GUIDE TO EMPLOYEE SELECTION

"A HANDBOOK FOR SEARCH COMMITTEES"

Please return this Guide to Human Resources at the close of the selection process.

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INTRODUCTION

This guide to the search process is designed to provide detailed information in the important area of employee screening and selection. It will assist members of search committees to make informed decisions throughout the process and to provide an easy reference document as questions arise.

It is a Barstow Community College priority to recruit and hire highly qualified faculty, staff, and administrators who are expert in their subject areas, who are skilled in serving the needs of a broadly diverse student population, and who can enhance overall college effectiveness.

Search procedures are based on the philosophy of shared responsibility of faculty, staff and administration participating in all phases of the process.

Barstow Community College is committed to student success by providing open access and offering opportunities for students in its higher education programs. In achieving this goal, each Search Committee is charged with choosing the very best candidates possible, knowing that a community college is judged by the quality of its personnel and the success of its students.

ROLES AND RESPONSIBILITIES OF PARTICIPANTS IN THE SEARCH PROCESS

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I. Chairperson's Role in the Search Process

The Chairperson of the Search Committee serves as both administrative officer and clerical support, working closely with the Human Resources Office. Once the recruitment period is closed, the Human Resources Office will compile the list of candidates, determine the adequacy of the applicant pool, and prescreen the applications. Once that preliminary work is completed (normally within five working days after the deadline date), the Chairperson shall direct the search process.

1. During the recruitment/advertisement period, the Chairperson will provide to the Human Resources Office in writing a list of the Search Committee members (approximately five people) and a tentative timeline reflecting dates and times of committee meetings including review of the applications.

2. The Vice President of Human Resources will appoint an Equal Employment Opportunity representative. That person will become a regular member of the committee and may be a voting or non-voting member as determined by committee membership.

3. At the first meeting of the Search Committee, the Vice President of Human Resources and/or Equal Employment Opportunity Representative will review the screening process with the committee.

4. The Chairperson will outline the main responsibilities of the position and work with the committee in identifying the most important characteristics, using the position announcement and job description as a guideline. These criteria will be used to screen applications and develop questions for the oral interview process.

5. During the first meeting, or at a subsequent meeting, the Committee will develop the questions for the oral interview as well as sample work assignments and teaching demonstrations. These must be based on job related criteria. The structure of the oral interview process should also be established at this time, i.e., length of interview time, requirements, work samples.

6. Once the interview structure has been established and the interview questions have been developed, copies must be sent to the Vice President of Human Resources for review.

7. Following each individual's screening of applications, the Search Committee will meet to determine which candidates should be invited for oral interviews. It is recommended that between seven and ten candidates be considered for oral interviews due to the fact that one or more candidates may withdraw from the process. It may be advisable to recommend one or two alternates to offset that possibility.

8. The Chairperson shall notify the Human Resources Office in writing of the candidates selected for interviews, including the dates and times to schedule the interviews. If there is a preferred location, that should be included as well. Committees need to allow one to two weeks minimum to accommodate candidates, particularly those coming from out of the area.

9. The Human Resources Office will contact the candidates and make arrangements for the interviews, including notification of testing if required. All members of the Search Committee will receive notification from the Human Resources Office of the interview schedule when completed.

10. Interview materials will be available for the Chairperson prior to the scheduled interviews. Each packet will include a list of candidates and their scheduled interview times, a completed application for each candidate (Chairperson only), copy of the position announcement, copies of interview questions/rating sheets for each candidate invited, ranking sheets and reference check forms.

11. The Chairperson must manage the interview to see that all required elements are included in the same manner for all interviews: questions are asked as uniformly as possible, the time frame is as consistent as possible, and a low-key, non-pressure atmosphere is maintained for candidates. The Chairperson will ensure that each candidate is given the opportunity to present all relevant information in order to receive the best possible interview.

12. The Chairperson is responsible to impress upon search committee members that confidentiality must be strictly maintained. Information provided in committee meetings, during the application process, and throughout the interview process, must not be shared with anyone other than the committee members.

13. The Chairperson shall work with the Human Resources Office to arrange for a tour of the campus for each interested candidate.

14. Once the oral interviews are completed, the Chairperson will lead the search committee discussion of each candidate's qualifications, strengths, weaknesses, and suitability for the position to arrive at a recommendation to the next level. This is typically 2 to 5 candidates.

15. Reference checks on the recommended candidates must be done using forms provided for that purpose. The Chairperson is responsible for the reference checking procedure. Again, strict confidentiality must be maintained.

16. A written recommendation of two or more candidates will be forwarded to the Human Resources Office. The recommendation must be accompanied by a summary of strengths and weaknesses, the completed reference check forms as well as rating and ranking forms completed by the committee members.

17. The Human Resources Office will notify successful candidates and arrange for second level interviews.

18. The Committee Chairperson may meet with the second level administrators to discuss the strengths and weaknesses of the recommended candidates, and results of the reference checking process.

19. The Committee Chairperson or designee will notify committee members of the final decision.

II. Search Committee Role and Responsibilities

Participants in the screening process at Barstow Community College hold a very important position-- that of assisting in the selection of permanent administrators, faculty and staff, who can make a significant contribution in the lives of students and to the college community. An explanation of committee member responsibilities is outlined below.

1. Each committee member will participate in the training session outlining the paper screening process prior to serving as a voting member.

2. Each committee member will review the main responsibilities listed in the position announcement and assist in identifying the job-related criteria. It is each committee member's responsibility to determine which applicants have the attributes most critical to be successful on the job.

3. Each committee member will be an active participant in the development of questions for the oral interview as well as for follow-up tests and work samples/demonstrations.

4. Following the paper screening (to be done individually), all members of the committee will meet to determine which candidates should be invited for oral interviews. Notes prepared during the paper screening should remain with the documentation.

5. During the oral interview, committee members will assist the Chairperson in putting the candidates at ease by introducing themselves and the area represented.

6. Committee members will participate in asking questions so that all members get a chance to interact with the candidates.

7. Each committee member will take notes in order to remember responses to key questions asked and to assist in rating the candidates.

8. Following the interview, each committee member will summarize his/her ratings and discuss the candidates' qualifications and suitability for the position. The Search Committee is responsible for recommending the top (usually two to five) candidates to the next level in the search process.

9. Under limited circumstances a committee member may be asked to assist the Chairperson with follow-up reference checks using forms provided for that purpose. Care must be used to maintain confidentiality.

10. Committee members will take into consideration all job-related materials evaluated during the search process in making the final recommendation, i.e. test results, work demonstrations, written materials.

11. Each committee member will hold all information gathered during the search process in strict confidentiality and will sign an agreement to that effect at the first meeting of the committee. If confidentiality is breached, committee members may be removed from future involvement in search processes.

12. Committee members will not be eligible to participate in any phase of the search process if their family members are being considered for employment, in accordance with the Barstow Community College nepotism policy.

III. Equal Employment Opportunity Representative's Role and Responsibilities

The Equal Employment Opportunity Representative serves in the same capacity as other members of the Search Committee except that the individual may be a voting or non-voting member, as recommended by the Search Committee. If the representative is a non-voting member, the representative will observe and monitor the search process to ensure that each applicant is given full consideration. In addition to responsibilities outlined for Search Committee members, the Equal Employment Opportunity Representative performs the following tasks.

1. The EEO Representative will communicate an awareness of, and need for diversity to those involved in the search process.

2. The EEO Representative will help ensure that questions asked during the interview process are job related and non-discriminatory.

3. The EEO Representative will maintain that the same group of core questions is asked of each candidate.

4. The EEO Representative will provide sensitivity to, and, when possible, serve as a role model for under-represented candidates.

5. The EEO Representative will provide information to the Search Committee on acceptable and unacceptable pre-employment inquiries.

6. The EEO Representative will report any irregularities to the Vice President of Human Resources at any time during the search process.

IV. Vice President of Human Resources and Human Resources Office Roles and Responsibilities

The Vice President of Human Resources is responsible for monitoring the entire selection process. At any time the process may be interrupted to ensure equitable treatment of all candidates. The Vice President will meet with the Search Committee to initiate the screening process and review Title 5 regulations and search procedures. The Human Resources Office will support the Chairperson and all members of the Search Committee in the following manner:

1. Develop the position announcement from information provided by the appropriate administrator.

2. Follow the recruitment procedures established by the Chairperson and Vice President of Human Resources for placing ads and to allow for online access.

3. Print the position announcements and distribute them as directed to community college placement offices, state college and university placement offices and other identified resources.

