Guide To Employee Selection

“A Handbook for Search Committees”

Please return this Guide to the Human Resources Office 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 Shasta 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.

Shasta 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 a written list of the Search Committee members (approximately five persons) and a tentative timeline reflecting dates and times of committee meetings including review of the applications.

2. The Associate 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 Associate 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, and work samples.

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

7. Following each individual’s paper 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 (typically two to five 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 Shasta 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 (typically 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 Shasta 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 Associate Vice President of Human Resources at any time during the search process.
IV. Associate Vice President of Human Resources and Human Resources Office Roles and Responsibilities

The Associate 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 Associate 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 Associate 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 five working days of the position closing date.

If the applicant pool is not deemed adequate by the Associate 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 one to 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.
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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 Associate 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 Associate 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 using the job description and position announcement and to establish standards on which to evaluate them.

II. Nondiscrimination

Committee members must conduct interviews that pursue a line of questioning which is job related and objective. Discrimination occurs when evaluations are not based on 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 standards. These are designed to give all candidates equal opportunity.
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 DSPS Program Director.

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. Gender
2. Gender Identity
3. Gender Expression
4. Race
5. National Origin
6. Religion
7. Age
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: “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. Examples: “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 include a candidate’s assessment of his/her strengths and areas of growth and 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 for faculty, 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 coursework, 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.
3. Skills/Abilities: evidence of specialized skills, technology applications and ability to evaluate data, preparation of reports.
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 commitment to student learning.
6. Supervisory/Leadership Skills: experience in planning, organizing, leading, motivating, developing others, flexibility and adaptability to change.
7. Sensitivity to Diversity: understanding 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 and/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 Chairperson to ensure that every interviewee is given courteous treatment and is put at ease during the interview process. The 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?

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

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.

VI. Final Recommendation

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

Committee members need to be aware they may become highly subjective in choosing the finalists in an attempt to recommend the "best" candidates.

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 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.
# APPENDICES

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Shasta College Selection Process
Faculty Flow Chart

- Personnel Requisition/ Job Description approved by Adm
- Forward to Human Resources Office (HRO)
- Ad prepared
- Recruitment initiated
- Deadline established
- Applications distributed/received by HRO

- Chairperson establishes Search Committee
- Forwards list to HRO
- EEO Rep appointed
- After closing date HRO lists applicants
- AVP - HR reviews for adequacy
- AVP - HR meets with Chair to review recruitment strategy
- Extend deadline, expand recruitment

- Applications may be pre-screened by HRO, prepared for Equivalency Review
- Chair calls 1st meeting of Search Committee
- Establishes timeline
- AVP - HR invited to review EEO and screening process
- 1st & 2nd mtg - Committee develops paper screening criteria
- Establishes questions, teaching demonstration for interview
- Forwards to HRO for review

- Equivalency review completed
- Committee screens applications
- Applications available in HRO
- Committee selects candidates for oral interviews
- Notifies HRO: Name, date, time, place of interviews (2 week min. timeline)

- HRO notifies candidates, sets up interviews, confirms with Committee
- HRO prepares interview materials: schedule, interview questions/rating sheet, applications, position announcements, reference check forms
- Search Committee conducts interviews
- Recommends top 2-5 to HRO & Adm offices
- Chair - completes reference checks

- HRO schedules 2nd level interviews
- 2nd level interviews
- Superintendent recommends finalist to Board of Trustees
- HRO notifies candidates of selection and non-selection
Faculty Hiring Priorities Committee:
- Vice President of Academic Affairs
- Associate Vice President of Student Services
- Instructional Division Deans
- Dean of Extended Education
- Dean of Enrollment Services
- Associate Dean of Library Services
- Academic Senate Liaison to Instructional Council

Should a member of the Faculty Hiring Priorities Committee be absent from a meeting, the member may appoint, in writing, a representative to attend a specific meeting on his/her behalf.

New seats on the Faculty Hiring Priorities Committee will be mutually agreed to by Cabinet and the Academic Senate Executive Committee.

