

**Contra Costa Community College District**

# RECRUITMENT AND SELECTION GUIDELINES

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## **CCCCD Diversity Statement**

The Contra Costa Community College District (District) recognizes that diversity in the academic environment:

- Promotes academic excellence;
- fosters cultural, racial and human understanding;
- provides positive role models for all students; and
- creates an inclusive and supportive educational and work environment for its students, employees, and the community it serves.

Diversity includes, but is not limited to ethnic group identification, race, color, ancestry, religion, marital status, sex, national origin, gender, gender identification, gender expression, age, sexual orientation, physical or mental disability, medical condition, genetic information, veteran status, parental status, citizenship, or because an individual is perceived to have one or more of these characteristics or based on association with a person or group with one or more of these actual or perceived characteristics.

The District is committed to the integration of diversity into its recruitment, hiring, curriculum development, course offerings, teaching methods, employee/student retention, contracting, supervision, programs, services, evaluations, policies and procedures, staff development activities, workforce and student population. It is the District's belief that an educational experience grounded in this approach will better prepare our students to work and live in an increasingly global society.

The chancellor, college presidents, and the District chief human resources officer shall ensure the following:

- modification of current and inclusion of new policies and procedures that ensure implementation of this policy;
- systematic training for all employees on the value of diversity, educational equity, equal opportunity, and how to infuse the principles of diversity in their daily work in accordance with state law and collective bargaining agreements; and
- annual reporting to the Board on 1) training programs offered for employees; 2) student, employee, and service area ethnic demographics; and 3) modifications of and updates to policies and procedures on diversity.

It is the goal of the District that all employees promote and support diversity in our academic environment.

## **Key Terms and Definitions**

The Recruitment and Selection Guidelines encompasses all regular employee groups unless otherwise noted.

The selection system or selection procedure is the process or sequence of steps that an applicant goes through in an attempt to obtain employment in the Contra Costa Community College District. Each step consists of an evaluation of some aspect of the applicant's skills, knowledge, abilities or personal

characteristics that are sufficient, or more than sufficient, to successfully perform the job in question. The selection system, as put forth in this guide, consists of the following major components:

A. The Applicant Pool

After receiving authorization for a position, the applicant pool is developed by preparing the job announcement and supplemental job information questionnaire, advertising the position, responding to applicants and preparing a file on each applicant. The result should be an applicant pool that is broadly representative of the diversity of the relevant labor market.

B. Preliminary Evaluation

Generally, the applicant pool includes a large number, so some attempt must be made to eliminate those applicants who are least qualified for the position. This preliminary evaluation consists of examining each applicant's qualifications, in a systematic and structured fashion, then eliminating the least qualified from further evaluation. This step is sometimes known as "paper screening" and involves two steps: screening for minimum qualifications and rating the remaining applications.

C. Screening Interview

This is a structured personal interview, before a committee, of the most qualified paper-screened applicants. It is designed to further evaluate applicants and recommend the most qualified applicants for further consideration within the selection process.

D. Additional Screening Procedures

This component is optional and may be completed either prior to, in conjunction with, or after the screening interview. It consists of a further examination of the applicants by the screening committee, using written tests or job performance tests (i.e., keyboarding or typing test, teaching demonstration, etc.).

E. Hiring Interview

The second interview, or hiring interview, is an in-depth evaluation of the remaining applicants (finalists) to determine who will be considered for the position.

F. The Final Phase

The final phase consists of checking job references summarizing the outcome of the total selection process and making an offer of employment to an applicant. How complex and how detailed the selection system will be is basically a management decision made in light of the nature of the particular position, the number of positions open, the number of expected applicants, financial and human resources available and the demands of applicable federal and state laws and guidelines covering equal employment opportunity and employment discrimination.

## Selection Committee Members

### I. Eligibility and Training Requirements

Hiring Department identifies selection committee members for each recruitment (all members must have diversity training completed before they serve on a committee) ensuring that members will be different on each of the following committees and represent diversity. If committee members participate in selection activities during the summer period (between graduation and the first day of August flex), faculty will be paid at the selection committee rate. All members on Selection committee must also sign a Confidentiality Statement and submit the same to DO HR or Office of Instruction (based on position location) before serving on panel. The form can be located at the following link: [Link to the updated Confidentiality Agreement attached, currently in Appendix]

### II. CCCC Equal Employment Opportunity (EEO) Officer

District Human Resources (DO HR) provides support for all full-time faculty recruiting. Human Resource support will include managing and overseeing the entire application-screening process. DO HR is also responsible for handling and investigating all complaints related to recruitment initiated by an applicant, committee member, or anyone involved in the recruitment process.

- DO HR appoints EEO officer who serves on each screening committee for faculty recruitment.
- EEO officer facilitates the interview process by monitoring the screening of applicants, validity and fairness of questions, rating methods and standard format utilized for each candidate.
- EEO reports any inconsistency with the Associate Vice Chancellor of Human Resources at any time during the search process.
- EEO Officer ensures that the recruitment process is fair and standard across positions and candidates.

### III. 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. [insert link to form]

## The Recruitment Process

### I. Overview of the Process

Prior to distribution of the job announcement and advertisement of the position opening, formal, written approval of the selection system and evaluation criteria should be obtained from the College President or the Chief Human Resources Officer for District Office openings. At a minimum, for each recruitment the following should be on file:

- A. Job Announcement
- B. Supplemental Job Information Questionnaire
- C. Application Review Rating Sheets and names of reviewers
- D. Interview Questions, rating sheets and names of interviewers
- E. Any additional selection procedures

An outline of the employment process in this District appears below; each letter corresponds to a step in the process. "Selection Process for Faculty Employees, (Appendix \_\_\_\_)" contains explicit procedures for faculty hires. "Selection Process for Classified and Management Employees" (Appendix \_\_\_\_)" contains explicit procedures for classified and management hires.

**CLASSIFIED**



## VI. Classified (Local 1)

### Phase 1: Initiating Recruitment

#### A. Authorization to Fill a Position

Whenever a permanent position is to be filled, prior authorization from the Chancellor, Chief Human Resources Officer or designee for District Office positions, or Chancellor, President, College Business Officer, or designee for college positions, is required. After authorization, the President or College Business Office forwards a completed Position Authorization Request (classified position) to the District Human Resources Office through the applicant tracking system. Once the request is processed and approved, the job announcement is posted.

#### 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 classified non-faculty position, the appropriate manager should:

##### 1. Review Existing Job Description

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.

2. Meet with incumbent(s) and/or supervisor(s) to determine the following:

- What are the major responsibilities and tasks of the job?
- What constitutes effective/ineffective job performance?
- How does this job relate to other jobs?
- What equipment or materials are used? How?
- What are the working conditions? How do they affect the work?
- For each task, what skills are required? Helpful?
- For each task, what knowledge is required? Helpful?
- For each task, what abilities are required? Helpful?
- For each task, what personal characteristics are required? Helpful?

C. Develop Selection Procedures and Job Announcement

DO HR will develop selection procedures and job announcement with the hiring manager.

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:
  - Geographical and organizational location
  - Major responsibilities
  - Example of duties and tasks
  - Reporting relationships (Optional)
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 classified 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. Note: Minimum

qualifications for classified positions can only be changed with the approval of the Chief Human Resources Officer and Governing Board.

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 authorization to fill the position. 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. DO HR will review and approve final Desirable Qualifications to ensure that there are no artificial barriers that may prohibit or exclude a diverse and inclusive applicant pool.

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 from minimum qualifications on the job announcement.

6. Brief Description of the Selection Procedure, including any testing requirement.
7. Brief Description of the Application Procedure. DO HR will provide application procedure.
8. Application Deadline: All applications may be submitted up to 11:59pm on the closing date. Classified positions will be open for a minimum of ten (10) working days fifteen (15) to twenty (20) working days is preferable. Positions for which there is an inadequate applicant pool should be reopened.
9. General information about the College and/or the District. DO HR will provide the information.
10. Equal Employment Opportunity Statement. DO HR will provide the statement.
11. Any other information required by law or deemed appropriate by the District Office or College for inclusion to attract the best qualified applicants for employment.

D. 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 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 to assure that the questions are appropriate. Potential problems with the supplemental questionnaires will be referred to the appropriate manager.

E. 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.

Phase 2: Recruitment

A. Advertise the Position

In addition to the District website, job postings will appear on selected job posting websites and in other viable sources. Career fairs will be utilized for 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 underrepresented populations. All advertising and other recruiting activities should be designed to produce a diverse applicant pool.

B. Screen Applicants (Paper Screening) – DO HR

Evaluation of Applications and Supplemental Questionnaires

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

C. District Application Forms

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.

#### D. 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, and abilities 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 application 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 application screening committee typically consists of one to two member who has 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.

