of the recognized regional associations or by another federally recognized specialized accrediting body. Degrees and courses from foreign institutions must come from institutions generally acknowledged to meet requirements equivalent to regional accreditation in the U.S.A.

1989 “Grandfather Clause”

In accordance with the strategic plan in effect at the time of the last North Central visit to Eastern Oklahoma State College, the enforcement of these qualification requirements is intended to apply only to those hired as faculty members on a full-time basis after November 1989.

In addition, it is the administration’s intent to exempt faculty members who commit to retire effective no later than June 30, 2006. However, this clause will not apply in any individual case that might jeopardize the College’s accreditation. In such case, a faculty member hired prior to November 1989 may be required to meet some or all of the qualification requirements specified above.

Board of Regents Policy on Faculty Qualifications (Adopted Nov 19, 2004)

Individual Plans for Faculty Hired After 1989

Working in conjunction with faculty, the administration will analyze the credentials of all faculty members and develop individual qualification plans for those hired after 1989 whose qualification appear to fall below generally accepted HLC/NCA standards.

Tenure status does not automatically guarantee that a faculty member will be qualified under these new standards. The administration will indicate reasonable time frames for individual faculty compliance. Faculty [members] will be asked to sign their individual plans, but each plan will go into effect immediately upon approval by the Vice President for Academic Affairs, regardless of whether the faculty member signs.

Provisions for Faculty Hired in 1989 or earlier

Although this policy applies immediately only to faculty members hired after 1989, it will in the future apply to faculty hired in 1989 or earlier if representatives of HLC/NCA or the Oklahoma Regents for Higher Education or a specialized accrediting body indicate that the credentials of any individual faculty member present an impediment to institutional accreditation.

Penalties

The failure of an individual faculty member to maintain satisfactory progress on his or her qualification plan will be considered adequate cause for the College to return the faculty member to probationary status, not renew his or her contract, and/or dismiss him or her from employment.
Primacy of this Policy

The provisions of this policy, which are based on, but not identical to, the 1989 Handbook, supersede and replace those of all previous policies, including all college handbooks.

Contracts

Faculty members, except Adjunct Faculty, are employed under annual contracts specifying salary and conditions of employment. Faculty contracts, except Adjunct Faculty contracts, are for a teaching load of 15 credit hours per semester. The contract may specify other assignments with an appropriate adjustment of teaching load. The typical faculty contract runs for the Academic Year beginning approximately one week before Fall Semester classes begin and ending approximately three working days after the last day of Spring Semester finals.

The Academic Year (AY) contract is informally called a “nine-month” contract because it normally covers approximately the nine months from mid August to mid May. Faculty contracts may be for shorter or longer periods of time as appropriate to the duties of the faculty member and the needs of the college.

Each faculty member receives two copies of the contract offer covering the period of employment. Each faculty member has a specified reasonable number of days from the date indicated on the contract to accept the offer by signing and returning one copy of the contract to the Human Resources Office. The second copy should be retained by the faculty member. Contract offers not received in the Human Resources Office by the deadline date are considered to have been declined. As a courtesy, any faculty member who does not wish to accept a contract should return both unsigned copies to the Human Resources Office.

There are four types of faculty contracts depending on the time of service, nature of the position, and level of performance. The four types include:

• adjunct
• probationary
• non-tenured
• tenured

Adjunct Appointment and Contract

Adjunct faculty members are those employed part-time on an as-needed, semester-by-semester basis. Employment for one semester carries no expectation whatsoever of continued employment in future semesters. Continuation of employment is on an as-needed basis depending on enrollment, the quality of the individual’s performance, and other factors. It is the responsibility of the Division Chair, in coordination with the appropriate Department Chair, to evaluate the performance of part-time adjunct faculty members. The McAlester Campus Dean will assist in the evaluation of individuals teaching on that campus. Individuals who perform poorly will be removed from the approved roster.

When the Division Chair, in coordination with the appropriate Department Chair, prepares the semester schedule of classes, he or she will indicate which sections are anticipated to be taught.
by part-time adjunct faculty. The Vice President for Academic Affairs will approve or modify the schedule as appropriate for budgetary, staffing, or other reasons. Although every effort will be made to offer courses with the planned faculty members, the actual determination of course assignments for both full– and part–time faculty members is not finalized until the end of the drop/add period each semester. Part–time, adjunct faculty members are compensated on a per–semester–hour basis.
Search Committee Composition

Appointment of Search Committee – The President will appoint a search committee and name its chair. The search committee will review applicant files and contact references as necessary to narrow the pool to those who appear most qualified and best suited for the position.

