

DESCRIPTION OF SELECTION PROCESS OPEN RECRUITMENT

A. Authorization to Fill a Position

Whenever a permanent or temporary position (other than hourly or C-contract) is to be filled, prior authorization from the Chancellor for District Office positions, or College President for college positions, is required. After authorization, the President or Director of Business Services forwards a completed Position Authorization Request (academic or classified position) to the District Human Resources Office. Once the request is processed, a copy of the request will be forwarded to the College Human Resources Assistant.

B. Job Evaluation

The purpose of an evaluation of the job or position is to provide a job-related basis for decisions affecting the selection process. The information from the job evaluation ties together the process of establishing and documenting the "job relatedness" of selection procedures.

For all vacancies, there should be a review of each critical job duty and/or task and the relative importance of the knowledge, skills, abilities and personal characteristics associated with successful performance. It is also essential that these characteristics be identified and verified by individuals who thoroughly understand the work performed; be clearly linked to the work performed; and be stated in as specific and measurable terms as possible. (There shall be no artificial barriers in the position requirements.)

In all cases, care must be taken to ensure that the description of the position accurately reflects the job in question. A selection process should never screen for applicant qualities which are not described in the position description.

If the job evaluation process verifies the need for a position not appropriately described in the current description, it may be necessary to seek authorization to officially create a new position or revise the existing position description. In this case, the request should be discussed with the Chief Human Resources Officer. (Revision of classified unit positions requires Local 1 approval.) In order to evaluate a non-faculty position, the appropriate manager should:

1. Review existing job description.
2. Meet with incumbent(s) and/or supervisor(s) to determine the following:
 - a. What are the major responsibilities and tasks of the job?
 - b. What constitutes effective/ineffective job performance?
 - c. How does this job relate to other jobs?
 - d. What equipment or materials are used? How?
 - e. What are the working conditions? How do they affect the work?
 - f. For each task, what skills are required? Helpful?
 - g. For each task, what knowledge is required? Helpful?
 - h. For each task, what abilities are required? Helpful?
 - i. For each task, what personal characteristics are required? Helpful?

Job evaluation for faculty positions occurs during the process of developing job announcements for open positions as described in Section D.

Based on his/her review of the job description and job evaluation, the appropriate manager should determine the minimum and desirable qualifications for the position, as explained under "D." The minimum qualifications (MQs) and the desirable qualifications (DQs) will be used in the

job announcement and are the basis for developing questions for the supplemental questionnaire. (Note: The minimum qualifications for classified unit positions are included in the official District job description and cannot be changed without Local 1's approval. However, the above mentioned items may be stated in desirable qualifications.)

C. Review of the Job Description

The evaluation of the written job description should be completed prior to determining the selection process. This is a basic requirement in documenting the "job relatedness" of the selection process.

D. Develop Selection Procedures and Job Announcement

As noted earlier, selection procedures may vary according to the circumstances of the vacancy, availability of staff to participate and relevant provisions in the collective bargaining agreements with employee organizations (Local 1 and United Faculty).

Regardless of the selection procedure, the format for the job announcement must be organized according to the following outline.

1. Job Title
2. Salary range; fringe benefit information; work schedule (classified); bargaining unit dues/fees.
3. Brief Description of the Position:
 - a. Geographical and organizational location
 - b. Major responsibilities
 - c. Example of duties and tasks
 - d. Reporting relationships
4. Minimum Qualifications. A minimum qualification is any characteristic or attribute of an individual that is necessary to perform the job. It is a specification of the kind of experience, training and/or education that provides appropriate job-related evidence that an applicant possesses the minimum required knowledge, skill, ability or personal characteristics for performing the tasks and duties of a job. The minimum qualifications for each position other than a faculty position are set forth in the official District job description. These may include minimum qualifications dictated by legal requirements, such as the need for certain approved credentials and licenses. In general, minimum qualifications should be the lowest qualifications needed for successful job performance (e.g., individuals who do not possess these requirements have little hope of successfully performing the job). Note: Minimum qualifications for non-faculty positions can only be changed with the approval of the Chief Human Resources Officer.