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 non-selection from the Human Resources or designee immediately following the process.

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

#### E. 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 District Office Human Resources.

## 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.

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.

## F. Interview and Assess

### 1. Administer Screening and Final 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, District Office Human Resources reviews the confidential applicant flow data on those selected for a screening interview. District Office Human Resources will ensure that EEO policies are met, and take action, if required, based on District policy. The screening interview committee evaluates and recommends the top qualified candidates to the final interview. Ideally there should be at least three top candidates for classified positions District Office Human Resources must approve screening interview results prior to moving forward to final interview.

The "final" or "hiring" interview is conducted in order to identify the 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.

### 2. Screening Interview Committee

When using a screening interview committee, it is recommended that there be three to six members that have reached permanency within the District. The chairperson is a voting member of the committee and an EEO Officer may sit as a non-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. If a committee member has a “conflict of interest” regarding any applicant, she/he should withdraw from the process. A “Confidentiality/Conflict of Interest Agreement” form should be completed by all committee members and submitted to the local HR department. All Local 1 unit members who wish to participate in the application review or screening interview process should attend a diversity training workshop offered by the District Human Resources Office. Probationary managers may serve on any phase of the selection committee.

### 3. Guidelines for Structuring the Interview Process

Structured interviews, where a relatively set pattern is followed, are required.

- 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.
- Use a rating scale which defines a range of responses from very weak to very strong responses.
- Discuss with interviewers what they are supposed to be measuring and how to look for it.
- 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.

### 4. 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 the crucial knowledge, skills and abilities which cannot be evaluated by looking at an applicant’s experience 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.

## 5. Rating Scales

Develop rating scales for use by all interviewers. Each rating scale should have:

- brief description of the factor being evaluated (using the question), and
- a description of each level of the rating scale.

## 6. 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 outcome.

## 7. Design Interview Procedure

Careful attention to the actual interview procedure and the physical surroundings are important.

- Choose an interview location that is comfortable and far from distraction. Avoid any type of interruption.
- 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.
- 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.
- 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.
- Develop a short, standardized statement describing the position, duties and program, etc. (optional, best practice)
- Decide how and when the results of the interviews will be communicated to the applicants.

## 8. Train Interviewers

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

- Description of the position;
- copies of the interview forms and rating scales with instructions for their use;



- the interview outline; and Link to this Recruitment and Selection Guidelines at [insert link];
- Interview Questioning Guidelines

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.

#### 9. 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.

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 or designee 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 for the HR recruitment file and future legal inquiries:

- Job evaluation information (if performed);
- list qualifications of those participating in the selection process and training information;
- list interview schedule, interviewers, and interviewees in attendance
- copies of questions, rating forms, etc.; and
- list of interviewees with scores and committee member notes.

#### 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.

## 12. Interview Protocols

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

- a. Introduce committee members (name plates are appreciated by candidates).
- b. HR best practice; Chair or designee provide a short statement describing the position, duties, program and other pertinent details that would be helpful to the job candidate.
- c. Describe the purpose of the interview and 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.
- d. Maintain the schedule by indicating that time allocated for response has expired and indicating that the next question in order is to be asked.
- e. Assist the committee in responding to any questions the candidate may pose as the interview ends.
- f. Thank the candidate for her/his interest in the position and the College/District.

## G. 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 60 minutes apart. This allows at least 45 to 50 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 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.

Interview questions and preferred responses for each must be incorporated into rating sheets. 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.

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. 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.

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; and
- avoid multipart questions. Candidates often give unfocused responses to these types of questions. If you must ask a multipart question, ask the first part, and then wait for a response. Then ask the second part and wait for a response, etc.

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.” Generally, 10 to 12 questions can be completed in the 45-to-50-minute interview. If the questions are broad and follow-up questions are planned, fewer questions might be asked.

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 subject/areas:

- A background question to get the interview going;
- a question aimed at determining the candidate’s concern for students;
- a diversity, inclusion and/or equity minded question; and
- a final opportunity for the candidate to make a positive statement

#### H. Administration of Final (Hiring) Interview

The hiring manager or designee 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.

#### I. 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 qualified candidates for the position and references are used to distinguish them; b) multiple vacancies are or might be filled from the applicant pool; c)

the top candidate(s) is only provisional based on the information that will be clarified by a reference check.

3. References should only be checked by 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 job related work 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.

#### J. Choose Applicant for the Position

##### 1. Finalize Selection with HR

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 hiring manager to the college business office for college positions and for District positions to District HR. Once approved by college business office references and recommendation for final hire is approved by District HR.

##### 2. Communication with Candidate

It is important to keep applicants informed during the selection process. Applicants should receive an acknowledgement email from the applicant tracking system indicating that their application has been received. Each college business office is responsible to notify applicants of their status following paper screening, interview and final interview phase.

### 3. Send Written Job Offer

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."

### 4. Generate General Position Requisition and Other 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 at the campus location. Recruitment forms should be uploaded to the applicant tracking system in order for District HR to extend a formal job offer.

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

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

- a. 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 and abilities required by the job.
- b. Recruitment and Selection Information (to be retained by the College)
  - Description of selection process.
  - 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 communication 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.)

5. 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.

6. Close the Position

Once the final hire has been approved, all recruitment forms must be uploaded in the applicant tracking system before the position is closed.

K. 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. This eligibility list is effective for 1 year.

# MANAGERS, SUPERVISORS AND CONFIDENTIALS



## VII. Managers, Supervisors and Confidentials

### Phase 1: Initiating Recruitment

#### A. Authorization to Fill a Position

Whenever a permanent position is to be filled, prior authorization from the Chancellor, Chief Human Resources Officer or designee for District Office positions, or Chancellor, President, College Business Officer or designee for college positions, is required. After authorization, the President or College Business Office Services forwards a completed Position Authorization Request (academic or Confidential, Management/Supervisory position) to the District Human Resources Office through the applicant tracking system. Once the request is processed and approved, the job announcement is posted.

#### 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 management positions requires Governing Board approval.) In order to evaluate a management position, the appropriate manager should:

##### 1. Review Existing Job Description

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 management positions are included in the official District job description and cannot be changed without the Governing Board approval. However, the above-mentioned items may be stated in desirable qualifications.

2. Meet with incumbent(s) and/or supervisor(s) to determine the following:

- What are the major responsibilities and tasks of the job?
- What constitutes effective/ineffective job performance?
- How does this job relate to other jobs?
- What equipment or materials are used? How?
- What are the working conditions? How do they affect the work?
- For each task, what skills are required? Helpful?
- For each task, what knowledge is required? Helpful?
- For each task, what abilities are required? Helpful?
- For each task, other job related characteristics are required? Helpful?

C. Develop Selection Procedures and Job Announcement

DO HR will develop selection procedures and job announcement with the hiring manager.

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.
3. Brief Description of the Position:

- Geographical and organizational location
- Major responsibilities
- Example of duties and tasks
- Reporting relationships (Optional)

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 management 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 Note: Minimum qualifications for management positions can only be changed with the approval of the Chief Human Resources Officer and Governing Board.

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 authorization to fill the position. All desirable qualifications must relate the knowledge, skills, abilities and job related characteristics needed to perform the tasks, duties and responsibilities as stated in the official District position description. DO HR will review and approve final Desirable Qualifications to ensure that there are no artificial barriers that may prohibit or exclude a diverse and inclusive applicant pool.

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 from minimum qualifications on the job announcement.

6. Brief Description of the Selection Procedure, including any testing requirement.
7. Brief Description of the Application Procedure. DO HR will provide application procedure.
8. Application Deadline: All applications may be submitted up to 11:59pm on the closing date. Management positions will be open for a minimum of four (4) weeks. Positions for which there is an inadequate applicant pool should be reopened.
9. General information about the College and/or the District. DO HR will provide the information.
10. Equal Employment Opportunity Statement. DO HR will provide the 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.

D. 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 knowledge, 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.

E. Submit to President or Chief Human Resources Officer for Approval

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

F. Identify Selection Committee Members and EEO Officer.

G. Application Screening Committee

- The application screening committee typically consists of one to two members who have a thorough understanding of the job in question with additional members for positions Dean level or higher.
- Every attempt should be made to include members of protected groups in the process.
- The application screening committee may include a member from a represented bargaining unit but they must be a voting member and participation requires approval from the union.
- If a committee member has a "conflict of interest" regarding any applicant, she/he should withdraw from the process.
- A "Confidentiality/Conflict of Interest Agreement" form should be completed by all committee members and submitted to the local HR department.
- All committee members are required to have attended a diversity training workshop offered by the District Human Resources Office within the last two years.
- Probationary managers may serve on any phase of the selection committee.

H. Screening Interview Committee

- When using a screening interview committee, it is recommended that there be three to six members with additional members for positions Dean level or higher.

