



**SAN MATEO COUNTY  
COMMUNITY  
COLLEGE DISTRICT**

# **FACULTY SCREENING PROCEDURES**

**Fall 2014**

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# TABLE OF CONTENTS

General Principles .....	1
Identification of Vacant Positions .....	3
Development of the Job Announcement.....	3
Elements of the Job Announcement.....	3
The Screening Committee.....	4
Selection of Screening Committee Members .....	4
Screening Committee Size and Membership.....	5
Screening Committee Orientation .....	5
Development of the Applicant Screening Plan .....	6
Paper Screening Guidelines.....	6
Interview and Skill Demonstration Guidelines.....	6
Screening Committee Process .....	7
Screening of Application Materials.....	7
Paper Screening Process.....	7
Determining Equivalence to Education Requirements .....	8
Screening of Interviewees .....	8
Interview Documentation .....	8
Criteria for Recommendation of Finalists .....	9
Final Interviews and Reference Checks .....	10
Approval Process.....	10
<b>Adjunct Faculty Selection Procedures .....</b>	<b>11</b>
Continuous Applicant Pool.....	11
Review by Screening Committees and Managers .....	11
Using the Adjunct Applicant Pools .....	11
Screening Committee .....	12
Optional Procedures for Hires Within 45 Days of Assignment .....	13
Appendix A: Selection Committee Orientation .....	14
Appendix B: Role of the Screening Committee Chair .....	22
Appendix C: Role of the College President .....	23
Appendix D: Minimum Qualifications Equivalence Process for Job Applicants.....	24

## GENERAL PRINCIPLES

The following principles shall guide all activities related to the screening and selection of new employees:

1. The San Mateo County Community College District is committed to providing full, objective, and equal access to its recruitment and selection process for all applicants, regardless of ethnic group identification, race, color, national origin, gender, sexual orientation, religion, age, gender, physical or mental ability or marital status. (see San Mateo Community College District Policy 2.20 Equal Employment Opportunity) The District is an Equal Opportunity Employer that fully respects and values the diversity of cultures, language groups and abilities of its surrounding communities and student body.
2. Each committee member agrees to act in the best interest of the College and the District in selecting finalists who best meet the needs of the diverse students we serve.
3. Each committee member understands that search and selection is a confidential process subject to laws and regulations on privacy and access (Title 5, California Code of Regulations, Section 53023(a); California Government Code Section 6254). Each committee member understands that failure to maintain confidentiality will not only jeopardize the search and selection process but also could result in violation of Federal or State regulations and incur liability on behalf of the District. It is also understood that even the perception that confidentiality has been breached may jeopardize the hiring process. Therefore, each committee member agrees to call to the attention of the Academic Senate and the Vice Chancellor of Human Resources and Employee Relations, any action which might be interpreted as a breach of confidentiality.
4. The District actively seeks applicants who demonstrate the required technical expertise, preparedness, competence, respect, and sensitivity that will enable them to effectively work in a multi-cultural, multi-lingual educational environment. The Board of Trustees, managers, faculty, and classified staff share the responsibility for assuring equal opportunity practices throughout the screening and selection process.
5. Emphasis is placed on the responsibility of the faculty to ensure the quality of their faculty peers.
6. Hiring decisions shall comply with Federal, State and local laws, and the District commitment to equal opportunity, fairness, inclusion, respect of all candidates, and objectivity throughout the selection process. Each committee member agrees to comply with Equal Opportunity policies and procedures assuring compliance with the hiring process as outlined in the District's hiring policy and procedures.
7. Faculty and administrators participate effectively in their respective roles throughout the process.

8. Between the announcement of a vacant position and the selection of a candidate for hire, there is sufficient time to allow for a thorough, complete and thoughtful search.
9. All participants in the selection process receive appropriate training in equal opportunity and legal selection procedures so that fair and equitable treatment of all individuals can be assured. (See appendix A - Screening Committee Orientation)
10. Individuals who are knowledgeable about and responsive to the College and District commitment to equal opportunity, are included on screening committees. Whenever possible, screening committee membership is diverse, in order to broaden perspectives and to better represent the District commitment to equal opportunity. Please refer to the Board of Governors approved Equity and Diversity Task Force Report for a full definition of diversity and to APPENDIX A - Faculty Hiring Procedures for Full Time Faculty.
11. Final hiring decisions, whenever reasonably possible, are made during the regular academic year and promptly communicated to the faculty. Only candidates who are recommended by the screening committee will be hired.