Education Code 87356 authorizes the State Board of Governors to establish the minimum qualifications for hire as a faculty member or educational manager. Any person who possesses a credential shall be entitled to serve under the terms of that credential until it terminates, and during the period the credential is effective shall not be required to meet the minimum qualifications which are applicable effective July 1, 1990. The State minimum qualifications for hiring new academic employees (faculty and educational managers) and the list of disciplines adopted by the State is available at: <http://www.asccc.org/LocalSenates/Discipline-list.htm>

5. Desirable Qualifications. In addition to minimum requirements, various desirable qualifications may also be established and should be submitted to District Human

Resources with the position authorization request for classified non-management positions. All desirable qualifications must relate the knowledge, skills, abilities and personal characteristics needed to perform the tasks, duties and responsibilities as stated in the official District position description.

Desirable qualifications should be established to assist in predicting which applicants will be able to perform satisfactorily from the beginning of their employment and survive a competitive selection process where varying levels of knowledge, skills, abilities and personal characteristics are assessed. In addition, desirable qualifications:

- should not include kinds of experience, education or training that reflect knowledge, skills, abilities and personal characteristics that normally are acquired on the job after appointment
- should be specific enough to be evaluated objectively.

Desirable qualifications should be listed separately on the job announcement.

6. Brief Description of the Selection Procedure, including any testing requirement.
7. Brief Description of the Application Procedure.
8. Filing Period Information (including the time and date for receipt of completed applications). Classified positions should be open for a minimum of two weeks; three to four weeks are preferable. Faculty and management positions are usually open for at least one month. A lengthy recruitment period is advisable in order to get a diverse applicant pool. Positions for which there is an inadequate applicant pool should be reopened.
9. General information about the College and/or the District.
10. Equal Employment Opportunity Statement.
11. Any other information required by law or deemed appropriate by the District Office or College for inclusion in order to attract the best qualified applicants for employment.

E. Develop Supplemental Job Information Questionnaire

The supplemental job information questionnaire should be prepared from the qualifications listed in the job announcement. There should be separate headings for minimum qualifications and desirable qualifications - this approach allows an evaluator to easily determine whether the applicant meets the MQs and is eligible to continue the selection process. Each question should be phrased so as to evaluate one of the job-related knowledges, constructed so that they are "measurable," that is, the evaluators can determine the quality of the answer (strong to weak) and assign points accordingly. The District Human Resources Office will review all supplemental questionnaires in order to assure that the questions are appropriate. Potential problems with the supplemental questionnaires will be referred back to the appropriate manager.

F. Submit to President or Vice Chancellor for Approval

The selection procedures and completed job announcement and supplemental questionnaires for a faculty or management vacancy must be submitted to the President (college positions) or Vice Chancellor (District Office positions) for approval. The information is then forwarded to the District Human Resources Office.

G. Advertising the Position

In addition to the District website, job postings will appear on selected job posting websites and in newspapers. Career fairs will be utilized for faculty positions, as appropriate.

In certain circumstances, supervisors, managers or any other persons may be aware of specific recruitment sources not ordinarily utilized. In addition, the use of personal contacts to disseminate information about position vacancies is encouraged. "Word of mouth" is always an effective recruiting tool.

Every attempt should be made to get out information about openings to "protected class" groups (i.e., ethnic minorities, women, disabled, Viet Nam Veterans, etc.). Recruiting, such as advertising in publications designed to reach a specific group is particularly important when underrepresentation of a particular, protected class has been identified. In any case, all advertising and other recruiting activities should be designed to produce a diverse applicant pool.

H. Evaluation of Applications and Supplemental Questionnaires

The preliminary evaluation of the applicant begins with the District application form and a supplemental job information questionnaire.