I. Hiring Priorities Timeline

1. At least once a year, typically by October 15, all Deans/Associate Deans on the Faculty Hiring Priorities Committee will present to the Faculty Hiring Priorities Committee their written recommendations for new permanent full-time faculty positions and any full-time replacement positions for the following academic year.

   a. Each recommendation will be accompanied by justifications based upon Program Review, Annual Area Plans, discussions with the appropriate area coordinator and discipline faculty, statistical data, and a review by the Division faculty.

   b. From these recommendations, the Faculty Hiring Priorities Committee will create a prioritized hiring list for the following academic year. This list will include the ranking for all replacement and new positions. This list will not carry over from year to year and will consist of a prioritized ranking for the number of positions the District expects to hire plus a minimum of six ranked “alternate” positions.

   c. Within 5 days from the date the Faculty Hiring Priorities Committee creates the prioritized hiring list, the Faculty Hiring Priorities Committee will forward the prioritized Faculty Position Hiring List to the Academic Senate and the Superintendent/President.

   d. At the next Academic Senate meeting from the date in paragraph “c” above, the Academic Senate will review the Faculty Position Hiring List and verify that the Faculty Hiring Priorities Committee followed approved procedure in establishing this list.

      i. If the Academic Senate determines that the procedure was correctly followed, no further Academic Senate action is needed.

      ii. If the Academic Senate determines that the procedure was incorrectly followed, the Academic Senate President will notify the Superintendent/President immediately following the meeting.

      iii. The Superintendent/President must present a formal response regarding that determination within ten (10) working days.
e. The Superintendent/President and his Cabinet will review the recommended Faculty Position Hiring List. The Cabinet’s final prioritized list will then be forwarded to the Academic Senate as an information item no less than 5 days before it is presented to the Governing Board, typically no later than the January meeting.

2. If additional vacant positions occur throughout the year due to retirement, resignation or termination, the appropriate Dean, in consultation with the area faculty, may recommend that the position be replaced. If a replacement recommendation is proposed, the Faculty Hiring Priorities Committee shall reprioritize the list of alternate positions, incorporating the proposed replacement(s) into the list, and then the procedures outlined in Section 1 beginning with subsection “c” shall be repeated.

Approved: 9/10/08
Updated: 5/09/12

Role of the Academic Senate:

The primary role of the Academic Senate is to ensure that faculty are involved in the process and to certify that the process described above has been followed. In order to satisfy this role the Academic Senate will be in need of information. Therefore at the beginning of Step 2 the Deans/Administrators will forward the Academic Senate President the hiring list recommended by the Center/Area and the names of the faculty members who served on the committee. At the conclusion of Step 2, the Instructional Council will forward to the President of the Academic Senate the merged hiring priority list. At the conclusion of Step 3, the College President will forward to the President of the Academic Senate the new inventory of hiring needs. Within two weeks the Academic Senate will certify to the College President and the Board of Trustees that this procedure either has or has not been followed.
Procedure for Selection of New Faculty

Selection of Committees

After the Board or Superintendent has approved a faculty position, the appropriate Dean or Area Administrator will rely on the advice of faculty members in the subject matter area or related areas to form staff selection committees. Whenever possible the majority of the members of each Staff Selection Committee shall consist of faculty members with expertise in the subject matter area or related areas. Faculty members in the subject matter area or Division will approve committee representatives by majority vote.

The Associate Vice President of Human Resources will review the composition of committees and train first-time committee members before any of the committees assume their functions.

The following committees may have members in common or be disjoint, depending on the decision of the Division/Area faculty members.

Definition of Staff Selection Committees

• Job Announcement Committee: The Job Announcement Committee shall include the Dean/Area Administrator as Chair and as many faculty members with expertise in the subject matter area as practical.

• Equivalency Committee: The Equivalency Committee shall include the Dean/Area Administrator as chair and a minimum of two full-time faculty members with sufficient expertise to evaluate equivalence.

• Screening Committee: The Screening Committee shall include the Center Dean/Area Administrator as Chair and shall consist of a minimum of five (5) and maximum of seven (7) voting members including the Chair. The Associate Vice President of Human Resources shall assign an Equal Employment Opportunity representative who will serve as an advisory member unless the committee determines the representative shall be voting. Typically, the representative will not be a member of the Division where a vacancy occurs.

