



Recruitment, Search and Hiring Guide

March 2024



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Welcome

Congratulations on being part of one of the most impactful tasks within our Campus. Being part of an equitable and effective search is a critical element in successful hiring.

Our Values Statement speaks to our commitment to excellence, integrity, inclusivity, inquiry, creativity, collaboration, and stewardship. During the recruitment, search, and hiring process, inclusivity, integrity, collaboration, and excellence are the cornerstones of an equitable and successful hiring process.

As stated in our Diversity Strategic Plan for Institutional Excellence 2022-2027 (DSP), "SUNY Orange strives to create an environment in which diversity and inclusion are encouraged, supported, and embraced by all members of the College community. Acceptance of our inherent diversity encompasses the sharing of trust, respect, collegiality, civility, and mutual appreciation for all individuals. SUNY Orange promotes diversity and inclusion in teaching, learning, service, research, professional development and overall social, economic and intellectual growth. The College is committed to embracing and fostering diversity in its continued investment in faculty, staff and students."

Principle 5 of the DSP advises that 'equity must be enacted as a pervasive institution - and system wide principle.' One of the major systems within our organization that can impact diversity is the hiring process.

Being part of the new hire selection process, in alignment with the college's mission and Diversity Strategic plan, is of exceptional value and importance to the institution's future. The decisions made by search committees impact the College for many years to come. Every search committee member has the extraordinary opportunity to impact future student and employee experiences.

Thank you for contributing your time, talent, insight, and commitment to a process that is of paramount importance. You rock!

Sincerely,

Iris Martinez-Davis

Iris Martinez-Davis

Associate Vice President of Human Resources

Purpose of this Guide

The purpose of this guide is to assist Hiring Managers and Search Committee members:

- Understand the components of the recruitment, search and hiring process
- Attract a broad range of qualified applicants
- Identify the most highly qualified candidate(s)
- Complete searches efficiently and effectively
- Provide fair and equitable treatment in search and selection

This Recruitment, Search and Hiring Guide contains an overview and description of the recruitment, search and hiring process, committee procedures, appendices with relevant terminology, sample interview questions, and the documents necessary to complete a search.

The Human Resources Team (HR) will assist you throughout the process and be available to answer any questions that you may have.

A Message from the President

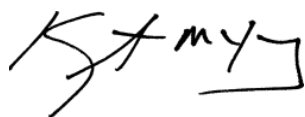
Colleagues,

Thank you for agreeing to serve on a search committee. I trust you will find this work both rewarding and insightful.

As you know, Orange County Community College (SUNY Orange) has accepted the challenge, as an institution and as a College community, to infuse inclusive excellence into the pursuit of our mission, vision, values and goals. This is evident in our Diversity Strategic Plan (DSP) which is firmly rooted in the blended histories of our nation, our community and our College. Our DSP builds from a well-established diversity framework and promotes an approach of equity mindedness while pushing us to embody excellence and live its ideals and goals.

It is important to keep the DSP in mind during this search as we each have a role to play in helping SUNY Orange achieve its goals. Our strategic approach is not a “top down” directive, but rather an all-inclusive framework that will rely upon ideas and initiatives springing forward from all corners of our College community. A stronger, more inclusive SUNY Orange begins during the hiring process as search committees seek and consider candidates of all backgrounds and experience levels who will bring new ideas, energies and contributions to our College.

We share a vision and recognize that interconnected goals across the College support inclusive initiatives and promote equity. Our commitment to diversity embodies the historical fact that diversity is vital to education and the public good. The College recognizes its diverse community of students, staff, faculty and administrators, and embraces the path ahead as we affirm and build a community of distinction. I value your contributions to our College community, your participation on this search committee and your commitment to a diverse and inclusive community of excellence at SUNY Orange.

A handwritten signature in black ink, appearing to read "Kristine Young", with a stylized flourish at the end.

Dr. Kristine Young
President

Recruitment Plan

Generating a diverse and qualified pool of candidates requires a great deal of time and effort. However, the benefits of connecting SUNY Orange to candidates that support our mission is well worth the effort. Recruitment plans guide the process and ensure that we use our resources effectively.

With the assistance of the Human Resources Department, the Hiring Manager will develop a plan to advertise the position. This may include posting the position on select electronic job boards, and other academic and trade publications. Ads may include journals geared towards attracting candidates in a protected class. All job postings are reviewed to ensure that they are gender-neutral, have inclusive language and emphasize SUNY Orange's commitment to diversity, equity and inclusion.

It is also important that college community members take an active role in networking and otherwise publicizing the position using the approved vacancy announcement. Our campus community members may have access to professional associations and circles, including attending meetings and posting on websites and discussion groups, that may be useful in attracting a wide variety of candidates, helping to ensure a deep pool. It is imperative that all ads, free or otherwise, get placed through the Human Resources Department so we can track our success rate for sourcing candidates from various avenues.

Equal Opportunity/Affirmative Action

Non-Discrimination

SUNY Orange does not discriminate on the basis of race, color, national origin, religion, creed, age, disability, sex, gender identification, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, veteran status, domestic violence victim status, criminal conviction or any other category protected by law. The College adheres to all federal and state civil rights laws prohibiting discrimination in public institutions of higher education. Inquiries regarding this nondiscrimination policy may be directed to: Iris Martinez-Davis, Civil Rights Compliance Officer, 115 South Street, Middletown NY 10940, (845) 341-4662, Iris.Martinez-Davis@sunyorange.edu.

