

6G **Faculty Hiring** (Applicable to all personnel with employment contracts based on the Basic Faculty Salary Schedule)

6G1 **Philosophy**

6G1A It shall be the policy of the Kern Community College District that a faculty hiring process be established to provide for highly qualified College faculty who are expert in their subject areas, who are skilled in teaching and serving the needs of a varied student population, who can enhance overall College effectiveness, and who are sensitive to and representative of the racial and cultural diversity of the District adult community.

6G1B The governing board of a community college district derives its authority from statute and from its status as the entity holding the institution in trust for the benefit of the public. The governing board and the administrators it appoints have the principal legal and public responsibility for ensuring an effective hiring process.

6G1C Faculty members derive their authority from their expertise as teachers and subject matter specialists and from their status as professionals. The Faculty has an inherent professional responsibility in the development and implementation of policies and procedures governing the hiring process.

6G1D The Academic Senates have the legal responsibility and authority to develop jointly with representatives of the governing board the hiring criteria, policies and procedures for new faculty.

6G1E Hiring procedures are based on a recognition that responsibility for selecting faculty from a pool of qualified applicants is shared cooperatively by faculty and administration, participating effectively in all phases of the hiring process.

6G1F All policies and procedures relative to faculty hiring shall be characterized by strict confidentiality to the extent permitted by law.

6G2 **Affirmative Action**

6G2A The Board of Trustees, Administration and Academic Senate have the joint responsibility to ensure that

affirmative action goals and timetables are a part of the overall process of hiring faculty.

6G2B All participants in the hiring process shall receive training in affirmative action procedures and shall become knowledgeable about the affirmative action goals and timetables of the District and its Colleges.

6G2C Each College's Affirmative Action Officer shall serve as a consultant on District and State guidelines and be responsible for monitoring the College and District's affirmative action policies and procedures, including but not limited to:

- Review of the job description/announcement;
- Review of the composition and procedures of selection committees; and
- Review of the adequacy of the applicant pool.

6G2D Each College Personnel Officer in consultation with the College Affirmative Action Officer and selection committee shall determine the adequacy of the employment pool based on all applications received.

-9-

6G3 Position Identification/Approval

6G3A The need for contract faculty positions shall be determined cooperatively through a well-defined, thoughtful planning process involving the College Academic Senate, faculty in the discipline, and College administrators. This process shall be agreed to by the College President and the Academic Senate.

6G3B A contract faculty position requires the approval of the College President and the District Chancellor prior to the commencement of the selection process.

6G4 Job Description

6G4A The department/division chair, if any, and the faculty in the discipline in consultation with the appropriate administrator shall develop the faculty job description, which shall include position requirements and desired characteristics.

Hiring criteria that are beyond minimum qualifications set by District policy may be established.

6G4B In special cases, faculty and/or administrators from other campuses of the College, Colleges of the District, faculty/administrators from other colleges, or outside agencies may be part of the consultative process.

6G4C In all cases, job descriptions shall meet the minimum qualifications for teaching at the community college level, as established by the state-wide Academic Senate and adopted by the Board of Governors of the California Community Colleges.

6G4C1 It shall be the responsibility of the Academic Senate, in consultation with the faculty of the appropriate discipline, to decide how equivalency shall be determined. See **Procedure 6G4C1** of this Manual for the list of equivalency criteria.

6G4C1A The purpose of equivalency statements shall be to ensure the maintenance of a professional and highly-qualified staff.

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10-

6G4C1A1 The equivalency process is flexible enough to allow applicants who provide evidence that they have education or experience comparable to that required by the minimum qualifications to be given careful consideration, even if their formal education is not identical to degree requirements or they have acquired their qualifications by a route other than the conventional one.

6G4C1B Except in special cases, only formal education shall be considered the equivalent for degree requirements, including general education and the major required for the degree.

6G4C1C In special cases, experience, work, independent education, or academic/artistic/vocational products that can be shown to have generated the equivalent knowledge, including general education and the major required for the degree, may be considered the equivalent of the degree.

6G4C1D For the equivalent of required experience, alternative ways of achieving mastery of the skills of the vocation and knowledge of the working environment of the vocation may be considered.