## **I. IDENTIFICATION OF VACANT POSITIONS**

The College President, through consultation with the Chancellor (or designee) is responsible for identifying faculty positions to be filled, through use of a thoughtful, well defined and widely disseminated planning process at the college. The planning process for identifying faculty positions to be filled is described in writing and involves faculty and administration. Vetting of positions to be hired are processed through the FTEF Allocation Committee at Skyline College; the College Council at Cañada College, and the Institutional Planning Committee at College of San Mateo.

The process of identifying positions to be filled shall include the following:

- a. Involvement of faculty at the division/department level
- b. Involvement of the Academic Senate President (or designee) at appropriate times within the process:
  - To review the general criteria established by the College for identifying positions to be filled and
  - To review the positions which are identified
- c. A clear statement of rationale used to identify full time faculty positions to be filled.

## **II. DEVELOPMENT OF THE JOB ANNOUNCEMENT**

The appropriate sections of the job announcement (specific position duties and responsibilities and knowledge, skills and abilities) will be drafted by the Office of Human Resources and discussed and approved by the screening committee before it is posted.

### **Elements of the job announcement**

The faculty job announcement includes the following information:

1. Description of the primary duties and responsibilities of the position
2. State-mandated minimum requirements (Board-approved local qualifications are used as applicable)
3. A State-mandated requirement of a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
4. Additional, job-related, “skills and qualifications” such as:
  - a) Additional degrees, licenses or certificates
  - b) Special fields of training and/or experience
  - c) Knowledge of educational principles as appropriate
  - d) Other job-related knowledge, skills and/or abilities as appropriate
5. Standard (template) job announcement text that includes

- a. Educational equivalence criteria
- b. Legally-mandated statements
- c. A list of application materials required of each candidate
- d. General information concerning compensation, benefits, terms and conditions of employment
- e. District statement of commitment to equal employment opportunity and respect for diversity
- f. Start date of assignment
- g. First review date when process of accepting applications is considered closed

The Office of Human Resources will provide final review of the job announcement to assure compliance with equal employment opportunity requirements and other legal standards, and then finalize the job announcement for publication. Minimum qualifications and an equal opportunity statement will be a standard part of the announcement template.

The District Office of Human Resources will recruit broadly for faculty positions to be filled. Every effort will be made to communicate openings to current full-time and part-time faculty employees. Publicizing of the job announcement may include, but is not limited to the following:

- SMCCCD Employment website
- California Community College Registry
- HigherEdJobs.com
- Edjoin.com
- Indeed.com
- ACCCA.com
- SimplyHired.com
- The Chronicle of Higher Education Website
- InsideHigherEd.com
- Placement of advertising in other discipline-related websites

The Office of Human Resources will provide a range of technical services, training and consultation, as appropriate, to assure that the job announcement, recruitment activities and screening/selection process, criteria, forms and documentation comply with applicable current law and District policies and procedures.

### **III. THE SCREENING COMMITTEE**

#### **A. Selection of Screening Committee Members**

The selection of Screening Committee members will be collaborative. Faculty members on the Screening Committee will be proposed by discipline faculty and the appropriate Dean and approved by the Academic Senate Governing Council. The appropriate Dean (or designee) will serve on the Screening Committee. As appropriate, student representation shall be determined by the President of the Associated Students. If a representative of classified employees is desired, the appointment to the committee will be made by CSEA. The names of the identified faculty and administrator will be forwarded for review by the appropriate Vice President. The College President will appoint the Screening Committee upon review of the proposed Committee members.

## **B. Screening Committee Size and Membership**

The number of members on a Screening Committee normally will be three (3) to five (5). A committee may be comprised of more than five (5) members in special circumstances.