• Interview Committee: The Interview Committee shall include the Dean/Area Administrator as Chair and shall consist of a minimum of five (5) and maximum of seven (7) voting members including the chair. The Associate Vice President of Human Resources shall assign an Equal Employment Opportunity representative who will serve as an advisory member unless the committee determines the representative shall be voting. Typically, the representative will not be a member of the Division where a vacancy occurs.

Faculty Hiring Procedure

1. Job Announcements Prepared

   a. A draft job announcement shall be prepared by the Human Resources Office setting forth those skills necessary for successful job performance and listing the required education, training and experience. This draft will be sent to the Dean/Area Administrator who is responsible for providing the information to the Job Announcement Committee.
b. The Job Announcement Committee shall develop a final version of the job announcement including job specifications and desired characteristics. The job announcement will be forwarded to the Human Resources Office for distribution.

2. Advertising the Position

a. The position will be advertised as described in the Faculty & Staff Diversity Plan. The length of the advertising period shall be long enough to allow for nationwide distribution. The position shall be broadly advertised to obtain a large, balanced pool of candidates.

b. The Associate Vice President of Human Resources will process applications for review by the Screening Committee. If it appears that the pool of applicants may be inadequate, the Associate Vice President of Human Resources shall meet with the Dean/Area Administrator to determine how to proceed.

3. Equivalency Established

The Equivalency Committee may establish equivalency either before or after the applications are screened. In either case, equivalency will be established before a candidate is interviewed.

a. The Equivalency Committee will consider only those applicants who formally request equivalency consideration. It is the responsibility of the candidate to provide evidence for possession of equivalent qualifications prior to the closing date stated on the position announcement. The committee will review all documents sent by the candidate and shall approve or disapprove the equivalency based on a majority vote of the committee following the guidelines in the “Procedure for Establishing Equivalency.”

b. The Equivalency Committee will pass all approved applications to the Screening Committee for further consideration. If the Screening Committee also serves as the Equivalency Committee, all members will review the applications.

4. Interview Questions

The Interview Committee shall formulate interview questions and evaluative procedures to ensure a thorough assessment of the candidate’s qualifications. The interview questions will reflect the criteria listed in the position announcement, the job description, the working characteristics of the position, the technical and behavioral qualifications required, and the work environment. The committee shall outline expected answers to the proposed questions as a means to evaluate candidates in the interview process.

The committee shall also provide for appropriate teaching demonstrations, and/or writing samples, and/or other performance indicators related to the subject area.

5. Applications Screened

The Screening Committee will review the application screening criteria. The criteria may include, but need not be limited to:

a. Professional qualifications including educational background and occupational experience.
b. Subject area knowledge, teaching experience, communication skills, commitment to professional growth and community involvement, and potential for overall college effectiveness.

c. Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of the district’s students.

The Screening Committee will use a screening document prepared by the Human Resources Office to determine which applicants will be recommended for interview. The applicants who best meet the established screening criteria, in the opinion of the Screening Committee, will be invited for personal interviews.

6. The Interview

All documents and procedures used by this committee, shall first be reviewed by the Associate Vice President of Human Resources.

a. The Interview Committee shall review the applications of all candidates selected for interviews.

b. The Interview Committee shall conduct interviews and use the committee’s questions and rating form prepared by the Human Resources Office to evaluate responses. Individual committee members must be present for each interview in order to participate in the evaluation of candidates. In case the list of candidates to be interviewed is large, the committee may utilize a two-stage interview process. Teaching demonstrations or other performance tasks may be deferred to the second stage.

c. After interviews have been completed, the Chair shall lead the committee discussion regarding strengths and weaknesses of the candidates and summarize final committee rankings and written comments for each candidate as a further means of communicating its recommendation.

d. Typically reference checks will be conducted by the Chair. If necessary, the Chair may request other members from the Staff Selection Committees to assist.

e. In most cases, the Interview Committee will recommend a minimum of two candidates for final consideration. The committee may rank the candidates for submission to the appropriate Vice-President or Superintendent/President. If the committee cannot recommend any of the candidates, the hiring process shall return to the most appropriate stage.

In the event that the committee feels there is only one candidate that it can recommend for the position, the committee may forward the name of that candidate with documentation to justify such recommendation. If that candidate is not deemed acceptable at a later point in the hiring process, or if that candidate does not accept a job offer, the understanding shall be that there were no other acceptable candidates in the interview pool, and that, therefore, the hiring process will then return to the most appropriate stage.
7. Review by the Superintendent/President/Vice-President

a. The appropriate Vice President and/or Superintendent/President shall review the Interview Committee’s evaluation of strengths and weaknesses and the qualifications and reference checks on the recommended candidates. The appropriate Vice President and/or Superintendent/President shall interview the finalists and may conduct additional reference checks. If the appropriate Vice President and/or Superintendent/President cannot agree to appoint one of the finalists, a recommendation will be made to return to the most appropriate stage of the hiring process. In this case, the Superintendent/President shall meet with the committee to discuss the issues.

b. The Superintendent/President in joint consultation with the appropriate Vice-President and the Academic Senate President shall select one finalist to recommend to the Board of Trustees. The Academic Senate, through the Academic Senate President, may present its views to the Governing Board before the Board makes a final determination. The written record of the decision, including the views of the Academic Senate, shall be available for review pursuant to Ed Code Section 87359.

Review and Revision

This Procedure for Selection of New Faculty 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.
Procedure for Establishing Equivalency

An Equivalency Committee shall include the Dean/Area Administrator as chair and a minimum of two 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. An official transcript showing that appropriate courses were successfully completed at an appropriate foreign or accredited institution.
   
   B. Publications that show a command of the discipline in question, the general education of the applicant, and his or her writing skill.
   
   C. Other work products, documented work experience, or eminence in the field that shows a command of the discipline in question.
   
   D. Possession of a credential in an appropriate discipline on or before June 30, 1990 and evidence of service under that credential.

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. The General Education required for the needed degree, AND
   B1. the major required for that degree.

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 for each of the following as separate and distinct criteria:

   A2. Mastery of the skills of the discipline thorough enough for the proposed specific assignment and broad enough to serve as a basis for teaching courses in the discipline, AND
   B2. extensive and diverse knowledge of the working environment of the discipline.

An applicant who does not provide conclusive evidence in regard to either A2 or B2 does not possess the equivalence of the experience in question.
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.
Overview

The intent of the procedure delineated below is to ensure quality of instruction at all Shasta College campus and satellite sites. Essential to this goal is communication among entities that offer parallel or overlapping classes. These procedures should be followed in conjunction with course scheduling procedures.

Step 1  Identification of Teaching Positions:
Potential positions are identified by the appropriate Dean and/or Extended Education administrator in consultation with full-time faculty within the discipline or closely aligned discipline. This process applies to all courses offered by Shasta College.

Step 2  Teaching Position Description:
The Human Resources Office will provide a generalized adjunct faculty teaching position description. Specific position qualifications will be identified by the Dean in consultation with the full-time faculty within the appropriate disciplines or closely aligned disciplines.

Step 3  Advertisement:
Human Resources Office advertises position as described in the Faculty and Staff Diversity Plan. The Dean of the appropriate discipline or closely aligned discipline will sign off on all positions to be advertised. Applications are accepted by the Human Resources Office on an ongoing basis. Copy of applications are forwarded to appropriate deans who review and determine minimum qualifications and confirm with full-time faculty. Interviews are arranged as needed.

Step 4  Screening:
An Adjunct Faculty Selection Committee will be established and will be composed of the Dean, one full-time faculty within the discipline or closely aligned discipline, and one or more qualified individuals (full-time faculty from a closely aligned discipline, an experienced adjunct faculty member who has achieved positive evaluation, or a professional in the field). The Dean may make hiring decisions in emergency circumstances, and will be subject to evaluation procedures outlined in Step 8.
This committee will review the candidate applications and determine whether applicants meet professional qualifications including the following: subject area knowledge, competency and experience; teaching and communication skills; commitment to professional growth and service; and sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of the district’s students.

**Step 5**  
*Interview:*  
The Adjunct Faculty Selection Committee will formulate interview questions. An evaluative rating form will be used to ensure a thorough assessment of the candidate’s qualifications. The interview questions will reflect the criteria established by the committee and considered to be the working characteristics of the position for the teaching position.

**Step 6**  
*Selection:*  
The Adjunct Faculty Selection Committee with the assistance of the Human Resources Office will confirm the following for each recommended candidate: reference check, equivalency (if applicable), discipline (FSA), and course specific qualifications. A Temporary, Part-Time, Adjunct Faculty Prequalification/Interview Report Form will be completed by the Dean. A list of qualified adjunct faculty will be maintained and distributed by the Human Resources Office.

**Step 7**  
*Notification:*  
The Human Resources Office will notify candidates regarding the interview outcome and course specific qualifications. Additionally, each candidate placed on a qualified adjunct faculty list will be required to attend a new hire orientation and/or contact a full-time faculty within the discipline or closely aligned discipline. Adjunct faculty will be limited to teaching within their approved FSA or specific course qualification list approved by the Adjunct Faculty Selection Committee. Adjunct faculty may submit documentation of additional experience and/or professional preparation to the Adjunct Faculty Selection Committee for reevaluation of their course qualification list.

**Step 8**  
*Post Hiring Procedures:*  
The offer of employment to an adjunct faculty for subsequent semesters will be based on a satisfactory assessment.

Collective bargaining procedures and the staff diversity policies adopted by the Shasta College Board of Trustees are applicable to adjunct faculty.

Assessment for each hire will include an evaluation during the first teaching year as defined in the collective-bargaining agreement. The full-time faculty who evaluate must come from within the appropriate discipline or a closely aligned discipline.
Appendix C

PREQUALIFICATION/INTERVIEW REPORT FORM
TEMPORARY, PART-TIME, ADJUNCT FACULTY

Submit this form along with the original application to the Human Resources Office

1. Name of Applicant: _______________________________________________________

2. Address: ________________________  3. Telephone Number(s): __________________
   ________________________________________________

3. Date Interviewed: ________________________________

4. Names of Interview Committee Members:
   ________________________________________________
   ________________________________________________

5. Qualifications:
   □ Not recommended for hire (application will be discarded)
   □ Qualified to teach:
     □ any courses in the discipline(s) of: ________________________________
     □ only the following courses: _______________________________________

6. Course Assignment: ____________________________  Term: __________________
   For Future Hire: □ Yes     □ No

7. Have the reference checks been done? (Are they attached? If not, the narrative should be included.)
   □ Yes     □ No

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

9. At what locations is the applicant willing to teach?
   □ Redding     □ Weaverville     □ Burney
   □ Corning     □ Red Bluff

10. What hours is the applicant willing to teach?
    □ Days     □ Evenings     □ Weekends

11. Name of Instructional Dean who completed this form: ____________________________

Signature of Instructional Dean     Date form completed
____________________________________________________________________________

Signature of Vice President     Signature of Associate V P - Human Resources
Appendix D

Shasta College Selection Process
Administrator Flow Chart

- Personnel Requisition/Job Description approved by Adm
  - Forward to Human Resources Office (HRO)

- Ad prepared
  - Recruitment initiated
  - Deadline established

- Applications distributed/received by HRO

- HRO requests appointments to Search Committee
  - List provided to Chair
  - EEO Rep appointed

- After closing date HRO lists applicants
  - AVP - HR reviews for adequacy

- AVP - HR meets with Chair to review recruitment strategy
  - Extend deadline, expand recruitment

- Applications may be pre-screened by AVP - HR

- Chair calls 1st meeting of Search Committee
  - Chair Establishes timeline
  - AVP - HR invited to review EEO and screening process

- 1st & 2nd mtg - Committee develops paper screening criteria
  - Establishes questions, written assignment for interview
  - Forwards to HRO for review

- Committee screens applications
  - Applications available in HRO

- Committee selects candidates for oral interviews
  - Notifies HRO: Name, date, time, place of interviews (2 week min. timeline)

- HRO notifies candidates, sets up interviews, confirms with Committee

- HRO prepares interview materials: schedule, interview questions/rating sheet, applications, position announcements, reference check forms

- Search Committee conducts interviews
  - Recommends top 2-5 to HRO & Adm offices
  - Chair completes reference checks

- HRO schedules 2nd level interviews

- 2nd level interviews

- Superintendent recommends finalist to Board of Trustees

- HRO notifies candidates of selection and non-selection
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.