Affirmative Action

Affirmative Action refers to steps taken to ensure that there is no discrimination with regard to employees and applicants for employment. It is designed to correct the effects of past discrimination, to eliminate present discrimination, and to prevent future discrimination.

Affirmative Action differs from Equal Opportunity in that it is not merely prohibitive (non-discriminatory) but positive (anti-discriminatory). Affirmative Action works on the principle that discrimination can be eliminated only when employers take positive steps to identify and change policies, practices, and any other institutional barriers that cause or perpetuate inequality. Affirmative Action, in other words, is the effort whereby the promise of Equal Employment Opportunity may be fulfilled.

Job Descriptions

Prior to the commencement of all searches, job descriptions will be reviewed to ensure relevance and that the minimum qualification requirements are appropriate to the role, but not overly restrictive.

Extreme care should be taken when selecting the required and preferred qualifications for a position. If for any reason these must change after the position has been posted, the revisions will need to be approved by the Union and the job will need to be reposted, which could result in the timeline being pushed back.

Criteria that is restrictive and narrow will be discussed and challenged. The language used in the description must be specific and clear to avoid unnecessary and unsubstantiated claims of systemic discrimination.

For example, is an MBA really required, or could a solid liberal arts degree with finance-related experience be acceptable? Is a degree in Computer Science required, or could significant network systems experience substitute? Job descriptions are also reviewed to ensure that the changing operational needs of departments are met.

Human Resources will use the job description to draft Core Questions for the position posted. All of the Core Questions will be drafted to solicit “YES” or “NO” answers and will reflect exactly what is required/preferred for the position. The job will then be posted and advertised in accordance with contract stipulations.

Requisition Process

Most full-time and part-time positions require written approval by the Vice President of Administration and Finance (VPAF). It is recommended that Hiring Managers first discuss staffing needs with their divisional Vice President (VP)/Associate Vice President (AVP) after which, the VP/AVP of the division will provide written approval from VPAF, when required, to Human Resources.

Once written approval has been obtained and provided to HR, the Hiring Manager may move forward with the recruitment process. The Human Resources Team is committed to supporting Hiring Managers and Search Committee Chairs throughout the entire recruitment and search process. We encourage you to seek support from HR as needed.

Applicant Tracking

The Office of Federal Contract Compliance Programs (OFCCP) requires that applicants are tracked through the selection process to ensure equal opportunity and fairness in the hiring and selection process. If SUNY Orange is audited by OFCCP, the College will be asked to provide applicant tracking documents for all searches.

Applicants/semi-finalists are tracked via Interview Exchange through the CV/resume reviews and interviews. Reasons for selection/rejection are based on the minimum selection criteria and responses to follow up questions and/or interview questions, and are recorded in Interview Exchange.

Formation of the Search Committee

The Search Committee and each of its members act on behalf of and represent SUNY Orange. Members must respect the confidentiality of the search process and contribute to its integrity and success. All members serve on the committee to interview qualified candidates and to recommend prospective candidates to the appropriate Hiring Manager. It is the responsibility of each Search Committee to promote equal opportunity.

Note to Hiring Manager: Search committees invest a great deal of time and effort into providing you with the best candidates, therefore, all candidates presented by the committee must be interviewed.

Steps to forming a Search Committee

The Vice President, Department Chairperson or Director (i.e., Hiring Manager) forms a Search Committee, consulting with the appropriate Vice President and the Human Resources Department, as needed.

Note: Faculty Association roles must also conduct a vote for committee members.

The Vice President, Department Chairperson, or Director informs the Search Committee Member that they have been chosen and asked to serve on the committee.

Due to the time investment needed, Search Committee Members should consult with their supervisor prior to agreeing to serve on a Search Committee.

A Search Committee should be comprised of:

- A minimum of three individuals
- Diverse groups of individuals including members of underrepresented groups (i.e., women, minorities, disabled persons, etc.)
- Members from a broad cross-section of departments (when applicable).

Role of the Search Committee

The Search Committee is tasked with identifying the most qualified candidates for a position, interviewing those candidates, and recommending the top candidates to the appropriate Hiring Manager.

At the first search committee meeting, the committee should review the requirements and preferred knowledge, skills, and abilities of the position for which they have been assigned. During this meeting, the committee should also set up a timeline to review the qualified applicants in addition to proposing dates and times all committee members are available to interview qualified candidates.

Committee members are also tasked to develop one set of questions to be used for each candidate. A copy of the compiled interview questions must be submitted to Human Resources for approval before any candidates may be interviewed.

It is expected that during the search process, committee members will:

- Follow the search procedure and guidelines
- Maintain confidentiality
- Read and evaluate cover letters and resumes
- Engage in discussions with Search Committee members and candidates
- Provide meaningful comments for each qualified candidate:
 - a) If the candidate meets minimum qualifications
 - b) If the candidate exceeds qualifications
 - c) If the candidate is recommended for an interview – yes, no or maybe. If “no” you should state why.
 - d) If a candidate does not meet qualifications – committee members should indicate why and be explicit and detailed.
- Participate in all search committee meetings and interviews
- Utilize the applicant tracking system
- Seek to reach a consensus
- Present candidates to the Hiring Manager for the final interview

Thoughtful hiring gives the College its most valuable resource - its staff. Over the years, SUNY Orange search committees have completed numerous successful searches, which have resulted in the hiring of highly qualified individuals. Maintaining this practice is indispensable to the continued excellence of the College. Searches must comply with all steps of the search procedures in order for the College to hire candidates successfully.