The committee will have a majority of faculty and a minimum of one discipline expert. A discipline expert will be a faculty member who has an approved Faculty Service Area designation for the subject matter as adopted by the San Mateo County Community College District's Board of Trustees. If there are fewer than three (3) discipline experts at the hiring college, related discipline experts within the hiring division will assist in the process of proposing faculty to serve on the screening committee. The discipline expert and the Dean at the hiring college will determine what constitutes a related discipline. In the event that there are no discipline experts at the hiring college, the decision of what constitutes a related discipline will be made by the Dean and the faculty of the hiring division subject to the approval of the hiring college's Academic Senate Governing Council.

The proposed faculty should include tenured faculty and may include fourth, third, and second year contract experts in the discipline or related disciplines. The decision to recommend non-tenured faculty on screening committees will be the responsibility of the faculty proposing members for the screening committee. If there are no discipline experts at the hiring college, experts from the other two district colleges will be sought. In the event that no tenured or fourth, third or second year contract discipline experts are available within the district, then a contract one (first year) discipline expert can be proposed to serve on the committee. If no discipline experts are available within the district, the committee may seek experts from other colleges or the private sector. The appropriate Dean and Human Resources will be responsible for the logistical management of the process.

The Screening Committee will:

- a. Whenever possible, include a diverse membership which will bring a variety of perspectives to the assessment of applicant qualifications.
- b. Include a staff member of the Office of Human Resources who is knowledgeable about equal employment opportunity, non-discrimination and laws governing hiring practices.
- c. Elect one of its faculty members to serve as Chair to guide the committee process, unless the committee members select the division Dean to chair the committee.
- d. Require members to attend all committee meetings and interviews.
- e. Include all members in votes that are taken and decisions that are made throughout the committee process.

## **C. Screening Committee Orientation**

All members of the Screening Committee will receive orientation at the beginning of the process that will include the following types of information:

- a. The District commitment to equal employment opportunity, including procedures and techniques to assure fairness and objectivity, avoidance of adverse impact, and the

- inclusion of qualified candidates regardless of race, ethnic group identification, language group, color, national origin, age, gender, sexual orientation, religion, physical or mental disability, and/or marital status
- b. The importance of confidentiality throughout the process and beyond.
  - c. The respective roles, contributions and responsibilities of each screening committee member in assuring fair, objective and equal treatment of all candidates
  - d. Review of the selection process, its steps, projected timelines, and requirements for legal documentation of the committee application screening, interview ratings, and selection of candidates
  - e. Technical aspects of the process, including review of the knowledge, skills and abilities (Desirable skills and abilities) that will be used to pre-determine committee paper screening criteria, procedures, interview questions and skills demonstrations; rating criteria, appropriate forms and documentation (the Office of Human Resources provides technical assistance to the Committee in all aspects of the process)
  - f. The legalities and procedures related to the selection of candidates as “finalists”

#### **IV. DEVELOPMENT OF APPLICANT SCREENING PLAN**

##### **A. Paper Screening Guidelines**

Prior to receiving access to any application materials from candidates, the screening committee shall again review the knowledge, skills and abilities (desirable skills and abilities) that are stated on the job announcement and determine which of the desirable skills and abilities will be most appropriate to use as criteria in screening the application materials. The Committee will also pre-determine the appropriate weighting of the desirable skills and abilities, the procedures for rating, the form that will be used, and the procedure that will be used to select candidates for subsequent steps in the process.

##### **B. Interview and Skill Demonstration Guidelines**

Prior to receiving access to any application materials from candidates, interview questions and skill demonstrations will comply with current law; will be based solely on bona fide, job-related knowledge, skills and abilities (desirable skills and abilities) as stated in the job announcement; and will be appropriate to the subject matter. Each screening committee member shall document the quality of the candidates’ responses using a pre-determined set of key response elements. Interview questions and skill demonstrations should be job-related, based on the required knowledge, skills and abilities, unbiased, and should have the following characteristics:

- Be open ended in order to prompt full and complete responses from the candidate
- Include pre-determined “key response elements” (KREs) that can be used by the Screening Committee to evaluate the quality of the candidate’s responses. “Key Response Elements” are lists of desired responses that the screening committee can listen for in order to guide their rating and documentation of candidate responses to each interview question. “KREs”



are derived from the knowledge, skills and abilities being “tested” by each interview question.

