KERN COMMUNITY COLLEGE DISTRICT

Section 4

Employment Procedures

"A Handbook for Screening Committees and Managers"

Prepared by

Office of Human Resources

March 2011

For questions about the selection process or other assistance, please feel free to contact the Human Resources Office staff at 4150.
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INTRODUCTION

This guide to the screening and selection process is designed to provide detailed information in the important area of employee selection. It will assist members of screening committees to make informed recommendations throughout the process and provide an easy reference document should questions arise.

It is the objective of Kern Community College District (KCCD) to recruit and hire qualified staff, faculty and administrators who are expert in their areas, who are skilled in teaching and serving the needs of a varied student population, who can foster overall college effectiveness, and who represent and are sensitive to the racial, ethnic, and cultural diversity of the district.

The Board of Trustees, represented by the administration, has the principal legal and public responsibility for ensuring an effective hiring process. The faculty, represented by the Academic Senate, has an inherent professional responsibility in the development and implementation of policies and procedures governing the hiring process which will ensure the quality of its faculty peers.

District hiring procedures are based on a recognition that responsibility for selecting well-qualified individuals is shared cooperatively by faculty members, classified staff where appropriate, and college administrators, participating effectively in all appropriate phases of the hiring process.

KCCD is committed to providing excellent undergraduate higher education programs for its students. In doing so, the screening committee is charged with recommending the very best candidates possible, knowing that a community college is judged to a large degree by the quality of its faculty and staff.
section 4a

elements of selection

organization

the president of the college is authorized to utilize the staff of the college to best serve the needs of the students. as such, the college president has authority to organize the administrative structure and assign the staff of the college in the manner in which they believe will best serve the college's needs using established procedures in board policy and the collective bargaining agreements.

title v regulations

title v regulations adopted by the board of governors which relate specifically to faculty and staff diversity require the district to develop and utilize screening and selection procedures which will ensure that the pattern of hiring decisions, when viewed over time, furthers the goals established in the district's faculty and staff diversity plan (section 51010).

section 53021. recruitment

(a) except as otherwise provided in this section, community college districts shall actively recruit from both within and outside the district work force to attract qualified applicants for all new openings. this shall include outreach designed to ensure that all persons, including persons from monitored groups, are provided the opportunity to seek employment with the district. the requirement of open recruitment shall apply to all new full-time and part-time openings in all job categories and classifications, including, but not limited to, faculty, classified employees, categorically funded positions, the chief executive officer, and all other executive/administrative/managerial positions. recruitment for full-time faculty and educational administrator positions shall be at least statewide and, at a minimum, shall include seeking qualified applicants listed in the california community colleges equal employment opportunity registry and posting job announcements with the registry. recruitment for part-time faculty positions may be conducted separately for each new opening or by annually establishing a pool of eligible candidates, but in either case full and open recruitment is required consistent with this section.

(b) (1) "in-house or promotional only" recruitment shall not be used to fill any new opening for any position described in subdivision (a) except when the
position is being filled on an interim basis for the minimum time necessary to allow for full and open recruitment; provided however, that no interim appointment or series of interim appointments exceed one year in duration. The Chancellor may approve an extension of up to one additional year if the district demonstrates “business necessity” as defined in section 53001(b).

(2) If a district believes justification exists for use of the exception listed in subsection (b)(1), it shall so notify the Equal Employment Opportunity Advisory Committee established pursuant to section 53005 and the Chancellor at least ten (10) working days prior to offering the position to a candidate.

(3) Where in-house or promotional only recruitment is permitted, the district shall comply with its established hiring procedures and all district employees shall be afforded the opportunity to apply and demonstrate that they are qualified.

(4) The job announcement for the interim position shall comply with section 53022 and the selection process shall be consistent with the requirements of this subchapter.

(c) For purposes of this section, a new opening is not created when:

(1) there is a reorganization that does not result in a net increase in the number of employees;

(2) one or more lateral transfers are made and there is no net increase in the number of employees;

(3) a position which is currently occupied by an incumbent is upgraded, reclassified, or renamed without significantly altering the duties being performed by the individual;

(4) the faculty in a division or department elect one faculty member to serve as a chairperson for a prescribed limited term.

(5) the position is filled by a temporary, short-term, or substitute employee appointed pursuant to Education Code sections 87422, 87480, 87482.5(b), 88003, 88106 or 88109;

(6) a part-time faculty member is assigned to teach the same or fewer hours he or she has previously taught in the same discipline without a substantial
break in service. For purposes of this section, "a substantial break in service" means more than one calendar year or such different period as may be defined by a collective bargaining agreement; or

(7) an individual not currently employed by the district, who is specially trained, experienced, and competent to serve as an administrator, and who satisfies the minimum qualifications applicable to the position, is engaged to serve as an administrator through a professional services contract. No appointment or series of appointments pursuant to this provision may exceed a period of one year.

In order to comply with this section, the district must first determine whether the position to be filled is a "new opening." Those situations in which a "new opening" is not created include:

1. undertaking a reorganization or series of one or more transfers or reassignments that does not result in a net increase in the number of employees. This includes situations where an employee dies, retires, resigns, or is terminated and the district chooses to redistribute the workload rather than hiring a new person to perform the work;

2. upgrading, reclassifying, or renaming a position which is currently occupied by an incumbent without significantly altering the duties being performed by the individual;

3. electing one faculty member in a division or department to serve as chairperson for a prescribed limited term;

4. making a temporary appointment using procedures authorized by Education Code;

5. filling the position with an employee who has resigned, been laid-off, or has been terminated and has reappointment or reemployment rights pursuant to Education Code Sections 87744 to 87746 or 88127 et seq.;

6. assigning overload (including teaching during summer and intersessions) to existing full-time employees; and

7. assigning a part-time faculty member to teach a class in a discipline in which he or she has previously taught without a substantial break in service.

Where a "new opening" is created, the regulation requires full and open recruitment, with a focus on diversity. "In-house" or "promotional only" hiring is permitted only if one of the exceptions listed in subsection (b) is applicable. These are:
1. The pool of eligible district employees has achieved proportionate representation (based on the availability data and percentage goals provided to us by the Chancellor's Office) and the district has an upward mobility program which is included in the faculty and staff diversity plan approved by the Chancellor.

2. The position is being filled on an interim basis (not to exceed one year) to allow for full and open recruitment; or

3. Promotional only hiring is justified by "business necessity" as defined in Section 53001(c). Subsection (c) of the regulation adds that using this "business necessity" justification requires notice to the Chancellor and the district's Faculty and Staff Diversity Advisory Committee at least ten working days prior to filling the position.

**Diversity as Part of Selection**

One of the most asked questions about diversity deals with qualifications.

"Is the institution expected to hire the less qualified over the more qualified candidate to meet diversity goals?"

Employers are **not** expected to establish any hiring practices that conflict with the principles of sound personnel management. No one should be hired unless there is a basis for believing the individual will perform successfully.

The most qualified applicant, however, is not necessarily the one with the most advanced degree or the most prior experience. The most qualified candidate is likely to be the one who is highly motivated, competent in the field, sensitive to academic, socioeconomic, disability and cultural differences, and may be the one who brings diversity to the college.

Diversity in the Kern Community College District screening and selection process means that diversity will be a major consideration, but will not be the sole reason for selection.
Screening Committee Preparation

It is most important the screening committee prepare in advance for the interview.

1. Review the major responsibilities of the position.
2. Consider the critical job requirements.
3. Gain an understanding of diversity, and the need for and means of avoiding discrimination.
4. Develop an interview structure based on job-related criteria that involves the whole committee and that, by eliciting comparable information from each candidate, covers the scope of the job description and critical job requirements.

Critical job requirements are factors vital to successful performance in a position. One of the primary tasks of the committee members is to define those requirements as clearly as possible and establish standards on which to evaluate them.