1. **District Application Forms.** There are two separate District application forms (one for classified employees and one for academic employees). All applicants for District employment must complete the appropriate District application form. This form must be completed and signed by the applicant before any employment consideration can be made. In some cases, the College/ District may require that a resume also be submitted with the application. A resume, however, may not be utilized in lieu of the regular application or the supplemental questionnaire.
2. **Supplemental Job Information Questionnaire.** A supplemental job information questionnaire is required to gather information from applicants which are (1) related to some of the knowledge, skills, abilities and personal characteristics which are important in the selection processes and/or (2) information about an applicant's suitability for a specific position or the particular aspects of the position as identified in the desirable qualifications.

The supplemental job information questionnaire must be evaluated to make the first selection decisions. This process is commonly known as "paper screening" or "application screening" and results in some applicants being rejected and others being designated for interviews. This process is a selection practice and, as such, must be shown to be job related and completed in a systematic fashion. The paper screening committee should consist of one to five members who have a thorough understanding of the job in question. Every attempt should be made to include members of protected groups in the process.

Applications should first be screened for the minimum qualifications which establish training, experience, degree, license or certificate requirements. Applicants who do not meet these MQs will be eliminated from consideration. The remaining applications will then be evaluated on the basis of the responses to the other supplemental application questions and points assigned accordingly.

The application screening process will result in rejection of some applicants and a decision to interview the most qualified applicants. Those applicants not chosen to be interviewed will receive a routine letter of rejection from the President, Director of Business Services, Chief Human Resources Officer or designee immediately following the process.

All requests from applicants for specific information surrounding the screening of their applications should be forwarded to the Chief Human Resources Officer for review and response.

I. Administration of Written Tests or Job Performance Tests

The two other traditional types of selection procedures are written job knowledge tests and job performance (work sample) tests.

1. **Written Job Knowledge Tests.** A job knowledge test is a measure of essential knowledge required for the successful performance of some jobs. It usually is administered to experienced job applicants and measures the individual's knowledge or skill in a particular occupational area in which the applicant has had either experience or specific training. Through thorough job evaluation, the essential knowledge required for doing a job is determined and a test is then constructed to evaluate this knowledge.

To develop job knowledge tests, the job evaluation must focus heavily upon what a successful employee needs to know to do the job. A very highly concrete degree of detail is required and many specific examples of what the employee does must be obtained in the job analysis. The difficulty level of these tasks must be assessed. To whatever degree possible, the test must be a faithful reproduction of what the employee must know to do the job. If a job knowledge test is to be used, it should be approved by the Chief Human Resources Officer.

2. **Job Performance Tests.** A job performance test is one in which job tasks are simulated to a relatively high degree. It measures an applicant's ability to perform a specific job task or set of tasks. Typical job performance tests would be such things as keyboarding, giving a class lecture, or handling office procedures.

In developing a performance test, one must first decide what part of the job should be measured and then how to simulate it. Simulations involve two dimensions. (1) "realism" is the degree of actual job environment detail in the simulation, and (2) "scope" is the degree to which the various aspects of the job are simulated. These aspects must be critical to successful job performance.

J. Administration of Screening and Hiring Interviews

There are two basic types of interviews typically used in the selection process. The first is called a structured "screening" interview; the second is the "final" or "hiring" interview.

Prior to screening interviews, the location EEO Officer (or designee) reviews the confidential applicant flow data on those selected for a screening interview. The EEO officer will ensure that EEO policies are met, and take action, if required, based on District policy. For faculty positions, this determination is made in consultation with the screening committee and Division Dean. The screening interview provides additional information on the qualifications of the applicants and assists in designating what predetermined minimum number will be recommended for the hiring interview (usually at least three for classified and management positions). If there are not at least three well qualified finalists, the hiring manager should consult with the Chief Human Resources Officer on how to proceed.

The "final" or "hiring" interview is conducted in order to identify the one applicant who will be appointed to the position. Since interview development principles apply equally to both interviews, the following section is applicable to both types of interviews. Each interview committee member should receive training in the process.