The Screening Committee will include the following as part of its applicant screening plan:

- Interview questions related to candidates’ knowledge of subject matter
- Interview questions related to candidates’ experience with, and sensitivity to diversity of cultures, language groups and abilities within the student body and staff as a measure of preparedness to work in a multi-cultural, multi-lingual environment
- Assessment of supplemental information such as examples of job-related, professional work that may be requested of, and provided by each candidate
- Skill demonstration(s): a practical, job-related test of professional competence (e.g., teaching demonstration, role-playing such as for a counseling session; written composition exercise; demonstration on job-related use of technology)

## **V. SCREENING COMMITTEE PROCESS**

After the screening committee has agreed to the application screening criteria, interview questions and key response elements, and skill demonstrations, the Office of Human Resources will provide access to the electronic employment site. This may occur well before the first review date on the job announcement. The Office of Human Resources will provide assistance to the screening committee, such as providing the committee orientation, organizing committee meetings; pre-screening application materials that clearly do not meet published minimum qualifications; development and preparation of application screening forms, interview rating forms and skills demonstrations, candidate notification, and other services.

The importance of confidentiality shall be reinforced throughout the process. However, if screening committee members believe the process is being violated, they should report to the President of the Academic Senate and the Vice Chancellor of Human Resources & Employee Relations for appropriate action.

If it has been determined that confidentiality has been breached or if it has been determined that prejudicial statements are repeated after a warning, the College President may disband the Committee.

## **VI. SCREENING OF APPLICATION MATERIALS**

### **A. Paper Screening**

Using the desirable skills and abilities, all members of the screening committee shall review all completed application materials using the screening criteria developed earlier and shall then select for interview those applicants who most closely meet the stated requirements and desirable skills and attributes as listed on the job announcement.

The online employment site pre-screens applications via questions asked of applicants about meeting the minimum requirements for the position, but the selection committee is responsible for determining that minimum requirements have been met.

Following the screening of application materials and the selection of interviewees, the Office of Human Resources shall be responsible for notifying applicants who were not selected, using a standard e-mail developed by the Office of Human Resources. Such notification will be sent as soon as possible upon completion of the application materials screening.

### **B. Determining Equivalence to Educational Requirements**

To determine equivalence, the entire screening committee shall follow district equivalence procedures that will rely upon the advice and leadership of discipline experts. Reasons for acceptance or denial of equivalence should be documented and retained as part of the confidential screening committee documentation. The criteria for equivalence determination are found in Appendix D of this document.

## **VII. SCREENING OF INTERVIEWEES**

All pre-determined interview questions and skill demonstrations with key response elements, and other screening components of the selection process should be directly related to the required and desirable knowledge, skills and abilities of the job, as listed in the job announcement.

The same set of pre-determined interview questions (and skill demonstrations) shall be used to screen each candidate. The Committee may ask appropriate follow-up questions to clarify a candidate's response to a question, or may ask job-related questions about information contained in the application materials; however, Committee members should assure that all candidates are provided an equal opportunity for clarification and elaboration on matters related to their background and/or responses to questions. It is the candidate's responsibility to provide thorough responses to the interview questions, and committee members are cautioned against prompting candidates for improved responses. Follow-up questions are strictly for the purpose of clarification, elaboration, or securing information about application materials specific to the candidate. Teaching demonstrations may be interactive.

All members of the screening committee should be present during all of the interviews. If a committee member is unavoidably absent and subsequent interviews cannot be rescheduled, the remaining committee members may proceed without that member for the remainder of the process. Whenever that absence disrupts the balance of the screening committee membership, the Chair and Human Resources Representative, College President and Academic Senate President will decide on a course of action.

### **A. Interview Documentation**

An interview/skill demonstration rating form should be completed and signed by each member of the screening committee in order to document the quality of each candidate's responses.