The Search Committee shall be comprised of three administrators appointed by the District Superintendent/President and two representatives of each of the following: faculty, classified employees, and students, who shall be appointed by their respective constituent leadership. In certain circumstances, the District Superintendent/President may appoint or the constituents’ leadership may request the Superintendent/President to appoint additional members as appropriate. Each constituent leader, which appoints members of the committee, is encouraged to submit names of members who are within the department of the administrator vacancy or who work closely with and understand the goals and objectives in that department. The Associate Vice President of Human Resources shall assign an Equal Employment Opportunity representative who will serve as a non-voting advisory member.

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

c. The District Superintendent/President shall direct the Associate 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.

d. 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.

e. At the first meeting of the Search Committee, members will receive training by the Associate 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

a. The advertising/recruitment phase of the administrative position shall be long enough to allow for a comprehensive nationwide search, typically 45 days, and shall specify a deadline for review of applications for first consideration. The position shall remain open until filled.

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

c. 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 Associate 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 Associate 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 Associate 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. Board members will participate in the final Vice President interviews.
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 Associate Vice President of Human Resources or the Associate Vice President of Human Resources is the Chair of the committee, the Superintendent/President will appoint a designee to fulfill the duties of the Associate Vice President of Human Resources.
Shasta College Search Process
Classified Flow Chart

- Personnel Requisition/Job Description approved by Adm
  - Forward to Human Resources Office (HRO)

- Ad prepared
  - Recruitment initiated
  - Deadline established

- Applications distributed/received by HRO

- After closing date HRO lists applicants
  - AVP of HR reviews for adequacy

- Chairperson establishes Search Committee
  - Forwards list to HRO
  - EEO Rep appointed

- AVP of HR meets with Chair to review recruitment strategy
  - Extend deadline, expand recruitment

- Applications may be pre-screened by HRO

- Chair calls 1st meeting of Search Committee
  - Establishes timeline
  - AVP of HR invited - review to screening process

- 1st & 2nd mtg - Committee develops paper screening criteria, interview questions, work sample, testing process
  - Forwards to HRO for review

- Committee selects candidates for oral interviews
  - Chair notifies HRO: Name, date, time, place of interviews (1 week min. timeline)

- Committee screens applications
  - Applications available in HRO

- HRO Coordinates testing if applicable

- HRO prepares interview materials: schedule, interview questions/rating sheet, applications, position announcements, reference check forms

- Search Committee conducts interviews
  - HRO administers work sample if applicable

- HRO notifies candidates of selection and non-selection

- Recommends top 2 - 5 to HRO and Vice President
  - Chair completes reference checks

- HRO sets up finalist interviews if applicable
  - Superintendent/President approves selection
CLASSIFIED SEARCH PROCESS

1. Following a thorough review of the job description and completion of the Personnel 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 Associate Vice President of Human Resources.

4. Upon the position closing, applications will be reviewed for adequacy by the Associate Vice President of Human Resources to be prepared for the screening committee. If the applicant pool is not adequate, the Associate 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 Associate 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 Shasta 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.
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 Associate 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 and Food Service 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)