SUNY Orange is committed to the principles of nondiscrimination and equality of opportunity for all qualified applicants, students and employees. Any questions or allegations should be directed to the College's Affirmative Action Officer/Associate Vice President of Human Resources.

Key Concepts of Diversity

Reviewing the following concepts will help familiarize yourself with an effective language in which to frame inclusive ideas and interventions. The concepts are ordered so that each one builds from the prior one, providing necessary context to understand why it is important that higher education be diversified and how to make it a reality.

- Implicit Bias: A form of stereotyping that is often unintentional, automatic, and outside our awareness. Often contradictory to our conscious beliefs. Also called subtle or unexamined bias. Framing it specifically as “implicit” puts the onus for change on the person who harbors or acts on bias, holding them accountable.
- Diversity: When we talk about diversity, often we are talking about social identities, groups to which we belong that are meaningful to us and give us a source of identity. Often our social identity can make us appear different from others. Diversity goals are intended to make difference acceptable and to reverse patterns of discrimination, which result in underrepresentation in academia.
- Inclusion: Valuing differences in social identities and cultural backgrounds. Working towards not only acceptance of these differences but celebration of them as well. In inclusive environments, we all are accountable for diversity and for actively fostering welcoming climates.
- Underrepresented groups: People from groups who have historically been denied access or faced steep barriers to accessing higher education in the US, including women of all ethnicities, men of color, and people with disabilities.

Different ways we can have unconscious bias in a search process

- Cloning: Replicating oneself by hiring someone with similar attributes or background, as well as expecting candidates to resemble someone whom the search committee is replacing.
- Snap Judgments: Making judgments about the candidate with insufficient evidence. Dismissing a candidate for minor reasons or labeling a candidate “the best” and ignoring positive attributes of the other candidates. Having a covert agenda furthered by stressing something trivial or focusing on a few negatives rather than the overall qualifications. This often occurs when the hiring process feels rushed.
- Good Fit/Bad Fit: While it may be about whether the person can meet the needs for the position, it often is about how comfortable and culturally at ease one feels.
- Negative Stereotypes: Characterized by presumptions of incompetence.
- Positive Stereotypes: Dominant group members are automatically presumed to be competent. Such a member receives the benefit of the doubt, negative attributes are glossed over and success is assumed. Also called the “original affirmative action” because dominant group members are automatically presumed qualified and thereby given an unearned advantage.
- Elitist Behavior (also called “Raising-the-Bar”): Increasing qualifications for women and minority candidates because their competency does not strike committee members as trustworthy. Downgrading the qualifications of women and minorities, based on accent, dress and demeanor. In short, uneven expectations based on a candidate’s social identity.

Implicit Bias

Implicit bias is defined as a form of bias that occurs automatically and unintentionally, that nevertheless affects judgments, decisions, and behaviors. The College acknowledges the importance of the search committee process and facilitating awareness of implicit bias. Implicit bias may pose a barrier in the review of applicants and/or the interview process.

During the search orientation, the Committee will be provided with guidance and training on how to recognize implicit bias and how it may influence the recruitment process if it is not addressed.

Search Orientation

Human Resources will schedule an orientation meeting that all Search Committee members must attend.

1. Topics addressed during the meeting include:

- The responsibilities of Search Committee members in the selection process
- Issues of confidentiality
- The steps taken to identify, recruit, and select candidates including:
 - ✓ CV/resume screening
 - ✓ Interviewing
 - ✓ Reference checking
 - ✓ Evaluation and selection of finalists
- The basics of the applicant tracking system utilized by the College
- Affirmative Action measures for the Department and the College
- A review of legal and procedural issues related to the search and conducting an interview
- The Search Committee timeline
- Implicit Bias

All Search Committee members must complete the search orientation training prior to being granted access to the applicant tracking system. Training must be completed annually.

Resume Review

Interview Exchange is the online applicant tracking system SUNY Orange uses to post positions, allow applicants to apply online for a position and to track applicants through the selection process.

1. Applicants enter their information into the applicant tracking platform and attach a resume, cover letter and a list of at least three professional references with name, title, address, email address, and telephone numbers.
2. The Search Committee will review all of the CV's/resumes that were submitted and will pay particular attention to ensuring that applicants follow the application instructions and meet the minimum selection criteria for consideration, as evidenced in the job posting and ads. In other words, if the position requires a Master's degree and three years of related experience, any candidate who does not meet the minimum selection criteria is eliminated from further consideration.