Using the job description and announcement which describe the position, the committee shall select the critical factors from among those stated and weigh them on the basis of importance to the position.

Some examples of critical job factors are:

3. Supervisory skills: planning, instructing, organizing, leading, motivating, disciplining.
4. Self-development: evidence of interest in field, committee involvement, formal courses, professional affiliations, self-study, and renewal.
5. Interpersonal skills: enthusiasm, initiative, creativity, flexibility, maturity, sincerity, integrity.
6. Analytical ability: problem solving, evaluating alternatives, program development, results orientation, foresight.
In addition to the knowledge, abilities, and experience, committee members must measure such subjective terminology as sensitivity to different cultural groups and understanding of diverse academic, socioeconomic, ethnic and disability backgrounds of the students. It is most realistic to evaluate candidates on how they have demonstrated past commitment. Examples are as follows:

1. Completion of courses or directed study which focus upon other cultures, languages and the disabled.

2. Teaching techniques that display knowledge of racial, ethnic, gender, disability and cultural diversity of learning styles.

3. Teaching techniques that convey an understanding of the cultural values inherent in different approaches to learning.

4. Active involvement in programs designed to provide information and special training for student and staff diversity such as staff development programs, and faculty development programs, seminars and sessions.

5. Experience living and working with staff from different cultures to ensure that diversity and positive role modeling exists.

6. Utilization of teaching methodologies that entail cultural diversity in such areas as course content, learning materials, class demonstrations and outside speakers.

7. Active participation in groups and organizations that cultivate understanding of national and international cultures.
Non-Discrimination

Committee members must conduct interviews that pursue a line of questioning which is job related and objective. Discrimination occurs when evaluations are based on non-job-related standards. The job announcement, the job description, and the critical job factors provide the guide to job-related evaluation.

The Equal Employment Opportunity Commission has developed guidelines on employee selection to ensure that hiring is based primarily on job-related evaluations. These were designed to give all applicants equal treatment with the objective of protecting the rights of minorities and women who historically were discriminated against in the employment process.

An employer is not obligated to hire people who cannot perform the critical elements of the job regardless of their race, gender, or any of the other protected groups. Be aware, however, that job-related criteria cannot be established if in conflict with the two underlying concepts of discrimination: disparate treatment and disparate impact.

The first concept (disparate treatment) is covered by asking everyone the same core questions, testing them and treating them equally throughout the process.

The second concept (disparate impact) is more complicated. It involves the impact of a minimum qualification or testing procedure that tends to affect protected groups in disproportionate numbers. It may include the unusually low hiring rate of minorities and women due to establishing artificial minimum qualifications. An example would include testing procedures which would screen out all or most minorities in the applicant pool. It is, therefore, essential to thoroughly evaluate all criteria established in the selection process and screen only for those factors essential for successful performance in the position.

Discrimination involving minority candidates is often very subtle. As a committee member, be aware of the natural tendency to look more favorably upon someone who resembles you physically; whose verbal expressions are familiar to you; whose body language, mannerisms and dress are similar to your own; and whose life experiences are similar to yours. The objective is equal treatment of all applicants.

Overt discrimination occurs in the interview when questions are modified based on gender or race. For example, sex discrimination may result when committee members allow their scoring to be influenced by the candidate's sex. This is most likely to happen when interviewing applicants in a position which has traditionally been filled by either males or females.

Further, it is important to note that a disabled person must be given the same consideration as persons who are not disabled. Reasonable accommodation must be considered for a disability. For more information, contact the Human Resource Manager.
Equal employment opportunity laws restrict questions that may be asked of candidates in order to provide an equitable selection process. Except where questions can be shown to be bona fide occupational qualifications, questions on the following areas need to be avoided:

1. Sex
2. Race
3. National origin
4. Religion
5. Age
6. Child care/plans to have children
7. Marital status
8. Height and weight
9. Arrest records (minorities are subject to higher proportion of arrests than non-minorities)
10. Credit rating and financial background
11. Present residence
12. Birthplace
13. Military discharge (minorities have a higher rate of other than honorable discharges)
14. Sexual Orientation
15. Genetics (adoption, surrogate parent, family medical history)

Bona fide occupational qualifications mean characteristics necessary for the performance of a particular job. Once the burden of proof shifts to the employer (when an applicant files a complaint), the college must prove that 1) the standards are significantly related to the job performance, and that 2) no alternative non-discriminatory standards can be developed to meet the requirements. Included in the appendices is a list of acceptable and unacceptable pre-employment inquiries taken from the California Department of Fair Employment and Housing Rules and Regulations.
Screening Process

During the application screening process, you will be considering the suitability of candidates for the position. It will start by reviewing the primary responsibilities of the position and evaluating each applicant's background in meeting them. It is helpful to examine non-traditional approaches applicants may have taken in gaining knowledge and experience in the subject area. These can be found on the application form as well as the resume provided.

Some areas to consider in the screening process are:

Experience: Identify experiences which would indicate ability to handle the duties and responsibilities of the position. Consider level of responsibilities of the position. Consider level of responsibilities and time served as part of the experience.

Education: Review the education obtained, relevant course work completed, and the continual learning process. In some positions, the importance of formal education may not be as critical as industry experience.

Other knowledge: Evaluate knowledge gained through volunteer work and community involvement programs.

Personal qualifications: Consider demonstrated interest in the field, self-improvement efforts, initiative leading to technical and professional competence.

Resumes and applications generally do not provide information about applicant's working relationships with others, likes and dislikes about working, degree of leadership, and motivational factors. To gain perspective on these areas, consider the following:

Supervisor responsibility: Measure the size of the budget or the number and position of those reporting to the applicant. Some idea of effectiveness in supervision can be gained through questions on motivation, turnover, or philosophy of supervision.

Accomplishments: Review such ideas as productivity improvements, increased revenues, cost-saving methods, mastery of successive skill levels, innovative or creative ideas, increased responsibility, or something as simple as perfect attendance. The accomplishments of which the applicant is most proud can also provide some insight into the person's opinion about the nature of work. If the accomplishments have been routine, it may indicate limited growth potential.

Effectiveness: Consider the applicant's personal traits including an assessment of the environment in which he or she will work. The goal is to match the person to the position and the environment. For example, an introverted, soft-spoken applicant may not be the best candidate for a competitive, high-powered department.
Stability: Generally, applicants who have "job-hopped" are evaluated as lacking stability, although this is not always the case. "Job-hopping" is fairly common in some fields, such as computer programming.

Progress: Consider the applicant's progress in each position generally by skill level. If the moves were lateral, you may wish to investigate the reasons for changing jobs.

Attitude: Evaluate how the prospective employee feels about work. Does the applicant consider past positions as less than satisfactory or as something that provides intense satisfaction? These can usually be measured by asking the aspects of the job that are best and least liked during the interview.

It is important to assess interpersonal skills to determine not only what a candidate can do, but also what a candidate will do if hired. Faculty have a great deal of flexibility in their assignments to choose committee work, student club advising, community involvement, governance tasks, program development, curriculum review, etc. Look at past experience in these areas.

The oral interview process will go farther in answering questions that may come up as a result of the application screening. Many times employees prove to be unsatisfactory, not for technical reasons, but for limitations due to interpersonal reasons.
Oral Interview Process

The purpose of the oral interview is to verify information presented in the application and resume, elicit new information, and gain an accurate picture of the applicant's ability to perform the job. It also allows the committee to give the applicant information about the District. It is the responsibility of the committee chairperson to ensure that every interviewee is given courteous treatment and put at ease during the interview process. The committee chairperson will ensure the interview is kept on track and ends with a positive note.

Formulation of questions:

HOW TO ASK?
Understand the best use of direct questions, open questions, leading questions and situational questions. Following are the four forms most commonly used as well as some advantages and disadvantages.

The direct question often starts with the "w" words: "What are the most important duties in your present position?" "When did you first act as a supervisor?" "Where did you go next" "Who takes the chief's place in his/her absence?" "Why did you leave your last position?"