- The chairperson is a voting member of the committee and an EEO Officer may sit as a non-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.
- The application screening committee may include a member from a represented bargaining unit but they must be a voting member and participation requires approval from the union.
- If a committee member has a “conflict of interest” regarding any applicant, she/he should withdraw from the process.
- A “Confidentiality/Conflict of Interest Agreement” form should be completed by all committee members and submitted to the local HR department.
- All committee members are required to have attended a diversity training workshop offered by the District Human Resources Office within the last two years.
- Probationary managers may serve on any phase of the selection committee.

I. Final Interview Committee

Same guidelines apply as the screening interview committee, except that it typically consist of just the hiring manager and another manager. Probationary managers may serve on any phase of the selection committee.

Phase 2. Recruitment

A. Advertise the Position

In addition to the District website, job postings will appear on selected job posting websites and in other viable sources. Career fairs will be utilized for 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 underrepresented populations. All advertising and other recruiting activities should be designed to produce a diverse applicant pool.

B. Screen Applicants (Paper Screening)

### 1. Screen Applicants – DO HR

#### Evaluation of Applications and Supplemental Questionnaires

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

#### a. District Application Forms

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. College/ District may require that a resume must be submitted with the application. A resume, however, may not be utilized in lieu of the regular application or the supplemental questionnaire. Cover letter and unofficial transcript with degree conferred date must be submitted for jobs that require a college degree. Applicants who have obtained a degree outside of the United States will be required to submit foreign degree evaluation form with their application packet.

#### b. 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, and abilities 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 application 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.

### C. Evaluate Minimum Qualifications (MQs) – DO HR

Applications should first be screened by District Human Resources 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. District Human Resources will notify applicants who do not meet the minimum qualifications through the applicant tracking system.

### D. Screen Applicants – College

The remaining applications will then be forwarded to the application screening committee and evaluated on the basis of the responses to the other supplemental application questions.

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 letter from the College Human Resources or designee immediately following the process.

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

E. Administration of Written Tests on 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 District Office Human Resources.

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.

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.

F. Interview and Assess

1. **Administer Screening and Final 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, District Office Human Resources reviews the confidential applicant flow data on those selected for a screening interview. District Office Human Resources will ensure that EEO policies are met, and take action, if required, based on District policy. The screening interview committee evaluates and recommends the top qualified candidates to the final interview. Ideally there should be at least three top candidates for classified positions District Office Human Resources must approve screening interview results prior to moving forward to final interview.

The “final” or “hiring” interview is conducted in order to identify the 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.

## 2. Guidelines for Structuring the Interview Process.

Structured interviews, where a relatively set pattern is followed, are required.

- 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.
- Use a rating scale which defines a range of responses from very weak to very strong responses.
- Discuss with interviewers what they are supposed to be measuring and how to look for it.
- 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 the crucial knowledge, skills and abilities which cannot be evaluated by looking at an applicant’s experience 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:



- brief description of the factor being evaluated (using the question), and
- 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 outcome.

#### 6. Design Interview Procedure

Careful attention to the actual interview procedure and the physical surroundings are important.

- Choose an interview location that is comfortable and far from distraction. Avoid any type of interruption.
- 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.
- 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.
- 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.
- Develop a short, standardized statement describing the position, duties and program, , etc. (optional, best practice)
- 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 description of the position;
- copies of the interview forms and rating scales with instructions for their use;
- the interview outline;
- Link to this Recruitment and Selection Guidelines at [insert link].
- Interview Questioning Guidelines

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.

#### 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 job related 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.

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, the hiring manager may request approval of the Chief Human Resources Officer or designee to combine the screening and hiring interviews.

#### 9. Documentation

Documentation is important for the whole selection process. The following information concerning the interview should always be maintained for the HR recruitment file and future legal inquiries:

- job evaluation information (if performed);
- list qualifications of those participating in the selection process and training information;
- list interview schedule, interviewers and interviewees in attendance
- copies of questions, rating forms, etc.; and
- list of interviewees with scores and committee member notes.

#### 10. 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.

#### 11. Interview Protocols

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

- a. Introduce committee members (name plates are appreciated by candidates).
- b. HR best practice; Chair or designee provide a short statement describing the position, duties, program and other pertinent details that would be helpful to the job candidate.
- c. Describe the purpose of the interview and 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.
- d. Maintain the schedule by indicating that time allocated for response has expired and indicating that the next question in order is to be asked.
- e. Assist the committee in responding to any questions the candidate may pose as the interview ends.
- f. Thank the candidate for her/his interest in the position and the College/District.

#### G. 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 75 minutes apart. This allows at least 60 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 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.

Interview questions and preferred responses for each must be incorporated into rating sheets. 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.

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.

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.

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; and
- avoid multipart questions. Candidates often give unfocused responses to these types of questions. If you must ask a multipart question, ask the first part and then wait for a response. Then ask the second part and wait for a response, etc.

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 management skills you mentioned.”

Generally, 10 to 12 questions can be completed in the 60 minute interview. If the questions are broad and follow-up questions are planned, fewer questions might be asked.

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 subject/areas:

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It is important to keep applicants informed during the selection process. Applicants should receive an acknowledgement email from the applicant tracking system indicating that their application has been received. Each college business office is responsible to notify applicants of their status following paper screening, interview and final interview phase.

3. Send Written Job Offer

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."

#### 4. Generate General Position Requisition and Other 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 at the campus location. Recruitment forms should be uploaded to the applicant tracking system in order for District HR to extend a formal job offer.

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

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

##### a. 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 and abilities required by the job.

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

- Description of selection process.
- 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 communication 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.)

5. 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.

6. Close the Position

Once the final hire has been approved, all recruitment forms must be uploaded in the applicant tracking system before the position is closed.

K. 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.



# FACULTY

## VIII. Faculty (United Faculty)

### Full-Time Faculty

#### Phase 1: Initiating Recruitment

##### A. Approve Positions through FTFS Procedure

Each fall semester the District Finance Department will provide the college presidents with current year budget, full-time obligation, full-time/part-time staffing ratios, and 50% law status information.

By November 15, the college programs/departments shall determine and calculate their hiring needs based on the number of retirees, vacant positions and the current program review data. The programs/departments/sub-areas shall then submit their hiring needs to the college administration.

A Faculty Staffing Committee will examine hiring needs of each program/departments to develop a priority hiring list and attempt to estimate the number of new hires and replacements. The Faculty Staffing Committee will consist of the faculty Senate President (or designee), the United Faculty Vice President, and two managers (appointed by the College President). The College President will reach joint agreement with the Faculty Staffing Committee on the list.

The College President shall determine the number of new and replacement full-time faculty to allocate for the next fall based upon vacancies, budgets, growth projections, full-time/part-time staffing ratios and other factors.

A faculty staffing discussion convened by the Chancellor and the Faculty Senate Coordinating Council (FSCC) President will occur among the Chancellor, College Presidents, College Vice Presidents, Chief Human Resources Officer, Faculty Senate Presidents, and United Faculty Union Presidents. This discussion is entitled as the "FTFS" (Full Time Faculty Staffing) meeting

##### B. State Chancellor Offices Minimum Qualification Description

Students depend on qualified faculty and staff. When Assembly Bill 1725 was signed into law, the issuance of credentials was discontinued in 1990, credentials were replaced by a set of 'minimum qualifications' that determine eligibility for academic and administrative positions in the California Community Colleges system.

For academic disciplines, the minimum qualifications are a masters' degree in the discipline of the assignment, or a bachelor's degree in the discipline of the assignment and a master's degree in a reasonably related discipline. A statewide 'disciplines list' defines the degrees that are considered to be reasonably related. You can visit the California State Chancellor Office website to download the current handbook, "Minimum Qualifications for Faculty and Administrators in California Community Colleges".

Counselors and librarians are also expected to hold appropriate master's degrees. There are special requirements for employees of Disabled Students Programs and Services (DSPS) and Extended Opportunity Programs and Services (EOPS). For disciplines in which a master's degree is not generally expected or available, the minimum qualifications are a bachelor's degree (in any major) and two years of experience in the occupational area of the assignment. Assignments that fall into this category are generally in technical, trade, or industrial fields. Nearly 150 such disciplines are covered in this area. Examples include:

- Administration of Justice
- Interior Design
- Automotive Technology
- Manufacturing Technology
- Carpentry
- Office Technologies
- Dental Technology
- Real Estate
- Electronics
- American Sign Language
- Fire Technology
- Telecommunication Technology
- Graphic Arts
- Welding

All public California community districts have hiring authority and must adhere to the minimum qualifications when establishing hiring criteria and/or determining hiring eligibility. The districts may include additional criteria over and above the minimums, but can never hire below the minimums. (Excerpt from California State Chancellor's website).