<table>
<thead>
<tr>
<th>ACCEPTABLE</th>
<th>SUBJECT</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>NAME</td>
<td>• Maiden name</td>
</tr>
<tr>
<td>Place of residence</td>
<td>RESIDENCE</td>
<td>• Questions regarding owning or renting.</td>
</tr>
<tr>
<td>Statements that hire is subject to verification that applicants meet legal age requirements.</td>
<td>AGE</td>
<td>• Age • Birth date • Date of attendance/completion of school • Questions which tend to identify applicants over 40</td>
</tr>
<tr>
<td>Statements/inquiries regarding verification of legal right to work in the United States.</td>
<td>BIRTHPLACE, CITIZENSHIP</td>
<td>• Birthplace of applicant or applicant’s parents, spouse or other relatives. • Requirements that applicant produce naturalization or alien card prior to employment.</td>
</tr>
<tr>
<td>Languages applicant reads, speaks or writes if use of language other than English is relevant to the job for which applicant is applying.</td>
<td>NATIONAL ORIGIN</td>
<td>• Questions as to nationality, lineage, ancestry, national origin, descent or parentage of applicant, applicant’s spouse, parent or relative.</td>
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<tr>
<td>Statement by employer of regular days, hours, or shifts to be worked.</td>
<td>RELIGION</td>
<td>• Questions regarding applicant’s religion. • Religious days observed.</td>
</tr>
<tr>
<td>Name and address of parent or guardian if applicant is a minor. Statement of company policy regarding work assignment of employees who are related.</td>
<td>SEX, MARITAL STATUS, FAMILY</td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td>RACE, COLOR, SEXUAL ORIENTATION</td>
<td>• Questions to applicant’s race, color, or sexual orientation. • Questions regarding applicant’s complexion, color of eyes, hair or sexual orientation.</td>
</tr>
<tr>
<td></td>
<td>CREDIT REPORT</td>
<td>• Any report which would indicate information which is otherwise illegal to ask, e.g., marital status, age, residency, etc.</td>
</tr>
<tr>
<td>Statement that a photograph may be required after employment.</td>
<td>PHYSICAL DESCRIPTION, PHOTOGRAPHS, FINGERPRINTS</td>
<td>• 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.</td>
</tr>
<tr>
<td>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.</td>
<td>MENTAL/PHYSICAL DISABILITY, MENTAL CONDITION (APPLICANTS)</td>
<td>• Any inquiry into the applicant’s general health, medical condition, or mental/physical disability. • Requiring a psychological/medical examination of any applicant.</td>
</tr>
<tr>
<td>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.</td>
<td>MENTAL/PHYSICAL DISABILITY, MEDICAL CONDITION (POST-OFFER/PRE-EMPLOYMENT)</td>
<td>• Any inquiry into the applicant’s general health, medical condition, or physical/mental disability, if not job-related and consistent with business necessity.</td>
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<tr>
<td>A medical/psychological examination/inquiry may be made as long as the examination is job-related and consistent with business necessity.</td>
<td>MENTAL/PHYSICAL DISABILITY, MEDICAL CONDITION (EMPLOYEES)</td>
<td>• Any inquiry into the employee’s general health, medical condition, or mental/physical disability, if not job-related and consistent with business necessity.</td>
</tr>
<tr>
<td>Job-related questions about convictions, except those convictions which have been sealed, or expunged, or statutorily eradicated.</td>
<td>ARREST, CRIMINAL RECORD</td>
<td>• General questions regarding arrest record.</td>
</tr>
<tr>
<td>Questions regarding relevant skills acquired during U.S. military service.</td>
<td>MILITARY SERVICE</td>
<td>• General questions regarding military service such as dates/type of discharge. • Questions regarding service in a foreign military.</td>
</tr>
<tr>
<td>Requesting lists of job-related organizations, clubs or professional societies omitting indications of protected bases.</td>
<td>ORGANIZATIONS, ACTIVITIES</td>
<td>• General questions regarding organizations, clubs, societies and lodges.</td>
</tr>
<tr>
<td>Name of persons willing to provide professional and/or character references for applicant.</td>
<td>REFERENCES</td>
<td>• Questions of applicant’s former employers or acquaintances which elicit information specifying applicant’s race, etc.</td>
</tr>
<tr>
<td>Name and address of person to be notified in case of accident or emergency.</td>
<td>NOTICE IN CASE OF EMERGENCY</td>
<td>• Name, address, and relationship of relative to be notified in case of accident or emergency.</td>
</tr>
</tbody>
</table>
Appendix G