<table>
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<tr>
<th>Advantages</th>
<th>Disadvantages</th>
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<tr>
<td>Easy to understand</td>
<td>Restricts the applicant's answer to the question asked.</td>
</tr>
<tr>
<td>Usually brings a concise answer.</td>
<td>Sometimes appears abrupt to the applicant.</td>
</tr>
<tr>
<td>Produces specific information.</td>
<td></td>
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<tr>
<td>Many can be asked and answered in a short time.</td>
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The open question allows the candidate to select the material to include in the answer. Example: "Tell us about your experience with the last employer." "Explain what you like most about teaching." "Describe your qualifications for this position." "Give an example of a project you generated. What prompted you to begin it?"

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<tr>
<th>Advantages</th>
<th>Disadvantages</th>
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<td>Elicits valuable material which may not be obtained in other ways.</td>
<td>Answer is sometimes trivial and sketchy.</td>
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Indicates how well the applicant can organize thoughts.

Sometimes reveals attitudes and feelings.

Answers are sometimes rambling and time consuming.

Applicant may go into too much detail.

The leading question should be used to confirm some idea/information which the interviewer already has. Leading questions can usually be answered "yes" or "no." The same idea in direct or open form is shown below to make clear the differences. Caution should be used when using a leading question to ensure you are not "leading" the candidate to the answer. Normally leading questions are not allowed in structured interviews.

<table>
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<th>Leading</th>
<th>Direct or Open</th>
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<td>Were you a supervisor at that time?</td>
<td>What was your position at ____?</td>
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<tr>
<td>You majored in engineering?</td>
<td>What was your major?</td>
</tr>
<tr>
<td>You felt badly about that didn't you?</td>
<td>How did you feel about that?</td>
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Disadvantages
Indicates the desired answer-which may not be exactly true/complete.

Seldom enables further development of a situation.

The situational question (also called "hypothetical") often begins, "What do you think you would do if...? Describe a situation in which the applicant is the central figure and ask how he/she would proceed. Examples: "How would you deal with a student who made an obvious racial slur against another student in your class?" "If you were checking records and found evidence of falsification/cheating, what would you do?" "How do you accommodate students in your class who need extra help?" "Name one of your strengths. Give an example of how you demonstrated it."

<table>
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<th>Advantages</th>
<th>Disadvantages</th>
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<tr>
<td>Requires applicant to analyze a situation.</td>
<td>Raises a question as to whether applicant would really do what he/she says.</td>
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Requires more time to answer
reaction. 

Shows the limitation of an applicant's experience. 
Shows the applicant's appreciation of the ethics and practices of an occupation.

Applicant may feel questions are artificial.

WHO SHOULD ASK?

The chairperson sets the climate by introducing the applicant to the committee and explaining the format of the interview. The chairperson may ask the first question, but it is advisable for each committee member to take an active part in the interview process. Questions should be divided in order to allow committee members to interact with potential candidates. This gives them a chance to evaluate the candidates from both perspectives and doesn't give the appearance of one person dominating the interview. First level interviews are normally structured (prepared questions) however the committee should be prepared to reword questions if an applicant doesn't understand its intent. Again, be careful not to reword a question in a manner where it leads the candidate to the answer.

DEMONSTRATION/WORK SAMPLE

Demonstrations and work samples are essential in evaluating applicants' ability to perform successfully in a position. They often provide the best indication of depth and breadth of knowledge, organizational skills in planning and follow through, and interpersonal skills such as enthusiasm, initiative and sensitivity toward others.

The topic assigned should be in a specific enough area so that each applicant is presenting comparable information for committee evaluation. Allowing some flexibility in the assigned topic will let the applicant prepare to his/her strengths. The demonstration/work sample should be designed as closely as possible to the day-to-day workload.

Consider the following when evaluating the demonstration.

Presentation: Introduces materials and concepts clearly and logically; effectively uses a variety of methods to present information (i.e., overheads, handouts, discussion). Encourages participation of others; defines and explains new concepts and ensures they have been understood; reviews and summarizes key elements.
Oral communication: Speaks clearly and distinctly; adjusts language to level of audience; uses correct grammar; adjusts volume so everyone can hear; regulates delivery rate to accommodate audience.

Advance preparation: Starts with accurate, clear outline including goals and objectives; defines order of presentation of materials; plans activities designed to aid audience in comprehending materials; presents alternative examples to clarify topics; presents adequate information without overwhelming audience.

Assessment: Develops standards and criteria for evaluating (i.e., questions, discussions, comments); adapts to different learning styles to improve rate of understanding; evaluates feedback to determine if more development of a topic is needed.

Special assistance: Provides extra help to those who need it; listens carefully to understand needs of individuals; establishes a supportive atmosphere.

Professional development/knowledge: Maintains currency in field; stays abreast of issues in area of expertise; is receptive to new ideas; confers with professional colleagues.

ENDING THE INTERVIEW

The chairperson should summarize the interview, allowing committee members to finalize or clarify questions. Each candidate should be given an opportunity to offer additional information or ask questions. The chairperson should give an estimated date for final interview and notification.

RATING OF CANDIDATES

Upon completion of the interview process, all committee members complete the rating sheet for each candidate. This is the official record of evaluation for each applicant's qualifications and will be maintained with the recruitment file. This formal record is used in substantiating the objectivity of the interview should any candidate later question its fairness.

Committee discussion: During the discussion, it is advisable to use an objective approach. This consists of evaluating the major qualifications and limitations of each applicant in relation to the critical job requirements. If committee members make notes on applicant's qualifications during the interviews, they can compare notes on their rating sheets during the discussion period. These notes should be attached to the rating sheet(s) to be turned in to the Human Resources Office upon recommendation of the committee.
Levels of competence: In discussing the qualifications of individuals, it is best to delay any rankings until after the applicant's strengths and weaknesses have been identified. In discussing the relative qualifications of a number of applicants, the committee may wish to evaluate a series of questions:

- Who in this group seems most competent? Why?
- Which one seems least competent? Why?
- How would I rank the applicants? Why? Best to worst? Why?
- In what way is Mrs. Smith better than Mr. Jones?
- Which ones could handle the job satisfactorily?
- What evidence do we have of leadership ability in light of the interview?
- How successful would she or he be in meeting the public?

Review of written materials: When evaluating candidates for recommendation, it is useful to go over the written materials provided: the application, resume, transcripts, and letters of recommendation. This gives an additional element of the communication skills of each candidate and is itself a work sample.

Recommending candidates: Recommending candidates for final interview/hire is where violations of equal employment opportunity laws may occur. The committee members often become highly subjective in choosing the finalists in an attempt to recommend the "best" candidates. Be sure to take into consideration the hiring statistics for minorities and women at KCCD/College Campus. In divisions/departments where under utilization of minorities and females is evident, committee members are allowed and encouraged to give preference to underrepresented applicants when they are substantially as well qualified as other applicants. In 1987 the Supreme Court upheld the decision under similar circumstances in the case, Johnson vs Santa Clara County.

**FINAL RECOMMENDATION**

In preparing the final recommendation for the next interview level, go over the following elements:

1. The critical job requirements of the position and the relative importance placed on each.

2. Each applicant's qualification on the factors.

3. The written materials as well as the oral interview rating of the final candidates.

4. The committee discussions.
5. Reference checks (if completed).

Ratings and rankings are estimates of applicants' potential success in the position for which they are competing and must be based on information which is relevant to the job. Reference checks not completed earlier must be made at this time, and should be included with the recommendation.

Remember, all information gathered during the selection process should be held in strictest confidence.
SECTION 4B

COMPOSITION OF SCREENING COMMITTEES
COMPOSITION OF SCREENING COMMITTEES

All participants in the hiring process are to be given appropriate training in the district’s diversity goals and procedures by a Human Resource Manager (EEO Officer) or designee so that success in reaching these goals is better assured.