#### C. Identify Selection Committee Members and EEO Officer

Hiring Department identifies selection committee members for each recruitment (all members must have the District Office Human Resources' diversity training completed before they serve on a committee) ensuring that members will be different on each of the following committees and represent diversity. All members on Screening and Selection committees must also sign a Confidentiality Statement and submit the signed statement to the Office of Instruction before serving on a panel. The form can be located at the following link: [Link to the updated Confidentiality Agreement attached, currently in Appendix]

The selection committees should include the following phases:

1. Application Screening Committee

The application screening committee shall be selected according to department regulations and shall consist of no less than two tenured faculty members, or if necessary, one regular and one contract II faculty member (need to research).. All members should have a thorough understanding of the job in question. Every attempt shall be made to include diverse groups in the process.

2. First Interview Committee

An interviewing team shall be selected according to department regulations and shall consist of no less than two and no more than five tenured faculty members and a manager. The committee needs prior approval if the committee is more than 5 members. The hiring department shall submit committee names for agreement by the college president. If the department has three or less full-time tenured faculty, the faculty in the division shall select the panel of administrators or Faculty members outside of the department [please review Department regulations or for any updates there of]. The members should have a thorough understanding of the position and represent diverse groups. As spelled out in UF Agreement, section 6.4.3.3

If the faculty recruitment occurs in a small department, the Dean should use the following process to set up an interview team:

a) Where a department has one position authorized:

The interviewing committee used in filling such position shall be chosen by the Faculty Senate President in consultation with the department chairperson and Dean. Such committee shall consist of no less than two and no more than five regular faculty members plus the department chairperson who serves as a voting member.

b) Where a department has two positions authorized and one of those positions is to be filled:

The interview committee used in filling such position shall be jointly chosen by the remaining faculty member and the Faculty Senate President in consultation with the department chairperson and Dean. The committee shall consist of no less than two and no more than five regular faculty members plus the department chairperson who serves as a voting member.

3. Final Interview Committee:

The College President typically leads the final interview with the Vice President who has a thorough understanding of the job. Management shall make the final selection based upon the recommendations of the interviewing team, and its own evaluation. If the president and the interview team do not reach agreement regarding the candidate

interviewed, both recommendations shall be forwarded to the Chancellor for a final recommendation to the Governing Board. The final interview often involves fewer interviewers, covers more ground and is longer in duration.

D. Authorize Job Announcement

1. Submit Details on Job Announcement to Office of Instruction

Hiring department submits detailed information for the job announcement to the Office of Instruction for approval. The hiring department will:

- a) Provide formal academic discipline from the State Chancellor's Minimum Qualifications for Faculty and Administrators in California Community Colleges handbook, minimum and desirable qualifications, name of former incumbent, number of openings, semester employment will begin, description of position, supplemental questions and other general information. Supplemental questions are well crafted to elicit applicant's knowledge, skills and abilities.
- b) Office of Instruction reviews and approves all detailed information including supplemental questionnaire once it is received. If there are any issues in the job announcement the Office of Instruction refers back to hiring department for review and update(s).

2. Office of Instruction Submits Authorization Request in online recruitment system for approval by DO HR

Office of Instruction submits position authorization request using the online recruitment system and is routed for approval in the following order:

- 1) A campus Vice President
- 2) DO Finance (Associate Vice Chancellor of Finance)
- 3) DO HR (Chief Human Resources Officer)
- 4) DO HR (Recruitment team for final approval)

3. DO HR Gives Final Approval for Job Announcement

DO HR gives final approval on all faculty job announcement before posting the position.

- a) Review and validate formal academic discipline, minimum and desirable qualifications, name of former incumbent, number of openings, semester employment will begin, description of position, supplemental questions (including diversity) and other general information listed in the job announcement.
- b) If there are any issues in the job announcement the DO HR refers back to hiring department and/or Office of Instruction to review update(s).

#### 4. Flex Week Recruitment and Hiring Workshops

Workshops may be held at each of the colleges during flex week, and led by the same team which is involved in holding these workshops for full-time hiring, this workshop will be for everyone who is involved in full-time hiring. It will cover subjects similar to those covered in the full-time hiring workshops: writing job announcements and recruitment plans, recognizing the value of diversity, establishing local qualifications and desirable qualifications, understanding and drafting possible equivalencies, developing supplemental questions, focused recruitment strategies to increase faculty diversity, application screening and interview process, and implementing the equivalency process. This workshop must be taken every three years. This will not substitute for the District Office Human Resources Diversity training.

### Phase 2: Recruitment

#### A. Advertise the Position

1. DO HR launches job announcement in online recruitment system;
2. DO HR posts job announcement internally and externally;
3. Job postings will appear on District and job board websites;
4. Advertising occurs in diversity and academic sources. All advertising and other recruitment activities are designed to attract qualified, diverse and underrepresented populations in the applicant pool;
5. Employees are encouraged to utilize word of mouth and social media as an effective recruitment tool;
6. Submit focused recruitment strategies to DO HR;
7. Job Announcement/Implementation of this Recruitment Plan: The job announcement is posted in the online recruitment system by the District Human Resources Office with access given to the colleges to use for recruitment purposes.

#### B. Screen Applicants (Paper Screening)

1. Determine Applicants' Eligibility Based on Minimum Qualifications (MQs)  
After job announcement closes, DO HR determines that MQs are met in accordance to the current Minimum Qualifications for Faculty and Administrators in California Community Colleges published by the California Community Colleges Chancellor's Office. Applicants will be sorted into three groups: those that meet minimum qualifications; those that do not meet minimum qualifications; and those that might meet minimum qualifications (or might meet equivalency standards). All three groups of applications will be forwarded to the Office of Instruction.

- Applications will be checked against the State Chancellor's minimum qualifications which establish training, experience, degree(s), license or certificate requirements;
- DO HR will ensure that all required transcripts with conferred degree date, equivalency form, NACES foreign degree evaluation form, etc. are submitted to establish meeting MQs. Incomplete job application packets will not be considered for employment;
- DO HR will submit MQ results for all applicants to the Office of Instruction which is then forwarded to the application screening committee members for review;
- the screening committee select qualified applicants to be interviewed. For part-time faculty applicants please see UF Agreement 6.4.3.1;
- applicants selected for interview will be contacted by the Office of Instruction to schedule an interview date and time;
- all applicants not chosen for the interview will receive a routine letter of rejection from the Office of Instruction;
- all requests from applicants for specific information surrounding the screening of their application, due to non-selection, should be forwarded to the District Human Resources for review and response;
- DO HR shall answer questions that might be raised by the application-screening members or the Office of Instruction.

#### C. Interview/Assessment Process

First and Final Interviews: The college conducts two levels of structured interviews (reference UF 6.4.3):

- The members should have a thorough understanding of the position and, if feasible, be representative of a diverse group;
- If an employee has a conflict of interest regarding any applicant, he/she must withdraw from the process;
- All employees, who wish to participate in the selection process, must attend the mandated District Human Resources diversity training session.

##### 1. Determine Needs for Additional Assessment Tools and Administer (e.g. Teaching Demonstration)

Rating Method in the Selection Process:

Each hiring department will develop instruments for the rating of candidates. In order to validate a fair and equitable interview process, the DOHR office is responsible to review and approve all selection instruments, interview questions and rating mechanisms.

Each devised rating scale should have:

- a) a brief description of the factors being evaluated using interview questions; and

- b) a description of each level of the rating scale

The rating sheet or rating form assist interviewers to:

- a) reinforce rating factors and scale in question;
- b) make their rating of the applicants;
- c) record the reason for ratings and any other comments an interviewer; might wish to make about the applicant; and
- d) record scoring results

## 2. Administration Exercises/Assessments or Teaching Demonstrations

The two other traditional types of selection tools are written exercises/assessments, and teaching demonstrations.