4. Serve as the contact point for applicants interested in the position. The Human Resources Office maintains online applications and provides position announcements and application forms to interested applicants and will receive applications and required materials for preparation of the applicant pool.

5. Coordinate applications and all supplemental materials as they are received to make up the applicant pool. A list of applicants is created for the Search Committee upon closing of the position.

6. Review adequacy of the applicant pool and pre-screen for minimum qualifications. If there are an adequate number of qualified applicants, the Chairperson will be notified that the applicant pool is available for review by the Search Committee, usually within 5 working days of the position closing date.

   If the applicant pool is not deemed adequate by the Vice President of Human Resources a discussion will take place with the Chairperson to evaluate other options to consider: extend the deadline date, expand recruitment efforts, or use more specialized recruitment.

7. Arrange application packets for committee members to check in and out for screening.

8. Refer questionable applications to an Equivalency Review Committee as recommended by the Search Committee. The Human Resources Office will take appropriate action once the applications are reviewed.

9. Coordinate the oral interview process. Once the Search Committee has met to determine which candidates are to be invited for oral interviews, the Human Resources Office will notify all other candidates. The Committee will provide times and dates available including a list of any prepared teaching demonstrations and/or work samples which will be required of the candidates for the oral interviews.

   The Search Committee must allow the Human Resources Office adequate time (approximately two weeks) to contact the candidates to set up interviews, and to give candidates adequate notice. Once the candidates have confirmed their appointments, a list of candidates and interview times will be made available for each committee member.

10. Provide folders for committee members containing supplemental materials, the position announcement, interview questions and rating forms.

11. In conjunction with the Committee Chairperson, set up follow-up activities or work samples as well as tours of the campus facilities for out-of-the-area candidates.

12. Verify the results of the rating process by reviewing evaluation sheets.

13. Set up second-level interviews with the Vice President and/or the Superintendent/President for each of the recommended candidates.

14. Contact the successful candidate to offer the position contingent upon approval by the Board of Trustees.

15. Notify all candidates who were not selected.

16. Respond to candidate questions.

ELEMENTS OF SELECTION

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I. Search Committee Preparation

Upon closing of the position, the Committee Chairperson will establish the first meeting of the Committee with the Vice President of Human Resources and/or other administrators to begin the search process. Members of the Search Committee are required to attend all meetings and interviews. At the initial meeting, the EEO Representative appointed by the Vice President of Human Resources will be identified, and committee members will review relevant Title 5 regulations and aspects of nondiscrimination. Confidentiality Statements will be collected at this time.

A timeline for the next phases of the search process also will be established at this time to include completion of the paper screening, identification of recommended candidates for oral interviews, and the format of the oral interviews.

It is most important that the Search Committee prepare in advance of the paper screening by:

1. Reviewing the major responsibilities listed in the position announcement.
2. Considering the critical position requirements noted below.
3. Gaining an understanding of the means to avoid discriminatory discussions and comments.
4. Reviewing the screening matrix to ensure it covers essential standards.
5. Developing an interview structure based on job-related criteria.
6. Maintaining confidentiality at all levels of the process

Critical position requirements are factors vital to successful performance in a position. One of the primary tasks of committee members is to define those requirements as clearly as possible and to establish standards on which to evaluate them using the job description and position announcement.

II. Nondiscrimination

Committee members must conduct interviews that pursue a line of questioning which is job related and objective. Discrimination occurs when evaluations are based on non-job-related standards. The position announcement, the job description, and the critical position requirements provide the guide to job-related evaluation.

The Equal Employment Opportunity Commission (EEOC) has developed guidelines on employee selection to ensure that hiring is based primarily on job-related evaluations. These were designed to give all candidates equal treatment.

An employer is not obligated to hire candidates who cannot perform the critical elements of the position regardless of their race or gender or any other protected status. Be aware,

however, that job-related criteria cannot be established if in conflict with the two underlying concepts of discrimination: disparate treatment and disparate impact.

The first concept (disparate treatment) is covered by asking everyone the same core questions, testing them and treating them equally throughout the process.

The second concept (disparate impact) is more complicated. It involves the impact of a minimum qualification or testing procedure that tends to affect protected groups in disproportionate numbers. It may include the unusually low hiring rate of minorities and women due to establishing artificial minimum qualifications. An example would include testing procedures which would screen out all or most minorities in the applicant pool. It is, therefore, essential to thoroughly evaluate all criteria established in the screening process and to use only those factors essential for successful performance in the position.

Discrimination involving candidates in protected categories is often very subtle. As a committee member, be aware of the natural tendency to look more favorably upon someone who resembles you physically; whose verbal expressions are familiar to you; whose body language, mannerisms and dress are similar to your own; and whose life experiences are similar to yours.

Overt discrimination occurs in the interview when questions are modified based on protected status. For example, discrimination may result when committee members allow their scoring to be influenced by the candidate's gender. This is most likely to happen when interviewing applicants in a position which has traditionally been filled by either males or females.

Further, it is important to note that a person with a disability must be given the same consideration as persons who are not disabled. Reasonable accommodation must be considered for a qualified applicant with a disability. For more information, contact the Equal Employment Opportunity Representative or Director of Special Programs.

Equal employment opportunity laws restrict questions that may be asked of candidates in order to provide an equitable screening process. Except where questions can be shown to be bona fide occupational qualifications, questions and discussions about the following areas need to be avoided:

1. Sex or Gender
2. Gender Identify
3. Gender Expression
4. Race
5. National Origin
6. Religion
7. Age (40+)
8. Sexual Orientation
9. Physical and Mental Disabilities
10. Medical Condition
11. Genetic Information
12. Marital status
13. Birthplace

Bona fide occupational qualifications mean characteristics necessary for the performance of a particular position. Once the burden of proof shifts to the employer (when an applicant files a complaint), the College must prove that 1) the standards are significantly related to job performance, and 2) no alternative non-discriminatory standards can be developed to meet the requirements. Included in Appendix F is a list of acceptable and unacceptable pre-employment inquiries taken from the California Department of Fair Employment and Housing (DFEH) rules and regulations.

III. Development of the Oral Interview Questions

The Search Committee will be provided a sample set of oral interview questions for review at the first meeting. The final list of oral interview questions may be made at the first or second committee meeting. Questions and expected answers will be developed to ensure they allow for an accurate and complete assessment of each candidate's strengths for the position. All forms are to be kept in a confidential manner.

A. Formulation of the Questions

It is important to understand the best use of direct questions, open questions, behavioral questions, leading questions, and situational questions. The most commonly used forms and sample questions are included below (Also see Appendix G.). Past successful experience is the single best predictor of future success on the job.

The ***direct question*** often starts with the "w" words and usually produces specific information. Examples are: "What are the most important duties in your present position?" "When did you first act as a supervisor?" "Where did you go next?" "Why did you leave your last position?"

The ***open question*** allows the candidate to select the material to include in the answer and indicates how well the candidate can organize his/her thoughts. Examples: "Tell us about your experience with the last employer." "Explain what you like most about teaching." "Describe your qualifications for this position."

The ***behavioral question*** asked in an "open" question format tends to give the most accurate indication of how a candidate has performed in a given situation. It is important to focus on past experiences and specifics when asking behavioral questions. Example: "Explain how you have approached a specific project in a previous assignment." "How have you accommodated students in your classes who needed extra help?" "Name one of your strengths. Give an example of how you have demonstrated it."

The ***leading question*** should be used to confirm some idea/information which the interviewer already has. Leading questions can usually be answered "yes" or "no" and may not elicit further discussion of the topic. Example: "Were you a supervisor at that time?"

The ***situational question*** (also called "hypothetical") is another form of questioning. It often begins, "What do you think you would do if...?" Sometimes a situation is described in which the candidate is the central figure and is asked how he/she would proceed. Examples: "How would you deal with a student who made an obvious racial slur against another student in your class?" "If you were checking records and found evidence of falsification/cheating, what would you do?"

B. Consideration of Additional Factors

Now that the Committee has an understanding of how questions should be prepared, consideration must be given to development of the questions from several areas to ensure all factors are evaluated.

Resumes and applications generally do not provide information about a candidate's working relationships with others, likes and dislikes about working, degree of leadership, and motivational factors. To gain perspective on these areas, consider developing questions for the oral interview process that will answer some of the following:

1. Supervisory responsibility - Some ideas to address effectiveness in supervision can be gained through questions on size of the budget, number and position titles of those reporting to the candidate, how the candidate motivates others, and his/her leadership style.