The committee should consist of a minimum three person panel including an administrative, classified and faculty member.
Interview Procedures

Interview

The Vice President for Academic Affairs, in coordination with the committee chair, will make logistic arrangements for interviews and function with the search committee chair as campus hosts. The college will pay full or partial travel costs as determined by the President. The interview schedule should involve at least the following:

President, Vice President for Academic Affairs, McAlester Dean,* and search committee.

When feasible, the candidate should make a presentation to an actual or hypothetical student audience. A wide range of interested faculty should be invited to the presentation.

*Not necessary for Agriculture and other Wilburton-only positions.

Interview Guide

Preparing for the Interview

In most cases, by the time job applicants reach the selection interview, they have already passed a careful evaluation of their education and experience and are considered to possess at least the minimum qualifications necessary to be successful in the position.

Purpose of the Interview

The purpose of conducting interviews is to collect information on the applicant's job-related knowledge, skills and abilities, which should be helpful in selecting the individual most likely to succeed on the job. The applicant should be evaluated based upon the duties of the position, suitability to your department's needs and job performance expectations.

Validity of the Interview

Keep in mind that the validity of the interview is based on the extent to which it predicts how successful the applicant will be on the job.

Interview Strategy

A selection interview that follows a standard outline will produce more reliable and valid information than an unstructured interview, and is less likely run into problems with laws and regulations governing the selection process. A good strategy is to structure the interview as much as possible while tailoring it to each particular search process.

Know the requirements of the job. List the specific tasks to be performed on the job, as well as methods, techniques, technology and tools/equipment used to accomplish these tasks. Make note of unusual working conditions and other specific demands of the job, in order to adapt the interview to elicit relevant information.
Develop your questions well in advance and relate those questions to the requirements of the job.

Ahead of time, review the application/resume and any other material that would be useful in understanding the applicant's background so you do not have to refer to this information constantly during the interview.

**Conducting the Interview**

Now that you have prepared yourself by reviewing specific requirements of the job and thoroughly familiarized yourself with your applicant's background, you are ready to begin the actual interview.

**Establish rapport**

The climate created in the interview is important and an applicant's apprehensiveness can hinder the flow of useful information, for this reason try to set a tone for a friendly exchange of comments and allow communication to develop freely in order to build mutual confidence.

**Explain purpose and set agenda**

Let the applicant know the order of things to occur in the interview. This puts you in control of the interview by providing a "road map".

**Describe the job and organization**

An interview is a two-way process. There are details the applicant needs to know about the position, your department, salary information, training opportunities, etc. that will aid the applicant later to make an informed decision on the acceptability of the position.

**Ask effective and legal questions**

Open-ended "why", "how", "what", "describe" or "tell me about" will yield more answers than closed-ended questions. Ask applicants examples from past (work) history that will reveal areas of knowledge, skills and abilities required for them to be successful on the job. Your purpose is to obtain a balanced picture of the applicant's qualifications and job motivation without prompting applicants to produce responses that they think you want to hear. We have created an assortment of general, behavioral, situational and competency-based interview questions, which you can choose from, based upon your interview strategy. Furthermore, please refer to the following list of inappropriate topics and questions that you should avoid asking during the interview: Legal Considerations.

**Gather and evaluate predictive information**

Here is where the skills of listening, probing, reflecting and evaluating come into play (a common error of ineffective interviewers is that they concentrate exclusively on the questions they intend to ask). Your job is to listen, probe and evaluate job information that can predict future performance.
Allow the applicant to add information and ask questions

Provide the applicant an opportunity to summarize his/her strengths and ask questions about the position.

Conclude the interview

Thank the applicant, outline what will happen next and give the applicant an appropriate date by which you will make your decision.

Post-Interview Procedure

As you assess the results of your interview based on your established requirements and decide who among the candidates will most likely add depth to your team, it is always a good idea to refrain from making a formal job offer until you have checked appropriate references.

Candidate Assessment

The goal here is to make a careful hiring decision and avoid hiring mistakes that cost time, money and create frustration. There are several ways to assess candidates; here are some suggested key areas you may want to consider for each candidate:

Competence: Does the candidate have the core skills to perform well?

Experience: Does the candidate have the needed experience to succeed on the job?

Values: Does the candidate exhibit the key behaviors for the job family/zone of the job?

Interpersonal Skills: Can the candidate get along well with other team members?

Adaptability: How has the candidate dealt with change?

