



ADJUNCT FACULTY HIRING HANDBOOK

Prepared by

HUMAN RESOURCES

November 1, 2006

TABLE OF CONTENTS

<u>Section Title</u>	<u>Page Number</u>
Introduction to Hiring Procedures and Policy for Salt Lake Community College (SLCC)	3
Employment Laws and Affirmative Action	4
<i>Philosophy of Affirmative Action in College Hiring</i>	5
Human Resource Contact Information	6
The Hiring Process	7
Step I – The Job Requisition	7
STEP II – Advertisement	8
STEP III – Screening of Applicants	8
<i>The Review of Applicants</i>	8
<i>Veteran’s Preference</i>	8
Step IV – Interviewing and Selection	10
<i>The Interview Process</i>	10
<i>Suggestions for conducting effective interview sessions</i>	10
<i>Important Interviewing Information to Remember</i>	11
<i>Teaching Demonstrations (optional)</i>	11
<i>Reference Checks (optional)</i>	12
<i>Employment Telephone Reference Check (sample)</i>	13
STEP V – The Job Offer & Orientation	14
DEFINITIONS	15

INTRODUCTION TO HIRING PROCEDURES AND POLICY FOR SALT LAKE COMMUNITY COLLEGE (SLCC)

This resource guide should be used by all hiring supervisors and committees involved in filling vacancies at the College. The hiring process outlined in this document applies to all staff and refers to specific forms and authorizations that must be received in order to advertise, interview, and hire a new full-time staff member.

SLCC affirms its continued commitment to a policy of Equal Employment Opportunity and Affirmative Action in all of its hiring practices. Experience has shown that the development and implementation of an Equal Employment Opportunity/Affirmative Action (EEO/AA) hiring process contributes to an expansive search that increases the quality of candidates for vacancies, and hence, the excellence of the College's faculty and staff. The College recognizes that it must develop and implement specific hiring practices and procedures to assure equal employment opportunity and establish an effective affirmative action program. The College's overall affirmative action commitments, programs, and policies are contained in a separate document titled "Affirmative Action Program." This document is housed in the Equal Employment Opportunity Office. SLCC provides individuals with disabilities reasonable accommodations to participate in College activities, programs and services. Individuals with disabilities requiring an accommodation to participate in the hiring process should make request from the search committee, hiring supervisor, or Human Resources Office. SLCC is an EEO/AA employer and is strongly and actively committed to increasing diversity and providing equal opportunity within its community. SLCC does not discriminate against persons based on age, color, disability, gender, marital status, national origin, race, religion, sexual orientation, or veteran status.

Questions regarding the College's staff hiring process, recruitment programs, or required forms and authorization for the filling of staff vacancies, should be directed to the Human Resources Office, 957-4210.

EMPLOYMENT LAWS AND AFFIRMATIVE ACTION

Age Discrimination in Employment Act of 1967 (ADEA)

The ADEA prohibits discrimination on the basis of age for people 40 years of age or older. Unless age relates to successful performance of the job, it is unlawful to ask the applicant to provide information about age. An applicant can be asked whether they are over the age of 18 for the purpose of determining whether he or she is old enough to be lawfully hired.

The Americans with Disabilities Act of 1990 (ADA)

The ADA prohibits discrimination in employment against “qualified individuals with disabilities.” The ADA also prohibits employment discrimination against qualified individuals who are perceived to have a disability, or because of an association with an individual who has a disability. Employers are required to provide reasonable accommodations to qualified applicants or employees with disabilities unless the accommodation causes an undue hardship.

Equal Employment Opportunity

A policy statement that equal consideration for a job is applicable to all individuals and that the employer does not discriminate based on race, color, religion, age, marital status, national origin, disability or sex.

Executive Order 11246

Executive Order 11246 requires that all federal contractors take affirmative action to recruit, hire, and promote minorities and women. The order also prohibits institutions from discriminating in employment on the basis of race, gender, religion, color, or national origin. While the College is not a federal contractor, the College follows many of the programs designed to promote minorities and women.