2. Accomplishments - Questions may be asked that elicit concepts about which a candidate is most proud and will provide some insight into the candidate's values. Evaluate whether the accomplishments are people oriented or fall into task areas like productivity improvements, increasing revenues, cost-saving methods, mastery of successive skill levels, innovative or creative ideas, or increased responsibility.

3. Effectiveness - Questions that address the candidate's personal traits including a candidate's assessment of his/her strengths and areas of growth should be considered and compared to the current position to determine whether there is a good "fit."

4. Attitude - Questions that measure the candidate's most satisfying aspects of the job and those that provide the least satisfaction (or greatest challenge) can give an assessment of a prospective candidate's attitude toward the work environment. Evaluate the best "fit."

It is important to assess interpersonal skills to determine not only what a candidate can do, but also what a candidate will choose to do if hired. Many times employees prove to be unsatisfactory, not for technical reasons, but for interpersonal reasons. Most positions have some flexibility in their assignments to choose committee work, community involvement, governance tasks, program development, and curriculum review. Evaluate past experience in these areas.

C. Demonstrations/Work Samples/Writing Samples

Demonstrations and work samples are essential to evaluating each candidate's ability to perform successfully in a position. They often provide the best indication of depth and breadth of knowledge, organizational skills, planning and follow through, and interpersonal skills such as enthusiasm, initiative and sensitivity toward others.

The topic assigned should be specific enough so that each candidate is presenting comparable information for committee evaluation. Allowing some flexibility in the assigned topic will let the candidate prepare to his/her strengths. The demonstration/work sample/writing sample should be designed as closely as possible to reflect the day-to-day work assignment. Writing samples are expected for administrative search processes.

Consider the following when evaluating the teaching demonstration or formal presentation.

1. Presentation - Introduces materials and concepts clearly and logically; effectively uses a variety of methods to present information (i.e., power point, handouts, discussion). Encourages participation of others; defines and explains new concepts and ensures they have been understood; reviews and summarizes key elements.

2. Oral Communication - Speaks clearly and distinctly; uses correct grammar, adjusts language to level of audience; adjusts volume so everyone can hear; regulates delivery rate to accommodate audience.

3. Advance Preparation - Starts with an accurate, clear outline including goals and objectives; defines order of presentation of materials; plans activities designed to aid audience in comprehending materials; presents alternative examples to clarify topics; presents adequate information without overwhelming audience.

4. Assessment - Develops standards and criteria for evaluating (i.e., questions, discussions, comments); adapts to different learning styles to improve rate of understanding; evaluates feedback to determine if more development of a topic is needed.

5. Special Assistance - Establishes a supportive atmosphere; provides extra help to those who need it; listens carefully to understand needs of individuals.

6. Professional Development/Knowledge - Maintains currency in field; stays abreast of issues in area of expertise; is receptive to new ideas; confers with professional colleagues.

IV. Paper Screening Process

During the paper screening phase, committee members will be considering the suitability of candidates for the position. It will start by reviewing the primary responsibilities of the position and evaluating each candidate's background in meeting them. It is helpful to examine non-traditional approaches candidates may have taken in gaining knowledge and experience in the subject area. These can be found on the application form as well as in the resume and materials provided.

The screening matrix is a confidential form used by individual search committee members to assess each candidate based on a variety of criteria established by the committee. This form serves as the permanent screening record and will be kept with the recruitment file. Committee members will screen applications in locations where confidentiality can be maintained.

Using the screening matrix, committee members will rate each candidate on the areas identified as the critical position requirements. Typical areas to consider in the screening process are:

1. Depth and Breadth of educational background: educational degrees, relevant course work, technical laws and rules, pertinent training, depth of academic preparation.
2. Experience: traditional and nontraditional areas, successful work history, evidence of pertinent management or teaching experience, analysis and preparation of reports.
3. Skills/Abilities: evidence of specialized skills, technology applications and ability to evaluate data.
4. Written Communications: quality of paperwork submitted, ability to present information in an organized manner and evidence of professional skills.
5. Commitment to Education: evidence of interest in field of study, community involvement, formal courses, professional affiliations, self-study, and continued professional development.
6. Supervisory/Leadership Skills: experience in planning, organizing, leading, motivating, developing others, flexibility and adaptability to change.
7. Sensitivity to Diversity: understanding of the value of diversity in the academic environment, cultural competence and proficiency, knowledge of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students, employees, and the community.

Several other areas are important to consider as each committee member screens the applications. They include:

1. Stability: generally, candidates who have "job-hopped" are evaluated as lacking stability. "Job-hopping" may be more common in some fields, which should be taken into consideration.

2. Upward Mobility: consider the candidate's progress in each position and evaluate whether the moves offered greater opportunities for growth. If the moves were lateral, it may result in the need to investigate further.

When evaluating candidates in administrative and faculty positions, where sensitivity to diversity is a minimum qualification, committee members must measure each candidate's sensitivity and understanding of the diverse academic, socioeconomic, cultural, disability, and

ethnic backgrounds of the populations served. It is most realistic to evaluate candidates on how they have demonstrated past commitment. Examples are as follows:

1. Completion of courses or directed study which focus upon other cultures, languages, and/or persons with disabilities.

2. Teaching techniques that display knowledge of various learning styles that may be influenced by such factors as race, ethnicity, gender, disability, and cultural diversity.

3. Teaching techniques and experience working with programs that provide services to diverse student populations.

4. Active involvement in programs designed to support diversity efforts for students and staff.

5. Experience living and working with others from different cultural groups to aid in understanding the benefits of diversity and positive role modeling.

6. Utilization of teaching methodologies that entail cultural competence or proficiency in such areas as course content, learning materials, class demonstrations and outside speakers.

7. Active participation in groups and organizations that cultivate understanding of national and international cultures.

8. Nontraditional experience that contributes to a broad and diverse background.

V. Oral Interview Process

The purpose of the oral interview is to verify information presented in the application and resume, to elicit new information, and to gain an accurate picture of the candidate's ability to perform the job. It also allows the committee to give the applicant information about the College.

A. Establishing the Oral Interview Format

The Chairperson sets the tone of the interview by introducing the candidate to the committee and explaining the format of the interview. The Chairperson will ask the first question, but each committee member will take an active part in the interview process. Questions should be divided in order to allow committee members to interact with potential candidates. This gives committee members a chance to evaluate the candidates from multiple perspectives and doesn't give the appearance of one person dominating the interview. The Chairperson should be prepared to clarify questions if an applicant doesn't understand its intent.

The EEO Representative will ensure there are no discussions about any of the protected areas. Committee members will give full consideration to all candidates and treat them in a fair and respectful manner. The committee will focus on each candidate's strengths and weaknesses during discussions.

It is also the responsibility of the Committee Chairperson to ensure that every interviewee is given courteous treatment and is put at ease during the interview process. The Committee Chairperson will ensure the interview is kept on track and ends with a positive note.

B. Ending the Interview

The Chairperson will end the interview, allowing committee members to finalize or clarify questions. Each candidate should be given an opportunity to offer additional information or ask questions. The Chairperson should give an estimated date for final selection and notification.

C. Rating of Candidates

Upon completion of the interview process, all committee members will complete the rating report for each candidate. This is the official record of evaluation for each candidate's qualifications and will be maintained with the recruitment file. This formal record is used in substantiating the objectivity of the interview should any candidate later question its fairness.

1. Committee discussion - All committee members will discuss the candidates and articulate the strengths and weaknesses of each recommended candidate for consideration at the next level in the search process. The final recommendation of candidates should consist of two to five candidates completed on the summary form outlining strengths and weaknesses (See Appendix N.).

2. Levels of Competence - In discussing the qualifications of candidates, the committee may wish to evaluate a series of questions:

- Who are the most competent? What are their strengths?
- What is my ranking?
- Which ones have shown they could handle the job satisfactorily?
- What evidence of leadership ability was presented in the interview?
- How successful would she or he be in engaging students/staff?

A priority ranking form may be used to rank candidates. The form must be turned into the Human Resources Office at the time of recommendation.

3. Review of Written Materials - When evaluating candidates for recommendation to the next level, it is worthwhile to go over the written materials provided in the application, resume, transcripts, and letters of recommendation as well as any written presentation or assignment. This gives an additional element of the communication skills of each candidate and is itself a work sample.

4. Personal characteristics - Relate the following to establish suitability to the position.

- Professional appearance, bearing, poise, grooming
- Intelligence, grasp of ideas, perceptiveness
- Initiative, ambition, assertiveness
- Maturity, confidence, stability, self reliance
- Communication skill, clarity, organization, forcefulness
- Advancement potential, leadership, adaptability

VI. Final Recommendation

Recommending final candidates is where violations of equal employment opportunity laws may occur. Committee members need to be aware they may become highly subjective in choosing the finalists in an attempt to recommend the “best” candidates.