1. **Screening Interview Committee.** When using a screening interview committee, it is

recommended that there be three to six members. The chairperson may or may not be a voting member of the committee. The members should have a thorough understanding of the position and, if feasible, be representative of the various "protected" groups. The members of the screening interview committee shall not be the same individuals who were members of the application screening committee or who will serve on the hiring interview committee. Management may choose to ask classified staff members to serve on interview committee for non-unit positions. If so, the Local 1 contact requires notification of the union. If a committee member has a "conflict of interest" regarding any applicant, she/he should withdraw from the process. All Local 1 unit members who wish to participate in the application review or screening interview process should attend a formal training session or workshop offered by the District Human Resources Office.

2. Guidelines for Structuring the Interview Process.
 - a. Structured interviews, where a relatively set pattern is followed, are best.
 - b. Evaluate no more than five to eight well-defined dimensions of behavior in the interview. Use other selection techniques when appropriate, such as job knowledge and/or performance tests.
 - c. Use a rating scale which defines numerical anchor points on the scale, e.g., one point for a very weak response through five points for a very strong response.
 - d. Discuss with interviewers what they are supposed to be measuring and how to look for it.
 - e. Plan the interview from the introduction to the finish well ahead of time. Sufficient time must be allocated to obtain the amount of information needed to identify the most qualified candidates.

3. Interview Content. Interviews are time consuming and costly, and applicant characteristics to be evaluated and rated must be carefully chosen. Do not try to measure such ambiguous qualities as "personality" or "intelligence."

Do try to define carefully in behavioral terms, the crucial knowledge, skills, abilities and personal characteristics which cannot be evaluated by looking at an applicant's experience, letters of recommendation or references.

The exact factors that will be evaluated in the interview should have been identified in a job evaluation of the position. Choose factors that are suitable only for assessment by the interview process.

4. Rating Scales. Develop rating scales for use by all interviewers. Each rating scale should have:
 - a. a brief description of the factor being evaluated (using the question), and
 - b. a description of each level of the rating scale.
5. Interview Guide and Rating Form. Devise a form which can be used by the interviewers to (a) reinforce rating factors and scale in question; (b) make their rating of the applicants; (c) record the reason for ratings; (d) record any other comments the interviewer might wish to make about the applicant or interview process itself; and (e) record numerical scores.
6. Design Interview Procedure. Careful attention to the actual interview procedure and the physical surroundings are important.
 - a. Choose an interview location that is comfortable and far from distraction. Avoid any type of interruption.
 - b. Decide how, and by whom, the applicant will be greeted and escorted to the

interview area. When using a committee interview situation, decide ahead of time who will make the introductions and give the same general instructions to each applicant.

- c. When using a committee interview format, decide ahead of time the protocol to be followed with respect to asking questions and following up with additional questions. Each interviewer should ask the same questions of each applicant. Asking questions may be assigned to the chairperson only at the option of the committee members.
- d. Make up a schedule for the interviews and stick to it. Neither interviewer(s) nor interviewee(s) are likely to perform well when tired and frustrated.
- e. Develop a short, standardized statement describing the position, duties, salary, fringe benefits, etc.
- f. Decide how and when the results of the interviews will be communicated to the applicants.

7. Train Interviewers. No matter how much interview “experience” and “expertise” the interviewers may have, each should be provided with:

- a. a description of the position;
- b. copies of the interview forms and rating scales with instructions for their use;
- c. the interview outline; and
- d. a copy of this Uniform Employment Selection Guide.

When the interviewers have read and digested the information, a meeting should be held to discuss the interviews and ensure that all concerned are clear as to their respective roles. If at all possible, conduct a practice interview in order to train the interviewers.

8. Structure and Standardization. In order to be fair to each applicant, the interview should be constructed so that each will be rated on each factor of interest. This does not mean that every interview is an exact duplicate of each other or that the interviewer(s) cannot follow up leads to clarify problem areas. It does mean that every interview will probably be similar in many respects because evaluations are being made of knowledge, skills, abilities and personal characteristics which are required for effective job performance.

Interviewers must be made aware that ratings should not be contaminated by other interviewers revealing prior knowledge of an applicant’s success, failure, or standing in previous interviews or evaluations.