6G4C1E In no case shall an equivalency be interpreted to mean a *waiver* of state-mandated minimum qualifications.

6G4C2 Requirements for any vacant faculty position may exceed the state-mandated minimum qualifications.

6G4D Job descriptions shall accurately reflect the needs of the College and the goals of affirmative action.

-11-

6G5 Search Procedures

6G5A Approval of open positions and initiation of the hiring process shall be early enough in the year to allow for all procedures to be undertaken in a thorough and thoughtful manner.

6G5B The length of the advertising period should be long enough to ensure a pool of well-qualified applicants, and one which furthers the College's and District's affirmative action goals.

6G5C Vacant faculty positions should be filled during the regular academic year.

6G5D Positions shall be advertised widely to ensure a pool of highly qualified applicants and to further the College and District affirmative action goals.

6G5E Position announcements shall be prepared by the College Personnel Officer in consultation with the appropriate area faculty and administrator and shall include job-related skills requirements, minimum qualifications and any special qualifications.

6G5F The position announcement requires the review of the College President, the College Affirmative Action Officer and the approval of the Assistant Chancellor, Personnel or designee prior to dissemination.

6G6 Selection Committees

6G6A The selection committee shall consist of at least a majority of faculty. The selection committee shall be composed of at most:

6G6A1 Three (3) faculty members appointed by the Academic Senate in consultation with the faculty of the discipline, one (1) of whom shall be the department/division chair, if any, and one (1) area administrator appointed by the College President; **or** Four (4) or more faculty members appointed by the Academic Senate in consultation with the faculty of the discipline, one (1) of which shall be the department/division chair, if any, and up to two (2) administrators appointed by the College President, one (1) of which shall be the area administrator;

-12-

6G6A2 One (1) College Affirmative Action Committee member who shall be a faculty member if at all possible appointed by the College Affirmative Action Committee chair.

6A6A2A The role of the Affirmative Action Committee member shall be to encourage staff diversity and monitor affirmative action compliance with respect to federal and State law, State regulations and District/College policies and procedures.

6G6A3 Additional members as agreed upon by the College President and the Academic Senate President.

6G6B The area administrator will convene the initial meeting of the selection committee. The selection committee shall elect a chair from this committee, who shall be from the discipline, if at all possible.

6G6C The College Personnel Office shall receive applications and initially screen for minimum qualifications. Complete applications shall be categorized relative to compliance with minimum qualifications as:

- Clearly met, or
- Compliance not clear.

- All complete applications will be available to the Selection Committee after inappropriate material is removed.

6G6D Selection committees shall determine whether applicants meet the desired qualifications, including minimum qualifications and, where appropriate, equivalents.

6G6E In determining equivalents, selection committees shall follow the procedure adopted by the Senate.

6G6E1 Minimum qualifications by equivalency are to be in disciplines adopted by the Board of Governors and shall be applicable District-wide. (There will be no minimum qualifications by equivalency for courses or sub-disciplines.)
(Added April 20, 1995)

-13-

6G6E2 For those candidates deemed qualified by equivalents, a written record of evidence of equivalence shall be maintained. See **Appendix 6G6E1** of this Manual for the Certification of Equivalency form. *(Revised April 20, 1995)*

6G6E3 The College Senate, area administrator or affirmative action representative may present its views to the Board regarding each specific case of equivalency before the Board makes its decision. A written record of the Board's decision shall be kept. *(Revised April 20, 1995)*

6G6F The Selection Committee shall review all completed applications and shall select those applicants for an interview who best meet the desired qualifications listed on the job description.

6G6G The candidates will be evaluated with respect to, but not limited, to the following criteria:

- Subject area knowledge and competency;
- Teaching/service and communications skills;
- Commitment to professional growth and service;
- Potential for overall professional effectiveness;
 - Sensitivity to and understanding of the diverse academic, socio-economic, cultural, disability and ethnic backgrounds of the students;
- Teaching or skill demonstrations and/or writing samples.

6G6H The Selection Committee shall formulate uniform interview questions. The Selection Committee shall conduct interviews and evaluate responses. During interviews, a standardized question and appropriate follow-up procedure shall be employed. Individual committee members must be present for each interview in order to participate in the evaluation of candidates.