There are several “red flags” that may not rule out a candidate but should be discussed during interviews:

- Cover letters or resumes that focus on the individual and not on the position. Candidates should be able to connect their skills or accomplishments to the position.
 - Gaps in the employment history – unaccounted for periods of time.
 - Incomplete educational credentials or a lack of detail regarding certifications.
 - Resumes that are word-for-word replicas of the position description without added specifics.
 - Resumes that do not provide enough detail on past experience, or resumes that use a lot of buzzwords.
3. Each qualified candidate should be categorized into the appropriate folder in Interview Exchange and have a comment entered explaining the recommended disposition of the application (Appendix C).
 4. The Search Committee Chair will schedule a meeting for the committee to deliberate and decide who should be interviewed and compile one list of interview questions to ask each candidate based on the criteria of the position.

Steps post resume review:

1. After the search committee reviews and selects the first interview candidates, the Search Committee Chair forwards the list of first interview candidates to the Human Resources Team.
2. Consistent with the Affirmative Action Plan, the Affirmative Action Officer/Human Resources reviews the candidates to ensure that the committee is selecting to interview individuals that meet the minimum selection criteria. Once Human Resources has reviewed the candidates that the committee would like to bring in for an interview, the committee will be notified and may proceed with scheduling interviews.

Note: Human Resources will review the committee’s selected first interview candidates and run an EEO report through Interview Exchange to ensure the committee has elected to interview a qualified, self-identified candidate and that all first interview candidates meet the minimum selection criteria.
3. The Search Committee schedules first interviews with the Human Resources approved potential candidates. The Search Chair will then send the interviewing schedule to Human Resources.

Note: When qualified applicants are unable to come to campus for an interview, telephone or virtual interviews through College approved platforms may be conducted.

The Art of Interviewing

The interview process is a two-way learning opportunity. A successful interview will leave the candidate with a clear understanding of SUNY Orange, the department, the position and performance expectations. It also provides the Hiring Manager with detailed information on the candidate's ability, desire and skills.

The outlining of a simple itinerary lets a candidate know that they are important and that conducting business in an organized and well thought out fashion is the norm for your SUNY Orange. This can be as simple as saying, "This morning, you will be interviewing with three Managers. It will take approximately three hours and I will see you again at the conclusion of these interviews to answer any questions you may have." Additionally, the interviewers and the candidates will know what to expect and another potential barrier has now been removed. An applicant's discomfort can easily be misinterpreted as lack of interest or nervousness. Do all you can to eliminate possible communication barriers.

Facilitating Open Discussion

Interviewers try to gain as much information as possible from the applicant. The easiest way to accomplish this is by creating an atmosphere that allows the applicant to speak freely. The following are suggestions for fostering an atmosphere that is conducive to open discussion:

- Try to put the applicant at ease at the beginning of the interview. If the applicant feels comfortable, they will be more likely to share information with you.
- If you find that the applicant freezes on a particular question, you may want to go on to the next question. It takes time for some applicants to relax and feel comfortable with the interviewing process.
- Try to ask questions that will facilitate discussion. Avoid questions that require a yes or no answer.
- Do not ask leading questions. Keep the questions open-ended so that the employee has the opportunity to speak freely.
- Listening skills are essential in an interview. It is important to let the applicant speak without being interrupted. Remember, the purpose of the interview is to obtain as much information as possible.
- While the applicant is speaking, watch their body language and facial expressions. These expressions will provide you with additional insight about what is being discussed at the time.

Legal Constraints

The New York State Human Rights Law prohibits pre-employment and certain other inquiries as to age, race, creed, color, national origin, sexual orientation, gender identity or expression, military status sex, disability, predisposing genetic characteristics, familial status, marital status or arrest records unless based upon a bona fide occupational qualification or other exception. From time to time in the course of processing complaints and conducting investigations under the Law, the Division has ruled certain inquiries to be lawful and others to be unlawful (Appendix F).

Guidelines for Interview Questions

There are two types of skills required for success in any job: technical and behavioral.

Technical skill is the knowledge or ability to complete specific tasks of the job (such as typing, filing, word processing for clerical positions or content knowledge, lecture skill, group facilitation skill, ability to evaluate student work, computer/media skills, and classroom management skills for faculty positions).

Behavioral skill, however, is controlled within a person (i.e., punctuality, attendance, flexibility, ability to handle stress or to prioritize work effectively, etc.). No matter how technically qualified an applicant is, the job cannot be completed successfully unless the appropriate behaviors are applied as well.

Questions in an interview should be designed to elicit information regarding both kinds of skills: technical and behavioral. (Appendix D)

Second Level Interviews

The second level interview should be conducted by the next level Hiring Manager including any appropriate combination of the following titles including, but not limited to:

- Vice President
- Associate Vice President
- Director
- Assistant Director
- Department Chairperson

These individuals conduct an interview with the final candidates, make a tentative selection of a finalist for the position and then work to obtain the approval to hire the candidate by submitting a recommendation-to-hire.

Once a finalist has been selected for the position, the Hiring Manager submits a recommendation-to-hire to the appropriate Vice President. The Vice President forwards this to the President to obtain approval to hire.

Once approval is obtained from the President, a tentative offer is made to the candidate contingent upon a successful reference, background and employment check.

Note: The recommendation-to-hire should contain the applicant's name, title of the position, proposed salary, step and grade when applicable, and the anticipated start date.

Once the finalist has tentatively accepted the position, the search chair can begin checking references. All Vice President and Associate Vice President candidates will be required to participate in an open forum.