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 ten (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 Shasta College?
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.

   a. Noises, phone calls, paper shuffling interrupt interview.
Common Pitfalls of Interviews
Page Two

   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.
### EQUAL EMPLOYMENT OPPORTUNITY CHECKLIST
(Return completed form to Human Resources Office)

#### POSITION INFORMATION

Position Title: ____________________________________________

<table>
<thead>
<tr>
<th>Administrative</th>
<th>Faculty</th>
<th>Classified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td></td>
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</table>

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 __________________

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Shasta College
Human Resources Office
11555 Old Oregon Trail
Redding, CA  96003

Appendix I
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 Associate 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
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.
# COMMITTEE MEMBER SCREENING FORM

0 = No background  
1 = Limited background  
2 = Some background  
3 = Excellent background

<table>
<thead>
<tr>
<th>Applicant Name</th>
<th>1 Related Experience</th>
<th>2 College Coursework, License or Certificate</th>
<th>3 Written Communication Skills</th>
<th>4 Skills Required</th>
<th>5 Enthusiasm Commitment</th>
<th>6 Public Contact</th>
<th>7 Sensitivity to Diversity</th>
<th>TOTAL</th>
<th>Recommended for Interview</th>
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THIS INFORMATION MUST REMAIN CONFIDENTIAL
Please submit to bring to the Second Committee Meeting and upon completion submit to the Human Resources Department.

PRINTED NAME: ___________________________  Signature: ___________________________  DATE: __________

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**Appendix M**

**SHASTA COLLEGE**  
**HUMAN RESOURCES OFFICE**

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.

<table>
<thead>
<tr>
<th>Name</th>
<th>1</th>
<th>2</th>
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<th>9</th>
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**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.

<table>
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<th>1</th>
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51
Summary of Strengths & Weaknesses

RECRUITMENT: _____________________________________________________________

INTERVIEW DATE(S): _____________________________________________________

<table>
<thead>
<tr>
<th>Candidate Name</th>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Add’l Comments</th>
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**APPLICATION INFORMATION**

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<th>Applicant’s Name: <strong>Enter Last, First and Middle Initial</strong></th>
<th>Date:</th>
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<td>Position:</td>
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<tr>
<td>Verifier’s Name:</td>
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**CONTACT INFORMATION**

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<td>Title:</td>
<td>Phone Number:</td>
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<tr>
<td></td>
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<tr>
<td>Company:</td>
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</table>

**GENERAL INFORMATION**

<table>
<thead>
<tr>
<th>Was the applicant an employee of your company?</th>
<th>□ Yes</th>
<th>□ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Date of Employment:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ending Date of Employment:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What were the applicant’s primary job duties and responsibilities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RATINGS AND COMMENTS</td>
<td>Excellent</td>
<td>Good</td>
</tr>
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<tr>
<td><strong>All Positions</strong></td>
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<tr>
<td>Problem-Solving Skills</td>
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<td>□</td>
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<td>Creativity and Initiative</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Dependability</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Enthusiasm</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Time Management</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Attention to Detail</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Commitment to Excellence</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>Good</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------</td>
<td>------</td>
</tr>
<tr>
<td>Collegiality with all Levels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appreciation of Diversity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honesty/Integrity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What are the applicant’s key strengths for the position?**

**In which areas does the applicant need further development?**

**Is there anything you would like to share about this candidate?**

**Would you rehire this applicant?**  □ Yes  □ No
<table>
<thead>
<tr>
<th>RATINGS AND COMMENTS (Faculty &amp; Administrative Positions)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Table" /></td>
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</tbody>
</table>

**Faculty Positions**

- **Teaching Ability/Style**
- **Commitment to Students**
- **Campus Involvement**
- **Skill/Currency in the Discipline**

**Administrative Positions**

- **Supervisory Effectiveness**
- **Leadership Effectiveness**
- **Judgment/Wisdom**
BIBLIOGRAPHY


“Guide to Pre-Employment Inquiries,” California Department of Fair Employment and Housing, April, 3012

“Shasta College Faculty and Staff Diversity Plan,” Human Resources Office, 2008