Focus: Does the candidate have purpose, direction and goals that mesh with your departments?

Initiative: Will the candidate take action?

Attitude: Does the candidate project an optimistic, positive and professional self-image?

Commitment: Does the candidate have the desire, willingness and motivation to accomplish tasks?

Integrity: Will the candidate be honest and trustworthy?

Reference Checks

Conducting reference checks will give you added insight on an applicant's personal characteristics and past job performance (i.e., reliability, attendance, quality of work) and allow
you to verify the information that they provided about themselves. However, getting performance information and doing background checks with the applicant's former and current supervisors can be a delicate matter, since laws require you to respect the applicant's privacy. Make sure you obtain the applicant's consent before calling a former/current employer. It is important to be consistent in conducting all reference checks. Please review the Reference Check List.

**Documentation**

All recruitment materials must be maintained within the Human Resources Department for a period of five years. These materials will be important in the event you need to respond to any legal action or inquiry in connection with the hiring process.
Sample Interview Questions

The interview is just one assessment tool to help you make a final hiring decision and must be used in conjunction with other information gathered during the selection process (application forms, resumes, supplemental questionnaire and reference checks).

Evaluating interview information may include identifying candidate's job-related personal characteristics, such as motivation, personality-fit and longevity etc. Remember, personal traits must be considered against the broader context of the job requirements.

Once you have decided on the basis of your selection criteria, the following compilation of questions will guide you in structuring/customizing an interview format:

**Accountability**

- **General**
  - Tell us about a time when despite careful planning, things got out of hand or did not work out and what did you do?
  - Tell us about an occasion when you chose, for whatever reason, not to finish a particular task?
  - Tell us about a time your supervisor was absent and you had to make a decision?
  - What steps have you taken to enable you to become more effective in your team?
  - What have you done to become more effective in your career?
  - How have you handled special responsibilities or assignments that have been given to you that may not be part of your routine?
  - Give us some examples demonstrating how you reacted to short deadlines or pressure situations.
  - Tell us about a time when your performance did not live up to your expectations? What did you do?
  - How do you motivate yourself to complete unpleasant assignments?

- **Advanced**
  - Would you rather design/develop plans and procedures or implement/manage them? Why?
  - Have you had to make and/or implement an unpopular decision/policy and why did you make the decision or support the decision?

**Adaptability**

- What types of people do you get along with best?
- How do you work with people whom you don't get along with?
- What role do you play in ensuring a smooth working environment?
- Have you worked for more than one manager and how did you cope with it?
- Give us an example of a crisis situation you were involved in and what did you do to help resolve it?
- What professional situations cause you to feel awkward and how do you handle them?
• How many projects can you handle at a time? Give an example when this occurred.
• How do you prioritize your projects?
• How do you handle repetitive tasks?
• Tell us about a time you had to go above and beyond the call of duty?
• How many levels of management do you deal with?
• Describe a situation when your work was criticized. How did you react?
• Describe a situation where you had to work with someone who was difficult, how did you handle it?
• How do you define conducive work atmosphere?
• What type of work environment appeals to you most?
• How do you deal with conflict?
• In what kinds of situations do you find it most difficult to deal with people?

Communication

• **General**
  • Tell us about the kinds of communication you use at work?
  • How important was communication and interaction with others in your last job?
  • How would you rate your communications skills? Why?
  • What communication tools, forms or documents have you developed for your department?
• **Co-workers**
  • What are some ideas/practices to follow to insure effective communications with your coworkers?
  • How have you communicated concerns/criticisms to co-workers? Do you feel you were effective?
  • How do you communicate with co-workers whom you have personal problems with?
• **Supervisors**
  • How can a supervisor establish effective communications with staff?
  • Are there additional considerations in communicating to groups of employees versus individual employees?
  • What are some good rules to keep in mind when directing employees?
  • In what instances, is written communication better than verbal communications?
  • Have you ever had to give an employee bad news (vacation denied etc.)? How did you deliver this information?
• **With Your Supervisor**
  • Communicating with your supervisor is an important aspect of all of our jobs. In addition to being brief, what guidelines should you follow to communicate effectively with your supervisor?
  • What are the reasons for communicating upwards to your superiors?
  • How would your supervisor rate your communications skills?
  • Have you ever had to criticize or tell your supervisor you were wrong? How did you do this?
Customer Quality Focus

- **General**
  - What does good customer service involve?
  - What are the steps involved in successfully handling an irate customer?
  - Tell us about how you have handled a dissatisfied customer in the past.
  - Tell us about your experience in dealing with the public.
  - Give us an example of a situation you handled with superior customer service.
  - Tell us about a situation in which you dealt with a customer and what you would have done differently.
  - How would you handle a customer who used abusive language?
  - Tell us about your experience in working a customer service counter.