Screening committees will include members of protected groups whenever possible. The Human Resource Manager/EEO representative (or designee) shall review the composition of the committees to assure balance of representation and weighing of constituencies (Title 5, Sec. 53024).

District Educational Administrator (Board Policy 10B3H)

The committee may be aided by the services of professional consultants who may chair a joint screening committee composed of:

1. Three faculty, one appointed by each college Academic Senate.
2. Three administrators/managers appointed by Chancellor or Board of Trustees.
3. One district office classified or confidential employee appointed by the Chancellor.
4. Three community representatives, one from each college appointed by the college president (optional).
5. Student member(s) of the Board of Trustees (optional).
6. The Chancellor or administrator/manager assigned by the Board of Trustees will perform the Chair responsibilities.

College Educational Administrator (Board Policy 10B3I)

The joint screening committee shall be composed of:

1. The College President or designee as committee chair.
2. In addition to the Chair an equal number of faculty and management. Faculty representatives shall be appointed by Academic Senate, management representatives shall be appointed by the College President.
3. One representative of the permanent classified staff appointed by the President at the discretion of the College President.
4. One student representative appointed by the President at the discretion of the College President.
5. For the position of College President the Chancellor or designee shall chair the committee.
**District Classified Manager** (Board Policy 10B3A)

The committee composition for the selection process for a District Classified Manager shall be approved by the Chancellor.

**College Classified Manager** (Board Policy 10B3A)

The committee composition for the selection process for a College Classified Manager shall be approved by the College President.

**Confidential Employee**

The committee composition for the selection process for a District Confidential Employee shall be approved by the Chancellor and the committee composition for the selection process for a College Confidential Employee shall be approved by the College President.

**Contract Faculty** (Board Policy 6G6)

Committee shall be composed as follows:

1. Division or Department chair of the discipline.
2. One area administrator appointed by the College President, who shall call the first meeting.
3. Two faculty members appointed by Academic Senate in consultation with faculty of the discipline.
4. An additional administrator and faculty member at the discretion of the College President and Academic Senate (the committee composition must be a majority of faculty.
5. Additional members may be assigned as agreed upon by the College President and Academic Senate President.
6. The Committee Chair will be determined at the first committee meeting.
Temporary/Adjunct Faculty (Board Policy 6HA4-Proposed)

Committee shall be composed as follows:

1. At least two full time (contract) faculty, one of which shall be the faculty chair and one who shall be from the discipline in which the candidate will serve.
2. The Vice President or Department/Division Dean or Designee
3. If there is no full time faculty serving in the discipline being hired for, the faculty chair shall select a faculty member from the department/division.

Classified Employee (HR Guidelines)

Committee shall be composed as follows:

1. As committee Chair the area Educational Administrator/Manager appointed by the Chancellor/designee for District Classified positions or College President for College Classified positions.
2. Two classified staff members identified by the Chair. One classified committee member shall be from within the department/area whenever possible. One classified committee member shall be from outside the department/area.
3. One faculty committee member where appropriate for classified instructional positions.
4. Additional committee members may be added where appropriate not to exceed five total committee members.
SECTION 4C

SELECTION PROCESS FOR FACULTY
RECRUITMENT/SELECTION

Recruitment and selection procedures are established which are in conformance with Title V of the California Code of Regulations and Kern Community College District Board Policy 6G.

Recruitment for faculty positions:

The identification and approval to recruit for contract faculty positions is defined in Board Policy section 6G3.

1. The need for faculty positions, replacement and incremental, will be communicated by faculty and college administrators to Academic Senate and the College President through a well defined, thought out process.

2. The process for determining the need for faculty positions will be agreed upon by Academic Senate and the College President. This process will normally be accomplished in the fall of each academic year.

3. The College President and Chancellor shall approve the recruitment of all contract faculty positions.

4. Recruitment of faculty will normally take place in early spring of the academic year to ensure the largest qualified pool of applicants possible.

The initial phase of the recruitment process is the development of the job description and announcement. The division/area chair, in consultation with faculty in the discipline, together with an administrator appointed by the College President, shall be responsible for developing the written job description including duties, responsibilities, and the skills, knowledge, abilities, training, experience, and personal characteristics necessary to perform the designated duties.

1. The requirements are to be based on a careful analysis of the job, and only bona fide occupational qualifications may be included.

2. Criteria chosen may not be lower than established state minimums adopted by the Board of Governors.

3. Criteria that go beyond the minimum state qualifications may be established by the committee if it can be shown that such additional qualifications are essential to successful performance in the position, and do not create artificial barriers to underrepresented groups (Board Policy 6G4A).
4. Prior to posting for recruitment, job descriptions shall be reviewed by the Vice Chancellor of Human Resources/designee to ensure conformity with the district's diversity and equal employment opportunity policy and all legal requirements. Position requisitions (new & replacement as appropriate) with job announcements/descriptions shall be submitted to the District office for approval. (position requisition forms can be found in appendix A)

Recruitment procedures shall include, but not be limited to, the following:

1. Preparation and distribution of the job announcement with the position's functions and qualifications as described above, an explanation of the equivalency process, and a statement of the terms and conditions of employment.

2. The preparation and distribution of informative material describing this district and its educational goals, and the communities it serves.

3. An advertising period of at least one month is recommended to allow for adequate distribution and response and to help obtain a larger and more balanced pool of applicants.

4. A statewide distribution of the job announcement. National advertising will be used where appropriate or required by law.

Division/area faculty will be expected to assist with recruitment through distribution of job announcements, networking via telephone or personal contact at conferences, visitations to four-year colleges and other activities as appropriate.

Any suggested changes in a job description will be referred to the division/area faculty for comment. If the division/area faculty cannot agree on the proposed changes, the Chancellor / College President will resolve such impasses.

In terms of scheduling, it is the intent of the district that initiation of the hiring process be early enough in the academic year to allow for all procedures to be undertaken in a thorough and thoughtful manner, ensuring that the hiring practices are completed during the academic year, whenever possible, and well in advance of employment.
ROLES AND RESPONSIBILITIES OF PARTICIPANTS
IN THE SCREENING/SELECTION PROCESS

Chairperson’s role in the screening/selection process:

The chairperson of the screening committee serves as both administrative officer and clerical support, working closely with the College Human Resource Manager. Once the recruitment period is closed, Human Resources will review the list of candidates and determine the adequacy of the applicant pool.

1. During the recruitment/advertisement period, the chairperson will provide to the College Human Resource Manager, a written list of the screening committee members and a tentative timeline reflecting dates and times of committee meetings including review of the applications.

2. The chairperson will outline the main responsibilities of the position and work with the committee to identify the most important characteristics, using the job announcement/description as a guideline. The final rating form and rating procedures will be developed by the Screening Committee. The chairperson will send copies to Human resources for review. *(sample rating forms can be found in appendix B)*

3. During the first meeting, or at a subsequent time, the committee will develop the questions for the oral interview, based on job related criteria, as well as sample work assignments and teaching demonstrations. The structure of the oral interview process should be established at this time, i.e., length of interview time, requirements, work samples, etc. Once the interview structure has been established and the interview questions have been developed, the chairperson will send copies to the College Human Resource Manager for review. This process will be completed prior to reviewing applications.

4. The chairperson is responsible to impress upon the screening committee members that confidentiality must be strictly followed throughout the screening/selection process. Information provided in the application process and during the interview, including the names of the applicants, must not be shared with anyone other than the committee members.

5. The chairperson will lead the selection committee discussion of each candidate's qualifications and suitability for the position to arrive at a recommendation to the next level.
6. The chairperson shall notify the Human Resources Office in writing of the candidates selected for interviews, including the dates and times to schedule the interviews. If there is a preferred location, that should be included as well. Allow two weeks minimum to accommodate candidates, particularly those coming from out of the area.