9. Combining the Screening and Hiring Interview. For some openings where the number of applicants is limited or where factors to be evaluated in the interview are limited (i.e., a custodial position), the hiring manager may request approval of the Chief Human Resources Officer to combine the screening and hiring interviews.

10. Documentation. Documentation is important for the whole selection process. The following information concerning the interview should always be maintained:

- a. job evaluation information;
- b. qualifications of those participating in the selection process and training information;
- c. copies of interviewer and interviewee information;
- d. copies of questions, rating scales, etc.; and
- e. list of interviewees with scores and dispositions.

11. The Structured Screening Interview. The primary purpose of the Screening Interview is to obtain information and to evaluate the candidates with regard to their ability to perform the duties of the position. To the greatest extent possible, the interview should be an

attempt to assess the specific qualities and aptitude which are important for success. These qualities are described in definition, duties and responsibilities and desirable qualification sections of the job announcement.

A secondary purpose is to project a positive image of the college and the department with the vacancy. Good candidates will have other opportunities, and they can be expected to use the interview, in part, to assess the environment the District offers.

a. Interview Protocols. A member of the Committee, usually the Chair, must be responsible to greet each candidate and to perform the following tasks:

- (1) Introduce committee members (name plates are appreciated by candidates).
- (2) Explain the purpose of the interview and describe the relationship to other steps in the hiring process.
- (3) Describe the interview process – overall time period, time allocated to each question, who will ask questions, method of evaluating responses, when the candidate may expect to hear from the committee, etc.
- (4) Maintain the schedule by indicating that time allocated for response has expired and indicating that the next question in order is to be asked.
- (5) Assist the committee in responding to any questions the candidate may pose as the interview ends.
- (6) Thank the candidate for her/his interest in the position and the College/District.

b. Qualities of a Good Interview

- (1) Timing. Sufficient time must be allocated to obtain the amount of information needed for an interview. It is recommended that the interviews be scheduled at least 40 minutes apart. This allows at least 30 to 35 minutes with each candidate, plus time for the committee members to review the material presented and to complete notes.
- (2) Rapport Considerations. Candidates are naturally tense; it is the responsibility of the committee to put them at ease as much as possible. Smiles, introductions, a bit of small talk or humor are appreciated and are appropriate at the beginning of and during the interview.
- (3) Attentiveness of Interviewers. Candidates who appear for screening interviews are seriously interested. They deserve undivided attention. The person asking the question should maintain eye contact with the candidate. Smiles, body language indicating interest (nods of appreciation, “uh huhs”) help a candidate feel she/he is being well received.
- (4) Overall Plan for the Interview. A good interview has a basic structure, starting with an ice breaker question about past education and experience. It develops gradually, with questions which are related (whenever possible), moves into more difficult subjects and concludes with an opportunity for the candidate to make a summary statement. Sincere appreciation should be expressed by the Chairperson and the Committee to the candidate for the effort, time and money expended in coming to the interview.