Recommendation to Hire

Once a final candidate has been selected, an email should be sent by the Hiring Manager to the appropriate AVP/VP and Human Resources with the following information:

1. The name of the recommended candidate
2. The title of the vacancy being filled
3. The recommended start date
4. The recommended salary

Extending Offers

An offer of employment is extended to a candidate after written approval has been obtained from the President. The chosen candidate is extended an offer of employment contingent upon a successful reference and background check. Upon completion of the reference and background check, the candidate is provided an offer letter on behalf of the President's office.

The salary offered must be within the range stated in the posted announcement. If for any reason there is a need to deviate from the approved salary range, this must be discussed with Human Resources and approved by the President before the finalized salary is disclosed to the candidate.

Note: Offers may be rescinded at the discretion of the College.

Reference Check

Once the final candidate has been approved by the College President, reference checks are completed by the Search Chair (or in some cases, the committee or Human Resources may also help to conduct them).

Note: All candidates must be asked if their references may be called, including talking to people not listed as references (Appendix H).

Appendices

Appendix A
Candidate Evaluation Grid

Search for:

REQUIRED

		Name		Name		Name		Name	
		Notes		Notes		Notes		Notes	
1									
2									
3									
4									
5									
6									
7									
Preferred									
9									
10									
11									
12									
13	Ability to communicate effectively both verbally and in writing								
14	Ability to effectively establish and maintain working relationships with supervising personnel, co-workers, all college employees and the public								
15	Ability to manage multiple projects								
16	Bilingual skills								
Diversity Question									
1	How has diversity and inclusion played a part in your career?								
2	How would you bring that insight into your position at the college?								
Total Points =		0.0		0.0		0.0		0.0	

Appendix B

Search Chair Checklist

Human Resources schedules a search orientation with the Search Committee

The Hiring Manager will discuss with the committee the desirable and required experience of the candidate. Human Resources will go over all Affirmative Action requirements for the search.

Note: A Faculty Search Committee is composed of the appropriate Chairperson or Department Head and two members of Faculty elected by the department.

Review the Qualified Candidate Pool via Interview Exchange

The Search Committee can only consider applicants who meet the qualifications for the position. These are applicants that satisfy the "required criteria" established for the position.

Note: Not all "qualified" candidates will meet the minimum requirements

The Search Committee Evaluates Applicants

Each individual Search Committee member evaluates the applicants via Interview Exchange and may use the prepared grid to score/rank each candidate.

Note: The prepared grid will be shared to the committee members by the Search Chair

First Cut Emails

All applicants that do not meet the "REQUIRED CRITERIA" are moved into the first cut folder and sent a first cut email. Most of these applicants will be found under the "All Applicants" tab with a red "X".

Before scheduling interviews

The Search Chair moves the qualified candidates that they would like to interview into the "First Interview" folder and then sends an email to Human Resources to let them know that this has been completed. Human Resources will then review the candidates in the folder to determine whether there is a self-identifier on the list and confirm that the candidates meet the minimum qualifications.

Interview Scheduling

After Human Resources has given approval, the Search Chair will contact all candidates selected to schedule the first interviews. After the interviews are scheduled, the Search Chair will send each candidate an "interview confirmation email" (via Interview Exchange). This email should contain the following information; when and where the interview will take place, and the time and who will be in attendance.

This email will also contain a link for them to complete the Employment Application and the Reference Release Authorization forms and instructs the interview candidate to submit these completed documents prior to their interview.

All candidates who are interviewed, must complete our employment application prior to interviewing. The confirmation email link also contains information about accommodations, directions, our Mission, Vision and Value Statement, and information about SUNY Orange. Once all of the first interviews have been scheduled, the Search Chair will then send an email to Human Resources with an interview schedule listing the names of the candidates, dates and times of all of the interviews. Remember to ask all candidates to send their Official Transcripts to the attention of Human Resources.

Travel Reimbursement

The maximum amount paid for travel reimbursement is \$500.00 for candidates traveling over 300 miles roundtrip. Candidates must submit travel expense receipts to the Search Chair. The \$500.00 maximum includes airfare, hotels, mileage, etc. This reimbursement is for the candidate's second Interview only. In order to be eligible for travel reimbursement, candidates brought to campus traveling more than 300 miles must be scheduled to interview with the Vice President of Academic Affairs on the same day. The Search Chair will send the travel expense receipts with the date the person was interviewed and for which search the person interviewed for to Human Resources. The Human Resources department will then fill out a voucher for the candidate who is to receive the travel reimbursement.

Interview Questions

Ask all candidates the same questions from your compiled list of questions. Be sure to review the questions that you legally can and cannot ask on the NYS DHR interview inquiries (Appendix F). The committee must also choose two diversity questions to ask each candidate from the listing provided. A copy of the committee's list of interview questions will need to be provided to Human Resources for approval prior to conducting interviews.

Upon Completion of Interviews

The Search Chair sends Human Resources a written recommendation for the final candidates, listed in alphabetical order. Each finalist should be listed with a separate paragraph that summarizes their strengths and the reasons that the Search Committee is recommending them for the position. The recommendation should be accompanied by copies of all materials about the final candidates that were submitted to the Search Committee (i.e., application, transcripts, etc.). All finalist files should then be moved to the Final Recommendation folder. It is recommended that there be at least three finalists for each position.