Search Committees are reminded to give meaningful consideration to the extent to which candidates demonstrate sensitivity to, and understanding of, the various academic, socioeconomic, cultural, and disability backgrounds of the students and staff.

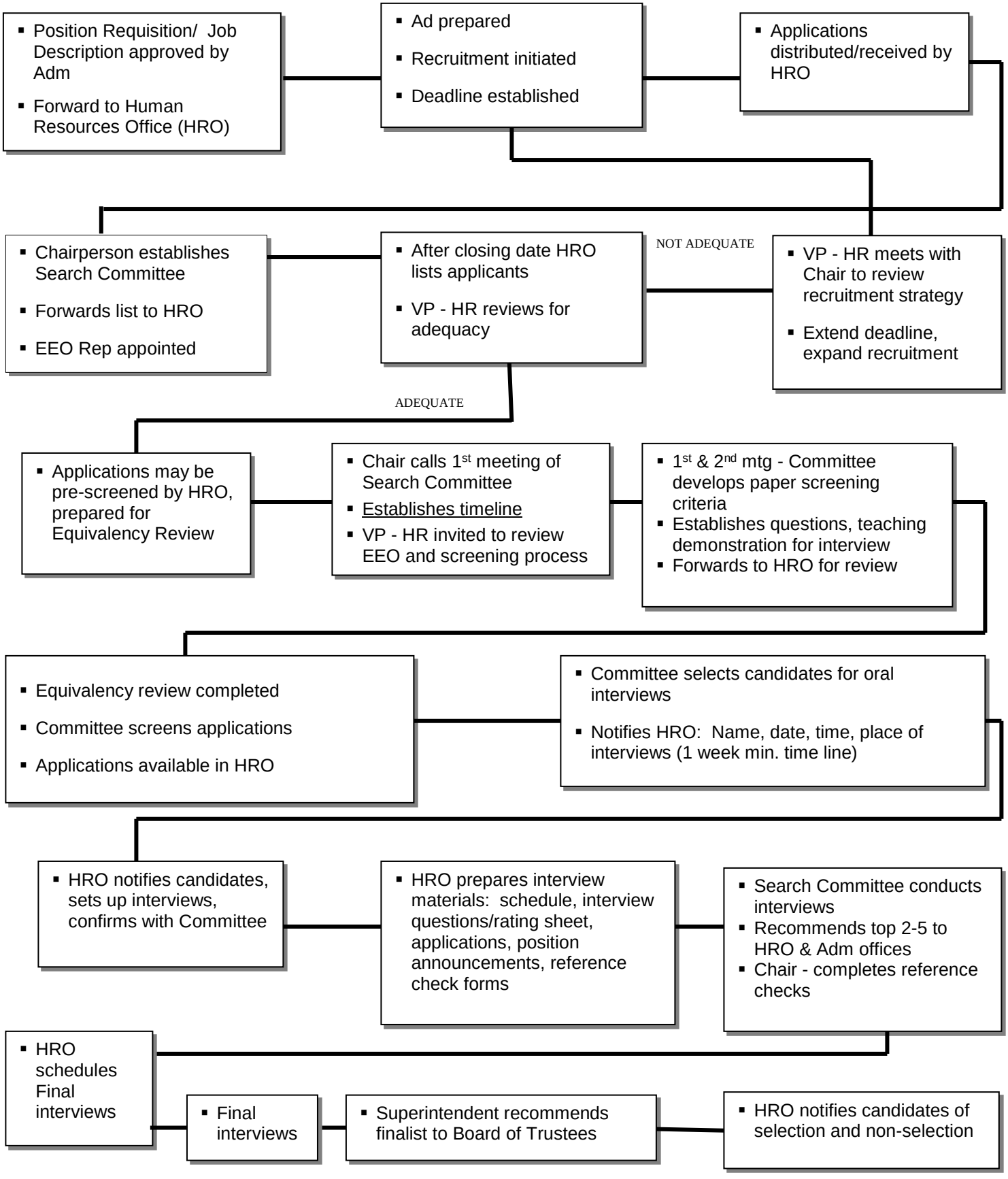
The Search Committee will make a recommendation of two to five final candidates, which shall include a narrative of strengths and weaknesses to be forwarded to the Human Resources Office. The Committee Chairperson will then complete reference checks on each final candidate.

Recommended candidates will be in invited to campus to interview at the second level with the Vice President and/or Superintendent/President.

Once a final decision is made and the candidate has been selected by the Superintendent/President, the recommendation will be approved by the Board of Trustees and communicated to the campus.

All information gathered during the selection process must be held in strictest confidence.

Barstow Community College Selection Process
Faculty Flow Chart



Full-time Faculty Hiring Priorities Procedure

In order to identify which full-time tenure track faculty position should be created and filled if funds become available to sustain such a position, the following process shall occur each academic year:

1. The Academic Affairs Office and Research Office will supply to the Academic Senate at the end of August the following data for each academic discipline for the past three years:
    a. WSCH
    b. FTES
    c. Student Head Count
    d. FTEF
    e. Total Sections
    f. FT Sections
    g. PT Sections
    h. OL Sections

2. The Academic Senate President and the Vice President of Academic Affairs will meet at the end of August to draft a list of proposed new full-time faculty positions based upon quantitative data.

3. The Academic Affairs Office will attach to the data a narrative to include qualitative data to support the prioritized list of proposed new full-time faculty positions.

4. The Academic Senate, at a September meeting, will review the data and open discussion for prioritization (ranking) of the new full-time faculty positions.

5. The Academic Senate, at an October meeting, will end discussion and make a recommendation to the Vice President of Academic Affairs and President.

6. The President will make a final determination for the November Board of Trustees meeting.

7. If any positions are approved by the Board of Trustees, Human Resources will begin the recruitment process in December.

Procedure for Selection of New Faculty

Pending Board Approval of AP 7120

Procedure for Establishing Equivalency (AP7211)

An Equivalency Committee shall include the Dean/Area Administrator as chair and a minimum of four full-time faculty members with sufficient expertise to evaluate equivalence. The committee will review all documents sent by the applicant and shall approve or disapprove the equivalency based on a majority vote of the committee. Only infrequently will applicants meet the minimum qualifications through the equivalency process. This will occur, however, when an obviously highly qualified applicant lacks one or more of the components required to meet minimum qualifications but is able to demonstrate he or she has at least the achievements required for the position.

1. Applicants needing to establish equivalency to the minimum qualifications shall provide conclusive evidence. Conclusive evidence shall be one or more of the following:

    A. The major course work required for that degree.
    B. The General Education required for that degree.

2. For establishing the equivalence of a required degree, the applicant must be able to document at least the equivalent level of achievement for each of the following as separate and distinct criteria:

    A1. Possession of Master's degree or equivalent foreign degree in a discipline reasonably related to the faculty member's assignment. "Reasonably related field" will be determined by the Equivalency Committee.

    B1. Possession of a Bachelor's degree or equivalent foreign degree, in the discipline of the assignment, or a discipline reasonably related PLUS 20 semester units of graduate course work in the discipline of the assignment and one year of sufficient professional experience related to the discipline of the assignment (or reasonably related field) Possession of a Bachelor's degree, or equivalent foreign degree, in the discipline of the assignment, or a discipline reasonably related PLUS at least 15 semester units of graduate course work in the discipline of the assignment and two years of sufficient professional experience related to the discipline of the assignment (or reasonably related field)

    An applicant who does not provide conclusive evidence in regard to A1 and B1 does not possess the equivalent of the degree in question.

3. For establishing equivalence in a discipline on the basis of work experience, the applicant must possess thorough and broad skill and knowledge by meeting any one of the following requirements:

    - Possession of a Bachelor's degree, or equivalent foreign degree, in a discipline reasonably related to the faculty member's assignment, PLUS two years of professional experience related to the discipline of the assignment, PLUS appropriate certification to practice or licensure or its equivalent, if available.
    - Possession of an Associate's degree or equivalent course work in a discipline reasonably related to the faculty member's assignment, PLUS six years of professional experience

related to the discipline of the assignment, PLUS appropriate certification to practice or licensure or its equivalent, if available.

- Completion of 18 semester units of general education which meet the Barstow College General Education Requirement in each of the first five categories (A-E), or demonstration of basic knowledge in the five categories, PLUS eight years of professional experience related to the discipline of the assignment, PLUS appropriate certification to practice or licensure or its equivalent, if available.
- All unit requirements represent semester units. All degrees and course work to be applied to equivalency must be from an accredited institution.