### a) Written Exercises/Assessments

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

### b) Teaching Demonstration

A teaching demonstration is an important part of the applicant interview, and the committee must take time for thorough planning. Teaching demonstrations can really distinguish superior candidates in a crowded pool and help the committee decide whom to forward to final interviews. Members of the selection committee should consider what course the candidates will teach, which students will participate in the demonstration and how to gauge successful teaching. If you are a member of such a committee, you should thoughtfully stage the teaching demonstration to use the time effectively and efficiently. The key steps are as follows:



i. Showcase

A successful teaching demonstration correlates with broader success in the classroom. Carefully consider the information you want to glean from a candidate's teaching demonstration:

- content knowledge;
- lesson organization;
- audience ability to comprehend information;
- interactions with students/audience;
- use of available resources.

ii. Schedule

One major goal of organizing teaching demonstrations for finalists is to help the committee differentiate and decide among candidates. To that end, you should make sure that all candidates are equally set up for success. We recommend you follow these general guidelines when scheduling teaching demonstrations:

- If possible, hold the demonstration in the fashion that the course would be taught for example: lab, lecture, gym, etc. with enrolled students. Select one course that all the finalists can teach. While that takes time away from the regularly planned curriculum, students will be able to compare candidates and provide concise feedback about each;
- once the committee has decided on a course, share the syllabus with all candidates. The committee should also create and give each candidate a document that communicates the size of the group, the technology available in the room and the program. Some candidates may ask questions before they arrive on the campus. All questions referring to the recruitment process must be answered by either the committee chair or the EEO in attempt not to give an unfair advantage to any one candidate;
- designate a topic for the candidates to teach. There are three schools of thought on how this can be arranged. First, you could allow the candidates to teach on any topic they want. Second, you could require all candidates to teach the same highly specialized topic covered in the course where the demonstration will take place. Third, you could allow the candidates to choose from a small menu of options, or any other options the committee unanimously agrees.
- on the day of the candidate's interview, give them time alone to prepare. This will allow them to compose their own thoughts and ready themselves for the upcoming task. The better your committee sets up all candidates for the demonstration, the

better information you will have when making your decision.  
Their success in teaching is your success at searching.

iii. Rubric Confirmation

Before any candidates arrive on the campus, your search committee should agree on what characteristics you want in an ideal hire. As a team, organize your priorities in a rubric. All evaluators should have this rubric for each candidate's interview. The rubric will help guide evaluators as they observe the lesson, and you should use it to structure the discussion after each candidate departs. The saved rubrics can also help your committee compare candidates when all interviews are completed.

iv. Candidate Engagement

How does the candidate engage the audience? Effective faculty interact constantly on both the individual and group level. The teaching demonstration is an unnatural situation; can the candidate at least feign a level of comfort in a room full of strangers?

- Movement: Does the candidate shrink and hide behind the podium or lectern? Effective faculty solicit and hold attention by moving throughout the classroom, involving students along the way.
- Design: Like a good story, effective, organized lessons have an introduction, main body and conclusion. Does the demonstration have each of those pieces? Do they all work together to advance the class's understanding?
- Accuracy: Does the candidate possess adequate depth of knowledge on the subject selected? Depending on the topic, the candidate may not be an expert, but they should not make any glaring errors and should be able to answer questions that students raise.
- Creativity: Most candidates play it safe with a "content march" of direct instruction. The candidates that choose to take a risk with their lesson by encouraging student interaction and collaboration are more likely to be engaging faculty. Candidates who successfully execute a more creative lesson will be likely to excel in a real classroom.

Your committee should do its best to arrange the teaching demonstration so that all candidates can reveal their teaching ability. You should want to garner a decent snapshot of how any candidate may act in a classroom of their own. An

accurate and valid assessment of teaching demonstrations can go a long way in helping you select the best person for your institution.

This committee interviews and selects at least two (2), preferably three to five (3-5) finalists to be sent to the President. Less than two (2) finalist must be approved by the Chief Human Resources Officer.

Upon completion of the interview process, all committee members will complete a rubric/rating sheet for each candidate interviewed. This is the official record of evaluation for each candidate'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.

All selection materials involving ratings are to be carefully uploaded for record and documentation purposes to the online recruitment system and retained electronically for three (3) years according to state law.

All personal notes and/or information developed by any committee members during to the interview process shall remain the property of the District. It is required that all personal notes and information be submitted for the recruitment file in the event of a legal dispute or subpoena.

The names and files of those individuals who are not sent forward to be interviewed by the President may be sent to the appropriate department to be added to the qualified part-time applicant pool.

### 3. Interview Process Guidelines.

Having a structured interview process is highly recommended, as follows:

- Evaluate well-defined core competencies of job performance in the interview. Use other selection techniques when appropriate, such as job knowledge and/or performance tests.
- Use a rubric/rating scale which defines a range of responses from very weak to very strong responses.
- Prior to interviews, discuss with interviewers what they are supposed to be measuring and how to look for it.
- 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.

### 4. Interview Content

Interviews are time consuming and costly, and applicant competencies to be evaluated and rated must be carefully chosen. Do try to define the crucial knowledge, skills and

abilities which cannot be evaluated by looking at an applicant's experience or references. The exact factors that will be evaluated in the interview should have been identified in a job evaluation of the position. Choose competencies that are suitable only for assessment by the interview process.

5. Rubric/Rating Scales

Develop rubric/rating scales for use by all interviewers. Each rubric/rating scale should have:

- brief description of the factor being evaluated (using the question), and
- a description of each level of the rating scale.

6. 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 outcome.

7. Design Interview Procedure

Careful attention to the actual interview procedure and the physical surroundings are important.

- Choose an interview location that is comfortable and far from distraction. Avoid any type of interruption.
- 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. Recommended introduction/instructions see appendix XX.
- 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.
- 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.
- Develop a short, standardized statement describing the position, duties and program, etc. (optional, best practice)
- Decide how and when the results of the interviews will be communicated to the applicants.

8. Train Interviewers

No matter how much interview "experience" and "expertise" the interviewers may have, each should be provided with:

- description of the position;
- copies of the interview forms and rubrics/rating scales with instructions for their use;
- the interview outline; a
- Link to this Recruitment and Selection Guidelines at [insert link]; and
- Interview Questioning Guidelines.

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.

#### 9. 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 job related 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.

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, the hiring manager may request approval of the Chief Human Resources Officer or designee 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 for the HR recruitment file and possible future legal inquiries:

- job evaluation information (if performed);
- list qualifications of those participating in the selection process and training information;
- list interview schedule, interviewers and interviewees in attendance
- copies of questions, rating forms, etc.; and
- list of interviewees with scores and committee member notes.

#### 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 knowledge of subject matter and ability to carry out 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.

## 12. Interview Protocols

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

- a) Introduce committee members (name plates are appreciated by candidates).
- b) HR best practice; Chair or designee provide a short statement describing the position, duties, program and other pertinent details that would be helpful to the job candidate.
- c) Describe the purpose of the interview and process – overall time period, time allocated to each question, who will ask questions, when the candidate may expect to hear from the committee, etc.
- d) Maintain the schedule by indicating that time allocated for response has expired and indicating that the next question in order is to be asked.
- e) Assist the committee in responding to any questions the candidate may pose as the interview ends.
- f) Thank the candidate for their interest in the position and the College/District.

### D. 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 adequately. Allow time for a minimum of three (3) minutes per question and ten (10) minutes for teaching demonstration with each candidate, plus time for the committee members to review the material presented and to complete notes. Be sure to allow time for comfort breaks.

#### 2. Rapport Considerations

Candidates can be tense; it is the responsibility of the committee to put them at ease as much as possible. It is important that in some way the ice has been broken with the interviewee (e.g. 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 while asking the question and during answer if possible.

### 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 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.

Interview questions and preferred responses must be incorporated into rating sheets. 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.

To provide as much objectivity as possible, the same structured questions shall be asked of each candidate, by the same committee member, and in the same sequence. 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 multipart question. If it is decided to rephrase or restate the question, similar assistance should be provided to other candidates.

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 and should not be included;
- limit multipart questions. Each numbered question should have one question. Candidates often give unfocused responses to these types of questions. If you

must ask a multipart question, ask the first part and then wait for a response. Then ask the second part and wait for a response, etc.

Follow-up questions may be asked by any committee member. The follow-up questions should be related to material volunteered by the candidate including information in the application packet, supplemental question, e.g., "Can you tell us more about your involvement with the individualized learning program as stated." Generally, 10 to 12 questions can be completed in the 60 minute interview. If the questions are broad and follow-up questions are planned, fewer questions might be asked.

Every interview will contain questions which attempt to assess the candidate's current knowledge of the field. In addition to subject matter questions, it is suggested that each interview also contain variations of the following subject/areas:

- An educational and/or work experience background question
- A question aimed at determining the candidate's concern for student success,"
- A diversity, inclusion and/or equity minded question; and
- A final opportunity for the candidate to make a positive statement

#### E. Final Interview

The final interviews generally consist of the College President and Vice President or designee. The final interview often involves fewer interviewers. Based on Procedure outlined in Article 6.4.3.3.2.5, Management shall make the final selection based upon the recommendations of the interviewing team, and its own evaluation. If the president and the interview team do not reach agreement regarding the candidate interviewed, both recommendations shall be forwarded to the Chancellor for a final recommendation to the Governing Board. The College President typically leads the final interview meeting with the Vice President who has a thorough understanding of the job.

The College President and Interview Committee confer and reach tentative agreement on the new hire based on the procedure outlined.