Candidates Not Moving Forward

The Search Chair sends Human Resources a written statement of the first interview candidates not to be moved forward, listed in alphabetical order. The statement should summarize the reasons the committee has chosen not to move them forward. These candidates should be moved to the second cut folder.

Upon Receipt Of The Search Committee's Recommendation Of Final Candidates

Human Resources will review all information. If everything has been completed correctly, the AAO or Human Resources will forward the Hiring Manager a statement verifying that all Affirmative Action procedures have been adhered to in the selection process.

Final Candidate Interviews

The Hiring Manager will interview the final candidates. Upon completion of the final interviews, one candidate will be selected and offered the position.

Second Cut Letters

Applicants who meet the required criteria, but are not selected for an interview will not be sent a second cut email until a finalist is selected and appointed.

Final Cut Letters

Once a candidate has been selected for the position and has accepted the appointment, the Search Chair sends second cut emails to all of the candidates that were interviewed but not selected for the position.

Appendix C
Acceptable Comments for Candidate Profile

Not qualified	Does not meet minimum qualifications for: • Education • Degree in field • Experience • Research and publications • Certification(s) • Other (indicate what is missing in comments section)
No for Interview	Meets minimum qualifications but: • Weak education • Degree is related, but not precisely in field • Weak job experience • Weak research and publications • Weak certifications • Weak in other (indicate what is weak in comments section)
Maybe for Interview	Meets minimum qualifications but: • Lacks preferred qualifications • Other (indicate what is missing in comments section)
Recommended for Interview	Meets minimum qualifications and/or some (or all) preferred qualifications

Appendix D

Types of Interview Questions

Behavioral or Open-ended Questions

Behavioral Questions

Behavioral questions are designed to have the candidate demonstrate the presence or absence of desired behavioral traits. One of the most effective means of eliciting these examples is by using a series of related questions. Behavioral questions should probe for evidence of all necessary traits, for example:

- Perform as a part of a team
- Work entirely alone
- Work under stress
- Make decisions independently
- Get along with a very difficult employee, student or colleague
- Oversee the work of others
- Evaluate student work
- Lead others

Since the candidate should speak 80% of the time in an interview, your questions should be designed to elicit specific information about past teaching, academic and/or work experience. These types of questions are called performance-based or behavior-based.

They should be the first kind of questioning technique used in an interview because the sooner a candidate begins to speak, the sooner they will relax. At least 50%, and ideally 65%, of an interviewer's questions should be of this type.

Examples:

- If you are told that you had made an error, describe how you react and what you would say in your defense.
- If you were asked to assist with a matter outside the parameters of your job description, what would you do?
- You are a committee member and disagree with a point or decision. How do you respond?
- Describe what you would classify as a crisis.
- You are angry about an unfair decision. How do you react?
- How would you handle being in a situation where deadlines and priorities change frequently and rapidly?
- How do you know when you are stressed? What do you do to de-stress?

- Tell me about a time when you were a part of a great team. What was your part in making the team effective?
- Give me an example of a time when you had to deal with a difficult co-worker. How did you handle the situation?
- How do you think your co-workers would respond if you were absent from work?
- Can you tell me about a time during your previous employment when you suggested a better way to perform a process?
- Tell me about a personal or career goal that you have accomplished and why that was important to you.
- Give an example of a time when you were trying to meet a deadline, you were interrupted, and did not make the deadline. How did you respond?
- What strengths did you rely on in your last position to make you successful in your work?
- What do you do when you know you are right and your boss disagrees with you? Give me an example of when this has happened in your career.
- Tell me about a situation you wish that you had handled differently based on the outcome. What was the situation? What would you change (or will you change) when faced with a similar situation?
- Suppose your supervisor asked you to get information for them that you know is confidential and he/she should not have access to. What would you do?
- Describe a time when you performed a task outside your perceived responsibilities. What was the task? Why did you perceive it to be outside your responsibilities? What was the outcome?

Open-Ended Questions

Open-ended questions begin with words such as “describe”, “tell me about”, “explain your feelings about”, “summarize.”

Examples:

- Tell me about your current job (a good first question.)
- Describe the most challenging assignment you ever worked on using Microsoft Excel; or describe the most challenging teaching assignment you have ever had (ask about the candidate's range of expertise.)
- Tell me about a time that you had to teach or do a job for which you had insufficient background or no training. (Ask for examples.)
- How did you handle an irate student/customer who was clearly out of line? (Ask about past experiences.)
- Summarize the aspects of teaching or things on your job you feel you do particularly well, or in which you have achieved the greatest success, and tell me why you feel this way. (Ask about value judgments.)

- Tell me things about teaching or your job that you found most difficult, and why they were difficult.
- How would you characterize the progress you have made academically and professionally?
- In what ways has your present job developed you to take on even greater responsibility?
What would you say was the most (or least) promising job you ever had, and what are your reasons for feeling this way?
- Have you been disappointed in any aspects of your present job? Why?
- What were your reasons for leaving your last job? (Always look for more than one reason for a voluntary resignation.)
- If you could be a highly paid and respected chief technician, a researcher in a university, the department Authority, or a community college teacher making less money, which would you choose and why? (Ask about choices in life.)