The Immigration Reform and Control Act of 1986 (IRCA)

The IRCA as amended by the Immigration Act of 1990, prohibits discrimination in employment on the basis of national origin and citizenship status. Under IRCA’s record-keeping requirements, all employers must examine documentation from all new employees to verify their citizenship status or right to work in the United States. Employers must use an I-9 form to verify an employee’s identity and employment authorization. New employees must complete the I-9 within three business days of commencing work.

Title VII of the Civil Rights Act of 1964

Title VII as amended and expanded by the Equal Employment Opportunity Act of 1972 and the Civil Rights Act of 1991, prohibits employers, unions and employment agencies from discriminating in employment on the basis of race, color, religion, national origin and gender. Title VII also prohibits discrimination because of pregnancy, childbirth or related conditions. Employers are prohibited from discriminating in hiring, firing, compensation or any terms, conditions or privileges of employment; nor can they limit, segregate or classify employees or applicants by race, color, religion, gender, pregnancy or national origin in any way that would adversely affect their employment status. Apprenticeship and training programs are also covered by this Act.

Rehabilitation Act of 1973

The Rehabilitation Act requires institutions that receive federal funds to take affirmative action to employ and advance in employment qualified individuals with disabilities.

Utah Veterans' Preference Act (1993)

The Act requires that each state entity give preference to each eligible veteran applicant that meets our minimum qualifications. Each eligible veteran will receive an additional 5% of the total possible points and disabled veterans will receive an additional 10% of the total possible points. To be eligible, a person claiming veterans' preference will be required to submit a DD-214 form. This form may be obtained from the veterans' branch of the Military Agency for which they rendered service.

Utilization Analysis under Executive Order 11246

The utilization analysis is a key document required of the College and monitored by the Office of Federal Contract Compliance Programs. It identifies comparative data for minorities and/or women between the SLCC workforce and published statistics. If the workforce data equals, or is greater than the availability data, the job category is utilized. If the availability data exceeds the workforce data, then goals will be produced and monitored. For more information see the College's Affirmative Action Program publication.

PHILOSOPHY OF AFFIRMATIVE ACTION IN COLLEGE HIRING

As an Affirmative Action institution, SLCC is committed to Affirmative Action in recruiting, hiring, and retaining minorities and women. In practice, the College will monitor a hiring department's search activities to assure that a "good faith effort" is made to identify, recruit, and hire minorities and women.

The most frequently asked question regarding affirmative action is how a particular candidate's ability to satisfy a goal should weigh in the overall evaluation of the "best" candidate for the vacancy. The College's position is that all candidates who meet the pre-established minimum qualifications for a job vacancy are qualified. Beyond this, a candidate's qualifications are meaningful only in relation to the specific needs of the department and overall goals of the College. The criteria for selection should include the ability of a candidate to contribute to the College, in this context, the "best" candidate cannot be defined independently, but through the department's need, work of the search committee, and selection by the hiring supervisor.

Good Faith Effort

The term, "good faith effort" when used in relation to compliance with the goals and objectives of an affirmative action program, refers to the efforts exerted by the department to meet a hiring goal. Good faith effort is used to describe an honest effort and purpose to carry out the necessary actions to meet the College's obligation to fill an affirmative action hiring goal. If a hiring department or committee is filling a vacancy with a hiring goal and there is an availability of qualified women or minorities, then their efforts to identify and recruit qualified candidates for the vacancy should be demonstrated by the recruitment activities and the composition of their applicant pool. If a hiring department makes a "good

faith effort” to recruit qualified women and minorities but fails to meet an identified affirmative action goal, then the search may be considered to be in compliance with the College’s hiring practices.

Hiring Goals

A hiring goal is an objective to promote inclusion in the workforce of individuals previously excluded or under-represented. The College is committed to achieving hiring goals through specific actions to meet the stated compliance. When a hiring goal exists, strategies must be developed and implemented to recruit and hire a qualified woman or minority. One of the most frequently asked questions is what distinguishes a hiring goal from a hiring quota. Hiring goals are established for the hiring year to allow planning and flexibility in meeting goals. Quotas are only imposed by the court where noncompliance is evident and to address a pattern of discriminatory hiring as a result of an agency review.