7. Interview materials will be picked up by the chairperson prior to the scheduled interviews. Each packet will include a list of candidates and their scheduled interview times, a completed application for each candidate, copy of the job description/announcement, copies of interview questions/rating sheets and reference check forms.

8. The chairperson must manage the interview to see that all required elements are included in the same manner for all interviews: that the same core questions are asked of each of the applicants, that the time frame is as consistent as possible, and that a low-key, non-pressure atmosphere is maintained. The chairperson will ensure that each candidate is given a complete, impartial and unhurried opportunity to present their qualifications.

9. The chairperson shall lead committee discussion regarding strengths and weaknesses of the candidates interviewed and shall summarize the committee’s recommendations and/or rankings of candidates to be forwarded to the Final Interview. Those candidates forwarded to the Final Interview shall be approved by a majority of the Screening Committee’s members and, at the discretion of the Screening Committee, may submit the recommendation in either ranked or unranked order of preference.

10. Reference checks on the finalists shall be conducted by the chairperson or Human Resources. *(Sample reference check form is in Appendix C)*

11. The chairperson will prepare a written summary of the candidates who are being recommended for final interview. The summary must be accompanied by the candidate’s application packets, completed reference check forms as well as all ratings and rankings of candidates by the committee members.

12. The committee chairperson will meet with the second level administrator(s) to discuss the strengths and weaknesses of the recommended candidates.

13. The chairperson will be responsible to collect all materials (application packets, rating sheets, forms, committee member’s notes, etc.) and return those materials to the Human Resources Office.
Selection committee role and responsibilities

As a member of the screening process at Kern Community College, you hold a very important position. It is your responsibility to determine which applicants have the attributes most critical to job success. All individuals serving on screening committees shall have attended an in-service orientation conducted by the District/College Human Resource Manager or designee concerning the district's Diversity & EEO policy, screening and interview process, and timetables. An explanation of your responsibilities is outlined below:

1. At the first meeting of the Screening Committee, called by the area Administrator, the Screening Committee shall determine the need for additional committee members as appropriate.

   The final Screening Committee composition should be reviewed with the Academic Senate President and the Human Resource Manager to assure balance of representation and weighing of constituencies (majority faculty).

2. The final rating form and rating procedures shall be determined by the Screening Committee and approval obtained after review by the College Human Resource Manager. All Screening Committees shall use only approved rating forms.

3. The Committee will develop oral, job-related questions in advance of screening the applications which will ensure a thorough assessment of a candidate's qualifications. The questions shall be submitted to the College Human Resource Manager for review prior to use. Additional questions may be asked of an individual applicant to clarify responses to interview questions.

4. The Committee may provide opportunities for appropriate teaching demonstrations, writing samples, and/or performance indicators related to the subject area. Videotapes of a candidate's teaching ability are acceptable at the Screening Committee's discretion.

5. The committee members shall individually review all applications and evaluate candidates with regard to subject area knowledge and competency; teaching and communication skills; commitment to professional growth and service; potential for overall college effectiveness; and sensitivity to, and understanding of, the diverse academic, socio-economic, cultural, disability and ethnic backgrounds of the district's students.

The applications of candidates who elect to meet qualifications through equivalencies and have submitted the information required in the district's Policy on Equivalence to Minimum Qualifications will be left in the pool and screened by the committee.
6. A post application screening meeting will be held by the committee to discuss the qualifications of the applicants and to select candidates for oral interviews according to the following criteria:

a. Applicants recommended for interview will be those who best meet the professional and personal qualifications listed in the job description.

b. At this point, the committee will only consider the candidate's application and appended materials.

c. The selection of interviewees will be reviewed by the Human Resource Manager to ensure compliance with district policy, Diversity & EEO guidelines, and legal requirements.

d. The procedures in the district's Policy on Equivalence to the Minimum Qualifications will be implemented at this point for those applicants who elect to meet qualifications through equivalencies and have submitted the information required. Only those applicants selected for interview will be evaluated for equivalency. (Board policy 6G4C)

7. The Screening Committee should interview a minimum of three candidates who have successfully met the requirements identified in the application process. In the event there are less than three qualified candidates the committee will evaluate the need to either move forward with the screening process or go back and extend the recruitment to build a larger pool of qualified applicants.

8. During the interview, you will be expected to assist the chairperson in putting the candidates at ease. Introduce yourself and the area represented. Participate in asking questions so that you get a chance to interact with the candidates. Take notes during the oral interview in order to remember responses to key questions asked, and to assist you in rating the candidates.

9. Interviewees will be rated on either the same form used for the application screening, or on an alternate form developed by the Screening Committee and approved by the College Human Resource Manager.

10. Individual committee members must be present for all interviews in order to participate in the selection of individuals recommended for the next phase of the process.

11. The Committee will discuss the strengths and weaknesses of the candidates interviewed. Those candidates forwarded for final interview shall be approved by a majority of the Screening Committee's members and, at the discretion of the Screening Committee, may be ranked in order of preference or unranked.
The Screening Committee will normally recommend three candidates for the final interview. In rare cases, and with justification, the Screening Committee may submit fewer than three candidates.

The Committee, at its option, may include written comments for each candidate as a further means of communicating its recommendations to the final interview.

12. All materials, including committee member’s notes, remain the property of the district and must be returned to the Human Resources Office upon completion of the process.

13. Deliberations and conclusions of the Screening Committee are confidential.

Final interviewer role and responsibilities

The Final Interviewer will consist of the Chancellor/College President or appointed designee.

The selection of the finalist to be recommended to the Board of Trustees will be made by the Chancellor/College President.

If exceptional circumstances and compelling reasons exist, and the Final Interviewer is unable to select any of the candidates recommended by the Screening Committee; then the Chancellor/College President (or designee) shall either meet with the Screening Committee (preferable) or provide a written explanation as to why all candidates were rejected. If, after further discussion, the Screening Committee and the Chancellor/President (or designee) cannot reach an agreement on a final candidate to be recommended to the Board of Trustees, the President may ask for additional names from the candidate pool, cancel the search process, or reopen the search.

Human Resource Manager role and responsibilities

The College Human Resource Manager or designee will serve as a consultant on district and State diversity and EEO guidelines and be responsible for monitoring all phases of the district’s screening/selection process to assure conformance with the district’s diversity and EEO policies and procedures. HR Manager or designee duties consist of:

1. Monitoring will include, but not be limited to:
   a. Review of the job description and announcement;
   b. Review of the Screening Committee composition for balanced representation;
   c. Review of screening procedures, forms, tests, interview questions;
d. Conduct an initial review of submitted applications to verify all applications are fully complete and meet minimum qualifications or request for equivalency.

e. Report to committee any applicant initially screened as not meeting minimum qualifications.

f. Determination of the adequacy of applicant pools at various screening stages;

g. Determination that both selection and elimination of applicants are based on job-related, factual data;

h. Assurance that adverse impact does not occur at any stage of the recruitment/screening process.

2. At the first meeting of the selection committee, the HR Manager or designee will go over the goals and timetables for the particular area and review the screening/selection process with the committee, including:

a. A review of the entire appointment process;

b. Areas which are excluded by law from all screening and interview sessions;

c. An outline for the schedule for the process.

3. The HR Manager will review the applicant pool for appropriate representation of diversity. If the applicant pool is not reflective of availability, feasible corrective measures shall be recommended.

4. The HR Manager has the following additional tasks:

a. To bring an awareness of diversity goals and objectives to those involved in the screening/selection process.

b. To help ensure that questions asked during the interview process are job related and non-discriminatory.

c. To maintain that the same core questions are asked of each candidate.

d. To provide sensitivity to, and, when possible, serve as a role model for under-represented diverse candidates.

e. To provide information to the screening committee on acceptable and unacceptable pre-employment inquiries.

f. To report any irregularities to the Vice Chancellor, Human Resources/EO Officer at any time during the screening/selection process.