An applicant who does not provide conclusive evidence in regard to any of the requirements listed above does not possess the equivalence of the experience in question.

Review and Revision

This Procedure for Establishing Equivalency is subject to review and revision at the request of either the Academic Senate or the District. Such revised policy or procedures shall be mutually agreed upon by both parties before it replaces the previously agreed-upon hiring policy or procedures.

Temporary, Part-Time, Adjunct Faculty Hiring Criteria Procedures

Pending Board Approval of AP 7120

BARSTOW COMMUNITY COLLEGE

PREQUALIFICATION/INTERVIEW REPORT FORM, PART-TIME FACULTY AND AUTHORIZATION TO BEGIN HIRING PROCEDURE

Name of Applicant:

Date Interviewed:	Target Start Term:

1. Names of Interview Committee Members:

   _____ _____

   _____ _____

2. Qualifications:

   ☐ Not recommended for hire (application will be discarded)

   ☐ Discipline(s) Qualified to teach: _____

3. Have the reference checks been done? (Are they attached? If not, the narrative should be included.)

   ☐ Yes ☐ No

4. What are the strengths and weaknesses of the candidate? (You may attach narrative.)

5. At what locations is the applicant willing to teach?

   ☐ Barstow Campus ☐ State Street ☐ Fort Irwin ☐ Online Only

6. What hours is the applicant willing to teach?

   ☐ Days ☐ Evenings ☐ Weekends

7. Name of Dean who completed this form:

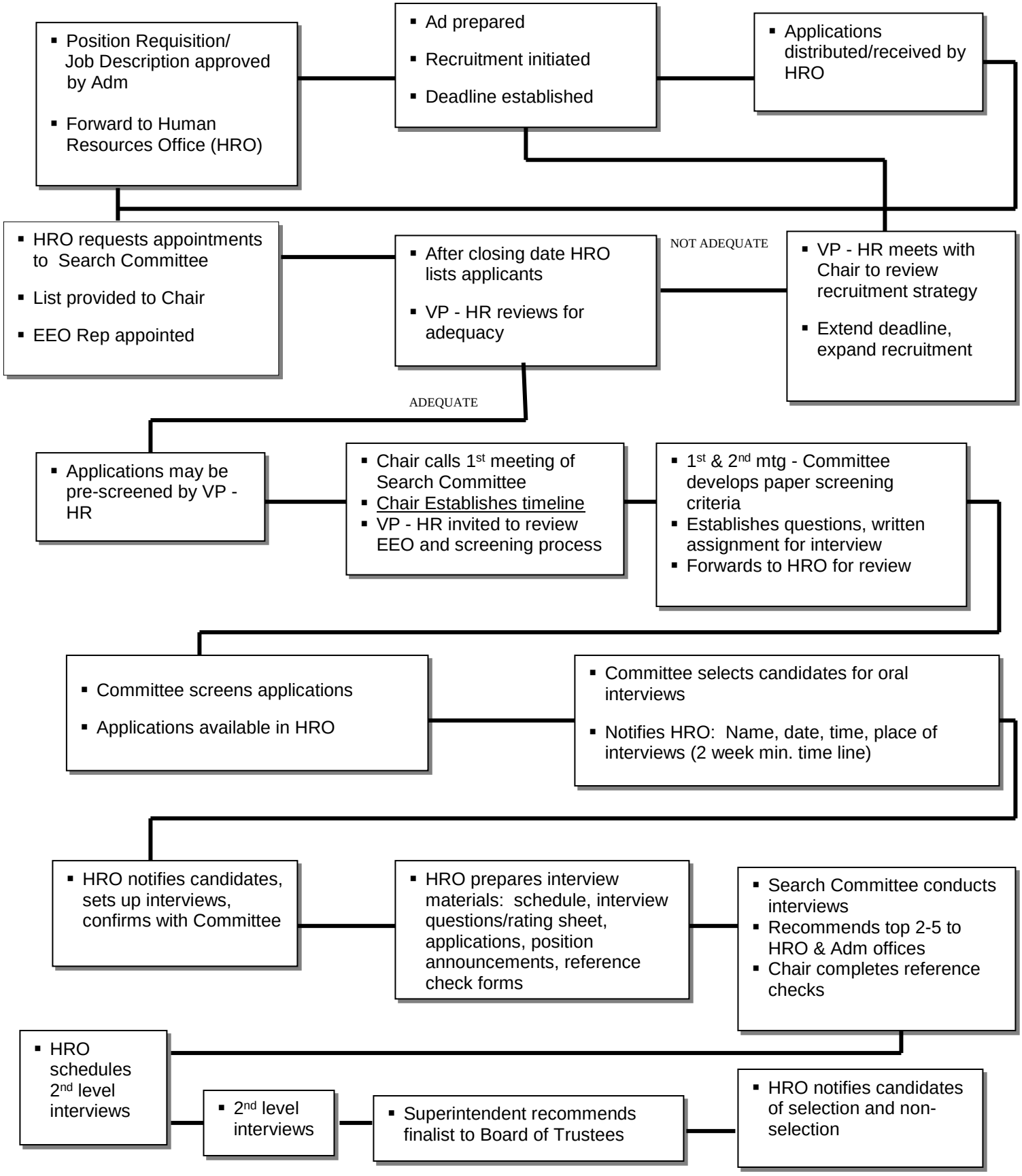
_____ _____

Dean Date:

_____ _____

Vice President VP of Human Resources

Barstow Community College Selection Process Administrator Flow Chart



Administrator Selection Procedure

I. Establishing Job Specifications and Qualifications

a. The Board of Trustees shall authorize the District Superintendent/President to fill the administrative vacancy and may engage a Search Consultant to guide the process.

b. Screening Committee Composition: The composition of screening committees will consist of a Chair and at least two (2) other committee members plus a trained EEO compliance representative for the screening of regular/probationary employees. The screening committee of temporary employees will consist of the hiring manager and at least one (1) other committee member. The VP of HR must approve of the composition of all screening committees for regular/probationary employees to ensure compliance with EEO, and committee diversity. The screening committee make-up will be as follows:

Educational Administrator:

- Committee Chair – An educational administrator appointed by the President
- Administrator – A classified or educational administrator
- Faculty – Full Time Faculty from department/division appointed by Academic Senate President
- Faculty – Full time faculty appointed by BCFA President
- Classified Staff – from department/division selected by Chair
- Other – (optional) Subject matter expert, community member or student selected by Chair

Maximum of seven (7) committee members plus EEO representative with the exception of President Recruitment

Classified Administrator:

- Committee Chair – A classified or educational administrator appointed by the President
- Administrator – A classified or educational administrator
- Classified Staff – classified staff from department/division selected by Chair
- Faculty – (optional) from department/division selected by Chair
- Other – (optional) Subject matter expert, community member or student selected by Chair

Maximum of five (5) committee members plus EEO representative

c. The District Superintendent/President shall appoint a member of the Search Committee to serve as Chair.

d. The District Superintendent/President shall direct the Vice President of Human Resources to proceed with the filling of a vacant administrative position. The Human Resources Office will prepare a preliminary position announcement including desirable leadership characteristics and qualifications. The position announcement will designate whether the administrative position is classified or an educational administrative assignment. Typically, educational administrators are those who exercise direct responsibility for supervising the

operation of or formulating policy regarding the instructional or student services programs of the District.

e. The preliminary position announcement will be reviewed by the Search Committee and may be modified if necessary. A tentative timeline for the search will be prepared at this time.

f. At the first meeting of the Search Committee, members will receive training by the Vice President of Human Resources and will adopt a timeline for future meetings to include the review of applications and interviews. This training will include diversity training on hiring a diverse population and knowledge of best practices in hiring. Committee members must attend all scheduled meetings. Missing a scheduled meeting or not following the EEO guidelines will result in removal from the Search Committee by the Chair.

II. Advertising the Position

g. The advertising/recruitment phase of the administrative position shall be long enough to allow for a comprehensive nationwide search, typically 6 weeks, and shall specify a deadline for review of applications for first consideration. The position shall remain open until filled.

h. The Search Committee will review and make recommendations regarding the advertising plan and distribution list for position announcements utilizing printed and on-line resources.

i. The advertising/recruitment phase will be in conformance with the District's Faculty and Staff Diversity Plan and other state and federal regulations and will include the requirement for sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of the District's students.