HUMAN RESOURCE CONTACT INFORMATION

This manual is a resource for hiring faculty. It is designed to guide you through the process and steps from beginning to end. It is also designed to assure compliance with applicable laws, regulations, and SLCC goals and policies.

The selection and employment process must be consistent for each applicant and provide the opportunity for the applicants to define why they are the best applicants for the position. We want to ensure a quality process for the hiring of well-qualified faculty and staff who are committed to our students.

Human Resources is available to assist you in the employment process. We are committed to providing you the tools and services that you need to be effective. If we can assist you in any way, please contact Human Resources at extension 4210.

Specialist	Area/Responsibilities	Phone	E-mail
Marni Fisher	Assistant Director	4812	Marni.Fisher@slcc.edu
James Broadbent	Manager, Faculty Services	4672	James.Broadbent@slcc.edu
Krista Fletcher	Employment and Compensation Specialist	4915	Krista.Fletcher@slcc.edu
Dixie Green	Employment and Compensation Specialist	4805	Dixie.Green@slcc.edu
Patti Williams	Benefits Manager	4595	Patti.Williams@slcc.edu
Nadine Hart	Benefits Specialist	4722	Nadine.Hart@slcc.edu

THE HIRING PROCESS

This section will explain the five (5) steps in the hiring process and Salt Lake Community College's policy, procedures, and guidelines. The five steps are:

1. Job Requisition
2. Advertisement
3. Screening of Applicants
4. Interviewing and Selection
5. Job Offer/Orientation

STEP I – THE JOB REQUISITION

Policy and Procedure:

1. Departments that utilize adjunct faculty must develop and update a position announcement for each course to be taught by adjunct, with input from full-time faculty who teach the course. This description will be used by the division/department chair when interviewing potential adjunct faculty. Expectations of adjunct faculty are defined in the Adjunct Teaching Agreement.
2. As adjunct faculty may be hired very close to the beginning of a term or to fill a vacant position that occurs during the semester, SLCC strives to develop and maintain a pool of qualified and screened applicants that can be offered courses to teach. Advertisements requesting applicants will be posted, as needed, in local newspapers, and on the SLCC website for departments that hire adjunct faculty. Division/department chairs, working with department coordinators and Human Resources, will develop an adjunct pool of qualified applicants.

When establishing new user accounts in People Admin, it is policy for committee members to use their S# as their username.
Example: S123456.

Requisition Forms

It is the responsibility of the hiring department to acquire all necessary approvals and to ensure budget is available prior to posting a position by submitting an approved requisition which include the job description. To obtain approvals, complete the online Personnel Requisition found at <http://jobs.slcc.edu/hr>.

Position Announcement

The position announcement is part of the requisition. Departments that utilize adjunct faculty must develop and update a position announcement for each course to be taught by adjunct, with input from full-time faculty who teach the course. This description will be used by the division/department chair when interviewing potential adjunct faculty. Expectations of adjunct faculty are defined in the *Adjunct Teaching Agreement*. It outlines position responsibilities and both required and preferred education, work experience, skills and abilities. This information should align with accreditation requirements. *Note: Replacement positions need approval from the Vice President of Academic Affairs.*

STEP II – ADVERTISEMENT

Recruiting and Posting Requirements

The Responsibility for recruiting is shared by the hiring department and Human Resources. Advertisements requesting applicants are posted as needed. It is the goal of SLCC to develop a pool of qualified applicants.

Policy and Procedure:

As adjunct faculty may be hired very close to the beginning of a term or to fill vacant position that occurs during the semester, SLCC strives to develop and maintain a pool of qualified and screened applicants that can be offered courses to teach. Advertisements requesting applicants will be posted, as needed, in local newspapers, and on the SLCC website for departments that hire adjunct faculty. Division/department chairs, working with department coordinators and Human Resources, will develop an adjunct pool of qualified applicants.

STEP III – SCREENING OF APPLICANTS

The Review of Applicants

The division/department chair develops screening criteria based on the essential functions and requirements of the adjunct teaching position to screen the pooled applicants. The division/department chair can pre-screen applicants for minimum qualifications with input from full-time faculty who teach the course.

When establishing new user accounts in People Admin, it is policy for committee members to use their S# as their username.
Example: S123456.

Application Material

Each applicant is rated on the information available in the application materials submitted. The presence or lack of required application documentation must not be used as a point factor in rating the applicant.

Experience

Required experience is normally considered to be full-time equivalent and paid. The division/department chair may consider part-time employment and calculates accordingly. Each committee decides what is considered “relevant” or “related” education/experience for the position.

NOTE: *If trade-off is permitted, it will be indicated on the position announcement.*

Veteran’s Preference

According to Utah State law, the College gives preference to veterans and disabled veterans. An applicant who verifies veteran status is given an additional 5% of the total points possible to their score before the points are totaled and averaged. A verified disabled veteran is given 10% of the total points possible. (See example on page 4.) Human Resources will provide a list of qualified veterans to the chair of the committee. Contact Human Resources if any questions regarding veteran’s preference eligibility.

Salt Lake Community College complies with the State of Utah Veteran's Preference Act. The Act requires that we give preference to each eligible veteran applicant that meets our minimum qualifications. The College accomplishes this by:

1. Notifying the chair of each committee of the applicants that are eligible. (Human Resources will provide the names of the individuals that are eligible.)
2. Adding **5%** of the **total possible points** to the score of each eligible **veteran** at the paper screening and interview stages of the hiring process.
3. Adding **10%** of the **total possible points** to the score of each eligible **disabled veteran** at the paper screening and interview stages of the hiring process.

EXAMPLE:

I. Total Possible Points:	
a. There are eight questions with five points possible per question. (8 x 5 = 40)	40
b. There are five committee members.	<u> 5</u>
c. There is a total of 200 points possible. (5 x 40 = 200)	200
II. Veteran's Preference Points:	
a. Veteran will receive an additional 5% of possible points.	200
b. The additional 10 points will be added to the total score. (200 x 5% = 10)	<u> .05</u> 10
c. Disabled veteran will receive 10% of possible points.	200
d. The additional 20 points will be added to the total score. (200 x 10% = 20)	<u> .10</u> 20

REMEMBER: The preference points are calculated on the **total points possible** from all committee members. The additional points are to be added to the veteran's total points before any averaging or ranking is done.

STEP IV – INTERVIEWING AND SELECTION

Policy and Procedure:

Adjunct applicants will be interviewed by the division/department chair and the department coordinator or designee.

The Interview Process

The following are reasons for employment interviews:

- a. To help determine if the applicant is a person who will be productive in the work setting
- b. To discuss terms of employment
- c. To search for negative information\
- d. To explain the working conditions and benefits
- e. To retain the good will of rejected candidates

The major purpose of an employment interview is to obtain information about the applicant. This information should be of the type that would enable the interviewer to make an intelligent judgment regarding the suitability of the applicant for the job at hand. Proper questioning has an important part to play in determining the degree to which pertinent information is obtained.

Interviewing Do's and Don'ts

There are many laws governing employment and for maintaining equal opportunities for all applicants. Therefore, there are some *Do's* and *Don'ts* in the interview processes that are expected to be followed so that SLCC is in compliance with these laws. It is important to note that casual conversation outside the interview should be conducted in a careful manner during search process, too.