6G6H1 Every effort shall be made to schedule interviews when all selection committee members can be present. If necessary, classroom substitutes shall be provided for faculty members on the selection committee.

-14-

6G6I The Selection Committee shall conduct reference checks.

6G6J The Chair shall lead the committee discussion regarding strengths and weaknesses of the candidates. The committee may include written comments for each candidate as a further means of communicating its recommendations. The Selection Committee may wish to schedule second-stage interviews for those considered best qualified.

6G6K Except as noted in **Policies 6G6K1** and **6G6K2**, the Selection Committee shall recommend two (2) or more finalists to the College President for final consideration. If the Selection Committee sends two (2) or more, the College President can select from those recommended after consultation with the Selection Committee Chair or with the Selection Committee if it so requests.

6G6K1 In the event the Selection Committee recommends one (1) finalist, the College President shall then meet with the Selection Committee to discuss its recommendation. The Selection Committee shall explain its reasons for submitting one (1) candidate. The College President may choose the candidate recommended or request additional recommended candidates, or reopen the process.

6G6K2 If the Selection Committee cannot recommend any of the applicants, or if the College President cannot choose any of those recommended, the hiring process shall reopen.

6G7 Selection of the Final Candidate

6G7A The College President shall review the Selection Committee's recommendations and shall interview the finalists and conduct additional reference checks.

6G7B The College President, in consultation with the Selection Committee Chair, shall select the finalist to be recommended to the Chancellor and Board of Trustees for final approval.

6G8 Notification of Candidates

6G8A All candidates for positions in the Kern Community College District shall be notified in a timely manner regarding disposition of their applications. Interviewees shall receive personal calls from the College President or designee regarding the position.

-15-

6G8B The formal offer of employment shall be prepared and issued from the District Personnel Office.

6G9 Implementation

6G9A This policy shall be deemed a general statement of compliance with Assembly Bill 1725, and the Academic Senate of each College shall approve any additional procedures to implement this policy, according to its legal responsibility under Assembly Bill 1725.

6G10 Review and Revision

6G10A This policy is subject to review and revision at the request of any one (1) of the College Academic Senates or the Board of Trustees. Such revised policy shall be agreed upon by each Academic Senate and the Board of Trustees before it replaces the previously agreed upon policy.

-16-

Procedure

-17-

Procedure 6G4C1

Equivalency Criteria

Equivalency criteria for use in determining minimum qualifications follow:

(A) Formal education equivalent to the Degree

(1) Formal education equivalent to the Master's Degree:

- A Master's Degree in teaching in the discipline
 - A Master's Degree in Education, with substantial graduate units in the discipline
 - Bachelor's Degree and a combination of thirty (30) semester graduate units in education and the discipline

(2) Formal education equivalent to the Bachelor's Degree:

- At least one hundred twenty (120) semester units, including general education and forty (40) units in a discipline, at least thirty (30) of which are upper division or graduate

(3) Formal education equivalent to the Associate Degree:

- At least sixty (60) approved units, including general education, as defined in the following guides published by the American Council on Education:

The Guide to the Evaluation of Educational Experience in the Armed Services

The National Guide to Educational Credit for Training Programs

(B) Non-Formal Education Equivalencies to the Degree

(1) Substantial work experience equivalent to the degree, e.g., in computers, engineering, or journalism

(2) Substantial academic experience and/or accomplishment equivalent to the degree, e.g., teaching at the upper division or graduate level, scholarly publications

Procedure 6G4C1 (continued)

(B) (continued)

(3) Substantial artistic experience and/or accomplishments equivalent to the degree, e.g., performances, shows, exhibitions, compositions, or books

(C) Equivalencies to required experience could include appropriate collegiate education or other training programs that indicate a mastery of the skills of the discipline and knowledge of the working environment of the discipline

Approved by the Chancellor's Cabinet
August 28, 1990

Date: Spring 2012

Candidate Name: _____

Business Instructor Interview Questions

- 1) Briefly describe your education, teaching, and work experience and tell us why you want to teach at Cerro Coso. Why do you feel you're the best person for this position?