- **Advanced**
  - Name two criteria essential to establishing effective service standards.
  - What are some of the ways to measure customer/user satisfaction?
  - What steps can you take to establish a "customer first" attitude in the organization?
  - If you wanted to improve the service that you provide to your customers, what would you do first? What efforts have you made in your job to improve the level of customer satisfaction?

Inclusiveness

- Define diversity.
- Tell us about a situation in which you were required to work with diverse groups of people within your organization?
- What was the most important step that you took to work effectively with diverse people?
- To what extent have your assignments required interface with diverse population?
- In what kinds of situations do you find it most difficult to deal with people of varying interest or different background?
- To what extent have you worked in an ethnically, socio-economically, and/or culturally diverse community?
- Tell us about your experience in dealing with a variety of different people.

Leadership

- **General**
  - One of the requirements for this position is that the individual be a self-starter. Give us an example of your ability to be a self-starter.
  - In a professional setting, are you a member or a leader of a team?
  - Define leadership.
  - What personal qualities should a leader have?
  - What is your strongest leadership skill and how will it assist you for this job?
  - Provide us with an example of your leadership ability.
  - What is the importance of leadership in the organization?
• What role does leadership play for a supervisor or manager?
• What have you done to develop your leadership skills?
• Tell us about a situation in which you demonstrated your leadership ability.
• **Advanced**
  • What is the difference between a leader and a manager?
  • Discuss the different styles of leadership you use in accomplishing your management role.
  • What motivational techniques do you use with your work unit?
  • What can a supervisor do to enhance an employee's job and the employee's motivation?
  • What motivates employees?
  • A subordinate has not been successful on a task, how do you offer constructive feedback?
  • What are some of the ways in which a supervisor can motivate staff? Or de-motivate staff?
  • Tell us about a situation where you motivated your staff to extraordinary accomplishments.
  • Cite some of the circumstances under which a leader is not successful. What do you attribute this lack of success to?

**Occupational Knowledge/Technology Orientation**

• What steps have you taken to enable you to become more effective in your position and
• What strengths will you bring to this position?
• One of the responsibilities of the position is to better utilize technology when performing the functions of the office. Assuming that there is little use of technology in our office, what would you do to enhance the utilization of technology here?
• If we were to offer you this position, how do you imagine that you would spend your first two weeks?
• What computer software (word processing, spreadsheets, database) programs are you most comfortable using? What specifically did you do with Excel or Access database etc?

**Team Focus**

• **General**
  • How do you establish working relationship with new people?
  • How do you see your responsibilities as a group member?
  • What are the important qualities a person should have to become an effective team member?
  • What are the characteristics of a successful team?
  • Tell us about an unsuccessful team of which you were a member. What, if anything, could you have done differently?
  • Tell us about a successful team of which you were a member. What was the most outstanding characteristic of that team? What did you contribute?
  • What qualities do you have that make you an effective team player?
  • Do you work better by yourself or as part of a team?
  • What can you contribute to establish a positive working environment for our team?
  • What type of people do you work best with?
• Advanced
  • What factors would you consider in assembling a project team?
  • Name some of the pitfalls to be avoided in building an effective team.
  • Give us examples where you introduced ideas or processes that have made a team become more productive?
  • What actions can a supervisor take to establish teamwork in the organization?
  • What are the advantages, if any, of establishing team goals as opposed to individual goals?

**Experience and Education**

• Education
  • How have your educational and work experiences prepared you for this position?
  • Why did you choose to major in the course that you have completed or that you are attending?
  • What aspect of your education applies to this position?
  • What have you done outside of formal education to improve yourself?
  • What training opportunities have you taken advantage of and why?
  • What additional training will we have to provide for you if we hire you?