III. Preliminary Screening of Applicants

a. The Search Committee will review/modify screening criteria from the screening document prepared by Human Resources to ensure a thorough assessment of each candidate.

b. The Search Committee will develop interview questions including any presentation required for the personal interviews based on the criteria listed in the position announcement.

c. The Vice President of Human Resources will review the applications to ensure there is an adequate pool of candidates.

d. The committee chair, in coordination with the Vice President of Human Resources, or his/her designee, will review the applications to ensure each is complete and meets minimum posted qualifications. If an application does not meet minimum posted qualifications, it will not be forwarded to the committee for screening.

e. If the pool of candidates is adequate, committee members will screen applications and make recommendations to invite the best-qualified candidates to campus using the screening criteria established.

f. If the applicant pool is deemed not to be adequate, the Committee Chair will meet with the Vice President of Human Resources to determine how to proceed.

IV. Interviewing the Applicants Selected in the Preliminary Screening

a. The Search Committee will conduct interviews using the questions and rating forms prepared by the Human Resources Office.

b. Each committee member will evaluate candidate responses and rate candidates regarding strengths and weaknesses.

c. The Search Committee will submit from two to five final candidates unranked to the District Superintendent/President for second level interviews. A narrative list of strengths and weaknesses will be provided.

d. Once the finalists have been identified, reference checks will be conducted by the Chair of the committee and submitted in a written, legible manner. Committee members may assist in this process as assigned.

e. If the committee cannot recommend any of the candidates, the hiring process will return to the most appropriate stage.

V. Final Selection

a. The District Superintendent/President will review the narrative list of strengths and weaknesses and conduct final interviews of the recommended candidates.

b. Additional reference checking will be completed at this time.

c. The District Superintendent/President will make a final recommendation to the Board of Trustees.

d. The Board will approve the recommended candidate in open session.

e. If no acceptable candidate is identified, the hiring process will return to the most appropriate stage.

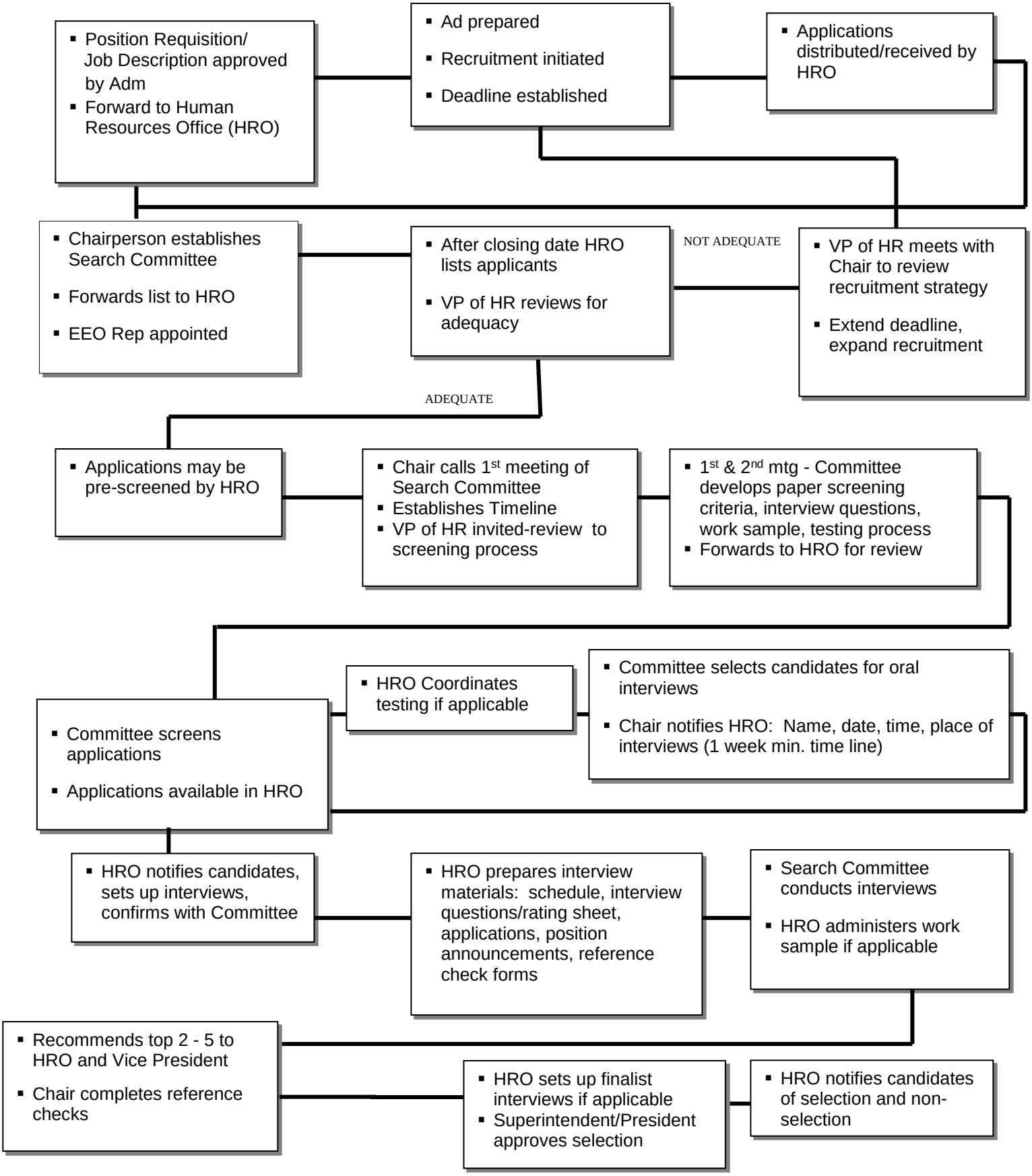
VI. Miscellaneous

a. Confidentiality is required at all levels of participation.

b. Candidates will be reimbursed for travel costs beginning with the second level interviews.

c. In the event the vacant position is the Vice President of Human Resources or the Vice President of Human Resources is the Chair of the committee, the Superintendent/President will appoint a designee to fulfill the duties of the Vice President of Human Resources.

Barstow Community College Search Process
Classified Flow Chart



CLASSIFIED SEARCH PROCESS

1. Following a thorough review of the job description and completion of the Position Requisition Form, approval by the appropriate administrator is required and forwarded to the Human Resources Office.

2. Recruitment for the open position will be initiated: advertisement will begin, a flyer will be prepared for distribution, targeted special media will be utilized as recommended by the department in accordance with the Equal Employment Opportunity guidelines.

3. During the recruitment period, the administrator as committee chair shall establish the screening and interview committee, with a minimum of three individuals. There will be one classified person from the area of the opening and a faculty member or administrator, preferably one who has contact with the position. The composition of the committee shall be forwarded to the Human Resources Office in writing where an Equal Employment Opportunity representative will be appointed by the Vice President of Human Resources.

4. Upon the position closing, applications will be reviewed for adequacy by the Vice President of Human Resources to be prepared for the screening committee. If the applicant pool is not adequate, the Vice President of Human Resources will meet with the administrator to review some strategies for improving the applicant pool. These may include extending the deadline, expanding or targeting the advertising and recruiting area, as well as possible revision of the position announcement to improve the pool.

5. The administrator shall call the first meeting of the screening committee where the Vice President of Human Resources or designated representative will be invited to train the committee and review the college under representation and screening process.

6. During that meeting or a subsequent meeting the committee shall review job-related criteria for screening. This shall include the paper screening criteria, testing process, work sample or topical demonstration, and questions for the oral interview. The search committee must agree on the questions to be asked as well as the correct answer for each question. A question on sensitivity towards diversity of the student population is one of the required questions.

7. The committee will refer to the “Elements of Selection” section in the Barstow Community College Guide to Employee Selection. Job-related questions, work samples and topical demonstrations are examined in detail.

8. The committee begins the paper screening to identify those to be invited for interview. Applications may be checked out from the Human Resources Office, but may not be taken off campus or kept overnight.

9. Once the applications are screened, the Human Resources Office will coordinate any testing process. Test results become one additional element in the screening process.

Classified Selection Process
Page Two

10. The committee identifies the candidates to be invited for oral interviews in writing to the Human Resources Office indicating date and time as well as length of interview when all committee members are available. The committee must allow at least one week to contact and accommodate the candidates who will be invited for interviews.

11. Once the candidates have been notified and are set up for interviews, a written schedule of candidates will be confirmed with the committee members.

12. The Human Resources Office will prepare the interview materials for the committee which include the interview questions and rating sheet, copies of the applications, the position announcement, and reference check forms to be completed on the final two to five finalist.

13. It is beneficial for the search committee to meet a few minutes prior to the first interview to review the format for the interview. Once the interviews are held, the candidates may be ranked. If a work sample is administered, that information will be made available to the committee prior to final ranking as one more element to consider.