- 2) Teaching at the community college level demands special characteristics and strengths. Discuss what qualities would be important for a teacher at this level and tell us which of those qualities you possess. What special strengths would you bring as a Business Instructor?

3) Cerro Coso offers a wide variety of Business courses. What experience do you have teaching any of the business courses that we offer and which would you consider to be your specialty? Are there any areas of business that you have not taught or that you feel would be outside your comfort zone? If so, what would you do to prepare for teaching these classes?

3)

Comment [c1]: I think it would be nice to know if they have bothered to look at our course offerings. (Matt)

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4) Please tell us which technology proficiencies do you feel all Cerro Coso business graduates should have in order to be prepared to work in the business community.

4)

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5) Classes at Cerro Coso can include students with a wide range of skill sets and backgrounds. What strategies have you used or would you employ to meet the needs of a variety of student needs in the same classroom? Describe your experience with a wide range of students.

5)

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6) What is your interest and experience in teaching in a distance-learning environment? What are some obstacles you might face in developing a distance- learning business program?

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Comment [c2]: I like this one better since it can incorporate iTV and doesn't sound like we only offer online degrees. (Matt)

7) Cerro Coso is a small college where faculty must wear many hats. It may feel that there are not enough hours in the day to complete everything that requires attention. Can you give an example of a situation where you had to choose priorities among a number of pressing demands? How would you deal with the stress caused by that situation?

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8) Describe what you hope would be your future professional development plan including but not limited to keeping up to date in your field.

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7)

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9) A full time faculty position at Cerro Coso requires involvement with the business community. Tell us if you have any history of involvement with the business community and describe how you would create relationships/involvement in the community for the Business program.

Comment [c3]: I like the first one. (Matt)

2

10) Is there anything else that you would like to add?

11) Do you have any questions for us?

Business Faculty Written Exercise

Name:

You will have 20 minutes to answer the following questions in writing.

Describe the most important elements of a first year college business communication course. What degree of importance would you place on writing skills in business courses compared to other content?

For example, would you normally allocate a portion of the grade for writing skills in your business courses? Why? If so, can you give an example of a writing assignment and describe the type of feedback you would give to the students? If not, why?



**Kern
Community
College
District**

Confidential Statement for Kern Community College District Screening Committee Members

Position: _____

- Bakersfield College
 Cerro Coso College
 District Office
 Porterville College

As a member of a screening committee for the Kern Community College District (KCCD), I understand that I am participating in a confidential process [Title 5, California Code of Regulations, Section 53023(a)]. Any disclosure of records or information of the evaluative process for any individual is a violation of California Government Code Section 6254.

I understand that I may be held responsible for any unauthorized disclosure of information regarding this search process. All actions related to this process are subject to the laws and regulations relating to equal and fair employment practices. Specifically, I agree not to release information to any unauthorized person regarding:

- (1) Written applicant materials or evaluations made by committee members relating thereto
- (2) Oral discussions regarding applicants or committee members during the search and screening process
- (3) Any other information related to the screening process

Failure to maintain confidentiality could result in a violation of federal or state regulations. Questions regarding the screening process shall be referred to the District/Campus Equal Opportunity/Diversity Officer or designee.

I agree to comply with all Equal Opportunity/Diversity requirements. I understand that the Equal Opportunity/Diversity Officer may stop the paper screening or interviewing process at any time based on alleged discrimination against one or more candidates. If halted, the screening process will not be resumed until the District/Campus Equal Opportunity/Diversity Officer has reviewed and made appropriate recommendations to the Chancellor regarding any allegations.

Print Name _____

Signature _____

Date _____



Kern Community College District
 2100 Chester Avenue
 Bakersfield, CA 93301-4099

- Child Care
- Classified
- Confidential/Management
- Faculty

- Bakersfield College
- Cerro Coso College
- District Office
- Porterville College

Applicant Telephone Reference Check

Position Applied For:	
Applicant's Name	Date
Reference Contact's Name	Title of Reference Contact
Reference Contact Telephone Number	Reference Check Performed By

In what capacity and for how long have you known the applicant?