#### F. Check References

At this point, a manager designated by the President checks references on the tentative selection(s). If the faculty interview committee so desires, one faculty member will join the manager in checking references. The President recommends the candidate(s) according to the Contra Costa Community College District/United Faculty of the Contra Costa Community College District Agreement. Guidelines are:

1. The College President (or designee) conducts references checks on final candidate [Refer HR Procedures 1010.04].



2. Validation of the perceptions of the committee members, answers given by the applicants, and information provided in the application packets are important components in the recruitment process. Reference checks provide this validation.
3. A minimum of three reference checks should be checked for each candidate for whom a reference check is being performed. In the event that three references are unable to be verified, the Chief Human Resources Officer must be notified regarding the next steps. Please utilize the reference check form provided in this link: [Link to the Reference Check Form attached currently in Appendix].
4. Reference checks may be performed on more than one candidate and those who are final candidates. Circumstances where multiple candidates might have their references checked, include a) there are two or more equally qualified candidates for the position and references are used to distinguish them; b) multiple vacancies are or might be filled from the applicant pool; c) the top candidate(s) is only provisional based on the information that will be clarified by a reference check.
5. Applications should be reviewed to see that the prospective employee has authorized the release of information from previous employers.
6. Hiring manager or designee should notify the applicant that references will be checked from those provided on the list of references on the application. Additional references that can provide information regarding the applicant may be provided to the District with the applicant's consent. At least one reference should be from a person who had direct supervision over the applicant.
7. Tell the person offering reference about the position for which the applicant is being considered. A better evaluation can be made if done in relation to specific job.
8. References may be obtained over the phone or in writing and documented on the reference check form.

#### G. Hiring Recommendation

President informs Chancellor of hiring decision after completing references. If the Chancellor does not accept the recommendation, it is sent back to the College President who in consultation with the interview committee can decide to bank or reopen the position or forward another candidate to the Chancellor.

##### 1. Send Offer Letter

If recommendation is accepted, finalist will be verbally offered the position and followed by an official letter from the college President upon acceptance.

##### 2. Send Non-Selection Letters

The College verbally notifies and sends written notification to all finalists not selected for the position.

##### 3. Consideration 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 should another position become available for the same academic year the original vacancy would be filled. In other words, if you started with one opening and now have two, you can consider the top applicants remaining in the pool.

4. Generate Hiring Paperwork

College Human Resources Assistant must generate the hiring paperwork and forward to DO HR. The employee receives a new-hire packet with information from the Campus Human Resources Assistant. The hiring paperwork will include the official or unofficial transcripts, personnel requisition with preliminary salary placement information to DO HR.

5. Process Hiring Paperwork

DO HR processes new hire paperwork, input information into payroll system and submit for Board approval. All new hires will be placed on the upcoming Governing Board agenda for approval and Faculty contracts will be generated after approval.

6. Employment by the Governing Board

The Governing Board's action employing full-time faculty shall include the criteria used to determine that the person(s) to be employed meet minimum qualifications established by the California Community College Board of Governors or its equivalent have been met (Education Code 87359a). Prior to the first day of employment the College Human Resources staff and the appropriate supervisor at the college must verify the minimum qualifications of the newly-hired faculty member.

7. Faculty Service Area (FSA) Assignment Upon Hire

Newly-hired faculty shall be assigned to FSA(s) by College Review teams prior to the first day of employment approved FSA assignments shall be forwarded to the Chancellor and submitted to the Governing Board for approval.

8. Closing the Recruitment

Office of Instruction must upload all recruitment materials into the online recruitment system recruitment file (i.e. scoring matrix, interview questions, reference checks, etc.).

DO HR closes the position in the online recruitment system and marks the position as filled

## Part-Time Faculty

This process seeks to ensure a highly qualified, diverse group of part-timers and an ongoing, viable pool of part-time faculty.

### Phase 1: Initiating Recruitment

#### A. Each Department Identifies Hiring Needs

Part-Time Faculty will be hired according to campus needs. Department Chair meets with Division Dean to review hiring needs. The Office of Instruction facilitates process.

To initiate a new part-time adjunct instructor, Office of Instruction staff forwards a completed posting authorization request to the District HR department through the applicant tracking system.

Each hiring department is responsible to make sure that the recruitment and selection process is fair and equitable, ensuring there were no barriers for diversity, equity and inclusion.

#### B. State Chancellor Offices Minimum Qualification Description

Students depend on qualified faculty and staff. When Assembly Bill 1725 was signed into law, the issuance of credentials was discontinued in 1990, credentials were replaced by a set of 'minimum qualifications' that determine eligibility for academic and administrative positions in the California Community Colleges system.

For academic disciplines, the minimum qualifications are a masters' degree in the discipline of the assignment, or a bachelor's degree in the discipline of the assignment and a master's degree in a reasonably related discipline. A statewide 'disciplines list' defines the degrees that are considered to be reasonably related. You can visit the California State Chancellor Office website to download the current handbook, "Minimum Qualifications for Faculty and Administrators in California Community Colleges".

Counselors and librarians are also expected to hold appropriate master's degrees. There are special requirements for employees of Disabled Students Programs and Services (DSPS) and Extended Opportunity Programs and Services (EOPS). For disciplines in which a master's degree is not generally expected or available, the minimum qualifications are a bachelor's degree (in any major) and two years of experience in the occupational area of the assignment. Assignments that fall into this category are generally in technical, trade, or industrial fields. Nearly 150 such disciplines are covered in this area. Examples include:

- Administration of Justice
- Interior Design
- Automotive Technology
- Manufacturing Technology

- Carpentry
- Office Technologies
- Dental Technology
- Real Estate
- Electronics
- American Sign Language
- Fire Technology
- Telecommunication Technology
- Graphic Arts
- Welding

All public California community districts have hiring authority and must adhere to the minimum qualifications when establishing hiring criteria and/or determining hiring eligibility. The districts may include additional criteria over and above the minimums, but can never hire below the minimums. (Excerpt from California State Chancellor's website).

C. Identify Selection Committee Members

Hiring Department identifies selection committee members for each recruitment (all members must have the District Office Human Resources' diversity training completed before they serve on a committee) ensuring that members will be different on each of the following committees and represent diversity. All members on Selection committee must also sign a Confidentiality Statement and submit the same to the Office of Instruction (based on position location) before serving on panel. The form can be located at the following link: [Link to the updated Confidentiality Agreement attached, currently in Appendix]

Committee members must attend District sponsored diversity training. In addition, Campuses will sponsor on-site hiring workshops similar to those for full-time hiring.

Phase 2: Recruitment

A. Advertise the Position

1. DO HR launches job announcement in online recruitment system;
2. DO HR posts job announcement externally ;
3. Job postings will appear on District and job board websites;
4. Advertising occurs in diversity and academic sources;
5. All advertising and other recruitment activities are designed to attract qualified, diverse and underrepresented populations in the applicant pool;
6. Employees are encouraged to utilize word of mouth and social media as an effective recruitment tool

For immediate hire, must have selection completed prior to the start date. For creating a pool of candidates, keep opening posted through end of the semester.

**B. Screening and Interview Process**

1. The hiring department is responsible to determine that the applicants meet the minimum qualifications. Equivalency review also occurs during the screening review.
2. At least one faculty members and a manager should interview the potential candidates.
3. The names and files of those candidates not selected for hire may be added to the qualified part-time applicant pool and candidates are notified by the Office of Instruction.

**C. Check References**

Division Dean/Designee will conduct reference checks per HR Procedure 1010.04 [insert link]

**D. Facilitate and Recommend Candidate by Division Dean**

The Division Dean facilitates and approves the hiring of part-time faculty by ensuring that their hiring paper work is in order and that they are oriented to the college. If the Dean has any question about the qualifications of the new hires, the Dean shall confer with the hiring department.

**E. Generate and Process Request to Process Academic Personnel Paperwork****1. Process Hiring Paperwork**

DO HR processes new hire paperwork, input information into payroll system and submit for Board approval. Prior to the first day of employment the college human resources staff and the appropriate Dean at the college must verify the minimum qualifications of the newly-hired faculty member.

Office of Instruction must upload all recruitment materials into the online recruitment system recruitment file (i.e. scoring matrix, interview questions, reference checks, etc.)

**F. Closing the Recruitment**

DO HR closes the position in online recruitment system and marks the position as filled.

**G. Employment by the Governing Board**

The Governing Board's action employing temporary, part-time faculty shall include the criteria used to determine that the minimum qualifications established by the California Community College Board of Governors or its equivalent have been met (Education Code 87359a).

**Emergency Part-Time Faculty Hiring Process**

The emergency procedure is to be used in the following cases: (1) an instructor becomes

unavailable to teach at the last moment; or (2) additional sections are needed due to unusually large enrollment.

Furthermore, the college may hire under this procedure, provided that: Prior to the hiring, appropriate academic manager and/or the department/sub-area chair (if available) and DO HR determine that the situation is an emergency.