14. Reference checks will be done on those individuals ranked by the committee as the top group. The chairperson or designee shall conduct the reference checks, and turn all screening materials into the Human Resources Office.

15. A written recommendation of the top candidate(s) will be made to the Vice President of Human Resources who will review the recommendation with the appropriate administrator and the Superintendent/President.

16. The Superintendent/President and/or appropriate administrator may interview the finalist(s).

17. Once the finalist is determined, the Human Resources Office will notify all candidates of their selection and non-selection, including offering employment to the selected candidate.

18. With all positions, a criminal history clearance (or fingerprints) must be processed prior to employment. With Maintenance positions, and other identified positions, appointments are tentative until passing the required physical examination.

GUIDE TO PRE-EMPLOYMENT INQUIRIES

The following guide is taken from the State of California, Department of Fair Employment & Housing, Rules and Regulations. (4-2012)

ACCEPTABLE	SUBJECT	UNACCEPTABLE
Name	**NAME**	• Maiden name
Place of residence	**RESIDENCE**	• Questions regarding owning or renting.
Statements that hire is subject to verification that applicants meet legal age requirements.	**AGE**	• Age • Birth date • Date of attendance/completion of school • Questions which tend to identify applicants over 40
Statements/inquiries regarding verification of legal right to work in the United States.	**BIRTHPLACE, CITIZENSHIP**	• Birthplace of applicant or applicant's parents, spouse or other relatives. • Requirements that applicant produce naturalization or alien card prior too employment.
Languages applicant reads, speaks or writes if use of language other than English is relevant to the job for which applicant is applying.	**NATIONAL ORIGIN**	• Questions as to nationality, lineage, ancestry, national origin, descent or parentage of applicant, applicant's spouse, parent or relative.
Statement by employer of regular days, hours, or shifts to be worked.	**RELIGION**	• Questions regarding applicant's religion. • Religious days observed.
Name and address of parent or guardian if applicant is a minor. Statement of company policy regarding work assignment of employees who are related.	**SEX, MARITAL STATUS, FAMILY**	• Questions to indicate applicant's sex, marital status, number/ages of children or dependents. • Questions regarding pregnancy, child birth, or birth control • Name/address of relative, spouse or children of adult applicant.
	RACE, COLOR, SEXUAL ORIENTATION	• Questions to applicant's race, color, or sexual orientation. • Questions regarding applicant's complexion, color of eyes, hair or sexual orientation.
	CREDIT REPORT	• Any report which would indicate information which is otherwise illegal to ask, e.g , marital status, age, residency, etc.
Statement that a photograph may be required after employment.	**PHYSICAL DESCRIPTION, PHOTOGRAPHS, FINGERPRINTS**	• Questions as to applicant's height/weight. • Requiring applicant to affix a photograph to application or submit one at his/her option. • Require a photograph after interview but before employment.
Employer may inquire if applicant can perform job-related functions. Statement that employment offer may be made contingent upon passing a job-related mental/physical examination.	**MENTAL/PHYSICALDISABILITY, MENTAL CONDITION (APPLICANTS)**	• Any inquiry into the applicant's general health, medical condition, or mental/physical disability. • Requiring a psychological/medical examination of any applicant.

A medical/psychological examination/ inquiry may be made as long as the examination/inquiry is job-related and consistent with business necessity and all applicants for the same job classification are subject to the same examination/inquiry.	**MENTAL/PHYSICALDISABILITY, MEDICAL CONDITION (POST-OFFER/PRE-EMPLOYMENT)**	• Any inquiry into the applicant's general health, medical condition, or physical/mental disability, if not job-related and consistent with business necessity.
A medical/psychological examination/inquiry may be made as long as the examination is job-related and consistent with business necessity.	**MENTAL/PHYSICALDISABILITY, MEDICAL CONDITION (EMPLOYEES)**	• Any inquiry into the employee's general health, medical condition, or mental/physical disability, if not job-related and consistent with business necessity.
Job-related questions about convictions, except those convictions which have been sealed, or expunged, or statutorily eradicated.	**ARREST, CRIMINAL RECORD**	• General questions regarding arrest record.
Questions regarding relevant skills acquired during U.S. military service.	**MILITARY SERVICE**	• General questions regarding military service such as dates/type of discharge. • Questions regarding service in a foreign military.
Requesting lists of job-related organizations, clubs or professional societies omitting indications of protected bases.	**ORGANIZATIONS, ACTIVITIES**	• General questions regarding organizations, clubs, societies and lodges.
Name of persons willing to provide professional and/or character references for applicant.	**REFERENCES**	• Questions of applicant's former employers or acquaintances which elicit information specifying applicant's race, etc.
Name and address of person to be notified in case of accident or emergency.	**NOTICE IN CASE OF EMERGENCY**	• Name, address, and relationship of relative to be notified in case of accident or emergency.

SAMPLE INTERVIEW QUESTIONS

The following is a list of commonly used interview questions. These may serve as a guideline for developing questions for the oral interview. Committee members will be developing expected responses to the question as they are prepared for the oral interview. Committees also will want to add job-specific questions relevant to the position.

1. What are your current job expectations? What do you expect as rewards?

2. Describe your educational background.

3. Describe previous jobs you have had and the major responsibilities beginning with your most recent.

4. In what ways do you feel you can contribute to the college?

5. What are some of the things you did particularly well in your last job?

6. Why did you leave your last position?

7. Positions have both positive and negative qualities. What were some of the negative qualities of your last job? Some of the positive qualities of your last job?

8. What did you like most and least about jobs you have held in the past?

9. Describe something you did that was not normally part of the position you held. What prompted you to do it?

10. Describe the best supervisor you have ever worked for? The worst supervisor?

11. What contributes to your effectiveness as a teacher/manager? Give an example.

12. Describe your most significant accomplishment(s).

13. How would you describe yourself?

14. If you could rate yourself between one (worst) and 10 (best) on attendance and reliability, what would it be? Why?

15. Describe your major strengths for this position. Give an example of how you demonstrated it.

16. If you had a choice of responsibilities within this department, what would you prefer?

17. How do you perceive your role in interacting with other department members?

18. What key factors attracted you to Barstow Community College?

Sample Interview Questions
Page Two

19. How much independence and flexibility do you like in a position?

20. Describe a time when you were faced with a problem that tested your coping skills.

21. How do you think your supervisor would describe you to me?

22. What steps would you take in making an important decision or recommendation?

23. Describe a situation where you made a mistake. How did you handle it?

24. Give us an example of how you have shown your commitment to students.

25. What is your understanding of the new demographics in California? How do you feel that affects your ability to instruct all students?

26. How do you address multicultural values and awareness in your lessons/lectures?

27. What have you done in the classroom to create a positive environment for students with different cultural values and experiences?

28. Describe some innovative suggestions for staff development.

29. What experience have you had working with a budget?

30. What do you see as current and future problems facing the community colleges?

31. What resources would you utilize to develop curriculum?

32. What would you do if (situational questions that test a person's knowledge).

33. Why should we choose you for this job rather than anyone else?

COMMON PITFALLS OF INTERVIEWS

The following is a list of common pitfalls of interview committees during the selection process. If you are aware of these, you will have a better chance of avoiding them for a better interview.

1. Interview too short.
   a. Too many yes/no, direct questions.
   b. Applicant not at ease.
   c. Not enough information elicited from applicant to provide good evaluation of strengths and weaknesses.

2. Interview too long.
   a. Too many questions.
   b. Makes committee hurry to catch up to schedule.
   c. Cuts time for other interviews.

3. Not following established interview format.
   a. May allow too much general discussion.
   b. Opens committee up for complaints of discrimination.

4. Applicant talks too much.
   a. Drifts off subject, provides extraneous information.
   b. Talks on matters of little significance to the position/minor details.
   c. Needs more focus.

5. Applicant does not talk enough.
   a. Needs guidance and encouragement to speak.
   b. Atmosphere is stressful.
   c. Becomes difficult to evaluate.

6. Omission of major areas.
   a. Unexplored areas passed over.
   b. Position analysis not thorough enough to cover major areas.

7. Snow job.
   a. Applicant makes time-consuming, generally high-sounding statements.
   b. Tries to sell himself/herself.

8. Inattention by committee.
   a. Not attentive during interview.
   b. Not listening to applicant.
   c. Moving around during interview.

9. Distractions.
   a. Noises, phone calls, paper shuffling interrupt interview.
   b. Hinders effective communication.

Common Pitfalls of Interviews
Page Two

10. High stress questioning.
    a. Questions too lengthy/detailed.
    b. Tends to inhibit communication channels.
    c. Causes complaints, bad public relations.