Fact or List Type Questions

These are the second type of questions asked in an interview. They can be answered with a short list or a brief series of facts. 25-35% of questions asked should be this type.

Examples:

- In your last job, what were the five things you spent most of your time on, and how much time did you spend on each?
- What three characteristics do you feel are most important in an effective supervisor/administrator?
- What were the three most challenging (frustrating, boring, rewarding, etc.) aspects of your last position?
- What were your major responsibilities in your last job?
- What three responsibilities in your last job took the greatest amount of time?
- Additional Permissible Interview Question Examples
- What have you done to improve your knowledge and/or skills in the last six months? How about within the last year?
- Tell me about a time you had to go above and beyond the call of duty to get a job done.
- How do you go about keeping your supervisor informed on the status of your responsibilities?
- Have you ever been put on the spot and felt unsure of yourself? How did you respond?
- How have you been able to use your interpersonal skills outside of work?
- What do you consider to be your most significant accomplishment and why?

- Under what conditions do you do your best work?
- What are some of the most creative things you have done?
- What do you think are the most critical elements to be successful in this type of position?
- How have you dealt with some of the more uninteresting and routine duties or procedures you have to do at your current and/or past positions?
- How do you deal with criticism?
- What would you do if your supervisor made a decision that you strongly disagreed with?
- What is your experience with work-related short-term and long-term planning? In other words, how do you organize your day work and find time for longer-term projects?
- Describe an encounter with a customer that you felt was particularly significant and positive.
- We've all had instances that didn't go as well as we'd hoped. Describe a negative situation. Would you handle the situation differently today?
- Describe a situation in your current/last job where you felt it was necessary to modify or change your actions in order to meet the needs of another person.
- Sometimes, the best way to learn is from your mistakes. Can you recall the mistake you made that you learned from?
- Please briefly describe your educational and/or administrative philosophy and your special strengths in the position for which you are applying.
- Why are you interested in this particular position?
- Describe past experiences or interests that would contribute to your success in this position.
- Describe what you perceive to be the major differences between a community college and a four-year institution.
- List at least three qualities that you consider to be most important in contributing to good teaching and learning, and provide an explanation of why each is important.
- Describe how you have introduced technology within the classroom to enhance learning and inclusive teaching pedagogies/approaches you use.
- Describe your experience in teaching from a multi-ethnic and multi-cultural perspective.

Appendix E
Diversity Interview Questions

Measuring cultural key competencies during the interview process

The following are among the questions Search Committees can ask potential candidates of employment to measure whether they meet the essential functions of the job relating to cultural competency. The Search Committee is required to select two of the questions outlined below to ask candidates during their interview.

- Describe how you would, as a SUNY Orange employee, function and communicate effectively and respectfully within the context of varying beliefs, behaviors, and backgrounds.
- What is your definition of diversity? How do you encourage people to honor the uniqueness of each individual? How do you challenge stereotypes and promote sensitivity and inclusion?
- Describe your experience in serving or teaching underrepresented communities.
- Describe a situation in which you utilized your multicultural skills to solve a problem.
- Talk about a time that you successfully adapted to a culturally different environment.
- What have you learned from working with diverse populations?

Appendix F

Division of Human Rights Interview Inquiries

Guidelines for Pre-Employment Inquiries

The New York State Human Rights Law prohibits pre-employment and certain other inquiries as to age, race, creed, color, national origin, sexual orientation, gender identity or expression, military status sex, disability, predisposing genetic characteristics, familial status, marital status or arrest records unless based upon a bona fide occupational qualification or other exception. From time to time in the course of processing complaints and conducting investigations under the Law, the Division has ruled certain inquiries to be lawful and others to be unlawful.

Directly Revelatory Inquiries

The Law expressly prohibits employers from asking certain questions either in an application form or in a personal interview before selecting an employee, apprentice or tenant or making a real estate sale or lease, or extending credit. Inquiries which would otherwise be deemed lawful may, in certain circumstances, be deemed as evidence of unlawful discrimination when the inquiry seeks to elicit information about a selection criterion that is not job-related and which has a disproportionately burdensome effect upon the members of a traditionally underrepresented group and cannot be justified by business necessity.

Indirectly Revelatory Inquiries

It is unlawful to ask questions the answers to which will indirectly reveal information as to race, creed, color, national origin, sex, marital status, disability, age or arrest record in cases where such information may not be asked directly. The same exceptions apply (bona fide occupation qualification, approved traditionally underrepresented group employment plans, requirements of courts and other governmental agencies, research by civil service departments, inquiries made after research by civil service departments, and inquiries made after selection). In making such rulings, the Division has applied a rule of reason, taking into account the need for the information asked as well as the danger that it will reveal other information that should not be considered in selection.

