Human Resources Procedures Guide

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Introduction

HR Mission and Objectives

Human Resources (HR) is dedicated to providing professional, confidential and cost-effective assistance to all employees and other customers in the areas of recruitment and retention of academic, classified and administrative employees. Our responsibilities include new hire orientation, employee benefits, employee/labor relations, collective bargaining, safety, salary administration, job classification, Board and HR policy, employee discipline and terminations, workers’ compensation, training and equal employment opportunity.

Human Resources serves a dual role, as an internal consultant to management on HR-related matters and as an advocate for employees. Human Resources is wholly committed to the development and implementation of HR programs that will assist or enable employees to better serve the greater learning community of the Kern Community College District.

Board of Trustees Goals and Objectives

Equal Employment Opportunity

It shall be the policy of the Kern Community College District that equal opportunity to seek, obtain, hold, and advance in employment in the District shall be afforded to all who qualify without discrimination because of race, color, ethnic group identification, ancestry, religion, national origin, sex (gender), sexual orientation, age, and/or physical or mental disability. Appropriate qualifications for the performance of specific duties are the basic criteria for the employment and promotion of personnel. Additional efforts will be made to recruit, develop,
and to promote qualified members of groups that are underrepresented in the District workforce, even if that underrepresentation cannot be traced to particular discriminatory actions on the part of the District.

The District will continuously review its policies, procedures, practices, pool and workforce statistics, and any other factor that might contribute to workforce imbalance or adversely impact employment opportunities of members of protected groups.

The District will annually review the Equal Employment Opportunity Plan and revise as appropriate to address any problems with regard to recruiting a diverse workforce on the schedule provided by the State Chancellor's Office.

Information regarding Equal Employment Opportunity will be made available annually to the staff and community.

**Unlawful Discrimination**
All forms of discrimination and harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as this policy, and will not be tolerated. The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation. It shall also be free of other unlawful discrimination, including that which is based on any of the following statuses: national origin, religion, age, sex (gender), race, color, medical condition, ancestry, sexual orientation, marital status, physical or mental disability, or because he or she is perceived to have one or more of the foregoing characteristics. *(Added December 17, 2009)*

**Discrimination Complaint Process**
The Kern Community College District shall provide an expeditious and effective process for resolution of complaints of unlawful discrimination by staff and students. This process, as described below, will apply to discrimination based on race, color, ancestry, religion, sex (gender), sexual orientation, national origin, age, ethnic group identification, and/or physical or mental disability. In accordance with State law, the District shall accept complaints filed within one (1) year of the alleged discrimination.

The Kern Community College District shall provide an expeditious and effective process for resolution of complaints of unlawful discrimination by staff and students. This process, as described below, will apply to discrimination based on race, color, ancestry, religion, sex (gender), sexual orientation, national origin, age, ethnic group identification, and/or physical or
mental disability. In accordance with State law, the District shall accept complaints filed within one (1) year of the alleged discrimination.

Where complaints are filed directly with State and Federal agencies, the District Vice Chancellor, Human Resources or his/her designee will investigate and respond to the complaint in the manner provided by the agency and in accordance with the process provided for in Board Policy.

When complaints are filed directly with the College or District, the Vice Chancellor, Human Resources shall be responsible for ensuring District compliance with rules and regulations adopted by the California Community Colleges and will assure that the College or District investigation shall be completed within ninety (90) calendar days.

October 2010

A REAFFIRMATION OF THE KERN COMMUNITY COLLEGE DISTRICT’S NON-DISCRIMINATION/EQUAL EMPLOYMENT POLICY

The Kern Community College District (KCCD) will not tolerate discrimination against any person. Unlawful discrimination is defined as special or disparate treatment based on race, color, religion, gender (or pregnancy related condition), national origin, age, disability (or medical condition), marital status or sexual orientation. The KCCD will enforce all state and federal laws prohibiting discrimination.

Furthermore, KCCD is committed to maintaining a working and educational environment free of sexual harassment. KCCD will not tolerate any behavior that constitutes sexual harassment of staff, students, or visitors. It is the policy of the KCCD that all members of the collegial community including staff, students, visitors, guests, or contractors, will not sexually harass one another or retaliate against one another for making sexual harassment complaints.

KCCD is committed to recruiting, training, and providing advancement opportunities that will result in equal employment opportunities for all qualified applicants and employees. Appropriate qualifications for the performance of specific duties are the basic criteria for the employment and promotion of personnel. Equal opportunity to seek, obtain, hold, and advance in employment in the KCCD shall be afforded to all who qualify without discrimination. KCCD will afford reasonable accommodations for applicants and employees to enable qualified individuals to perform essential job functions. Students with disabilities will be accommodated to ensure accessibility and full participation in all educational programs. To request reasonable accommodations, applicants and employees should contact the Safety Coordinator at (661) 336-5135. Students should contact the Student Services Department at their particular campus or center.
The following have been designated Equal Employment Opportunity Coordinators for 2010-2011:

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<th>KCCD District Office</th>
<th>Vice Chancellor, HR</th>
<th>(661) 336-5141</th>
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<tr>
<td>Bakersfield College</td>
<td>HR Manager</td>
<td>(661) 336-5141</td>
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<td>Cerro Coso College</td>
<td>HR Manager</td>
<td>(760) 384-6259</td>
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<td>Porterville College</td>
<td>HR Manager</td>
<td>(559) 791-2457</td>
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Inquiries concerning the application of federal and state laws and regulations should be referred to the coordinators. Coordinators are responsible for administering program progress and initiating corrective action when appropriate. All personnel actions are monitored and analyzed to ensure the adherence of this policy. Regular annual reports are submitted through the College Presidents for review and evaluation of progress.

Suppliers and contractors to the KCCD also are expected to meet their obligations to equal employment opportunity under both federal and state law and regulations.

The KCCD provides an expeditious and effective process for resolution of complaints of unlawful discrimination and/or sexual harassment by staff and students (Section 11.04 of the Board Policy Manual).

To achieve the goals of our non-discrimination program, it is necessary that each member of the KCCD understand the importance of the program and his/her individual responsibility to contribute toward its maximum fulfillment. Specifically, managers' and supervisors' efforts toward the success of the non-discrimination program will be evaluated along with other KCCD performance goals.

Sandra V. Serrano, Chancellor
NOTICE TO ALL EMPLOYEES

The unlawful manufacture, distribution, dispensing, possession, or use of controlled substances is prohibited in all work places of the KCCD. Violation of this prohibition will result in disciplinary action, up to and including dismissal. Based upon reasonable suspicion of intoxication, KCCD reserves the right to request that an employee submit to blood, breath, or other toxicological tests while on duty. An employee’s refusal to submit to such tests will be treated as a presumption that the employee is intoxicated while on duty.

In addition, these acts may constitute violation of the California Education Code and other State laws and may result in compulsory leave without pay in the event that criminal charges are filed.

"Substances" as referred to in this policy statement include all of the following:

Illegal drugs.
Legal drugs (either by prescription or over-the-counter) if these legal drugs are illegally possessed or misused or overused to such an extent as to cause impairment of job performance.
Other mind-altering chemicals or material and other mind altering substances.
Intoxicating beverages.

Alcoholism is the number one drug problem in the United States. Alcoholism takes a toll on personal finances, health, social relationships and families. It can have significant legal consequences. Abuse of alcohol or use of drugs may cause an individual driving a motor vehicle to injure others and may subject the abuser to criminal prosecution. Drunk drivers are responsible for more than half of all traffic fatalities.

A description of the health risks associated with the use of these controlled substances is posted on all employee bulletin boards at the three colleges and District Office.

As a condition of being employed to work under any federal grant received by the KCCD, employees are required to abide by the terms of this statement. These employees are further required to notify the College and the KCCD Human Resources Officer of any conviction for a criminal drug statute violation occurring in the workplace within five days after such conviction.

Employees with substance abuse problems and eligible for insurance benefits may receive assistance by calling the Employee Assistance Program at 1-800-999-7222. This service is a part of the benefit plan provided by the KCCD. You may obtain additional information regarding coverage by contacting the KCCD Benefits Department at (661) 336-5145.

Pursuant to 49 Code of Federal Regulations Part 40, Department of Transportation KCCD has established a policy and procedure to help prevent accidents and injuries resulting from misuse of alcohol or use of controlled substances by KCCD employees who drive commercial motor vehicles. KCCD requires alcohol and controlled substance testing for commercial drivers, pre-employment physicals and reasonable suspicion.
Section 2
(Draft)

Ethical Standards and Code of Conduct

Code of Ethics
The Kern Community College District recognizes that a commitment to the highest ethical and professional standards on the part of all persons associated with the District is necessary to fulfilling our mission and realizing our vision, which are policies of the District. This code of ethics is based on two (2) fundamental principles.

The first is recognition of the dignity of all persons, which respects the inherent value and worth of each person. The second principle is a commitment to fulfilling our obligations to others using fair and honest means. All associates in the Kern Community College District, faculty, students, management, classified staff, and trustees, as well as volunteers and vendors, each bear personal responsibility for their own ethical behavior and for the ethical stature of our organization. We are committed to fulfilling the Kern Community College District’s mission. While we recognize the relationship between law and ethics, we further understand that legal requirements are necessary but not sufficient, and we endeavor always to do what is right and just, even when no one is watching, compelling, or evaluating our actions.

Respect for Persons and Academic Freedom

The inherent dignity of all persons requires that we conduct ourselves with civility in all circumstances of our professional lives. This means that we do not participate in or accept, condone, or tolerate physical or verbal forms of aggression, threat, harassment, ridicule, or intimidation. The District is an institution of higher education and especially values a spirit of free inquiry and free speech. The District encourages the expression of a range of points of view, but we expect all expressions of content to be conducted in a manner respectful of persons. The District nurtures an atmosphere of mutual respect by treating everyone with dignity, even when the values, beliefs, or behavior of a person or group is different from our own. The District recognizes this foundation of mutual respect to be the basis of civil discourse in an academic environment.

The District further protects the dignity of persons by maintaining the boundaries of both necessary and appropriate confidentiality, and by prohibiting the exploitation of all persons through sexual harassment or financial, professional, or any other form of exploitation. The
District seeks to develop policies, procedures, and practices which are both compassionate and fair. In order to assure that we are fair in our policies, procedures, and practices regarding the dignity and worth of persons, the District specifically prohibits discrimination based on race, color, ethnic group identification, ancestry, religion, gender, sexual orientation, national origin, age, and physical or mental disability. While this prohibition is necessary, it is the genuine valuing of diversity that serves to create the general atmosphere in which persons can thrive and realize their potential.

Section 3  
(Draft)

Organizational Charts
KERN COMMUNITY COLLEGE DISTRICT

Section 4
(Draft)

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>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
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<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?"

**Advantages**
- Elicits valuable material which may not be obtained in other ways.
- Indicates how well the applicant can organize thoughts.
- Sometimes reveals attitudes and feelings.

**Disadvantages**
- Answer is sometimes trivial and sketchy.
- 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.

**Leading**
- Were you a supervisor at that time?
- You majored in engineering?
- You felt badly about that didn't you?

**Advantages of Leading Questions**
- Particularly useful to verify statements on the application.
- Quickly clears up doubtful points.
- Are usually clearly understood.

**Direct or Open**
- What was your position at ____?
- What was your major?
- How did you feel about that?

**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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<tr>
<th>Advantages</th>
<th>Disadvantages</th>
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<tbody>
<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>
</tr>
<tr>
<td>Shows applicant's immediate reaction.</td>
<td>Requires more time to answer fully.</td>
</tr>
<tr>
<td>Shows the limitation of an applicant's experience.</td>
<td>Applicant may feel questions are artificial.</td>
</tr>
<tr>
<td>Shows the applicant's appreciation of the ethics and practices of an occupation.</td>
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**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.

Recommendation 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 1083H)

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 1083I)

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 1083A)

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

**College Classified Manager** (Board Policy 1083A)

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 GHA4-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** (IHR 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.