• Experience
  • Tell us about yourself.
  • How are you qualified for this job?
  • How does your current job qualify you for this position?
  • How does your experience qualify you for this job?
  • Describe a typical day at your present position.
  • Tell us about a specific area of responsibility that you have enjoyed.
  • What were your three greatest accomplishments on your last job?
  • What are some of the things on your current job you have done well?
  • What have you learned from the jobs you've had?
  • What is the most difficult assignment you have had?
  • What accomplishment on the job are you the most proud of?
  • What steps have you taken to improve your job skills?
  • What significant contributions have you made to the operation of your work group?
  • How has your current position prepared you to take on greater responsibilities?
  • What makes you more qualified than the other candidates?
  • Why do you want to leave your current job?
  • How has your job prepared you to take on greater responsibility?
  • Tell us about your qualifications for this position.
  • What actions have you taken in the past years to prepare you for this position?
  • What steps have you taken in the past two years to improve your qualifications?
  • In the areas where your experience falls short for this job, what steps will you take to make up for this shortfall?
  • Describe yourself. What skills and abilities do you have?
  • Recall an incident where you made a major mistake. What did you do after the mistake was made? What did you learn from this mistake?
• What is the greatest failure you've had? What would you have done differently?
• What action on the job are you the least proud of?
• Tell us about a difficult situation that you encountered and how you resolved it.
• Please tell us about the most difficult job-related task you have faced.

**Supervision and Management Experience**

• What experience have you had in supervision?
• What is the role of a supervisor?
• What experience have you had in resolving grievances?
• What experience have you had in investigating discrimination/sexual harassment complaints?
• What do you like the best about supervision?
• What do you like the least about supervision?
• What has been your most positive experience in supervision?
• What has been your most negative experience in supervision?
• Which aspect of supervision did you feel the most comfortable with?
• Which aspect of supervision did you feel the least comfortable with?
• Give us an example of a situation that you handled which would demonstrate your ability to supervise.
• Have you had any experience in applying the provisions of the Americans with Disabilities Act?
• Having supervisory experience you may have run into problems with a member of your staff. What type of problem did you encounter and how did you handle it?
• What aspect of supervision is most difficult for you and why?
• What aspect of supervision is the easiest for you and why?
• Tell us about your most difficult supervisory experience and how did you handle it?
• Tell us about your most difficult supervisory experience and what did you learn from it?
• Have you hired staff? What qualities did you look for?
• Tell us about your experience in supervising clerical staff.
• What experience have you had in supervising field workers?
• Tell us about your experience in supervising professional staff.
• Tell us about your experience in supervising technical staff.
• Have you had an opportunity to supervise staff in a number of different functions, such as professional and clerical? Tell us about your experience.
• Have you supervised volunteers? Tell us about your experience.
• Under which circumstances would you refer an employee to the employee assistance program?
• What is the most challenging situation that you've had with your subordinate supervisors? How did you handle it?
• How would you assess your ability as a supervisor?
• Describe your most ideal and least ideal boss?
• What work-related items have you been criticized for in the past two years?
• What characteristics are most important in a good manager/ supervisor? How have you displayed them?
Judgment

- Describe a project that best demonstrates your analytical ability?
- Tell us about a situation where you made a mistake. How did you handle the mistake and what was the resolution?
- Under what circumstances should you bypass your supervisor and go to your supervisor's supervisor?
- Give us a situation that illustrates your ability to exercise good judgment.
- In instances where you are required to assert yourself, what do you do to assert yourself effectively?
- Tell us of a time work quality had been compromised due to time constraints or resource constraints.

Problem Solving

- What are the essential elements of effective problem solving?
- Provide us with an example of your problem-solving ability.
- Tell us about a situation in which you were required to analyze and solve a complex problem.
- How have you incorporated collaborative problem solving in your organization?
- What are the benefits of participative problem solving?
- When you are confronted with an unprecedented decision, what do you do?

Strengths and Weaknesses

- **Strengths**
  - We are looking at a lot of great candidates; why are you the best person for this position?
  - What are your three personal strengths?
  - What can you contribute to our organization?
  - Assume that you're one of the top 2 candidates for this position; tell us what may set you apart from the other candidate?
  - What are your strengths?
  - Give us three adjectives that others would use to describe you?
  - What makes an individual successful and why do you think that these attributes make someone successful?
  - What part of your current job are you the most comfortable with?
  - What are your strong points and how have they helped you to succeed?
  - What skills do you have that you feel could enhance this position?
  - What do you know about our organization?
  - Where do you think your interest in this career comes from?
  - What motivates you to improve and progress in your career and why are you motivated by these things?
  - To what do you owe your present success?
  - What goals have you set for yourself? How are you planning to achieve them?
  - Tell us about a situation that would exemplify your integrity.
• **Weaknesses**
  • What is your greatest weakness?
  • Name your three greatest weaknesses.
  • Which is the worst of your three greatest weaknesses and why?
  • What are your weaknesses?
  • What part of your current job are you the least comfortable with?
  • What are your weak points and how have you overcome them?
  • What about yourself would you want to improve
  • In which area do you need to make improvements in?
  • What are the three areas in which people would say you need to improve?
**Forms**

Job Announcement Template

Interview Rating Form

Interview Schedule

Reference Check List

Graduate Education Proposal

Faculty Qualification Plan
EXAMPLE
NOTICE OF VACANCY

Position: Title
FLSA Classification: Exempt or Non-Exempt

Qualifications:
- Associate degree preferred
- Commitment to the mission of Eastern Oklahoma State College and dedication to student success in higher education.