**Human Resources Office roles and responsibilities**

The Vice Chancellor, Human Resources/EO Officer or designee is responsible for monitoring the entire screening/selection process. At any time the Vice Chancellor, Human Resources may interrupt the process to ensure equitable treatment of all candidates.
The Human Resources Office will support the chairperson and all members of the selection committee in the following manner:

1. Develop the job announcement from information provided by the division chair/director.

2. Follow the recruitment procedure established by the Vice Chancellor, Human Resources, for placing job advertisements.

3. Post the job announcement and distribute them to all community college placement offices, state college and university placement offices and other identified resources.

4. Serve as the contact office for applicants interested in the position. The Human Resources office will provide assistance to interested applicants in applying for advertised positions.

5. Coordinate applications and all supplemental materials as they are received to make up the applicant files. A list of applicants is made for the screening/selection committee upon closing of the position or the first review date posted in the job announcement.

6. Review adequacy of the applicant pool and pre-screen for minimum qualifications. If there are an adequate number of qualified applicants the screening committee chair will be notified the applicant pool is available for review by the screening committee.

   If the applicant pool is not deemed adequate, the Vice Chancellor, Human Resources or designee will discuss with the screening committee chair other options to consider: extend the deadline date, expand recruitment efforts, and use more specialized recruitment. It is anticipated that establishing the list of applicants for the position including pre-screening will be done within five working days of the closing date of the position.

7. Assistance will be sought from the Equivalency Review Committee regarding questionable applications prior to their being considered for interview. The Human Resources Office will take appropriate action once the applications are reviewed.

8. Coordinate the oral interview process. Once the committee has met to determine which candidates they wish to invite for oral interviews, including time and dates available for the committee members, and the demonstration or work sample required is determined by the committee, applicants will be notified. The committee must allow adequate time (approximately two weeks) to contact the candidates to set up interviews, and to give applicants adequate notice. Once the candidates have confirmed their appointments, a list of candidates and times will be made available for each committee member.

9. Provide binders/folders for committee members containing the application and all supplemental materials, the job announcement, interview questions/rating forms, and reference check forms.
10. Set up follow-up activities or work samples as well as a tour of the campus facilities for out of the area candidates as appropriate.

11. Verify the results of the rating process by reviewing evaluation sheets.

12. Set up interviews with the College President or designee (as appropriate), for each of the final interview candidates.

13. Contact the successful applicant and offer the position following the recommendation of a final candidate to the Board of Trustees.

14. Notify all candidates who were not selected.

15. Respond to applicants' questions.

Next page is an illustration of the recruitment/screening/selection process for Faculty:
SELECTION PROCESS FOR TEMPORARY/ADJUNCT FACULTY

When a new temporary or adjunct faculty position is created, or an existing position becomes available to be filled, including having an existing adjunct faculty member teach a class in a discipline in which he or she has not previously taught without a substantial break in service (Title V Guidelines for Section 53021), the appropriate campus administrator and/or department/division chair will perform initial screening of the applications from the applicant pool for minimum qualifications to determine applicants to be interviewed, arrange for an interview committee, and monitor the interview and selection process. (Proposed change Board Policy 6H)

RECRUITMENT FOR TEMPORARY/ADJUNCT FACULTY POSITIONS

Applications for temporary/adjunct faculty positions may be submitted to Human Resources for inclusion in the applicant pool.

The Human Resources department will periodically advertise for positions in the local newspapers and send out positions announcements whenever the applicant pool is inadequate, as determined by the appropriate administrator.

ROLES AND RESPONSIBILITIES OF PARTICIPANTS IN THE SELECTION PROCESS

The campus administrator and department/division chair will be responsible to insure the rating procedures are in compliance with district diversity and EEO policy and Title V Guidelines. The administrator is responsible for maintaining appropriate documentation on each selection made.
SECTION 4D

SELECTION PROCESS FOR ADMINISTRATORS, CLASSIFIED MANAGERS, CONFIDENTIAL AND CLASSIFIED EMPLOYEES

RECRUITMENT/SELECTION

Recruitment and selection procedures are established which are in conformance with Title V of California Code of Regulations and Kern Community College District Board Policy 6G.

Recruitment for Educational Administrators / Classified Managers / Confidential Employees / Classified employee positions:

The identification and approval to recruit for vacant and new positions is defined in Board Policy section 1082 and 1083 for Educational Administrators, Classified Managers, and Confidential Employees and HR Guidelines for Classified Employees.

5. The need to fill positions, replacement and new, will be communicated through District/College Administrators or Managers to the Chancellor/College President or designee through a well defined and approved staffing plan.

6. The process for determining the need for new and replacement positions will be based on District/College staffing plans and position justifications. This process will normally be accomplished as positions are vacated, during re-organizations, or following approval of staffing plans in the fall of each academic year to precede building of the next FY labor budget.

7. The College President and Chancellor shall approve the recruitment of all vacant and new positions.

8. Recruitment of new positions will normally take place in early spring of the academic year to ensure we have positions filled according to staffing plans for the next FY.
The initial phase of the recruitment process is the development and/or review of the position job description. The appropriate Educational Administrator/Manager, in consultation with faculty when applicable, shall be responsible for developing the written job description for new Educational Administrator / Management positions or any proposed new classified position not currently part of the classified service. Job descriptions shall include duties, responsibilities, and the skills, knowledge, abilities, training, education, experience, and personal characteristics necessary to perform the designated duties.

1. The requirements are to be based on a careful analysis of the job, and only bona fide occupational qualifications may be included.

2. Prior to posting for recruitment, job descriptions shall be reviewed by the Vice Chancellor of Human Resources/designee to ensure conformity with the district's diversity and equal employment opportunity policy and all legal requirements. Position requisitions (new & replacement as appropriate) with job announcements/descriptions shall be submitted to the District office for approval. (position requisition forms can be found in appendix A)

3. New classifications must be pointed and approved by the Vice Chancellor, Human Resources or designee. Pointing of new classifications in the classified service are subject to negotiation with CSEA.

Recruitment procedures shall include, but not be limited to, the following:

1. Preparation and distribution of the job announcement with the position's functions and qualifications as described above and a statement of the terms and conditions of employment.

2. The preparation and distribution of informative material describing this district and its educational goals, and the communities it serves.

3. An advertising period of at least two weeks is recommended to allow for adequate distribution and response and to help obtain a larger and more balanced pool of applicants. Classified positions are released to classified employees on the 39 month list based on re-employment rights prior to going out to the public.

4. A statewide distribution of the job announcement. National advertising will be used where appropriate or required by law.
Educational Administrators / Managers will be expected to assist with recruitment through distribution of job announcements, networking via telephone or personal contact at conferences and other activities as appropriate.

Any suggested changes in a Administrator or Management job description will be referred to the appropriate Administrator or Manager for comment. Recommendations will be forwarded to the Chancellor/College President for approval.

In terms of scheduling, it is the intent of the district that initiation of the hiring process be early enough in the academic year to allow for all procedures to be undertaken in a thorough and thoughtful manner, ensuring that the hiring practices are completed during the academic year, whenever possible, and well in advance of employment.

**ROLES AND RESPONSIBILITIES OF PARTICIPANTS IN THE SCREENING/SELECTION PROCESS**

**Chairperson's role in the screening/selection process:**

The chairperson of the screening committee serves as both administrative officer and clerical support, working closely with the College Human Resource Manager. Once the recruitment period is closed, Human Resources will review the list of candidates and determine the adequacy of the applicant pool.

1. During the recruitment/advertisement period, the chairperson will provide to the College Human Resource Manager, a written list of the screening committee members and a tentative timeline reflecting dates and times of committee meetings including review of the applications.