The following are examples of different types of inquiries that are recommended or not recommended:

Topic	Ask	Avoid
Name	Name; prior name used at business other prior names needed to conduct a reference or background check.	Maiden name; title (Miss, Mrs. or Ms.); former name before change by court order; nicknames.
Address/Duration of Residence	Present address; length of residence in state or locality.	Length of time at current or prior residences; "Do you rent or own?" Foreign residences.
Age	Nothing.	Age (unless under 18); date of birth, ages of children or other relatives.
Sex/Pregnancy	Nothing – unless a legitimate job qualification (very rare).	Gender; questions asked of only one sex; child-bearing plans or use of birth control.
Race/Color	Nothing.	All race/color related questions.
Marital Status/Child-Care Provisions	If applicant can work required hours reliably.	If single, separated, or divorced; number and ages of children; name of other information about spouse and children; child care arrangements.
Religion	Ability to work particular days/hours/shifts of job.	Anything about faith, denomination or affiliation; religious holidays observed; religious practices.
National Origin/Birthplace/Foreign Language Ability	Foreign language ability, if job related.	National origin or birthplace of applicant or relatives; lineage or ancestry; origin of surname or first name; accent; native language; how foreign language skill acquired.
Citizenship/Ability to work in U.S.	Are you legally authorized to work in the United States?	Are you a U.S. Citizen? Are you a naturalized or native-born citizen? Of what country are you a citizen?
Relatives	Names of applicant's relatives presently employed by the company.	Name, address, or age of any relative not employed by the company.

Topic	Ask	Avoid
Disability/Worker's Compensation	Whether applicant can perform the essential functions of the job, with or without a reasonable accommodation. (Permissible only if asked of all applicants in the same job or class of jobs. Applicant should be shown job description listing the essential functions.) Any applicant with an obvious job-related disability may be asked how he/she would perform the essential function of the job (i.e., a visually impaired applicant could be asked how he/she would use a computer).	Anything about disabilities, physical condition of abilities; whether applicant has ever asserted a claim for or received workers' compensation benefits.
Arrests/Convictions*	Nothing.	Nothing.
Driver's License/Transportation	"Do you possess a valid driver's license? Do you have use of a reliable car or transportation?" (These should be asked only if driving is necessary for the position.)	Requirement that applicant produce a license if not a requirement of the position.
Union Affiliation	Nothing.	Past or current union membership; affiliation; support for or against.
Personal Finances	Nothing.	Bankruptcy; assets; wage garnishments.

- * An applicant may not be denied employment because of conviction record unless there is a direct relationship between the offense and the job or unless hiring would be an unreasonable risk. An ex-offender denied employment is entitled to a statement of the reasons for such denial. Correction Law, Article 23-A, 754.

Topic	Ask	Avoid
Military Experience	Applicant's experience in the U.S. Armed Forces or a State Militia. "Did you receive a dishonorable discharge?"	Type of discharge, other than dishonorable, if not job related. Questions about military service other than in the U.S. Armed Forces or State Militias.
Organizations	Only organizations that are relevant to the applicant's ability to perform the job.	Asking applicant to identify all clubs, societies, lodges and organizations that are not job related.
Education	Level of education; job related academic, vocational or professional education. (Education requirements should be job related.)	Year(s) of attendance; date(s) of graduation; whether school has a religious affiliation.
Off-Duty Activities	Nothing.	Questions about legal off-duty activities (i.e., smoking, alcohol use, recreational activities).
Sexual Orientation	Nothing.	Any stereotypes or stereotyping; personal questions related to relationships.
Salary History	Prohibited from asking any information concerning an applicant's salary history information. This includes compensation and benefits.	May ask an applicant for their salary expectations for the position instead of asking what the applicant earned in the past.

Appendix G
Authorization to Release Information

Employment Verification

Name of Employer(s):

is being considered for employment at SUNY Orange.

The applicant has listed you and/or your organization as a former place of employment. In accordance with the release signed by the applicant below, please provide the information requested and fax to 845-341-4670, Attn: Human Resources, or email to occchr@sunyorange.edu.

Applicant's Authorization

I hereby authorize the above individuals, companies, or institutions to furnish SUNY Orange with any information they may have concerning me which is on record or otherwise, and do hereby release the above individuals, companies, or institutions and all individuals connected therewith, including SUNY Orange, from any and all liability whatsoever that might otherwise be incurred in furnishing such information.

Signature of Applicant:

Record of Employment By Employer

Dates of Employment:

Position(s) Held:

Reason Employment Ended:

Would you rehire this candidate: ☐ Yes ☐ No

If not, why?

Signature:

Title:

Date:

Iris Martinez-Davis, Associate Vice President Human Resources
Orange County Community College, 115 South Street, Middletown, NY 10940
Ph: 845-341-4662 Fax: 845-341-4670

Appendix H
Pre-Employment Reference Check

Reference Check

Applicant:

Position

Applied

For:

Company

Contacted:

Telephone:

Person Contacted/Title:

What was/is your relationship with the applicant (supervisor, co-worker)? How long have you been acquainted with this person?

What were the applicant's job title and duties? How long did they hold this title?

How effective was the applicant in their position?

How would you compare this applicant to others performing similar work?

What were the applicant's strong points?

What areas of the applicant's performance could be improved?

How did the applicant handle challenges? Can you provide an example of a recent challenge?

Any problems with attendance or punctuality?

Did this applicant have any supervisory duties? If so, please explain.

On a scale of 1 to 10 (ten being best), how would you rate their supervisory abilities?

How would you characterize their management style?

How would you characterize their ability to get along with others?

Supervisors?

Co-workers?

Support staff?

Students?

Why did this applicant leave?

Would you rehire this applicant?

Is there anything else you would like us to know about this applicant that wasn't already asked?

Interviewer's comments:

Reference verified by:

Date: