BP 7816 Faculty Hiring Policies and Procedures

FACULTY HIRING POLICY AND PROCEDURES

For

Coast Community College District

Effective July 1, 1990
TABLE OF CONTENTS

1. Purpose of Handbook
2. Philosophy
3. Affirmative Action/Plan and Policy Statement
4. Faculty Qualifications
5. Recruitment Procedures
6. Full-Time Faculty Procedures
   a. Purpose of Search Committee and Selection Committee
   b. Procedures for Search Committee and Selection Committee
   c. Procedures for Temporary Full-Time Faculty
   d. Timeline for Hiring Process
7. Adjunct Faculty Procedures (New Hires)

Appendix

Full-time Faculty Ethnic Distribution
Job Announcement Model
Faculty Position Description
Search Committee Checklist
Advertising Resources
Distribution of Job Announcements
Equivalency Application
Affirmative Action Guidelines
Interview Question Guidelines
Paperscreening Review Form
Paperscreening Summary Form
Interview Rating Form
Interview Summary Form
PURPOSE OF HANDBOOK

The intent of this Handbook is to describe the faculty hiring policy and procedures for the Coast Community College District. This manual will provide assistance for all employees involved in hiring faculty in the Coast Community College District.

This document includes the State and District philosophy in regard to hiring, our commitment to staff diversity, qualifications for new hires, detailed procedures for recruitment and selection of new faculty within our District.

The Appendix includes sample hiring forms, checklists, and various aids to assist those directly involved in the hiring process.

This policy and its procedures are subject to review and revision by the Academic Senates or the District and can be altered if mutually agreed upon by all parties. Your suggestions for change and "new ideas that worked" should be forwarded to your college Academic Senate President or the Office of Human Resources for possible inclusion in future revisions. In the Spring of 1991 the Academic Senate Presidents and the District will meet to discuss any proposed revisions.

PHILOSOPHY

It is the policy of the Coast Community College District to ensure academic quality through the adoption of procedures and guidelines for hiring college faculty who can teach well, who are experts in their field, skilled in responding to the varied learning needs and abilities of our student population, who can perceive the importance of and participation in the life of the College and who are sensitive to and themselves represent the racial and cultural diversity of the special populations serving community colleges. ¹

The Coast Community College District Board of Trustees represented by the administration has the principal legal and public responsibility for ensuring an effective hiring process. ² The faculty, represented by the Academic Senate, has an inherent professional responsibility in the development and implementation of the policies and procedures governing the hiring process ³ which is to ensure the quality of its faculty peers. ⁴

It is the intent of the Coast Community College District for both faculty and administrators to participate cooperatively and effectively in all appropriate phases of the process. ⁵

1-5 AB 1725, Section 4 (s) (4) and 4 (t) (2) (cite only)
AFFIRMATIVE ACTION PLAN POLICY STATEMENT

The Coast Community College District is committed to the concept and principles of providing equal opportunity in education and employment for all persons and to prohibit discrimination based on race, sex, color, religion, age, national origin, handicap, marital status, or Vietnam-era veteran status. This commitment applies to every aspect of education and personnel policies and practices in employment, development, advancement, and treatment of employees, students and the general public.

The Coast Community College District strongly supports the concept of this Affirmative Action program which provides for taking aggressive and positive steps in the recruitment and selection of qualified under-represented minorities and females.

The Coast Community College District understands and accepts the extremely high priority need of having an ethnically diverse work force to provide a quality educational experience for students. The District will utilize every means possible to achieve the statewide target of 30% ethnic representation in the employment of new hires.

The Coast Community College District believes that in order to effectively address and comply with federal and state mandates and guidelines on Affirmative Action and Staff Diversity, the Board of Trustees, administration, faculty and classified staff must recognize that Affirmative Action and Staff Diversity is a shared responsibility and all must be held accountable for application and enforcement of the policies within their area of authority. It is through our combined fair and equitable efforts that the Coast Community College District will achieve established Affirmative Action and Staff Diversity goals and objectives.

The Coast Community College District will continue to make Affirmative Action and Staff Diversity efforts to ensure that the recruitment, screening, selection, hiring, and promotional processes are in accordance with principles of equal opportunity.

Legal References

Title VI, Title VII, Title IX, of the United States Civil Rights Act
Executive Order 11246, as amended by Executive Order 11375
Title 5, Sections 53000-53052
Sections 87100-87107 of the California Education Code
FACULTY QUALIFICATIONS

All candidates must possess the minimum qualifications described in the disciplines list approved by the Board of Governors of the California Community Colleges. The equivalency process provides an alternative method of meeting the minimum qualifications for hire as a faculty member. In this context "equivalent" means "the same as" or "equal to" the qualifications on this list. The Search Committee for each position will determine if a candidate meets the minimum qualifications or their equivalent. Each advertised position will include a statement of Minimum Qualification and may include a statement of Desirable Qualifications.

Minimum Qualifications are those required by the State to teach in the discipline, as well as additional qualifications determined by the Search Committee. (If, for example, when hiring someone to teach piano, the College would require music qualifications as well as piano qualifications). Additional minimum qualifications should be those considered to be essential to success in the position and include subject area knowledge and competency, teaching and communication skills, commitment to professional growth and service, and a potential for overall college effectiveness. These qualifications should ensure that the college faculty are sensitive to the racial and cultural diversity in the colleges, are themselves representative of that diversity, and are well prepared by training and temperament to respond effectively to the educational needs of all the special populations served by community colleges.¹

Desirable qualifications may include the following:

1. Academic qualifications beyond the minimum set by law and regulation if these qualifications would provide the basis for better teaching or other service without adversely affecting the staff diversity goals.

2. Pedagogical skill as demonstrated by relevant experience, education and effectiveness as a teacher, counselor, librarian, or other faculty member.

If a candidate deemed qualified through the equivalency process is hired as a faculty member, this person will be considered the same in all respects as someone qualified by meeting the requirements as stated on the list of disciplines. This includes placement on the salary schedule and determination of Faculty Service Area(s). A file will be kept in the Personnel Department at the District Office of those candidates who met the minimum qualifications through the equivalency process.

¹ AB 1725, Chapter 973 Legislative Counsel's Digest, Section 4 (p) (1) page 18
RECRUITMENT PROCEDURES

Recruitment

In the next five years, as many as 25 percent of all full-time community college faculty in California will be eligible for retirement. These replacements and expected enrollment growth mean that more than 10,000 new full-time faculty will be needed by the year 2005. This need to replace faculty presents community colleges with the extraordinary opportunity to begin correcting the ethnic and gender imbalance that currently exists statewide between faculty (15% minority, 41% female, 1% disabled) and the student population (29% minority, 57% female, 4% disabled). (See Appendix for CCCD illustration.) Finding qualified faculty will be more of a challenge than ever before. Therefore recruitment efforts for full-time faculty in our District must become a much higher priority than in the past.

Purpose of Recruitment

Recruitment shall be an active process intended to increase the number of applicants for full-time faculty positions in the District. Every effort shall be made to comply with the District's Affirmative Action plan and State mandates regarding hiring of under-represented groups.

A. Role of the District

The District shall assign specified individuals to oversee and coordinate efforts to advertise and recruit applicants for District positions. Advertisement and recruitment responsibilities shall include, but not be limited to, the following:

1. Coordinate and establish a current bank of advertising resources, including newspapers, journals, magazines, newsletters, associations, county, state, and federal employment agencies, women and ethnic minority groups, graduate schools, and chairpersons at colleges and universities.

2. Recommend the appropriate advertising resources for each advertised position and coordinate the advertising of the position through those resources. (See Appendix for resources.)

3. Promote District hiring needs and policies by meeting with local, statewide, and out-of-state groups and individuals interested in employment opportunities with the Coast Community College District. Appropriate activities would include but not be limited to, contacting college placement bureaus, attending job fairs, speaking to business organizations, visiting high school faculty, and generally promoting District employment opportunities in the public sector.

4. Work closely with campus personnel to identify recruitment possibilities and needs for each advertised position.
GENERAL PERSONNEL POLICIES
(Employment Principles)

5. Report to the appropriate campus Search Committee on advertising and recruitment activities at the opening and closing of each advertised position.

6. Assist potential applicants and newly employed personnel with information about local housing, schools, spousal employment opportunities, transportation, and other practical, domestic concerns affected by the advertised position.

B. Campus and Faculty Participation

The District shall encourage and provide for the active participation of faculty in recruitment efforts. Such participation may take the form of meeting with prospective applicants or representative groups to promote or explain advertised positions in detail, the advertisement of open positions at conferences and workshops, the mailing or distribution of flyers to representative individuals or groups, or other activities which would assist recruitment.

C. Advertising

With the understanding that timing is of major importance in successfully recruiting a large and diverse population of applicants for any advertised position, these guidelines shall apply:

1. The authorization process for anticipated advertised positions shall commence as early as possible. To insure the maximum time for recruitment and hiring procedures, authorizations for new positions for the forthcoming year should be made in the fall semester whenever possible.

2. All job announcements for faculty positions in the District shall include as requirements:
   a. The minimum qualifications set by the state.
   b. Education and/or experience equivalent to the minimum qualifications.
   c. Sensitivity to or experience in working with multi-cultural or multi-lingual students.
   d. Ability to contribute to campus and district-wide professional responsibilities and activities.
   e. Ability to complement existing staff, student and community demographics in terms of professional and personal skills.

In addition, the above criteria shall be included among those used by the Search Committee and Selection Committee to paperscreen or interview candidates.

3. All job announcements shall refer to the Equivalency Procedure. (See Appendix for sample.)
4. All positions shall be regularly advertised for a **minimum of thirty** working days. Positions may be advertised for less than thirty days when hiring deadlines, faculty schedules, or other concerns make longer advertising inadvisable. Any changes in the original length of time a job is advertised shall be discussed between the District Affirmative Action Officer and the chair of the Search committee before being implemented.

5. In order to ensure full participation of faculty in the recruitment and hiring process and to provide maximum exposure of the advertised position to potential candidates, every effort shall be made for positions to close no later than four weeks before the end of the semester in which they are advertised.

6. Notice of vacancy forms filed with the campuses to initiate authorization for new positions shall include campus recommendations for advertising resources in common use. Search committee members are encouraged to enhance the list when it is practical to do so. (See the list of current advertising resources in the Appendix.) Copies of the list of District advertising resources shall be available to faculty ahead of time so they may make such recommendations to the District.

7. The District, in cooperation with the Search Committee and Selection Committee, shall make every effort to see that the steps required for hiring new faculty are completed as nearly as possible in accordance with the "Full Time Faculty Hiring Procedure" in this handbook.
PURPOSE OF FULL-TIME FACULTY SEARCH COMMITTEE AND SELECTION COMMITTEE

The hiring process for faculty involves a cooperative, joint effort of faculty and administration. Two committees are involved in the hiring process for faculty. Each committee has a complementary contribution to make. The respective roles of the committee are defined below.

THE FOLLOWING EMPHASES MAY BE USED BY BOTH COMMITTEES AND ARE NOT MUTUALLY EXCLUSIVE.

**Search Committee may emphasize:**

1. Expertise in the subject matter.
2. Ability to effectively teach in the subject matter.
3. Demonstrated interest and ability in evaluating student educational progress and welfare.
4. Understanding of student needs and the ability to integrate these needs with discipline content.
5. Commitment to education as a profession requiring on-going study and research.
6. Ability to work effectively, and professionally with one's colleagues.
7. Educational background, experience, and personal characteristics that will enhance the existing discipline faculty.

**Selection Committee to interview the finalists may emphasize:**

1. Potential to serve the institution in additional capacities - e.g., new program development, accreditation experience, international education, grants, multicultural experience, relationship with high schools, additional qualifications for teaching in other faculty service areas.
2. Demonstrated expertise on community college education issues (e.g., lecturer, author, consultant, school in residence.)
3. Reference checks on finalists.
4. Ability to work with student organizations.
5. Educational background, experience, and personal characteristics that have the potential to make an significant contribution to the college community.
FULL-TIME FACULTY PROCEDURES FOR
SEARCH COMMITTEE AND SELECTION COMMITTEE

It is the obligation of the Search Committee and Selection Committee to evaluate each candidate fully, impartially, and only in terms of qualifications specific to the position and made known as such to candidates. In addition, since employment is a sensitive process, it is incumbent upon all Committee members, and those associated with such processes, to maintain the highest degree of confidentiality through its entirety. To reveal information which has been discussed in Committee other than with appropriate district personnel would only compromise the process and individuals associated. Any concerns regarding the process should be directed to the Committee Chair, the Vice Chancellor for Human Resources, or the Affirmative Action Officer or designee.

A. Composition of Search Committee.

1. One discipline administrator shall be appointed by the President or designee to the Committee. When appointed, the discipline administrator shall inform the Academic Senate of the job opening. The discipline administrator will initiate formulation of the committee.

2. The committee shall include three discipline faculty members
   a. Discipline administrator will request volunteers from all contract and regular (probationary and permanent) discipline faculty members.
   b. If there are more volunteers than appropriate, the volunteers will determine the membership.
   c. In the event there are not three volunteer faculty from the discipline, the discipline faculty and administrator may request volunteers from other full-time or adjunct faculty in the college or other colleges in the District.

3. Members of under-represented groups will be included whenever possible in relation to gender and ethnicity.

4. The Committee may choose to include additional District and non-District full-time and adjunct faculty, administrators, classified staff, students, or members of the community as appropriate, noting however, that faculty must be in the majority. All such members shall share full committee responsibilities. Small committees are encouraged due to the training and time demands necessary.
B. Responsibilities of the Search Committee

**Committee Chair:**

1. Implement the procedure under "Responsibilities of the Search Committee."

2. Notify the District Affirmative Action Officer or designee, Academic Senate President, and the Dean of Instruction (or Dean of Students for counselors) of the composition of the Committee.

3. Ensure all materials are returned to the District Human Resources Office.

4. Arrange for interviews and all meetings of the Committee.

5. Set schedules and make arrangements for Committee meetings.

**Administrator:**

1. Review the role of the Search Committee.

2. Provide the Committee with screening and selection instructions.

3. Ensure the Committee reviews and complies with the guidelines established in the District Affirmative Action Policy and Plan.

4. Review established Equivalency Procedures.

5. Contact the District Office of Human Resources for the name of any District full-time faculty member who has requested a transfer according to the Agreement between the District and the CFE.

**Search Committee:**

1. The Committee shall elect its chair.

2. Committee members shall:
   a. Commit to time required to complete the process.
   b. Attend all meetings and interviews. If a committee member is unable to attend a scheduled meeting, he/she shall not have any further involvement with the search process.
   c. Review, understand and comply with the District Affirmative Action Policy and Plan.
   d. Familiarize itself with the search processes.
3. Meet with the District's Affirmative Action Officer or designee before the screening of applicants to review the Affirmative Action procedures which are outlined in the District Affirmative Action Plan.

4. Develop the job announcement, including additional requirements and qualifications. The District Affirmative Action Officer or designee and the Search Committee Chair will discuss and agree upon any changes in the job announcement.

5. Develop application paper screening criteria which will be reviewed by the District's Affirmative Action Officer or designee. The District Affirmative Action Officer or designee and the Search Committee Chair will discuss and agree upon any changes to the application screening criteria.

6. Determine equivalencies for minimum qualifications, if necessary.

7. From the job announcement, develop interview questions which will be reviewed by the District's Affirmative Action Officer or designee. The Committee is encouraged to also consider demonstrations, a writing sample, or alternative forms of evaluation.

8. Interview current full-time District faculty member who has requested a transfer according to the Agreement between the District and the CFE.

C. Screening of Applicants

1. Application materials are collected by the District Human Resources Office.
   a. A log of all names of persons submitting applications is maintained and sent with the applications to the Search Committee.
   b. Ensure an adequate pool in terms of total members and number of candidates from under-represented groups.
   c. In the event of an inadequate pool the District Affirmative Action Officer or designee shall meet with the Chair of the Committee and the Discipline Administrator to discuss whether to proceed or consider other alternatives. If the Chair is the Discipline Administrator, a faculty member from the Search Committee will be included in the discussion.
2. Application materials required by Job Announcement are then forwarded to the Search Committee for consideration within one week after the job announcement closing.
   a. Materials are checked for completion and minimum eligibility, including equivalencies, as advertised in the position announcement.
   b. After the committee identifies those candidates who meet the minimum eligibility requirements, this list shall be checked by the Affirmative Action Officer or designee to ensure adequacy in terms of total members and number of candidates from under-represented groups.
   c. In the event of an inadequate pool the District Affirmative Action Officer or designee shall meet with the Chair of the Committee and the Discipline Administrator to discuss whether to proceed or to consider other alternatives. If the Chair is the Discipline Administrator, the Search Committee will select a faculty member from the Search Committee to be included in the discussion.
   d. Paper screening forms are completed by all Committee members.
   e. Every attempt shall be made to include qualified representatives of under-represented groups as candidates.
   f. Committee shall meet to discuss candidates and resolve any discrepancies.
   g. Determine candidates to be interviewed.

3. The pool of candidates selected by the Committee for interview based on the job announcement is then checked by the Affirmative Action Officer or designee to ensure adequacy in terms of total members and number of candidates from under-represented groups.

4. In the event of an inadequate pool the District Affirmative Action Officer or designee shall meet with the Chair of the Committee and the Discipline Administrator to discuss whether to proceed or to consider other alternatives. If the Chair is the Discipline Administrator, the Search Committee will select a faculty member from the Search Committee to be included in the discussion.

D. Interview of Candidates

1. Determine which members will ask which approved questions.
2. Ask all approved questions of each candidate.
3. Schedule approximately the same amount of time for each candidate.
4. Maintain consistency during the interview process for comparison validation.

5. Make written comments for each response on the interview form.

E. Final evaluation by the Search Committee

1. The Committee shall evaluate candidates according to the approved criteria.

2. The Committee shall select three preferred candidates any of whom would be acceptable as colleagues. The names and all the interview materials will be forwarded to the District's Affirmative Action Officer or designee. In the event of an inadequate pool the District Affirmative Action Officer or designee shall meet with the Chair of the Committee and the Discipline Administrator to discuss whether to proceed or to consider other alternatives.

   In the event there are not three preferred candidates, the Screening Committee Chair and the Administrator of the unit shall meet with the President and a representative from the Affirmative Action Officer or designee to discuss whether to proceed or consider other alternatives. If the Chair is the Discipline Administrator, a faculty member from the Selection Committee will be included in the discussions.

3. The Committee may rank the preferred candidates and will select the faculty representative to the Selection Committee. The faculty representative to the Selection Committee has the responsibility to inform the Selection Committee of any rankings of the preferred candidates after the final interviews have been completed and before a final decision is made.

F. Selection of Final Candidate by Selection Committee

1. The President or designee and two members of the Search Committee (one faculty member selected by the Search Committee and the Discipline Administrator of the Faculty Hiring service area) will interview the candidates. The Dean of Instruction (or for counselors, Dean of Students) and one additional faculty member from the Search Committee may participate at his/her option. Realizing that the search process involves considerable time, a small Selection Committee is encouraged.

2. The Selection Committee prepares the final interview questions and forwards them to the District's Affirmative Action Officer or designee for review.

3. After the interviews have been completed, the Selection Committee will discuss the candidates and give consideration to all finalists. The faculty representative to the Selection Committee will then inform the Selection Committee of the preferred candidates' ranking as determined by the Search Committee.
GENERAL PERSONNEL POLICIES
(Employment Principles)

4. As a result of the discussion of the candidates and disclosure of the Search Committee ranking, the President selects the successful candidate subject to validation of references.

5. If the Search Committee's first choice is not selected for the position, the President will meet with the Search Committee to discuss the reasons, at the request of the faculty representative to the Selection Committee. Such a meeting will be held prior to the position being offered to the candidate.

6. The President or designee will offer the candidate the position, subject to District approval.

7. The President recommends the candidate to the Chancellor.

PROCEDURES FOR TEMPORARY FULL-TIME FACULTY

The selection of any temporary full-time faculty will be determined by using the procedures for new adjunct faculty.

FULL TIME FACULTY TIMELINE FOR HIRING PROCESS

The District, in cooperation with the Search Committee and Selection Committee, shall make every effort to see that the steps required for hiring new faculty are completed as nearly as possible within the following timeline.

Week 1

- Campus decision to hire.
- Notification to faculty and Academic Senate of position opening.
- Request for committee volunteers by discipline administrators.

Week 2

- Meeting of faculty Search Committee.
- Meet with Affirmative Action Officer or designee to review the Affirmative Action Plan.
- Transmittal of announcement to District and notification to the Search Committee chair of any recommended changes by District prior to advertisement.

Weeks 3 - 4

- Processing of job announcement by District.
- Advertisement and recruitment for the advertised position.

Weeks 4 - 6

- Submission of paperscreening criteria and interview questions to District by the Search Committee.
- Approval of paperscreening and interview criteria by District.
- Submission of final interview questions to District by Selection Committee.

Week 10

- Affirmative Action review of the pool by the District.
Weeks 11 - 12

- Receipt and processing of applications by the District and distribution to the Search Committee. Search Committee will be notified if a candidate has applied for a job at more than one of the Colleges in the District.
- Determination of Minimum Qualifications and Equivalency in the Search Committee.
- Paperscreening by the Search Committee.
- Interviews scheduled.

Week 13

- Interviews by the Search Committee.
- Committee selects preferred candidates.

Week 14

- Interviews by the Selection Committee.
- Reference validation on final candidate.
- Hiring recommendation to District for Board approval.
OVERVIEW
The purpose of this section is to specify procedures that will be used:

1. To develop a **District Adjunct Faculty Applicant Pool** organized by discipline areas,
2. To implement a **College-based Search Committee** that will interview and select adjunct faculty,
3. To implement a **College-based Equivalency Committee** to determine adjunct faculty "equivalencies" in discipline areas,
4. To implement **Emergency Hiring Procedures** for adjunct faculty.

I. **DISTRICT ADJUNCT FACULTY APPLICANT POOL**

The Adjunct Faculty Applicant Pool is composed of faculty applicants who have applied for an adjunct teaching position with the Coast District. As specified in the following section, the applications of candidates for this Applicant Pool will be accepted on a continuous basis throughout the year and as a result of specific advertisements, will be organized by discipline, and will be sent to College Search Committees that are seeking candidates for vacant adjunct teaching positions. Faculty who are in this **Applicant Pool** have not been interviewed by a College Search Committee, and their "equivalencies" to minimum qualifications have not been determined.

A. **Application Period**

Adjunct faculty candidates will be able to apply to the District for teaching positions at any time during the year. The District will maintain this continuous application process.

B. At least two times a year, the District will advertise to recruit candidates for discipline areas in which:

1. A College has requested an advertisement or
2. There are an inadequate number of candidates in the Applicant Pool or
3. There is an inadequate number of candidates from under-represented groups in the Applicant Pool.

C. **Application Contents**

All Adjunct Faculty candidates will be asked to limit their application packets to the following contents:

1. District Adjunct Application Form and four copies of (items 2, 3, 4)
2. Cover letter that contains a personal statement addressing their qualifications for the subject(s) to be taught. (not to exceed of two pages)
3. Resume (not to exceed two pages)
4. If applicable “Request for Equivalency Determination” form and supporting documentation,

(supporting documentation and original transcripts will not be required or accepted until specifically requested.)

D. Files for the Adjunct Applicant Pool.

1. All applications received on a continuous basis and as a result of specific advertisements will form an Adjunct Faculty Applicant Pool.

2. District Office of Human Resources receives applications, logs into the applicant tracking system, and forwards appropriate copies to each College Affirmative Action Office.

3. Copies of application materials for all candidates in this Applicant Pool will be maintained by the College Affirmative Action Office and provided to College Search Committees as requested; the original applications remain on file at the District for incorporation into the official personnel files upon hire.

4. Applications received at the District will be filed by discipline and maintained for two years.

II. COLLEGE HIRING COMMITTEE

It is the obligation of the College Hiring Committee to work in a timely manner to evaluate each candidate fully, impartially, and only in terms of qualifications specific to the position. In addition, since employment is a sensitive process, it is incumbent upon all Committee members, and those associated with such processes, to maintain the highest degree of confidentiality through its entirety. To reveal information which has been discussed in Committee to other than appropriate District/College personnel would compromise the process and individuals associated with it. Any concerns regarding the process should be directed to the Committee Chair, the Vice Chancellor for Human Resources, or the College Affirmative Action Officer or designee.

A. The academic deans in conjunction with respective department chairs and/or subject matter specialists will regularly review all applications on file and may hire any person who has met the state’s minimum qualifications or has been approved by the colleges’ equivalency committee. Every attempt shall be made to include qualified candidates of underrepresented groups.

B. All new adjunct hires must be evaluated under the provisions of the CFE/AFT or the CCCA/CTA/NEA contract evaluation procedures. Those found to be satisfactory could be offered a teaching assignment for the next semester.

C. This process would eliminate most emergency hires.
III. COLLEGE-BASED EQUIVALENCY COMMITTEES

There are two options for the composition of the college equivalency committees: division-based or discipline based. Ordinarily, the equivalency committee would be organized by college divisions (see Section A); however, an individual discipline area of a college may choose to form a discipline-based equivalency committee (see Section B).

A. Composition of the College-based Divisional Equivalency Committees:
   The term "division" is defined as an academic grouping of related disciplines/subjects/faculty assignments within a related field of study. It is not meant to be interpreted as geographical or site based grouping of faculty.

   1. There should not be more than two faculty from one discipline/subject matter on any division committee, and consideration should be given to the breadth and diversity of committee composition.
   2. There shall not be less than three full-time tenured faculty members.*
      * Should there be less than three full-time faculty members within a division, the committee composition shall reflect the ratio of full-time to part-time within that division so long as there is at least one full-time tenured faculty member. If there are no full-time faculty members within the division the Academic Senate President shall solicit and appoint a full-time tenured faculty member from a related discipline to serve on this equivalency committee.
   3. The length of service will be for two years, and membership shall be staggered. (In the first year, two of the seats will be determined by lot to be one year)

B. Composition of the Discipline Equivalency Committee:
   A discipline is defined as a subject area that has been adopted by the Academic Senate of the California Community Colleges, as approved by the Board of Governors.

   1. A discipline may decide to establish a discipline- specific equivalency committee.
   2. A Discipline Equivalency Committee shall consist of three (3) faculty members selected by the discipline faculty.
   3. At least two (2) of these faculty members shall be qualified and teach/work within the discipline. The others may be from related areas.
   4. Not more than one (1) member of the Discipline Equivalency Committee may be on the search committee.
   5. The provision for full-time/part-time ratio shall apply to the Discipline Equivalency Committee.
   6. Length of service shall be two (2) years.
   7. Election results shall be reported to the Academic Senate for confirmation.
C. Selection of Divisional Equivalency Committee

1. The discipline/division administrator and the Academic Senate will jointly solicit nominations for faculty members willing to be elected to their divisional equivalency committee.

2. Each college division will elect a minimum of five (5) faculty from within their division to serve on an as needed basis for a period of two years. A Division may vote to increase the size of this committee to adequately address concerns of breadth and diversity.

3. Elections will be conducted by the Academic Senate in a manner consistent with its election procedures for other faculty positions.

4. Elections results will be presented to the Academic Senate for confirmation.
   a. The Senate will vote to confirm or they may elect to return the results for reconsideration.

   b. The Senate will identify the reasons why it wants the committee composition reconsidered. These reasons may include, but are not limited to: elections which may not produce a committee membership with enough breadth of faculty subject matter specialty to adequately assess equivalencies for all related disciplines within the division; a perceived process or procedural irregularity; and/or the lack of sufficient diversity within the committee membership.

   c. An alternative to non-confirmation of an election available to the Senate in such circumstance would be to vote to expand the size of a particular divisional committee and conduct another election for additional members.

5. The committee shall elect a chair who will coordinate the dissemination of all materials.

D. Evaluation of Equivalency

1. Any candidate applying under the provisions of equivalency who is selected for interview by the search committee shall have his/her application materials forwarded to the equivalency committee for evaluation prior to the interview.

2. Evaluations shall be done in a timely manner (within 7 working days), either individually or in a committee meeting, so as not to delay the interview process.

3. Evaluations shall be done using the Equivalency Evidence Validation Form (Appendix A).

4. The committee members shall review the applications and the materials submitted by candidate to support his/her request for equivalency.

E. Voting on Equivalency
1. If more than one faculty member votes to withhold equivalency, equivalency will not be granted. The committee chair shall then call a meeting of the committee as a whole to discuss the candidate's documentation.

2. When individuals are granted equivalency by one college they will be certified as equivalent for all colleges within the district.

3. The committee chair shall forward the committee's decision to the Search Committee Chair and the College Affirmative Action Office of either:
   a) granting equivalency
   or
   b) not granting equivalency.

4. If the applicant has not been granted equivalency, the application shall be pulled from the pool and given no further consideration by that college search committee.

F. Training

The Affirmative Action Officer and the President of the Academic Senate (or designee) shall jointly develop and conduct a two hour training session for all committee members and Educational Deans on the concept and procedures related to Equivalency.

IV. EMERGENCY HIRING PROCEDURES

The emergency procedure is intended to be rarely used. An emergency exists when there is no suitable candidate in the hiring pool who is available to teach a particular subject and there is not sufficient time to follow the normal procedure. In this case, the discipline/division administrator may interview and hire a qualified candidate (i.e., hold the appropriate credential, meet the minimum qualifications, or has been granted equivalency by one of the college's in the District) directly from current applicant files or other sources.

The following rules shall apply:

1) The applicant may be hired for a maximum of one academic year which may be as follows: two consecutive semesters and one consecutive summer. The following examples would comply:
   a) fall, spring, summer
   b) spring, summer fall
   c) summer, fall, spring

2) The candidate must be evaluated in the first semester of instruction.
COAST COMMUNITY COLLEGE DISTRICT
Equivalency Committee Determination

Applicant

Discipline

TYPE OF EQUIVALENCY REQUESTED:

_____ Academic Course Work - Including Degrees, Internships, and Licenses

I certify that I have reviewed all documents related to this applicant's request for an equivalency determination and that in my professional judgment this candidate's experience is in fact equivalent (equal) to all course work, qualifying examinations or thesis requirements normally completed by an individual completing the minimum requirements expected at an accredited institution in this area of study.

_____ Minimum Experience (Where Applicable)

- Work Experience, Teaching Experience and Special Qualifications

I certify that I have reviewed all documents related to this applicant's request for an equivalency determination and that in my professional judgment this candidate's experience is in fact equivalent (equal) to the work experience normally gained by an individual who has completed the minimum work experience listed in this job description. This candidate's work history and professional experience has adequately prepared him/her in a manner similar to that expected of other candidates who have met the formal minimum requirements advertised for this position.

I further certify, that in my professional judgment, this candidate's experiences have fully prepared him/her to teach all subjects which this district currently offers in the field of study for which this equivalency will qualify this candidate.

Name ____________________________ College

_____ YES _____ No ____________________________ Signature

Date
EQUIVALENCY EVIDENCE VALIDATION

Please review the application material and check all areas below that are pertinent. Equivalency shall be granted based on the criteria below.

___ Degrees
___ Transcripts w/ course descriptions
___ Continuing education
___ Certificates
___ Credentials
___ Licenses
___ Job related experience

___ Letters of reference
___ Records of performance
___ Publications/reviews
___ Portfolio/exhibitions
___ Awards/honors
___ Recognition
___ Internships
___ Apprenticeships
___ Community service
___ Other
COAST COMMUNITY COLLEGE DISTRICT
COLLEGE DIVISIONAL OR DISCIPLINE EQUIVALENCY COMMITTEE
CANDIDATE EQUIVALENCY DETERMINATION

Applicant Name:
Position Applied For:

College Equivalency Committee Vote Tally:

______ YES VOTES ________ NO VOTES

BASED ON MY TABULATION THE VOTES OF THE COMMITTEE MEMBERS:

____ COMMITTEE AGREES TO AWARD EQUIVALENCY

____ MORE THAN ONE COMMITTEE MEMBER HAS VOTED WITHHOLD EQUIVALENCY, THEREFORE EQUIVALENCY IS DENIED.

Equivalency Committee Chair

________________________________________ Date
Signature

College
GENERAL PERSONNEL POLICIES
(Employment Principles)
GENERAL PERSONNEL POLICIES
(Employment Principles)

(Ethnic Distribution Pie Charts are available from the Human Resources Office -- 84710)
Position Description: INSTRUCTOR IN ART HISTORY AND STUDIO ARTS
  Contract (tenure-track), full-time two-semester per year position.

Location: Orange Coast College

Start Date: August 17, 1990

Performance Responsibilities:

1. Teach a variety of Art History survey courses from the prehistoric to contemporary periods.
2. May also teach a studio course such as Exhibition Design, Sculpture, or 3-D Design as part of the assignment.
3. Fulfill the professional responsibilities of the position of instructor.

Minimum Qualifications:

1. Possess the California Community College credential required for this subject area OR
2. Master's Degree in Fine Arts, Art or Art History OR
3. Bachelor's in any of the above AND Masters in Humanities OR
4. The equivalent education and/or experience that is at least equal to #2 or #3 above.

Desirable Qualifications:

1. Successful teaching experience working with diverse students who are similar to the community college student population.
2. Previous college-level teaching experience.
3. Strong background in and ability to communicate with introductory students in the field of Art History.
4. Demonstrated commitment to teaching lower division students.
GENERAL PERSONNEL POLICIES
(Employment Principles)

Instructor in Art History and Studio Arts
#43-O-90

Additional Application Requirement:

1. Current resume of professional experience.
2. Portfolios or slides may be requested at time of interview.
   DO NOT send these materials with application.

Salary:

The annual salary range is $22,844 to $52,742, plus a stipend of $1,562 for possession of an earned Doctorate from an accredited institution. Appropriate placement on this salary schedule is based upon preparation and years of experience.

Employee Benefits:

The District provides a comprehensive benefits program. Dental and vision care plans for employees and dependents, and life insurance and income protection plans for employees are fully paid by the District. A variety of medical plans covering employees and their dependents are available, with the District paying the major portion of the cost.

Application Procedures:

The completed application for this specific position must be submitted directly to the Coast Community College District Office of Human Resources, 1370 Adams Avenue, Costa Mesa, CA 92626, Attention: Applicant Processing. Application forms may be obtained at the Office of Human Resources or will be mailed upon request by calling (714) 432-5008. Because of possible postal delays, it is suggested when feasible you personally obtain the application form, complete all portions and return it before the closing date deadline. The District will consider only individuals who submit a completed application.

NOTE: Staff members are encouraged to apply for promotional positions. Applications and selection procedures are the same as for applications from outside the college.
GENERAL PERSONNEL POLICIES
(Employment Principles)

Position Description - Instructor

The primary duty of instructors shall be to teach assigned courses within the approved curricular program.

As an art and a learned profession, teaching imposes complex and diverse obligations which vary, both in importance and susceptibility to precise description. Instructors shall be assigned to teach courses within their area of professional training and expertise. They shall discharge the following responsibilities at an optimum level of proficiency:

1. To help the students fulfill their maximum potential in mastering course content.
2. To instill in students a respect for excellence and a desire to pursue it.
3. To develop in the student a respect for differing points of view.
4. To maintain a thorough and up-to-date knowledge in the Instructor's regular teaching field, to plan courses and to revise such plans when appropriate.
5. To maintain a fundamental knowledge of instructional materials and techniques, and methods of student evaluation.
6. To maintain high standards of professional conduct and ethics appropriate to the instructor's professional position.
7. To adapt appropriate methods and materials of teaching to meet the needs of students, consistent with the maintenance of quality education.
8. To teach courses in general conformity with official course outlines.
9. To provide students with written course objectives, with an explanation of grading standards, and with periodic opportunities for the students to evaluate their progress based on these objectives and standards.
10. To maintain reasonable availability to students, including the maintenance of office hours.
11. To respond to student inquiries, or to refer students to appropriate personnel when solution of their problems requires it.
12. To support student activities through appropriate participation, including club advisorship and/or acting as an advisor to student activities.
GENERAL PERSONNEL POLICIES
(Employment Principles)

13. To engage in no outside employment or other activities that will impair the effectiveness of professional service and to desist from authorizing or permitting any commercial exploitation of the instructor's professional position.

14. To adhere to class and examination schedules and to follow proper fiscal and student accounting procedures.

15. To maintain records required by the college and report grades and attendance in a timely manner based on college procedures.

16. To submit timely requests for necessary textbooks, materials, and equipment.

17. To perform assigned committee work and to attend meetings called by the college, as long as such obligations are reasonable.

18. To take reasonable precautions against the theft, deterioration or destruction of department facilities, equipment and supplies.

19. To observe safety standards appropriate to his instructional obligations, and to instruct students accordingly.

20. To respect the academic freedom of student to express their opinions on controversial matters germane to the subject matter of courses taught, subject only to the maintenance of appropriate classroom decorum and the time constraints necessary to implement the attainment of course objectives.

Items 10, 12 and 17 are not applicable to adjunct faculty members.
GENERAL PERSONNEL POLICIES
(employment principles)

SEARCH COMMITTEE CHECKLIST

We, the undersigned, have completed the following:

1. Attempted and/or selected Search Committee Members from under-represented groups specifically considering gender and ethnicity.
2. Elected chair.
3. Developed job announcement.
4. Met with the District's Affirmative Action Officer or designee to review Affirmative Action Plan, including procedures, District and College goals, pool diversity, State regulations, and suggested affirmative action questions.
5. Followed established District equivalencies Procedures.
6. Reviewed search processes and forms.
7. Developed application screening criteria which was reviewed by the District's Affirmative Action Officer or designee.
8. Developed interview questions from job announcement which was reviewed by the District's Affirmative Action Officer or designee.
9. Checked application materials for completion and minimum eligibility.
10. Completed paperscreening forms.
11. Determined candidates to be interviewed.
12. Determined which members would ask which questions.
13. Asked all approved questions.
14. Completed interview rating forms, including written comments.
15. Evaluated each candidate fully and impartially.
16. Recommended candidates to Selection Committee.
17. All members attended all Committee Meetings.

COMMITTEE MEMBERSHIP

Chair
Member
Member
Member
Member
GENERAL PERSONNEL POLICIES
(Employment Principles)

ADVERTISING RESOURCES

Newspapers

Arizona Republic
Asia Week
Chicago Tribune
Daily Pilot
Dallas Morning News
Del Mundo
Denver Post
Filipine News
Honolulu Advertiser
Honolulu Star
Houston Chronicle
Kashu
Korean Daily News
La Opinion
Long Beach Press Telegram
Los Angeles Times (All Editions)
Los Angeles Sentinel
Miniodonas
Native American Press
Navajo Times
Orange County Register
Rafushimpo
San Diego Union Tribune
San Francisco Chronicle
San Francisco Examiner
San Jose Mercury Times
San Juan Star (Puerto Rico)
Seattle Times
The Daily News
Watts Times

Magazines/Other

AACJA Careerline
ACCA
Affirmative Action Newsletter
Affirmative Action Register
Art Search
Aviation Weeks & Space Technology
Black Issues in Higher Education
California Job Journal
Chronicle of Higher Education
College Times
Community College Weekly
Computer World
GENERAL PERSONNEL POLICIES
(Employment Principles)

- Daily Variety
- Educational Challenge
- Electronic Media
- Employee Finder/CASBO
- Hispanic Link
- Hispanic Hotline
- National Cinema Network
- The News (California Association of Community Colleges)
- Papago Runner

JOB ANNOUNCEMENT

Outside Distribution

Regular mailing list of one-hundred and eighty (180) colleges, job developers, placement centers, and occupational centers throughout southern California.

Wide-range mailing list of one-hundred nineteen (119) colleges, placement centers, and rehabilitation centers throughout the state.

Affirmative Action mailing lists of forty-eight (48) is comprised of organizations providing ethnic services, training centers, placement agencies other agencies serving women and minority groups.

Job Summary (weekly) is a summarized list of all open positions mailed each Friday to two-hundred (200) offices (combined regular and wide-range mailing lists).

Inside Distribution

District-wide distribution consists of one-hundred and ninety-eight (198) campus offices, departments and staff members.

Job Summary - Distributed weekly to Management and supervisory staff for posting.
COAST COMMUNITY COLLEGE DISTRICT
EQUIVALENCY DETERMINATION

For the Position Of:

Applicant's Name:

INSTRUCTIONS: THE INFORMATION REQUESTED BELOW IS REQUIRED OF ALL CANDIDATES NOT HOLDING THE STATED MINIMUM QUALIFICATIONS, WHO ARE SEEKING CONSIDERATION ON THE BASIS OF EQUIVALENCY. CANDIDATES MAKING APPLICATION UNDER THE EQUIVALENCY BASIS, SHALL SUBMIT THIS SUPPLEMENT AS WELL AS ALL OTHER MATERIALS SPECIFIED UNDER "APPLICATION PROCEDURE" ON THE VACANCY ANNOUNCEMENT. REFERENCES TO RESUMES AND MATERIAL OTHER THAN ADDITIONAL SHEETS REQUIRED TO COMPLETE THIS FORM WILL NOT BE ACCEPTABLE.

1. List all academic preparation that should be considered to determine equivalency of both general education and major field courses. Please be specific regarding the institution, course titles, unit value, and level of course work (graduate, upper division, etc.) and to which degree(s) it is equivalent. Transcripts and copies of course descriptions should also be attached.

2. List all relevant professional/work experience (teaching and non-teaching) that should be considered to determine equivalency. Please give a detailed description of the duties performed.

3. List any other relevant accomplishments that should be considered to determine equivalency. (This could include, but would not be limited to research, publications, seminars, professional performance/exhibitions, honors/awards, etc.)

4. List specialized skills, knowledge and abilities that should be considered to determine equivalency.
GENERAL PERSONNEL POLICIES
(Employment Principles)

5. List relevant memberships and/or organizational activities that should be considered to determine equivalency.

6. List the name, address and phone number of three (3) references who could attest to your education, experience and knowledge being equivalent to the minimum qualifications.

7. Please write a narrative synopsis (not to exceed one page) of your education and experience that illustrates possession of qualifications that are at least equivalent to the stated minimum qualifications.

I CERTIFY THAT TO THE BEST OF MY KNOWLEDGE THE FOREGOING STATEMENTS ARE COMPLETE, TRUE AND CORRECT, AND IF EMPLOYED, I UNDERSTAND THAT I MAY BE SUBJECT TO DISMISSAL IF THEY ARE FOUND TO BE UNTRUE OR INCORRECT.

Signature _______________________  _____________ Date
GENERAL PERSONNEL POLICIES
(Employment Principles)

AFFIRMATIVE ACTION GUIDELINES

District/College practices have been carefully reviewed to ensure that equity and access are assured in the employment process to enable the District/College to select the qualified candidate for appointment from the most diverse pool feasible. The following standards are in force within in the District's employment process.

1. Application forms are in compliance with local, state, and federal statutes regarding employment discrimination.

2. Questions concerning marital status, dependency or child care obligations are neither asked of the applicant nor investigated.

3. Assumptions about a particular individual's willingness or ability to relocate are not made.

4. Personnel involved in reviewing applicants are routinely instructed that information about race, age, sex, or ethnicity may not be considered as part of an applicant's evaluation.

5. Questions asked of applicants are limited to those relating to specific job qualifications and performance requirements such as experience, skills, and educational background appropriate to the specific position for which the individual is applying.

6. A separate record is maintained showing the ethnic background and sex, when known, of applicants for employment. Additionally, an interview summary for all applicants who are interviewed is maintained, indicating: recruiting source, date(s) of interview(s), sex, and ethnic background. The name of the individual selected is shown on this summary as well as the names of the individuals involved in the screening and selection process. Reasons for nonselection of an applicant are shown on an individual disposition form.

7. Throughout the search and selection processes, the responsible administrator and/or chairperson shall seek approval at various stages from the Staff Diversity/Affirmative Action Officer or designee so corrective action may be taken, if necessary, to ensure compliance in the Staff Diversity/Affirmative Action Program.

8. Selection of unqualified/overqualified persons on grounds of race, age, sex, ethnicity, handicap or status as a Vietnam-era veteran constitutes discrimination and is prohibited. Similarly to terminate, demote, or displace a person on these grounds in the name of Staff Diversity/Affirmative Action is also discriminatory and prohibited.

Affirmative Action is achieved through enrichment of the selection pool to assure diversity. This ensures recruitment, appointment, and promotion of a varied population for vacancies created by normal growth and attrition in existing positions.
9. The Affirmative Action Officer or designee will provide training to ensure full compliance with all District selection and Affirmative Action policies, goals and procedures. The Affirmative Action Officer or designee may also assist in the search and selection of candidates.

10. Each Search or Selection committee establishes a selection procedure which includes a review of qualifications for appointment and the development of a standard set of job-related questions to be used during the interview process. For each division and each position, qualifications will vary; however, there can be no disqualification based on race, age, sex, ethnicity, or handicap. Affirmative Action does not require either the consideration of applicants of lesser qualification or of applicants who are not qualified or physically capable of assuming the responsibilities of the position.

11. Since deviation from policy and procedure can result in legal liability, the Staff Diversity/Affirmative Action Officer or designee has the authority to suspend the process if he/she determines such action is necessary. If, in the opinion of the Staff Diversity/Affirmative Action Officer, the composition of the candidates interviewed does not adequately represent ethnic minorities and women as a result of the recruiting and screening process, additional steps may be taken. This includes extending or reopening the position, expanding the geographic recruitment area, and establishing recruitment teams. In such instances, those who had applied earlier will continue as candidates unless determined not to have the minimal qualifications.
INTERVIEW QUESTION GUIDELINES

Questions and inquiries utilized during an interview shall not discriminate against any individual on the basis of race, color, sex, ethnic or national origin, religion, age, or handicap. No questions or inquiries may be utilized if they produce an adverse effect on the equality of treatment accorded all applicants.

What Cannot Be Asked. Omit questions that are not employment related, or necessary for discharging the duties of the position; such as:

1. Age or date of birth.

2. What are your plans for marriage? Currently living with your husband/wife? How long married/divorced/separated? Still see your ex-husband? Is your present husband your children's father?

3. Name of spouse, spouse's address, or place of employment.

4. Children's names. How old are the children? Who takes care of them? How many children are there? Do you have children? Are you pregnant? Do you plan to have children?

5. Parent's name, father or mother's surname, maiden name. Parent's place of employment, place of residence, whether they own or rent.

6. Are you naturalized? U.S. born? Where were you born? Where were your parents born? Your spouse's birthplace? Any kind of question that would divulge lineage, ancestry, national origin, birthplace, etc.

7. Your religion; name of rabbi, priest or minister; can you work Saturdays, Sundays; what religious holidays are observed?

8. Previous address, how long at present address, persons residing at address, whether rent or own, relocation attitudes unless required by the job.

9. Have you ever had any property repossessed/foreclosed?

10. Finances, financial obligations, loan wage attachments, personal bankruptcies. Have wages ever been garnished?

11. How did you finance your education?

12. What is the lowest salary you would accept?

13. Is your family dependent upon your working? Do you have to work? How does your husband feel about your working?
GENERAL PERSONNEL POLICIES
(Employment Principles)

14. Do you own a car? How will you get to work?
15. Ever arrested? Ever had trouble with the law?
16. Don't ask about organizations, clubs, societies, or lodges (employment-related professional organizations OK).
17. Height or weight, unless an actual job requirement. Do not request a photograph even if stated optionally.
18. No questions are permitted concerning race, color of skin, color of hair or eyes.
19. You may not ask questions regarding physical disabilities or handicaps, general medical condition, health or illnesses. Do not ask questions pertaining to present or past receipt of workers' compensation.
20. Inquiry into general military service. Do you have an honorable discharge from military service?
21. Recreation, hobbies, or social preferences.
22. Personal dress, grooming or related practices.
23. Use of tobacco, alcohol or other stimulants.
24. Friends or relatives employed by Coast Community College District.
25. Political association, activity or voting record.
26. Views on supernatural, mystical or psychological phenomena.
27. Views on current local, national, or world affairs.
28. Personal cultural beliefs, awareness or commitment.
29. Name or address of a relative to be notified in case of emergency.
Questions relevant to education, training, experience, competency and professional growth may be asked if they create no adverse effect. The bulk of the interview should be specifically on knowledge, skills and employment experiences. The following are a list of sample interview questions:

**Work History**

1. What were your major responsibilities on your last or present position?
2. Why did you go to work there?
3. What problems or problem areas did you encounter in your present position? What areas of frustration have you encountered in present or previous positions?
4. In what areas did you excel or do particularly well?
5. How did your immediate supervisor regard your work, how did coworkers view it?
6. Why do you want to leave your present position? Please be frank and specific.
7. What did you like about that job, the people, or employer?
8. What did you dislike about that job, the people, or employer?
9. What kind of people do you find difficult to work with?
10. What do you think you accomplished most in that position?
11. What do you consider to be important about a position?
12. If you were in that supervisor's position, what changes or improvements would you make? Why?
13. What do you look for most in a position?
14. What do you look for most in a supervisor?
15. Describe what you would consider a difficult supervisor?
16. What is there in your overall background that you think would enable you to perform well in this position?
GENERAL PERSONNEL POLICIES
(Employment Principles)

Education

1. What have you done to prepare yourself for employment as a ____?
2. What were the most significant things you got out of your formal education or training?
3. In what subjects did you have your greatest difficulty?

Goals

1. What are your career/professional objectives?
2. What would you like to be doing five or ten years from now?
3. How long have you had this plan in mind? Why is it a good plan?
4. What fields interest you other than the one you are in?
5. If you were starting all over what other fields would you consider?
6. What things help a person become successful?
7. When will you be available to begin?
8. Are you familiar with the job expectations and requirements?
9. What are your qualifications for this position?
10. What do you know about our organization?
GENERAL PERSONNEL POLICIES

Self-Evaluation

1. How would you make the best contribution to an employing organization?
2. What are your strengths?
3. Where do you need to improve the most? What are you doing about it?

Open-ended questions and further elaboration may be encouraged by using such words and phrases as:

1. How did you happen to...?
2. For example, for instance...
3. Would you say...and why?
4. Why?
5. What prompted your decision?
6. What influenced you to...?
7. Could you explain?
8. Please go on, please elaborate.
10. I'm not clear on that, could you...
11. While on the subject...
12. Speaking of...
13. Anything you would like to add?
14. When did you...?
15. Where did you go next?
GENERAL PERSONNEL POLICIES

PAPERSCREENING REVIEW FORM

APPLICANT NO.          POSITION APPLIED FOR:
NAME OF APPLICANT:    JOB NO.
PAPERSCREENED BY:     DATE OF PAPERSCREENING

INSTRUCTIONS:

Please use the format below to list one (1) to ten (10) major responsibilities from the attached Job Announcement to determine the criteria for paperscreening and to note key information regarding this criteria. Rate each of the criteria on a scale of 1-10, 1 being the lowest and 10 being the highest. Written comments must be stated to support each rating.

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GENERAL PERSONNEL POLICIES
(Employment Principles)

No. 5  Rating
Comments:

No. 6  Rating
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No. 7  Rating
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No. 8  Rating
Comments:

No. 9  Rating
Comments:

No. 10 Rating
Comments:
GENERAL PERSONNEL POLICIES  
(Employment Principles)

**APPLICANT NO:** __  **PAPERSCREENING SUMMARY FORM**

CANDIDATE ________________  POSITION NO.

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**RECOMMENDATION:** Based on this evaluation, this candidate should:

1. ____ Be interviewed.  
2. ____ Not be given further consideration.

**GENERAL PERSONNEL POLICIES**  
(Employment Principles)
**BRIEFLY JUSTIFY DECISION:**

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<th>Chairperson</th>
<th>Staff Diversity/AA Facilitator</th>
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GENERAL PERSONNEL POLICIES
(Employment Principles)

APPLICANT NO. POSTION APPLIED FOR:
NAME OF APPLICANT: JOB NO.
INTERVIEWER: DATE OF PAPERSCREENING

INTERVIEW RATING FORM

INSTRUCTIONS:
Please use the format below to note **key** information regarding responses to questions by interviewees. The level of experience, knowledge, skill, and ability is to be rated on a scale of 1-10, 1 being the lowest and 10 being the highest. Written comments must be stated to support each rating.

**Question**

No. 1 Rating
Comments:

No. 2 Rating
Comments:

No. 3 Rating
Comments:

No. 4 Rating
Comments:

No. 5 Rating
Comments:
GENERAL PERSONNEL POLICIES  
(Employment Principles)

No. 6 Rating
Comments:

No. 7 Rating
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No. 8 Rating
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No. 9 Rating
Comments:

No. 10 Rating
Comments:
INTERVIEW SUMMARY FORM

APPLICANT NO:

CANDIDATE _________________________ POSITION NO.

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TOTAL

RECOMMENDATION: Based on this evaluation, this candidate should:

1. ___ Be interviewed. 2. ___ Not be given further consideration. 3. ___ Be offered position.
GENERAL PERSONNEL POLICIES
(Employment Principles)

BRIEFLY JUSTIFY DECISION:

________________________  ____________________________  ____________
Chairperson                     Staff Diversity/AA Facilitator                      Date