Capacity:

Length of Time:

How would you characterize the applicant's:

A. Follow through on tasks/projects and meet deadlines

B. Knowledge of technology/computer application

C. Personal qualifications: initiative, integrity, detail oriented, analytical, reliable, etc.

D. Leadership style (collegiality, ability say "no," etc.)

E. Decision-making ability

F. Ability to manage conflict

G. Supervisorial skills

H. Knowledge of curriculum and instructional programs.

I. Knowledge of business principles and processes.

J. Is there any additional position-related information you would like to share?

How well does applicant handle on-the-job stress? What situation causes applicant to become agitated or frustrated on the job?

How would you describe the applicant's ability to work with diverse groups of people (trustees, faculty, etc.)?

How do you rate the applicant in the following areas?

Check applicable rating:

Skills	High	Average	Low
Written Communication			
Oral Communication			
Ability to get along with others			
Competence in her/his field of expertise			

Recap...

What are the applicant's greatest strengths for the position?

What are the applicant's greatest weaknesses for the position?

What is your overall assessment of the applicant for this position

Do you know of anything, which would hinder him/her from being a success in this position?

(If yes, explain):

Would you hire this applicant again?

Yes No

Finally, is there anyone else I should talk to?

Faculty Only

How would characterize the applicant's:

A. Teaching ability and style

B. Personal qualification and commitment to teaching excellence

C. Commitment to students and student-centered teaching/learning

Contact Attempts

1	<input type="checkbox"/> No Answer	<input type="checkbox"/> Left message for return call _____ (date)	<input type="checkbox"/> Other:
2	<input type="checkbox"/> No Answer	<input type="checkbox"/> Left message for return call _____ (date)	<input type="checkbox"/> Other:

ROLES & RESPONSIBILITIES OF THE SCREENING COMMITTEE

GOAL: Selection of the qualified applicant who best meets the needs of the District

Identify Screening Criteria

- Review the position announcement
- If identified on the position announcement, include extent to which applicants have and demonstrate a sensitivity to diversity
- Agree on screening criteria evaluation "tool"
- Ensure that criteria can be paper screened
- Every committee member must screen

Screen Applications

- Be consistent
- Use screening as a guide to select interviews

Schedule

- Screening dates
- Meeting date(s) to select applicants for interview
- Interview dates
- Reference checking, if applicable
- Meeting date to recommend finalists (could follow last interview)

Develop job-Related Questions

- Review position requirements/responsibilities
- Decide what you want to know, why you want to know it and what would constitute an acceptable response
- Have a variety of questions – basic information/knowledge, situational, how-to, etc.
- Incorporate diversity inquiries throughout the questions and/or include a specific question regarding diversity
- Determine whether to include a demonstration and/or a written exercise
- Develop interview evaluation form

Interview

- Be clear and consistent
- Ask only job-related follow-up questions that focus on the intent of the question or appropriate information in the initial response
- Use interview and screening information to select finalists
- Do not discuss candidates between interviews

Determine Finalists

- Consider all information about the candidates
- Check references

Maintain confidentiality throughout the process and after. DO NOT share personal opinions of applicants and candidates with the Committee.

Interview Questions—Tenure-Track English Position (IWV Campus)

1. Briefly introduce yourself and explain why you are interested in teaching at Cerro Coso Community College. What in your educational and professional background has prepared you for a position at our college?
2. What specific skills do you think students should demonstrate at the successful completion of pre-transfer composition courses? Of transfer-level composition courses? With these skills in mind, could you please explain your evaluation of the essay and responses to the student?
3. Give us an example of how you enable diverse viewpoints in the classroom.
4. Describe for us your approach to the teaching of composition and how this approach encourages student success.
5. **At this time, we would like to see an example of your teaching. Using the committee members as your students, give a brief teaching demonstration on a topic appropriate for pre-transfer-level composition. (15 minutes maximum.)**

**Cerro Coso Community College
Vocational Nursing and Health Career Programs
Health Career Screening Committee**

Committee Introductions

1. Please introduce yourself.
 - a. Describe your education and work experiences, especially your strengths related to this position.
 - b. Tell us why you are interested in becoming an educator at Cerro Coso Community College.