A. Identify Selection Committee Members

If possible the hiring committee consists of at least one faculty member from the same or closely related discipline and either the Division Dean or department chair. (If there is no tenured faculty member in the discipline available to serve on the Committee a tenured faculty member from another discipline will be added or the United Faculty may be asked for a variance for a non-tenured faculty member to serve.)

B. Review Applicant Pool

The committee reviews the qualified part-time applicant pool to select candidate for interview. If the applicant pool is exhausted, the committee may accept recommendations of applicants from other sources; i.e., other instructors, off-campus organizations. All applicants shall meet minimum qualifications or the equivalent.

C. Interview Prospective Applicants

The committee interviews prospective applicant(s).

D. Forward Selection to Dean

The committee forwards its choice(s) to the Division Dean or designated manager.

E. Offer Position

Any one hired under the emergency procedure will be notified that she/he is to be employed for one semester only. Applicants that were not part of the qualified part-time applicant pool that would like to continue employment beyond one semester must be screened and interviewed through the regular hiring process for part-time faculty. Those selected from the applicant pool shall be interviewed according to the regular hiring procedure for part-time faculty.

## **Appendices**

### Appendix A: Frequently Asked Questions

- “Selection Process for Faculty Employees,” Appendix A) contains explicit procedures for faculty hires.

### Appendix B:

- “Selection Process for Classified and Management Employees” (Appendix B) contains explicit procedures for classified and management hires.

### Appendix C:

- Classified Professionals: See CLASSIFIED PROFESSIONALS

### Appendix D

- See Public Employees Union Local 1 Collective Bargaining Agreement

### Appendix E

- Equivalency Policy and Process for Faculty Applicants

### Appendix F

- Excerpts Regarding Hiring, CCCC-UF Agreement

**Appendix D**

**Public Employees Union Local 1 Collective Bargaining Agreement**

<https://www.4cd.edu/hr/localonecontract/2019-2022%20Local%201%20Contract.pdf>



## **Appendix E**

### **Equivalency Policy and Process for Faculty Applicants**

#### **A. PHILOSOPHY**

It is the policy of the Contra Costa Community College District that faculty hiring procedures and guidelines be established to provide for college faculty of highly qualified people who are expert in their subject areas, who are skilled in teaching and serving the needs of a varied student population, who can foster overall college effectiveness, and who are sensitive to, and themselves represent, the racial and cultural diversity of the adult population of the state of California.

The Governing Board, represented by the administration has the principal legal and public responsibility for ensuring an effective hiring process. The faculty, represented by the Faculty Senates Coordinating Council, has an inherent professional responsibility in the development and implementation of policies and procedures governing the hiring process which is to ensure the quality of its faculty peers.

One part of the process needed to fulfill these responsibilities is a procedure for determining when an applicant for a faculty position, though lacking the exact degree or experience specified in the Disciplines Lists, nonetheless does possess qualifications that are at least equivalent.

Faculty believe that the expertise to determine equivalencies lies in the departments/sub-areas. In order to achieve consistency throughout the colleges and District, each college will devise an appropriate mechanism to ensure fairness in the equivalency process. All faculty involved in the hiring and equivalency process must be properly trained in the use of the Districtwide guidelines developed for the Equivalency Process.

#### **B. CRITERIA**

It is expected that candidates will meet the minimum qualifications requirement through the equivalency process infrequently. Candidates will be deemed to possess equivalent qualifications if they have evidence of the expertise associated with a particular degree but do not possess the specific degree named in the Disciplines Lists. Very rarely, a candidate who is obviously highly qualified, who indeed may be the best qualified of all the candidates, will be able to demonstrate through publications or other achievements that she/he has qualifications equivalent to those specified in the Disciplines List. It will be the responsibility of the candidate who claims equivalent qualifications to provide conclusive evidence, as clear and reliable as the college transcripts being submitted by the other candidates, that she/he has qualifications that are at least equivalent to what is required by the minimum qualifications. It is important to note

that the equivalency process is intended to neither raise standards nor lower them from the minimum qualifications established for the position.

#### C. REQUIREMENTS FOR DISCIPLINES REQUIRING THE MASTER'S

For establishing the equivalent of the master's degree, possession of at least the equivalent in the level of achievement, breadth, depth, and rigor of understanding is required.

The candidate making the claim of equivalent qualifications must provide conclusive evidence in regard to I AND II below:

1. General Education Requirements BA/BS degree
2. Major Requirements for Disciplines Requiring the Master's

The equivalency process will recognize primary and related discipline areas, i.e., before and after the first "OR," as identified on the Board of Governors list of disciplines and discipline areas, including subsequent revisions.

- a. To be deemed equivalent, using a primary discipline area, i.e., those before the first "or" on the list of discipline areas, the applicant must possess:

- 1) A Bachelor's degree from an accredited institution in any discipline or discipline area identified on the Board of Governors list of disciplines and discipline areas, including subsequent revisions.

PLUS

- 2) 30 additional semester units of upper division or graduate course work (at least 15 units of which are graduate level) from an accredited institution in one or more of the primary discipline areas included in the discipline for which the applicant is applying for equivalency;

OR

- 3) Some combination of additional course work or documented study, in the discipline, primary or a related discipline areas included in the discipline for which the applicant is applying for equivalency, and verifiable experience of such accomplishment in the discipline that the combination of course work and experience equals a master's degree in one of the primary disciplines in achievement, breadth, depth and rigor. Appropriate licensure from professional state or national boards, e.g., CPA, BRN, may be deemed equivalent to some course work.

- b. To be deemed equivalent, using a related discipline area, i.e., those after the first "OR" on the list of discipline areas, the applicant must possess:

- 1) A Bachelor's degree from an accredited institution in any of the primary discipline areas included in the discipline for which the applicant is applying for equivalency listed on the Board of

Governors list of disciplines and discipline areas, including subsequent revisions.

PLUS

- 2) 30 additional semester units of upper division or graduate course work (at least 15 units of which are graduate level) in one of the primary or related discipline areas included in the discipline for which the applicant is applying for equivalency, including subsequent revisions, from an accredited institution.

OR

- 3) Some combination of additional course work or documented study, in the discipline, primary or a related discipline areas included in the discipline for which the applicant is applying for equivalency, and verifiable experience of such accomplishment in the discipline that the combination of course work and experience equals a master's degree in one of the related discipline areas in achievement, breadth, depth and rigor. Appropriate licensure from professional state or national boards, e.g., CPA, BRN, may be deemed equivalent to some coursework.

#### D. REQUIREMENTS FOR DISCIPLINES NOT REQUIRING THE MASTER'S

The minimum standards shall be the BA/BS from an accredited institution, plus two years of documented experience in the subject matter area OR an AA/AS degree from an accredited institution plus six years of documented experience in the subject matter area.

##### 1. AA/AS Degree Plus Six Years of Experience

The candidate making the claim of equivalent qualifications must provide conclusive evidence in regard to A and B below (minimum qualifications include A1 AND B1, plus some combination of A2 and B2):

##### a. Degree Requirements

##### 1) GE Requirements

The general education requirements shall be those of a current AA/AS degree as adopted by any college in the District.

##### 2) Additional Degree Requirements

Additional education to include a combination of college semester units and/or industry training in the discipline or a related discipline, equivalent to 24 semester units (each unit of credit is equal to 54 hours of training).

##### b. Occupational Proficiency

- 1) Shall have occupational proficiency in the vocational subject assigned commensurate with the grade of difficulty level of instruction. Evidence of occupational proficiency will be based upon at least two years of recent work experience, calculated either consecutively or cumulatively, which is directly related to the occupation to be taught or upon evidence of equivalent proficiency. (California State Plan for Vocational Education)
- 2) The equivalent of four years of documented experience that demonstrates possession of thorough and broad skill and knowledge for each of the following as separate and District criteria:
  - a) Mastery of the skills of the vocation thorough enough for the proposed specific assignment and broad enough to serve as a basis for teaching the other courses in the discipline.

PLUS

- b) Extensive and diverse knowledge of the working environment of the vocation.

#### E. EVIDENCE

A candidate who does not present conclusive evidence in regard to minimum qualifications indicated above does not possess the equivalent of the experience in question.

Conclusive evidence for general education, major or experience requirements shall be one or more of the following:

- an official transcript showing that appropriate courses were successfully completed at an accredited college\*\* or appropriate foreign institution\*\*\*;
- publications that show a command of the major in question;
- skills demonstration or verifiable evidence of professional performance, professional and/or public recognition, professional presentations, computer software development or applications, or related training;
- verification of employment history.

\*\* Colleges and university degrees and credits submitted for employment, including the equivalency process, or advancement must be from United States institutions accredited by one of the six regional accrediting agencies recognized by the Council on Post-secondary Accreditation and the United States Secretary of Education.