2. The chairperson will outline the main responsibilities of the position and work with the committee to identify the most important characteristics, using the job announcement/description as a guideline. The final rating form and rating procedures will be developed by the Screening Committee. The chairperson will send copies to Human resources for review. *(sample rating forms can be found in appendix B)*

3. During the first meeting, or at a subsequent time, the committee will develop the questions for the oral interview, based on job related criteria, as well as sample work assignments and teaching demonstrations. The structure of the oral interview process should be established at this time, i.e., length of interview time, requirements, work samples, etc. Once the interview structure has been established and the interview questions have been developed, the chairperson will send copies to the College Human
Resource Manager for review. This process will be completed prior to reviewing applications.

4. The chairperson is responsible to impress upon the screening committee members that confidentiality must be strictly followed throughout the screening/selection process. Information provided in the application process and during the interview, including the names of the applicants, must not be shared with anyone other than the committee members.

5. The chairperson will lead the selection committee discussion of each candidate’s qualifications and suitability for the position to arrive at a recommendation to the next level.

6. The chairperson shall notify the Human Resources Office in writing of the candidates selected for interviews, including the dates and times to schedule the interviews. If there is a preferred location, that should be included as well. Allow two weeks minimum to accommodate candidates, particularly those coming from out of the area.

7. Interview materials will be picked up by the chairperson prior to the scheduled interviews. Each packet will include a list of candidates and their scheduled interview times, a completed application for each candidate, copy of the job description/announcement, copies of interview questions/rating sheets and reference check forms.

8. The chairperson must manage the interview to see that all required elements are included in the same manner for all interviews: that the same core questions are asked of each of the applicants, that the time frame is as consistent as possible, and that a low-key, non-pressure atmosphere is maintained. The chairperson will ensure that each candidate is given a complete, impartial and unhurried opportunity to present their qualifications.

9. The chairperson shall lead committee discussion regarding strengths and weaknesses of the candidates interviewed and shall summarize the committee’s recommendations and/or rankings of candidates to be forwarded to the Final Interview. Those candidates forwarded to the Final Interview shall be approved by a majority of the Screening Committee’s members and, at the discretion of the Screening Committee, may submit the recommendation in either ranked or unranked order of preference.

10. Reference checks on the finalists shall be conducted by the chairperson or Human Resources. (Sample reference check form is in Appendix C)

11. The chairperson will prepare a written summary of the candidates who are being recommended for final interview. The summary must be accompanied by the candidate’s application packets, completed reference check forms as well as all ratings and rankings of
candidates by the committee members. (Reference checks for Vice Presidents and above will normally include a background check performed by an outside source)

12. The committee chairperson will meet with the second level administrator(s) to discuss the strengths and weaknesses of the recommended candidates.

13. The chairperson will be responsible to collect all materials (application packets, rating sheets, forms, committee member's notes, etc.) and return those materials to the Human Resources Office.

Selection committee role and responsibilities

As a member of the screening process at Kern Community College, you hold a very important position. It is your responsibility to determine which applicants have the attributes most critical to job success. All individuals serving on screening committees shall have attended an in-service orientation conducted by the District/College Human Resource Manager or designee concerning the district's Diversity & EEO policy, screening and interview process, and timetables. An explanation of your responsibilities is outlined below:

1. At the first meeting of the Screening Committee, called by the Chair, the Screening Committee shall determine the need for additional committee members as appropriate.

   The final Screening Committee composition should be reviewed with the Human Resource Manager to assure balance of representation and weighing of constituencies.

2. The final rating form and rating procedures shall be determined by the Screening Committee and approval obtained after review by the College Human Resource Manager. All Screening Committees shall use only approved rating forms.

3. The Committee will develop oral, job-related questions in advance of screening the applications which will ensure a thorough assessment of a candidate's qualifications. The questions shall be submitted to the College Human Resource Manager for review prior to use. Additional questions may be asked of an individual applicant to clarify responses to interview questions.

4. The Committee may provide opportunities for appropriate demonstrations, writing samples, and/or performance indicators related to the subject area.

5. The committee members shall individually review all applications and evaluate candidates with regard to subject area knowledge and competency; communication skills; commitment to professional growth and service; potential for overall college effectiveness;
and sensitivity to, and understanding of, the diverse academic, socio-economic, cultural, disability and ethnic backgrounds of the district's students and employees.

6. A post application screening meeting will be held by the committee to discuss the qualifications of the applicants and to select candidates for oral interviews according to the following criteria:
   a. Applicants recommended for interview will be those who best meet the professional and personal qualifications listed in the job description.
   b. At this point, the committee will only consider the candidate's application and appended materials.
   c. The selection of interviewees will be reviewed by the Human Resource Manager to ensure compliance with district policy, Diversity & EEO guidelines, and legal requirements.

7. The Screening Committee should interview a minimum of three candidates who have successfully met the requirements identified in the application process. In the event there are less than three qualified candidates the committee will evaluate the need to either move forward with the screening process or go back and extend the recruitment to build a larger pool of qualified applicants.

8. During the interview, you will be expected to assist the chairperson in putting the candidates at ease. Introduce yourself and the area represented. Participate in asking questions so that you get a chance to interact with the candidates. Take notes during the oral interview in order to remember responses to key questions asked, and to assist you in rating the candidates.

9. Interviewees will be rated on either the same form used for the application screening, or on an alternate form developed by the Screening Committee and approved by the College Human Resource Manager.

10. Individual committee members must be present for all interviews in order to participate in the selection of individuals recommended for the next phase of the process.

11. The Committee will discuss the strengths and weaknesses of the candidates interviewed. Those candidates forwarded for final interview shall be approved by a majority of the Screening Committee's members and, at the discretion of the Screening Committee, may be ranked in order of preference or unranked.

The Screening Committee will normally recommend three candidates for the final interview. In rare cases, and with justification, the Screening Committee may submit fewer than three candidates.
The Committee, at its option, may include written comments for each candidate as a further means of communicating its recommendations to the final interview.

12. All materials, including committee member's notes, remain the property of the district and must be returned to the Human Resources Office upon completion of the process.

13. Deliberations and conclusions of the Screening Committee are confidential.

**Final Interviewer role and responsibilities**

The Final Interviewer will consist of the Chancellor/College President or appointed designee.

The selection of the finalist to be recommended to the Board of Trustees will be made by the Chancellor/College President.

If exceptional circumstances and compelling reasons exist, and the Final Interviewer is unable to select any of the candidates recommended by the Screening Committee; then the Chancellor/College President (or designee) shall either meet with the Screening Committee (preferable) or provide a written explanation as to why all candidates were rejected. If, after further discussion, the Screening Committee and the Chancellor/President (or designee) cannot reach an agreement on a final candidate to be recommended to the Board of Trustees, the President may ask for additional names from the candidate pool, cancel the search process, or reopen the search.

**Human Resource Manager role and responsibilities**

The College Human Resource Manager or designee will serve as a consultant on district and State diversity and EEO guidelines and be responsible for monitoring all phases of the district's screening/selection process to assure conformance with the district's diversity and EEO policies and procedures. HR Manager or designee duties consist of:

1. Monitoring will include, but not be limited to:
   a. Review of the job description and announcement;
   b. Review of the Screening Committee composition for balanced representation;
   c. Review of screening procedures, forms, tests, interview questions;
   d. Conduct an initial review of submitted applications to verify all applications are fully complete and meet minimum qualifications stated in the job description.
   e. Determination of the adequacy of applicant pools at various screening stages;
f. Determination that both selection and elimination of applicants are based on job-related, factual data;
g. Assurance that adverse impact does not occur at any stage of the recruitment/screening process.

2. At the first meeting of the selection committee, the HR Manager or designee will go over the goals and timetables for the particular area and review the screening/selection process with the committee, including:

a. A review of the entire appointment process;
b. Areas which are excluded by law from all screening and interview sessions;
c. An outline for the schedule for the process.

3. The HR Manager will review the applicant pool for appropriate representation of diversity. If the applicant pool is not reflective of availability, feasible corrective measures shall be recommended.