2. As a healthcare professional, what do you believe are the similarities and differences between teaching a patient/client and teaching a student?
 - a. How do you accommodate students/clients with special needs?
 - b. How do you deal with students who lack adequate preparation or study skills?

3. Briefly review and discuss your methods of instruction including presentation modes, testing, written assignments, and grading.
 - a. What are your expectations of students in the healthcare fields?

4. Describe your vision of a working relationship within the college's chain of command balanced with the concept of shared governance. Additionally, give examples of how a health career educator cooperatively works with other members of the department, other faculty members, the college administration, the profession, and the community.

5. Please describe your knowledge, experience, and training for utilizing computer technology and distance education modes.
 - a. How do you apply computer technology in the delivery of instruction in the healthcare field?
 - b. Cerro Coso College teaches over 50% of our courses online, uses interactive transmitted technical instruction and has multiple campuses. As such, you may be assigned to teach a class online or at another campus, using new forms of technology. What is your experience with using technology and how would you adapt your instructional practices to provide the best experience for your students?

6. Please tell us how you organize your work and describe your system for time management.
 - a. How do you handle multiple tasks and deadlines?
 - b. What projects have you developed in the past and what difficulties have you overcome?

7. Is there anything else that you would like to tell us about yourself?
 - a. Are there any questions that you would like to ask the committee or ask a specific committee member?

**Cerro Coso Community College
Vocational Nursing and Health Career Programs
Health Career Screening Committee**

Conclusion: Summary Statement about the Process

**Cerro Coso Community College
Vocational Nursing and Health Career Programs
Health Career Screening Committee**

Writing Demonstration

Default font	Arial
Default Margins	1.0 inch
Default Font Size	12
Printer	Ask for assistance
Length of Essay	Two (2) pages maximum
Time allotted	Thirty (30) minutes

SCENARIO

Student JGB is a student in your clinical medical assisting class. She has missed three of the 8 total days of class lecture so far this semester. During this time, she received 85 % on the first and only exam of the course. When this student is in class, you notice that she interrupts your lectures frequently, often asking questions that are not pertinent to the topic or telling personal anecdotes about something that happened to her or her family's health status. Additionally, when you are presenting your lecture, JGB is often seen interacting and/or talking to the people sitting next to her in class.

This week, two of JGB's classmates came to your office to complain to you that they were annoyed with JGB because of her frequent interruptions. "We came here to learn medical assisting, not her family history," said one. The other student continued, "Yes, and she doesn't even bother to read her assignments, she just shows up for the tests."

END SCENARIO

Assignment

Using the computer provided, describe your reaction to the students who are complaining and discuss your plan of action.

Teaching Demonstration

NOTE: If needed, please request, at least one (1) day in advance, any equipment that you may want to use for the teaching demonstration, such as an overhead projector, PowerPoint projector, or writing board (chalk board). Please be prepared to provide a copy of any handouts to 6 individuals.

Teaching Topic Options

As an instructor of Student Vocational Nurses, prepare and deliver a 15-minute lesson on **one** of the following topics:

1. Aseptic (sterile) Technique
OR
2. Decubitus (skin) ulcer care
OR
3. Administration of oral medications

Screening Committee and Contact Information
Cerro Coso Community College
Web Content Editor