\*\*\* All degrees and credits not covered by the six regional accrediting agencies recognized by the National Association of Credential Evaluation Services (NACES) and the United States Secretary of Education, including all foreign degrees and credits, are subject

to verification through the equivalency process. The candidate bears the responsibility of documenting equivalency to accredited United States institutions.

#### F. SELECTION PROCEDURES

1. Department/sub-area identifies initial criteria for equivalencies, using guidelines within this policy and sample curricula from various master's or AA/AS degree programs as appropriate.
1. Department committee will determine the sequence for the review of applicant qualifications; i.e., whether to screen initially for minimum qualifications/ equivalencies or desirable qualifications and responses to supplemental questions. The desirable qualifications should not be used as a substitute for the minimum qualifications.
2. In the case where desirable qualifications are screened first—if the committee has chosen a candidate for interview who does not meet the minimum qualifications, the candidate's application and supporting materials shall be forwarded to the Equivalency Committee for review prior to any candidate receiving an interview. The names of candidates selected for a screening interview and determined to possess the equivalent of the minimum qualifications are then sent forward for the interview.
3. Each college will develop a process for reviewing and approving equivalency requests. Each college will implement an Academic Senate Equivalency Committee to review department screening committee equivalency decisions. At each college, each department will form an equivalency committee consisting of department faculty and one representative from the division. Where departments and divisions are the same, the division representative should be selected from a different subject area within the division. At each college, sub-areas will form their own equivalency committee as needed. Members will include at least one person from outside the sub-area and one person from the Academic Senate. If an equivalency committee is needed for hiring part-time faculty in the summer, faculty will be compensated at a rate on the Personnel Related Services Salary Schedule. Rate to be incorporated into separate salary schedule and adjusted subsequently.
4. Faculty applicants who are deemed to meet equivalencies for a discipline by a college equivalency committee shall be deemed to be minimally qualified for that discipline Districtwide.
5. Faculty who are hired under the equivalency process shall be qualified to teach those disciplines for which they have been minimally qualified Districtwide.

#### G. REVIEW AND REVISION

This equivalency policy and its procedures are subject to review and revision at the request of either the Faculty Senate Coordinating Council or the Governing Board. Changes in this policy

require the joint agreement of the Academic Senate and the Governing Board. Until there is joint agreement, this policy remains in effect. (Education Code 87355-87359)

#### H. EDUCATION CODE REFERENCE

Education Code 87359 (a) “No one may be hired to serve as a community college faculty member, instructional administrator, or student services administrator under the authority granted by the regulations unless the governing board determines that she/he possesses qualifications that are at least equivalent to the minimum qualifications specified in regulations of the board adopted pursuant to Section 83756. The criteria used by the governing board in making the determination shall be reflected in the governing board’s actions employing the individual. (b) The process, as well as criteria and standards by which the governing board reaches its determinations, shall be developed and agreed upon jointly by representatives of the governing board and the academic senate, and approved by the governing board. The agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications specified in regulations adopted by the board of governors. The process shall further require that the governing board provide the academic senate with an opportunity to present its views to the governing board before the board makes a determination and that the written record of the decision, including the views of the academic senate, shall be available for review pursuant to Section 87358(6).”

Historical Annotation: 12/19/90; 6/26/91; 1/31/07; 5/25/16

## Appendix F

### Excerpts from the Contra Costa Community College District – United Faculty Agreement Regarding Hiring at [insert link]

#### 6.4.3 Hiring

6.4.3.1 The application screening committee for faculty shall be selected according to department regulations and shall consist of no less than two (2) regular faculty members, or, if necessary, one regular and one contract III faculty member. One hourly rate (part-time) instructor shall be guaranteed a screening interview for a full-time faculty position for which he/she meets the minimum qualifications. The applicant to be interviewed shall be determined through the established application screening process.

6.4.3.2 Faculty shall participate in the screening of applications and in the screening interview of such classified employees as serve in a direct relationship to the instruction or student service program or fall under a department where such screening is not in conflict with contract provisions of the classified units.

6.4.3.3 An interviewing team shall be selected according to department regulations and shall consist of no less than two (2) and no more than five (5) regular faculty members and a voting manager proposed from a panel of two to three academic administrators from that college. The panel shall be chosen and submitted by the department and agreed to by the College President. If a department is three or less full-time tenured faculty, the faculty in the division shall select the panel of administrators assigned to the department in which the new hired will be working shall be included on any interviewing team as a voting member. The same team shall interview all of the candidates who are invited to come to the college.

6.4.3.3.1 Where a department has one (1) position authorized to it, the interviewing committee used in filling such position shall be chosen by the Faculty Senate President in consultation with the Department Chairperson and Dean. Such committee shall consist of no less than two (2) and no more than five (5) regular faculty members plus the department chairperson who serves as a voting member.

6.4.3.3.2 Where a department has two (2) positions authorized to it and one (1) of those positions is to be filled, the interviewing committee used in filling it shall be jointly chosen by the remaining faculty member and the Faculty Senate President in consultation with the Dean. The committee shall consist of no less than two (2)

and no more than five (5) regular faculty members plus the department chairperson who serves as a voting member.

- 1) Each department shall develop instruments for the rating of the candidates. Such instruments shall be the property of the District.
- 2) Such instruments and/or questions shall be reviewed and approved by the District. If the District does not approve the department's rating instruments, the District shall consult with the department to resolve the differences. Personal notes and/or information placed on the official rating sheets shall remain the property of the District.
- 3) Any and all personal notes and/or information developed by individual team members shall remain the property of the team member
- 4) The interviewing team shall recommend at least ~~two (2)~~ one (1) with approval from District, preferably two to five (2-5), of the best qualified applicants without indicating any preferences for consideration by management. After management interviews the referred applicants, management shall meet with the interviewing faculty team to discuss the ranking of the candidates and the President's proposed recommendation to the Chancellor and Governing Board.
- 5) Management shall make the final selection based upon the recommendations of the interviewing team, and its own evaluation. If the College President and the interview team do not reach agreement regarding the candidate interviewed under the procedure, both recommendations shall be forwarded to the Chancellor for a final recommendation to the Governing Board.

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.

- 6) With the concurrence of the appropriate department these hiring procedures may be waived for part-time, temporary faculty employees.
- 7) Faculty shall be invited to participate in the selection of Academic management personnel at the discretion of the Chancellor or designee.

6.4.4 Staffing: Faculty in departments can make recommendations through the Department Chairperson on such matters as staffing needs, enrollment trends, use of part-time staff, and diversity programs.

6.4.5 Curriculum: Following department procedures, faculty can make recommendations for new courses or curriculum changes to the appropriate committee dealing with curriculum and instruction as constituted at the local campus.

6.4.6 Facilities: Faculty in departments can make recommendations for the use of facilities.

6.4.7 Staff Development: All faculty and staff development monies shall be distributed to the colleges on a basis proportional to the number of faculty FTE at each college. The college monies shall then be allocated at the college by mutual agreement between the college staff development committee and the management designee. Faculty in departments may formulate in-service training recommendations. In-service training programs for the improvement of instruction in departments shall not be undertaken without the consideration and approval of the affected group.

6.5 Notwithstanding any of the above, District management has final responsibility and authority for all District operations.

6.6 When management does not accept a written recommendation of the department, the appropriate chairperson shall be notified in writing of the action and the reason(s) therefore.

Historical Annotation: 12/19/90; 6/26/91; 1/26/94; 7/27/94

## HISTORICAL ANNOTATION

The Uniform Employment Selection Guide, originally adopted in 1982, was reprinted in 1987 and revised in 1989.

The Uniform Employment Selection Guide was adopted as Personnel Procedure 1002 on November 6, 1990, with Board-approved sections titled *Policy for Hiring Full-time and Part-time Faculty* and *Equivalency Policy and Process* added on December 19, 1990, after which the procedure (guide) was again revised in February 1991.

Subsequently, specific sections of the Uniform Employment Selection Guide were revised and approved by the Governing Board as follows:

June 26, 1991	Section titled <i>District Equivalency Policy</i> Section titled <i>Policy for Hiring Full-time and Part-time Faculty</i>
January 26, 1994	Section titled <i>Policy for Hiring Full-time and Part-time Faculty</i> (Regarding Full-time Faculty)
July 27, 1994	Section titled <i>Policy for Hiring Full-time and Part-time Faculty</i> (Regarding Part-time Faculty)
September 29, 1999	Section titled <i>Procedure for Hiring of the Chancellor, Vice Chancellors and Presidents</i>

The Uniform Employment Selection Guide was adopted by Cabinet as Human Resources Procedure 1010.02 on February 5, 2002, with Board-approved revisions to the section titled *Equivalency Policy and Process for Faculty Applicants* on January 31, 2007. The Recruitment and Classification Guidelines was adopted from the Uniform Employment Selection Guide in 2019.