c. Interview Questions

- (1) Interview questions and preferred responses for each must be incorporated into rating sheets.
- (2) In some cases, a question that appeared on the supplemental questionnaire may also be appropriate for the screening interview. A typical case in point would be a situation where the committee is concerned with an observable response as well as one expressed in written form.
- (3) To provide as much objectivity as possible, the same questions should be asked of each candidate, by the same committee member, and in the same sequence.
- (4) The committee should decide in advance how much assistance, if any, will be offered to a candidate who appears to have misunderstood the intent of a question or who answers only part of a multi-part question. If it is decided to rephrase or restate the question, similar assistance should be provided to other candidates.
- (5) Questions which give the best results usually have these qualities
 - they are open ended, allowing the candidate to develop responses that provide insight with regard to skills, knowledge, beliefs and potential
 - the desired “right” answer should not be apparent from the question (leading questions should be avoided)
 - even though the topic or problem may be complex, the language of the question should be clear and easy to understand
 - the essential elements of a meritorious response are identified as part of the process of developing the question. Lack of committee agreement about what constitutes a good answer or answers means that the ratings will vary widely, have no reliability and thus no validity
- (6) Follow-up questions may be asked by any committee member. The follow-up questions should be related to material volunteered by the candidate, e.g., “Can you tell us more about your involvement with the individualized learning program, or the special custodial skills you mentioned.”
- (7) Generally, 10 to 12 questions can be completed in the 30 to 35 minute interview. If the questions are broad and follow-up questions are planned, fewer questions might be asked.
- (8) Every interview will contain questions which attempt to assess the candidate’s current knowledge of the field. In addition, it is suggested that each interview also contain variations of the following questions:
 - A background question to get the interview going, e.g., “Tell us about your educational background and work experience and how they have prepared you for the position of _____.”
 - A question aimed at determining the candidate’s concern for students, e.g., “If you were the instructor of a 9:00 class and a student routinely arrived 10 minutes late, would you consider this to be a problem?” Or, “If you were secretary to the _____ and a student stated to you that the _____ had made an insulting remark, would you consider this to be a problem?” (Wait for an answer.) If “yes,” ask, “How would you handle the problem?” If “no,” ask, “Why wouldn’t it be a problem for you?”
 - A diversity question, e.g., “What experience have you had

working with students and staff from a variety of ethnic, cultural, gender and age backgrounds?" (Wait for answer.) "What about this experience was most difficult or most gratifying for you?"

- A final opportunity for the candidate to make a positive statement, "Was there anything else you'd like us to know about you that we didn't ask?"
- In addition to the above questions, the committee might want to include a motivational or personal qualities question, e.g., "What is there about this position that is of particular interest to you at this time?"

K. Administration of Final (Hiring) Interview

A manager, typically the hiring manager, leads the final interview. In general, the hiring interview is similar to the screening interview, and the previously outlined principles apply. However, the hiring interview often involves fewer interviewers, covers more ground and may be somewhat longer. It is during the hiring interview that the final candidate for District employment is identified. Management, typically the hiring manager, makes the final decision about which candidates will be offered the position.

L. Check References

Validation of the perceptions of the committee members, answers given by applicants, and information provided in the application packets are important components in the recruitment process. Reference checks provide this validation.

Also, employers face suits brought by victims of criminal, violent or negligent acts perpetrated by employees. The best way to avoid negligent hiring suits is not to hire problem employees in the first place. Therefore, the hiring procedures should provide a comprehensive look at an applicant's suitability for employment, including a thorough check of references.

References must be checked for the finalist(s) for all positions. In the context of an "action for negligent hiring," an employer does not want to admit in court that it did not inquire into the background of an employee. Guidelines are:

1. A minimum of three references should be checked for each candidate for whom a reference check is being performed.
2. Reference checks may be performed for more than one candidate. Circumstances where multiple candidates might have their references checked include:
 - a. There are two or more equally well qualified candidates for the position and references are used to distinguish them
 - b. Multiple vacancies are or might be filled from an applicant pool.
 - c. The top candidate is only provisionally so based on information that will be clarified by a reference check.
3. References should only be checked by the Chancellor, President, Director of Business Services, Chief Human Resources Officer, hiring manager, or designee.
4. Applications should be reviewed to see that the prospective employee has authorized the release of information from previous employers.
5. References may be obtained over the phone or in writing; however, all information should be recorded in the same form for each applicant. Questions should be prepared in advance and printed on a form which can be used for all the finalists. Human Resources

Procedure 1010.04 provides an example of a telephone reference form.

6. Reference information shall remain confidential.
7. Procedures for reference checks include:
 - a. informing the reference source that the District has a signed authorization for release of information. Advise the source of the exact nature of the job for which the candidate is a finalist;
 - b. asking questions regarding the applicant's clearly job-related knowledge, skills, abilities and personal characteristics;
 - c. asking questions that parallel those asked in the supplemental application and/or interviews, in order to verify the applicant's responses;
 - d. avoiding open-ended questions and general references – they usually do not reveal the desired information; and
 - e. documenting efforts to obtain information from each previous employer – especially if pertinent information was not obtainable.