Natalie Dorrell

Public Relations, Marketing, and Development
Manager

Email: ndorrell@cerrocoso.edu

Office: (760) 384-6260

Michael Campbell

I.T. Manager

Email: michael.campbell@cerrocoso.edu

Office: (760) 384-6159

Jeremy Horton

Technical Support Specialist

Email: jeremy.horton@cerrocoso.edu

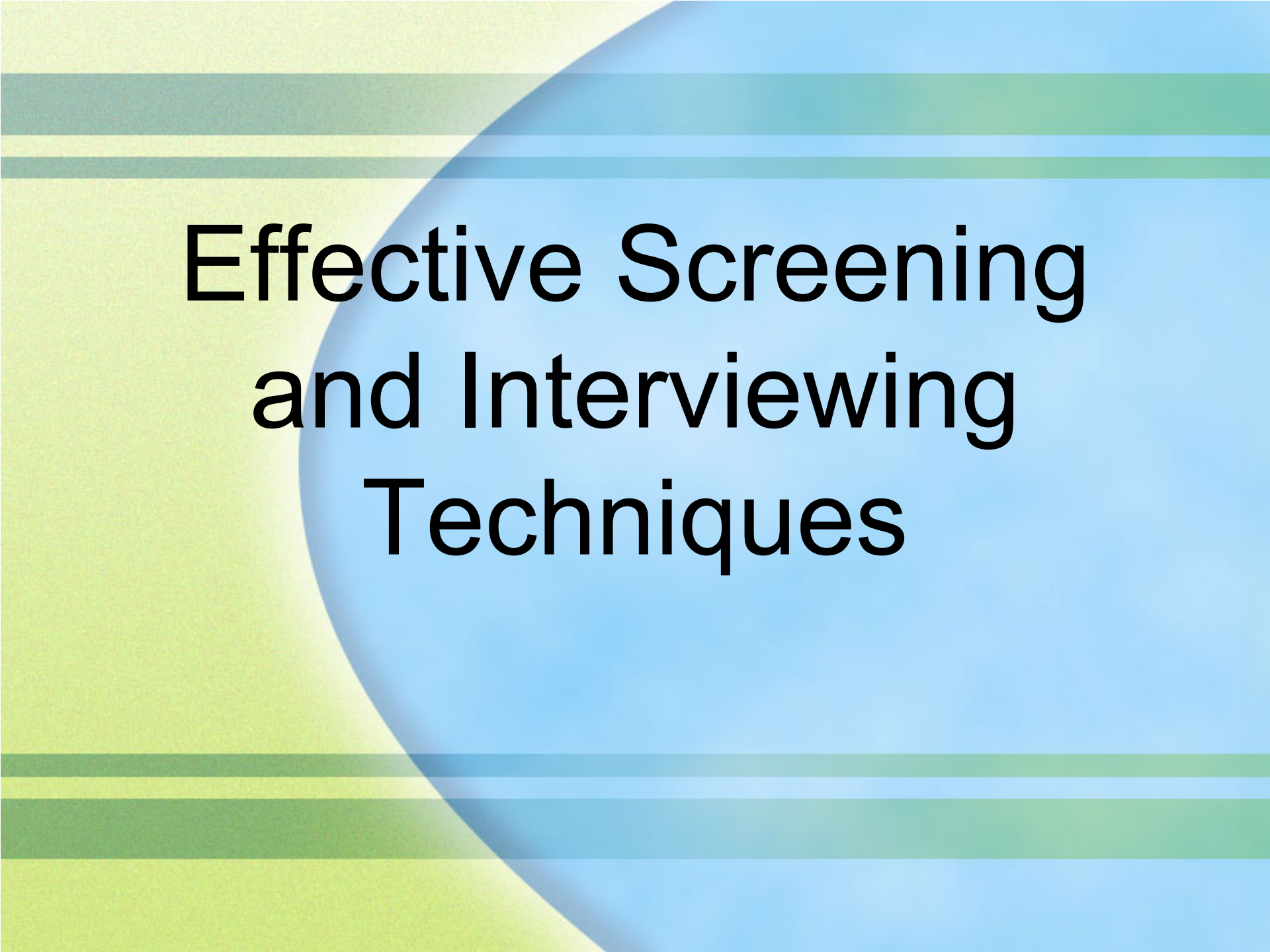
Office: (760) 384-6173

Tammy Kinnan

Administrative Assistant

Email: tkinnan@cerrocoso.edu

Office: (760) 384-6201

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Effective Screening and Interviewing Techniques

Section I

Introduction

About this course

- Screening and interviewing candidates
 - Application Screening
 - Interviewing
 - Post-interview