The following topics should be avoided while interviewing:

- **Age** - is irrelevant unless you are concerned about child labor violations under the Fair Labor Standards Act, in which case you can ask for proof that he/she is old enough to work.
- **Association with present employees** - this information is not relevant to an applicant's ability to perform successfully in a particular job, and the tendency to either encourage or prohibit the employment of friends or relatives of existing employees may create an adverse impact on members of protected classes.
- **Bankruptcy and credit affairs** - never ask about bankruptcy since it is illegal to discriminate on this basis under the Federal Bankruptcy Law - all credit inquiries must comply with the Fair Credit Reporting Act.
- **Citizenship** - unless required by law or regulation, you may not ask applicants if they are U.S. citizens since it is considered discriminatory under the Immigration Reform and Control Act. You may ask if candidates are authorized to work in the United States.

- **Disability** - the Americans with Disabilities Act makes it illegal to ask questions about an applicant's disability or perceived disability - it is crucial to focus on the job, not on the disability.
- **Driver's license** - avoid asking about it unless the job requires one since it could statistically screen out females, minorities and/or individuals with disabilities.
- **English language skills** - only ask if it is a requirement of the job (i.e. an English teacher) - otherwise it could be construed as national origin discrimination.
- **Height and weight** - can be discriminatory against females, Hispanics, and/or Asians - it is important to focus on what the job requires, not the person's physical characteristics.
- **Marital status/name changes/spouse/children** - any questions relating to these issues may be construed as discriminatory, especially against women - none are job-related.
- **Organization or club membership** - this might reveal protected class information and it is irrelevant (i.e. Knights of Columbus, NAACP or Diabetes Association)
- **Race, color, religion, sex, or national origin** - EEOC guidelines prohibit asking questions that may reveal this information; rejected applicants could have grounds for a discrimination suit if any of these questions were part of the application process.
- **Union affiliation** - could be considered an unfair labor practice under the National Labor Relations Act if the applicant claims he or she was not hired because of the union affiliation.
- **Veteran status/military records** - general questions about a person's background in the military should only be asked if based on business necessity or job-related reasons. If requested, such information should include a statement that general or dishonorable discharge will not be an absolute bar to employment but that other factors will be taken into consideration.
- **Weekend work/shift changes** - unless required for the job, the applicant should not have to state whether or not they can work on the weekends - this could screen out applicants who cannot work on some weekend days because of their religious beliefs.

When Interviewing Persons with Disabilities

Do's

- Do ensure that the interview facility is accessible to people with disabilities.
- Do inform the applicant of any special parking available.
- Do allow the applicant at least a full day to prepare for your interview.
- Do identify the essential functions of the job.
- Do make eye contact with the person.
- Do talk directly to the person with the disability--not to an interpreter.
- Do, after the initial greeting, sit down so that a person who uses a wheelchair can easily make eye contact.
- Do ask about the person's ability to perform the job.

Don't

- Don't assume the person is able to shake your hand in greeting.
- Don't lean on an applicant's wheelchair.
- Don't shout or raise your voice to a person who is hearing impaired.
- Don't touch or talk to a seeing-eyed dog.
- Don't ask about a person's disability history.
- Don't ask about prior workers' compensation claims.
- Don't ask how the person became disabled.
- Don't ask how a person is going to get to work.

Suggestions for conducting effective interview sessions:

- ✓ Take adequate time. An interview will usually require a minimum of 20 to 30 minutes.
- ✓ Use a relaxed, conversational manner. Use the application as a guide, phrase questions conversationally, but ask for specific information. Never accept loose generalizations.
- ✓ Ask the right questions. Ask open-ended questions which focus on behavioral descriptions rather than simply "yes or no" questions (i.e. have them describe a work situation in which they handled stress well rather than just asking if they can "handle stress well").
- ✓ Permit the applicant to talk. Too often the interviewer seems too concerned with the questions they have in mind and do not give the applicant enough opportunity to talk or ask questions. Unsolicited remarks are often the most valuable. They are often made in response to an open-end questions such as, "Tell me about..." If a job offer is to be made at a later time without further contact with the applicant, the interviewer must give information in addition to obtaining information. What is the job really like? What are the working conditions, the disadvantages, the future prospects? Why is the job vacant? Without this information the applicant may become only another turnover statistic.