M. Final Hiring Decision

The evaluation of the final candidate(s), together with the information obtained from the reference checks, provides the basis for making the final hiring decision. This recommendation for employment is forwarded by the President or Vice Chancellors to the Chancellor or designee. At that time, the completed applicant flow data sheet must be sent to the District Human Resources Office.

N. Communication with Applicants

Locations may identify different parties to be responsible for communicating with applicants. Whether such communication is accomplished centrally by the Human Resources Office or is distributed throughout the campus to be performed by individual hiring divisions, it is important to keep applicants informed during the selection process. At the least, applicants should receive an acknowledgement letter indicating that their application has been received, and that they either are or are not under consideration for the current vacancy. Those still being considered should be given information regarding the process from that point forward (i.e., further screening interviews, etc.) and the time frame anticipated. If it is going to be longer than first indicated, applicants should be informed of the delay and given a new expected date for a decision. While this may seem burdensome, it is well worth the extra effort. Good candidates may accept a position elsewhere if not kept informed.

Finally, all candidates should be notified of the results at the conclusion of a search. This can be done either by telephone or through written correspondence. A common practice is for the hiring manager to personally call those persons who were finalists or those who were interviewed, but notify all others by letter. The hiring manager should also make an informal offer to the selected candidate.

An official offer letter will be generated by District Office Human Resources and sent to the selected candidate for all permanent positions.

It is best to give only very general responses in communicating with applicants. A safe response to an inquiry as to why someone was not hired would be, "All I can tell you is that we have chosen someone who was exceptionally qualified for the position." If applicants are informed as to why someone else was selected, it is essential that the reasons given are job-related.

O. Confidentiality and Conflict of Interest

The entire selection process requires the greatest sensitivity on the part of committee members regarding the need for confidentiality. The rights and reputations of the candidates need to be protected. Ratings and comments made by committee members must not be shared with non-committee members. Strict confidentiality must be maintained regarding the interview questions to be asked and the topics of the work samples in order to provide equal opportunities for all candidates. Any information regarding the candidates to be chosen for a position shall be released only by the appointing authority.

Committee members also need to be free from bias, or the appearance of bias, relative to all applicants. No family members, as defined by District procedure, may participate in recruitments where a family member is an applicant. If a committee member has a relationship with any applicant(s), the committee member must disclose the nature of the relationship to either the committee chair or Human Resources. A casual relationship with any applicant(s) does not automatically disqualify a person from serving on a hiring committee.

P. Documentation

The possibility that the District may have to respond to a charge of employment discrimination or investigation by a government agency and defend its selection practices, make it imperative that complete records of the development and use of the selection process be made. All selection materials involving ratings are to be placed in sealed files and retained for three years.

Although employers do not have to justify selection practices which do not have an adverse impact, it is always wise to maintain excellent records, since a variety of government agencies can request information, whether or not there is any evidence of adverse impact.

The following documentation requirements constitute the minimum level of information that should be available at the completion of the employment process.

1. Job Evaluation Information (to be retained by the College)

- Complete description of methodology used to evaluate the job.
- Who was involved and when.
- Description of the knowledge, skills, abilities and personal characteristics required by the job.

2. Recruitment and Selection Information (to be retained by the College)

- Description of selection system.
- What instruments were developed and how they relate to the job announcements, form letters and applications submitted by applicants.
- Who performed the evaluations and interviews, how and when they were trained.
- How "reject/accept" decisions were made.
- Copies of follow-up letters to applicants.
- Summary of all applicants and when and how they were rejected or accepted by the system.

(Keep all summary rating and decision forms for all applicants for a period of three years.)

3. Contact Person

- Designate one person who will act as a contact person for questions regarding the selection process in the event of an audit by a compliance agency.

Q. Carryover of Top Applicants

If recommended by the hiring committee chairperson, the top candidates who were finalists but who were not selected may be recommended for consideration for the next identical job opening. The candidates recommended for carryover will not be required to reapply and will be automatically included in the screening process at their option.