Section II

Application Screening

Prework

- Define the position
- Job description

Job description

- Important functions
- Critical skills
- Special knowledge

Job description

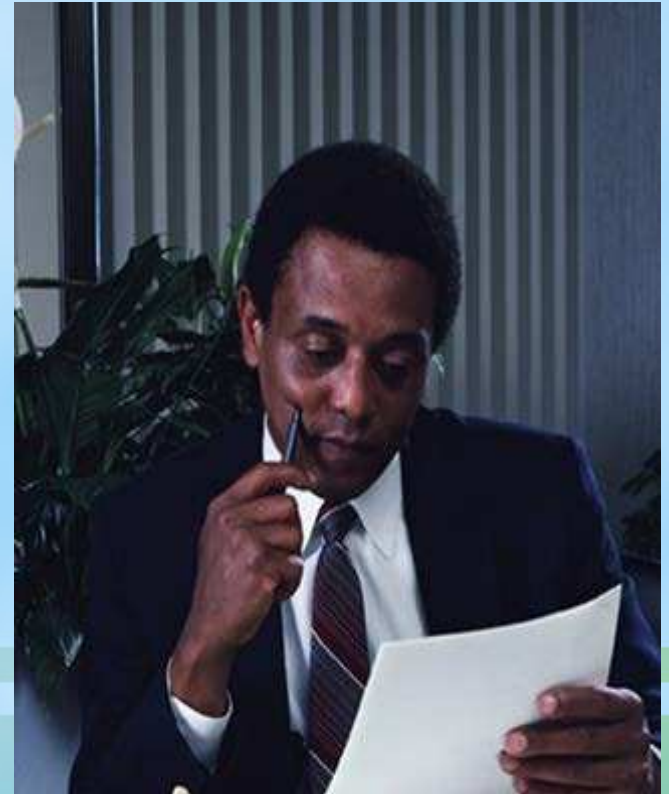
- Physical requirements
- Mental requirements

Use the job description

- Agree on screening criteria and evaluation tool
- Develop interview questions prior to screening applications
- Use screening process to select candidates for interview

Résumés and applications

- Examine résumés closely
- Compare credentials
- Complete applications



Résumés and applications

- Check experience continuity
- Do not request photos
- Every committee member must screen
- Be Consistent

Section III

Interviewing

Conducting an interview

- Put candidate at ease
- Describe the District/College and position
- Verify application information



Conducting an interview

- Pre-planned list of questions and interview evaluation form
- Use the same questions
- Use follow-up questions only to seek clarification in an applicant's answer

Conducting an interview

- Encourage questions from the applicant at the end of the interview
- Take notes
- Don't discuss candidates between interviews



Good questions

- What kind of experience do you have?
- What aspects of your job do you consider most crucial?
- Of all the work you've done, where have you been most successful?



Good questions

- What do you think are the broad responsibilities of this job?
- What are the major qualities of your current job?
- Describe how your job relates to the overall goals of your department and company.

Good questions

- What would you change about your current job or what aspects do you like least?
- What aspects do you like best?
- What are you looking for in your next job?

Don't ask

- Are you married?
- Do you have children?
- Are you pregnant?

Don't ask

- Are you dating anyone right now?
- How old are you?
- What is your nationality or race?

Don't ask

- Are you a citizen?
- Have your wages ever been garnished or have you ever declared bankruptcy?
- Do you own your own home?

Don't ask

- What type of discharge did you receive from the military?
- Do you have a disability?
- Have you undergone a psychiatric evaluation?

Don't ask

- How often do you drink alcoholic beverages or take illegal drugs?
- What is your weight?
- Have you ever filed a workers' compensation claim?

Don't ask

- Have you ever filed a lawsuit/charge regarding Title VII matters?
- What is your religion?
- Have you ever been a member of a union?

Don't ask

- What clubs, societies, and lodges do you belong to?
- What are your political affiliations?
- Are you homosexual?

Interviewing pitfalls

Avoid:

- Viewing a candidate too strongly because he/she followed a weak candidate
- Picking a candidate because of similarities, not because they are best suited for job
- Allowing nonverbal items to influence

Interviewing pitfalls

Avoid:

- Asking drastically different questions
- Stereotyping
- Fixating on one criterion
- Settling for politically correct answers

Section IV

Post-interview

Determine Best Candidate(s)

- Consider all information about the candidates related to the job
- Recommend candidates for second level interview

Background and reference checks

- Check references & previous employers



Section VI

Summary

Summary of main points

- Job description
- Application Screening
- Interviewing
- Post Interview

Questions