- ✓ Avoid leading questions. Use open-ended questions utilizing who, what, when, where and why. These questions elicit “long” answers.
- ✓ Avoid moral judgments. Personal feelings of the interviewer must be kept concealed.
- ✓ Record answers and exact dates. Makes notes for future reference.
- ✓ Communicate to the candidate. Discuss the time frame for your decision with the candidate and explain if and when the next application process begins.

Additional Information

1. No attempt can be made to discover the following: political, religious or marital status, age, labor or fraternal affiliations or sympathies of the applicant. These are not conditions for employment with the College.
 - a. If the applicant volunteers this information, they should be told by the chairperson and/or the AA Representative that such information is not a part of the interview. Care should be taken not to embarrass the applicant.
2. The purpose of the interview is not to put the applicant “on the spot,” but to furnish them an opportunity to reveal those unique qualities, knowledge and abilities; which would assist them in performing the position. Every effort should be made not to intimidate the applicant.
3. The interview is not for the purpose of testing for specific job knowledge, but rather is intended to evaluate only the items listed on the rating form prepared by the search committee.
4. Evaluating the responses that applicants make during the oral interview is a subjective process. This does not mean that the interview lacks validity. It means that committee members must be skillful, observant and aware of their own bias.
5. Good interviewing techniques can help improve the quality of new employees and avoid hiring an employee that will bring problems to the workplace. Supervisors who conscientiously apply some of the techniques in this pamphlet can benefit not only by a better quality of employee but by a lower employee turnover rate and greater efficiency and productivity of the work unit.
6. **REMEMBER: All names, information, rankings, etc. are confidential!!! Do not discuss with anyone outside of the committee**

Important Interviewing Information to Remember

- No attempt can be made to discover the following: political, religious or marital status, age, labor or fraternal affiliations or sympathies of the applicant. These are not conditions for employment with the College.
- The purpose of the interview is not to put the applicant “on the spot,” but to furnish them an opportunity to reveal those unique qualities, knowledge and abilities; which would assist them in performing the position. Every effort should be made not to intimidate the applicant.
- The interview is not for the purpose of testing for specific job knowledge, but rather is intended to evaluate only the items listed on the rating form prepared by the search committee.
- Evaluating the responses that applicants make during the oral interview is a subjective process. This does not mean that the interview lacks validity. It means that committee members must be skillful, observant and aware of their own bias.
- Good interviewing techniques can help improve the quality of new employees and avoid hiring an employee that will bring problems to the workplace.
- **REMEMBER: All names, information, rankings, etc. are confidential!!! Do not discuss with anyone outside of the committee**

Teaching Demonstrations (Optional for Adjuncts)

- 1) The demonstration may include classroom teaching, laboratory teaching, or other teaching appropriate to the particular discipline and/or educational delivery system.
- 2) The division/department chair is responsible for communicating to the candidates the expectations and conditions of the teaching demonstration.
- 3) The division/department chair may invite faculty from the department to view the candidate’s performance and ask for their input.

After the Interview

After the interview, the supervisor decides which applicant is qualified and appropriate for the job opening. The following are areas to consider when making the final selection:

1. Interview Evaluation Criteria. Criteria for evaluating a candidate will depend on the job opening. However, the following are general areas of interest with which to gauge a candidate's potential, as they relate to the job opening.
 - Work success in the last five years
 - Personality
 - Stability
 - Attitude
 - Education
 - Skills
 - Motivation
2. Best Criteria of Success. Research has shown that one of the best indicators of the future success of employee is their job history that has been demonstrated over the past five years.

Reference Checks (Optional for Adjuncts)

It is recommended that the hiring supervisor prepares a list of questions to ask previous employers. A previous employer will often make comments over the phone that would not normally be put in writing. As a minimum, the hiring supervisor should verify the candidate's dates of employment, position title and salary/wage level that is reported to you on the application.

A sample of questions to ask and a reference check form is provided for use on the next page. The hiring supervisor may adapt the questions to fit the position or create a new one.