4. The HR Manager has the following additional tasks:

a. To bring an awareness of diversity goals and objectives to those involved in the screening/selection process.
b. To help ensure that questions asked during the interview process are job related and non-discriminatory.
c. To maintain that the same core questions are asked of each candidate.
d. To provide sensitivity to, and, when possible, serve as a role model for under-represented diverse candidates.
e. To provide information to the screening committee on acceptable and unacceptable pre-employment inquiries.
f. To report any irregularities to the Vice Chancellor, Human Resources/EEO Officer at any time during the screening/selection process.

**Human Resources Office roles and responsibilities**

The Vice Chancellor, Human Resources/EEO Officer or designee is responsible for monitoring the entire screening/selection process. At any time the Vice Chancellor, Human Resources may interrupt the process to ensure equitable treatment of all candidates.

The Human Resources Office will support the chairperson and all members of the selection committee in the following manner:

1. Assist in developing the job description as required from information provided by the Educational Administrator or Manager.
2. Follow the recruitment procedure established by the Vice Chancellor, Human Resources, for placing job advertisements.

3. Post the job announcement and distribute them to all community college placement offices, state college and university placement offices and other identified resources.

4. Serve as the contact office for applicants interested in the position. The Human Resources office will provide assistance to interested applicants in applying for advertised positions.

5. Coordinate applications and all supplemental materials as they are received to make up the applicant files. A list of applicants is made for the screening/selection committee upon closing of the position or the first review date posted in the job announcement.

6. Review adequacy of the applicant pool and pre-screen for minimum qualifications. If there are an adequate number of qualified applicants the screening committee chair will be notified the applicant pool is available for review by the screening committee.

   If the applicant pool is not deemed adequate, the Vice Chancellor, Human Resources or designee will discuss with the screening committee chair other options to consider: extend the deadline date, expand recruitment efforts, and use more specialized recruitment. It is anticipated that establishing the list of applicants for the position including pre-screening will be done within five working days of the closing date of the position.

7. Coordinate the oral interview process. Once the committee has met to determine which candidates they wish to invite for oral interviews, including time and dates available for the committee members, and the demonstration or work sample required is determined by the committee, applicants will be notified. The committee must allow adequate time (approximately two weeks) to contact the candidates to set up interviews, and to give applicants adequate notice. Once the candidates have confirmed their appointments, a list of candidates and times will be made available for each committee member.

8. Provide binders/folders for committee members containing the application and all supplemental materials, the job announcement, interview questions/rating forms, and reference check forms.

9. Set up follow-up activities or work samples as well as a tour of the campus facilities for out of the area candidates as appropriate.
10. Verify the results of the rating process by reviewing evaluation sheets.

11. Set up interviews with the College President or designee (as appropriate), for each of the final interview candidates.

12. Contact the successful applicant and offer the position following the recommendation of a final candidate to the Board of Trustees.

13. Notify all candidates who were not selected.

14. Respond to applicants’ questions.

Next page is an illustration of the recruitment/screening/selection process for Faculty:
Position Requisition Approval Process

Post on PeopleAdmin by HR
(Minimum 2-4 Weeks)
Advertise positions with appropriate vendors.

Ongoing Screening of Applicants by HR
(Begins as soon as applicants begin applying)

Committees Organized
First Meeting Date Set

Position Closes or First Review Date Deadline

Screening of Applicants Completed by Human Resources
HR Specialist completes initial screening
HR Manager does second review and completes HR screening

Screening Committee Initial Meeting to include the following:
Develop Meeting Agenda
Payroll Questions and Submit to HR for approval
Determine Interview process
(Taste, demonstrations, etc.)

Notice to Applicants that have met minimum qualifications informing them of the campaign timeline

HR Reviews and Approves Questions

Access to Applicants for Screening Committee Review given to Committee Members which include User Name and Password by HR

Screening Committee Reviews and Selects Applicants for Interview Process

First Round Regent Letters Sent

Interviews are scheduled by HR

Initial interviews are conducted
Finalists are then determined by committee
Regent Phone Calls Made and Letters Sent

Reference/background checks are completed
HR or Committee Chair completes CCSS or other designated outside source may be used upon approval

Finalists are then scheduled for final interview with College President or appropriate administrator appointed by the President
Campus tours are scheduled on the same day if feasible

Final Candidate Selected
Second Round Regent Phone Calls Made and Letters Sent

Letter/Offer Package to Final Candidate

Candidate sent forward for Board Approval
SECTION 4E

RECRUITMENT AND SELECTION PROCESS FOR TEMPORARY
HOURLY AND PROFESSIONAL EXPERTS
RECRUITMENT/SELECTION PROCESS FOR SHORT TERM/SUBSTITUTE CLASSIFIED EMPLOYEES

The use of substitute and short term employees is prescribed in education code section 88003. There are three basic categories of temporary hourly classified:

1. Short Term Project: In this situation you would be hiring a temporary employee to perform classified work related to a short term project with a beginning and ending date. Examples of this would be completing a specific project which requires extra staff or employing a temporary person to perform work as part of trial period or job study. The maximum number of days a temporary short term employee can work is 195 days however at KCCD we only authorize 175 days and will begin review of the work at the 160 day point to ensure we do not exceed education code.

2. Substitute while recruiting for a position: In this situation you would be hiring a temporary employee as you were recruiting and selecting a person to fill the position on a permanent basis. Normally 60 days is allowed for this process however, in agreement with CSEA this time can be extended to finish the recruitment process.

3. Substitute during an employee absence: In this situation you would be hiring a temporary employee to perform the work of an employee who is out due to illness, military deployment, FMLA, or other related reason. The expectation is the permanent employee will eventually return to their job and the temporary employment would be terminated.

When the need for a short term or substitute classified position arises the appropriate supervisor will identify a person by; reviewing applications in a substitute pool maintained by Human Resources, thru networking, or thru local advertisement. Classified short term and substitute pools are the preferred method of identifying temporary employees.

Once the potential employee is identified the immediate supervisor will initiate the request for temporary employment (Appendix D) and submit for the required approval signatures.

Once the request is approved and submitted to Human Resources the Human Resource Manager will ensure we are following proper employment procedures as outlined in education code. The new hire will be contacted by Human Resources to come in and fill out the required pre-employment documents prior to working.

No temporary short term or substitute employment is authorized beyond the current fiscal year (June 30). New authorizations must be approved for temporary short term and substitute employment on the beginning of the next fiscal year (July 1).
RECRUITMENT/SELECTION FOR PROFESSIONAL EXPERT EMPLOYEES

**Definition:** A professional expert is a temporary hourly employee hired for a specific period of time to perform specific and specialized work which is not part of the classified service. Four general rules of thumb must be met to consider the work as that of a Professional expert. First, the work must require specialized knowledge or expertise. Secondly, the length of employment is temporary and finite (beginning and end date). Third, the work should be a specific project. Finally, the work to be performed should not fall under the classified service. Common examples of professional expert work include experts brought in to teach specialized skills for the police and fire academies, instructors for community education, instructors for contract education which is not for credit, or consultants. There are other examples and HR can assist with determining if the work falls under professional expert or not.

**Procedure:**
Step 1: The hiring manager/administrator identifies the work to be performed and the work is classified as professional expert work as per the definition above and education code 88003 and 88076.

Step 2: The hiring manager/administrator identifies the professional expert to accomplish the work and submits a completed temporary employment agreement form for approval (Appendix D). The description of the work on the form must be clear and specific enough to recognize it as professional expert work.

Step 3: The Director of Administrative Services reviews and approves/disapproves funding source.

Step 4: The Educational Administrator and College President review and approve/disapprove request.

Step 5: Human Resources reviews and approves/disapproves request.

Step 6: Once the temporary employment agreement form is approved the prospective employee completes all required pre-employment paperwork and requirements.

Step 7: HR places employee in banner, board report, and sends authorization to work to hiring manager/administrator with start date.

If there is any question of the work being classified as professional expert consult your HR Manager for assistance.