11. Halo effect.
    a. Ignoring other job-related factors due to a single positive characteristic.

12. Improper rating.
    a. Incomplete ratings and forms.
    b. Considering factors not job-related.
    c. Unusually high or low rating of selected candidates.
    d. Lack of discussion about strengths/weaknesses.

13. Persuasion by other members.
    a. Committee discusses attributes prior to rating candidates individually.
    b. Some committee members fail to fully participate.

Barstow Community College
Human Resources Office
2700 Barstow Road
Barstow, CA 92311

EQUAL EMPLOYMENT OPPORTUNITY CHECKLIST

(Return completed form to Human Resources Office)

POSITION INFORMATION

Position Title: _____

Administrative _____ Faculty _____ Classified _____

	Yes	No
1. Did the committee review the job specifications for the position?	_____	_____
2. Were job-related objective criteria established prior to screening applications?	_____	_____
3. Were the criteria broad enough so they would not exclude female/minority applicants?	_____	_____
4. Did the committee membership include women and minorities?	_____	_____
5. Was a standard rating system established for screening the applications?	_____	_____
6. Was the committee advised of interview procedures as outlined in the Handbook for Selection Committees?	_____	_____
7. Did the committee develop standard core questions to be asked of each candidate during the interview?	_____	_____
8. Were the same core questions asked of each candidate?	_____	_____
9. Were all committee members present for all interviews?	_____	_____
10. Was a standard rating system established to evaluate the candidates following the interview?	_____	_____
11. Was there discussion of strengths and weaknesses of candidates?	_____	_____

Comments: _____

_____

_____ _____

EEO Representative Date

Barstow Community College

Office of Human Resources

CONFIDENTIALITY AGREEMENT

Search committee activities must be kept completely confidential. Every member of the search committee must recognize the vital importance of confidentiality to the integrity of the process, and agree to maintain confidentiality **during and after** the selection process.

Any questions or concerns regarding the qualifications of applicants or adverse information regarding a specific applicant should be addressed to the Vice President of Human Resources.

Search committee members agree not to release any confidential information that relates to the search process, including, but not limited to:

- Names of persons who have applied for employment with the District
- Number of applications received
- Information about an application or ratings of other committee members
- Information pertaining to questions that are asked during the interview process
- Written materials turned in by applicants
- Oral discussions about applicants by committee members during or following the interview process

Any breach of confidentiality will result in the removal of a committee member from the search process, including possible suspension from serving on search committees in the future. Failure to maintain confidentiality could constitute a violation of federal or state regulations and incur liability on behalf of the district. There are limited circumstances under which disclosure of confidential information is authorized (i.e., to a district-hired investigator, under subpoena, etc.) Any unauthorized disclosure of confidential information by a search committee member may result in disciplinary action.

I have read and understand the above Confidentiality Agreement and will comply with the guidelines as described above.

_____
Signature

_____
Print Name

_____
Date

_____
Title of Open Position

BARSTOW COMMUNITY COLLEGE
HUMAN RESOURCES OFFICE

Appendix K

SUBJECT: Paper Screening Form

As you prepare for the paper screening process, consider the following:

____ 1. Depth and breadth of education and experience in the discipline.

____ 2. Experience: teaching, organizing, curriculum and program development, report writing. Look at what the individual has done in the past. Past performance is a good indicator of future performance.

____ 3. Up-to-date subject matter knowledge. Look at membership in professional organizations, personal development activities, additional research and training in the field.

____ 4. Enthusiasm and commitment to education. The letter of interest may show evidence of past commitment to the teaching profession and dedication to providing student needs.

____ 5. Written communication. Look at the quality of the paper work submitted to see whether it presents good written communication skills, ability to follow instructions, relates experience to this job, good organizational skills.

____ 6. Experience and sensitivity towards diversity. Applicants should indicate that they understand the different learning styles, cultures of people, and recognize the different age and economic backgrounds of students. Look at the specific qualifications statement on the application.

____ 7. Technical Expertise. Look at experience using computers in the classroom and skills using different teaching modalities.

____ 8. Leadership Skills. Look at programs the candidate was involved with or designed, committee membership; identify work in the community, volunteer work, etc.

Assign value 0 to 3 to each question. Use the list of applicants as a matrix to determine the top candidates. Example: 3 points per question rated as follows:

0. No background
1. Limited background
2. Adequate background
3. Excellent background

Total the points for each category and those among the highest should be given further consideration. Further discussion and/or reference checking of this group will result in the desired number to be recommended for interview. The completed matrix of candidates for each committee member must be turned in to the Human Resources Office.

Please feel free to contact me if you need any assistance.

NAME: _____

PRIORITY SETTING SCALE

Instructions: This priority setting scale requires that you compare each candidate to one other, i.e. candidate #1 compares with #2, #3, and #4. Circle the candidate's number that is considered better at each step.

	Name	
1	_____	
2	_____	1 2
3	_____	1 2 3 3
4	_____	1 2 3 4 4 4
5	_____	1 2 3 4 5 5 5 5
6	_____	1 2 3 4 5 6 6 6 6 6
7	_____	1 2 3 4 5 6 7 7 7 7 7 7
8	_____	1 2 3 4 5 6 7 8 8 8 8 8 8 8
9	_____	1 2 3 4 5 6 7 8 9 9 9 9 9 9 9 9
10	_____	1 2 3 4 5 6 7 8 9 10 10 10 10 10 10 10 10 10
11	_____	1 2 3 4 5 6 7 8 9 10 11 11 11 11 11 11 11 11 11 11
12	_____	1 2 3 4 5 6 7 8 9 10 11 12 12 12 12 12 12 12 12 12 12 12

Summary Instructions: Once all candidates have been evaluated, total the number of times you have circled each candidate's number and enter total below. The candidates with the most circles are those ranked highest.

1	2	3	4	5	6	7	8	9	10	11	12
____	____	____	____	____	____	____	____	____	____	____	____

Summary of Strengths & Weaknesses

RECRUITMENT: _____

INTERVIEW DATE(S): _____

Candidate Name	Strengths	Weaknesses	Add'l Comments

Barstow Community College
Human Resources Office

REFERENCE CHECK FORM

(Guidelines for conducting reference check are on the reverse side of this form.)

PLEASE NOTE: THE TOP PRIORITY IS TO CHECK PRESENT AND FORMER EMPLOYERS

Candidate's Name_____

Position Applied For_____

Organization Contacted_____ Phone Number_____

Individual Contacted_____ Title_____

A. "_____" has applied for a job with our organization. What were his or her dates of employment?_____

B. What were his or her duties?_____

_____

C. In terms of quantity and quality, how would you rate his or her work? (Are there evaluations you could provide?)_____

_____

D. Would you say that this was above or below average?_____

E. Did he or she improve while on the job?_____

F. What were his or her strong points?_____

_____

G. What were his or her weak points?_____

_____

H. What would you propose to help overcome weak areas? _____

_____

I. Why did he or she leave?_____

J. If this is a management position: Were there any complaints/grievances/lawsuits filed during his/her employment? If yes, describe: _____

_____

K. Would you re-employ?_____

L. Did he or she have trouble with:

Attendance? _____ Dependability? _____ Attitude? _____ Getting along with others?_____

Personal problems?_____ Physical Altercations? _____

_____

M. Is there anything else we should know?_____

_____

_____

Signature_____ Date_____

HOW TO CONDUCT REFERENCE CHECKS

When you make a reference check, you are actually conducting an interview. For example, don't appear to be threatening or overly assertive. Listen carefully for what is and isn't said. Explore ambiguities. Get the reference talking. Consider the following guidelines:

A. **Applicant's Authority:** First of all, make it clear that you have been authorized by the applicant to make the inquiry. (Our application includes this authorization.) Then, if someone tries to "stonewall" you, make it clear that he or she is not doing the applicant a favor; that for you, no news is bad news.

B. **The Right Person:** Make sure that you are talking to the right person. If possible, talk to the applicant's prior or current supervisor. Try to avoid dealing with someone who only has a written record of the applicant's performance.

C. There are several guidelines that should be followed:

1. Ask open-ended questions.
2. Evaluate the information both in light of what the applicant has already told you, and your own impressions of him or her.
3. Ask for copies of past performance appraisals/evaluations.
4. Ask the reference how he/she believes the person would perform in our job.

D. Remember to ask several questions about employee weaknesses. This is often overlooked or ignored and is one of the most troublesome areas when looking back at a problem hire.