EMPLOYMENT REFERENCE CHECK

Name _____ Applicant for _____

Person Contacted _____ Phone # _____

Company _____ Date _____

How long was (applicant) employed by your company?	
What position did he/she hold with you?	
What was your contact with him/her?	
What was the quality of his/her work?	
Did he/she require much supervision once he/she had learned procedure?	
How would you evaluate his/her willingness and capacity for work?	
How well did he/she get along with other people?	
How was his/her attendance?	
What were his/her reasons for leaving?	
Would you re-employ? If not, why not?	
Additional comments	

STEP V – THE JOB OFFER & ORIENTATION

Before the job offer is made, the following must be completed:

Division/department chair submits the official SLCC employment application, official transcripts, resume or CV, and letters of reference to the Human Resources Office. These documents become part of the employee's permanent personnel file.

Policy and Procedure:

- 1) Adjunct faculty positions require official transcripts before being hired. At the time of initial hire, adjunct faculty must submit official transcripts to the division/department chair. The division/department chair notifies the new employee of his/her responsibility to review the New Employee On-line Orientation on the Human Resources web site. New employees will attend all required training sessions. The following paperwork must be submitted by the hiring department to the Human Resources Office for new adjunct faculty employees within three days of the hire date:
 - i. Payroll Action Form
 - ii. Adjunct Teaching Agreement
 - iii. Signed application
 - iv. Conditions of Employment form
 - v. New Employee Orientation Checklist
 - vi. Official transcripts
 - vii. I-9 (Federal law)
 - viii. W-4
- 2) Official transcripts are scanned into personnel files by HR and a copy kept in the hiring department.
- 3) Division/department chair keeps a file in the division or department office containing the following:
 - i. Documentation of hiring interview
 - ii. Copy of original transcripts
 - iii. Copy of position description
 - iv. Copy of Adjunct Teaching Agreement
 - v. Methods of assessment utilized to evaluate employee
 - vi. Progressive discipline documentation
 - vii. Commendations and teaching excellence documentation
- 4) The supervisor should meet with the new employee within the first week of employment to discuss their responsibilities and duties of the position.

DEFINITIONS

- A. Hiring Department. Any unit authorized to hire personnel.
- B. Hiring Supervisor. The person accountable for the supervision of the employee. The line supervisor for administrators and staff or the division/department chair for faculty.
- C. Affirmative Action Representative. A person assigned by Human Resources to participate as a chair or co-chair for the hiring committee. The Affirmative Action Representative will participate in duties as assigned and assure appropriate procedures and guidelines are followed. The Affirmative Action Representative or Human Resources Office has the authority to stop the process if policy and procedure are not followed (see Hiring Handbook).
- D. Search Committee. A group of members of the College community who help search, screen, interview, and recommend applicants for hire.
- E. Full-Time Faculty: Those appointed to full-time teaching for a nine- or twelve-month appointment or others designated as faculty appointed to fill temporary special assignments. Faculty in such special assignments come from teaching and will return to teaching. Some faculty are tenured, some are in a departmental tenure-track position, and others are in a non-tenure-track position.
- C. Full-Time Temporary Faculty. A faculty member hired on a temporary basis generally not to exceed one year.
- D. Part-Time (Adjunct) Faculty. Part-time (adjunct), temporary faculty hired on a term to term basis with no expectation or obligation for employment beyond their current assignment.
- E. Full-Time Staff: An individual who is employed at least 75% of full-time equivalent (FTE); i.e., six hours or more per day, or 30 or more per week, or 1,566 hours per year for non-teaching personnel and 75% or more of a regular academic load for faculty.
- I. Part-Time Staff: An individual who is employed less than 75% of full-time equivalent (FTE) for non-instructional personnel and less than 75% of a regular academic load for faculty.
- J. Background Check: The inquiry into an individual's background, in reviewing applicants' demonstrated qualifications, honesty, work ethic, skills, and abilities for the position. SLCC may obtain and use criminal and non-criminal information from but not limited to federal, state, and local government; educational institutions; other employers; professional organizations; consumer credit agencies; computer databases; personal references; etc., as determined by the College.