Responsibilities:
- Other office duties as assigned

Length of Assignment: Twelve months w/ benefits

Inquiries: Supervisor Name
Title
Phone: 918-465-1895

Application: Submit an Eastern employment application, transcript(s) and resume to:

Eastern Oklahoma State College
Joyce Bills, Human Resources
1301 West Main
Wilburton, OK 74578

E-mail: jbills@eosc.edu
Fax: 918-465-4421
Website: www.eosc.edu
Phone: 918-465-1777

Salary: Entry level salary $$$ per hr

Closing Date: Review of applications will begin immediately; submission of application materials is encouraged until the position is filled.

Eastern Oklahoma State College is and Equal Opportunity Employer (EOE) and Affirmative Action Employer (AAE)

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Interviewer's Signature

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# Interview Schedule

**Applicant**

Name: __________________________ Date: ________________

**Position Applied for:** __________________________

**Interview Committee Chair**

Name: __________________________ Phone: (____) _________

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**Comments**
Eastern Oklahoma State College

Employment Reference Check

Name of Reference: _______________________________

Title of Reference: ______________________________

Reference Company Name: _________________________

Regarding (Candidates Name): ___________________________

Print (Candidates Name): ______________________________

We are contacting you to verify employment for ____________________________with your organization. This individual has applied with our organization for the position of ____________________________. We appreciate your time and attention to this matter.

Dates of employment: Start Date __________________ End Date ________________________

Job Title: _______________________________________________

Primary Job Duties: ________________________________

Base salary or hourly rate: ______________________________

Quality of work: _______________________________________

Did the candidate have any warnings or discipline regarding unexcused attendance issues (frequent absences, tardiness, etc?) ________________________________________________

Was the separation of employment voluntary or involuntary? _______________________________________

Is the candidate eligible for rehire? _______________________

Is there anything I haven’t asked about, that someone considering this person for a job should be aware of?

________________________________________________________________________________________

Printed Name of individual making the reference check: _______________________________________

Signature: ___________________________________________

Title: _____________________________________________

Date: _____________________________________________

Return original completed form to the Eastern Ok State College Human Resources Office.
Graduate Education Proposal

Name: _____________________________________

Hire Date: __________________________________

Faculty member will enroll in the following courses (please indicate course number, course name, credit hours, and institution from which credit will be offered):

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Date graduate work is expected to be complete __________________________.

I understand that continued employment at Eastern Oklahoma State College and renewal of my contract for the _______-______ academic year is contingent upon completion of this plan before ________________________.

I agree to notify the VPAA as soon as possible if I choose not to continue with this plan. I also agree to provide documentation regarding my enrollment and to provide the official transcript showing completion of graduate hours as soon as it is available.

________________________________________  Date: __________
Faculty Member

________________________________________  Date: __________
Plan Accepted by VPAA
FACULTY QUALIFICATION PLAN

Name: ___________________________  Hire Date: ________________

Degree(s)  ____________________________________________________________

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Draft plan to meet qualification requirements:

Graduate Education Proposal required to be submitted as part of plan? ____________

Deadline for graduate education proposal if required as part of plan: ________________

Faculty Qualification plan including graduate education proposal if required, will be completed no later than ________________ depending on graduate education proposal.

I understand that continued employment at Eastern Oklahoma State College and renewal of my contract for the _________ academic year is contingent upon completion this plan before ________________. I agree to notify the VPAA as soon as possible if I choose not to continue with this plan. I also agree to provide documentation regarding my enrollment and to provide the official transcript showing completion of graduate hours as soon as it is available.

_____________________________________________  Date: ____________
Faculty Member

Plan Submitted: ___________________________  Date: ____________
Plan Accepted by VPAA: ______________________  Date: ____________
Annual VPAA Progress review 1: _________________  Date: ____________
Annual VPAA Progress review 2: _________________  Date: ____________
Annual VPAA Progress review 3: _________________  Date: ____________