At the conclusion of the interviews and skill demonstrations, the Committee Chair shall compile all of the paper screening and interview rating forms, committee member notes and other written

documentation of the process into a final and confidential committee record that will be sealed and maintained in the Office of Human Resources for a period of three (3) years as required by law.

The Human Resources Representative shall be responsible for notifying unsuccessful interviewees using a standard e-mail developed by the Office of Human Resources. Such notification will be prepared and sent as soon as possible upon completion of the committee selection of finalists.

### **B. Criteria for the Recommendation of Finalists**

Several factors are to be considered by the committee in selecting interviewees who will be forwarded as finalists. The selection should be based on a combination of the information contained in the candidates' application materials, the interview performance, and results of the skill demonstration or other pre-determined, job-related committee assessment tool. Such factors as the following shall be considered:

- Demonstrated professional competence
- Scope and quality of professionalism
- Experience and skills related to the position
- Demonstrated skill and preparation to work in a multicultural, multilingual educational environment, and sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
- Strengths and weaknesses of each candidate
- In the case of candidates new to the discipline, the Committee shall consider the candidate's potential to develop professional competence and skills.

The screening committee should be encouraged to engage in a full, frank, and complete discussion about each candidate interested in a faculty position. This discussion should include an analysis of the candidate's paper application and qualifications, the candidate's interview, the candidate's teaching demonstration.

The screening committee typically will select one or more candidates as finalists who most closely meet the selection criteria, who are well qualified in the opinion of the Committee and most likely would be successful if selected for the position. If only one candidate is deemed acceptable as a finalist, the committee will submit its reasons in writing and forward them to the appropriate Vice President, who will review the screening process with the screening committee Chair and College President. Finalists shall be forwarded, to the appropriate President and Vice President.

The following items shall also be forwarded to the President and Vice-President along with the finalists' names:

- each finalist's application materials
- a list of the interview questions and key response elements used to interview candidates
- committee comments regarding the strengths of each finalist, and information about any job-related issues that can more effectively be discussed during the final interview

The President and Vice-President may also request the committee interview and skill demonstration rating forms or other documentation from the screening committee process.

### **C. Final Interviews and Reference Checks**

The President's Office shall arrange a time and date for the final interviews with the President and Vice President and shall invite all members of the screening committee to observe the final interviews. Interviews should be scheduled within a reasonable time frame after the finalists have been selected by the screening committee. Members who elect to participate should agree to attend all final interviews.

Reference checks of finalists will be conducted by the appropriate Vice President. The College President may conduct reference checks as deemed necessary.

The Vice President and College President should develop consistent questions to ask of each candidate.

The person who is selected for hire will always be from among the finalists who were recommended by the screening committee. The President will discuss the final recommendation with the Chair of the screening committee prior to submission to the Office of Human Resources and Board of Trustees.

If the College President does not select a finalist, the President shall notify the Academic Senate President and meet with the Screening Committee to explain the non-selection. The Committee may elect to review the pool of candidates and recommend additional finalists, or the President may re-open the hiring process.

## **VIII. APPROVAL PROCESS**

Following selection of the final candidate, the College President shall submit formal notification of the selection to the Office of Human Resources for preparation of the Board Report.

The Office of Human Resources will contact the selected individual in a timely fashion regarding employment information, salary step placement and required verifications, contracts, fringe benefits, and other employee services.

# ADJUNCT FACULTY SELECTION PROCEDURES

## **CONTINUOUS APPLICANT POOL**

On a continuous basis, the District Office of Human Resources will recruit broadly for adjunct positions in most disciplines, using a variety of print, electronic and other recruitment resources, in order to maintain a central applicant pool. This central applicant pool will be developed, maintained and updated by the Office of Human Resources.

Letters of interest and resumes sent by prospective adjunct faculty either to College offices or to the Office of Human Resources will be acknowledged with instructions to submit a standard online District employment application form and supporting documentation.

The online employment site pre-screens applications via questions asked of applicants about meeting the minimum requirements for the position. Those applications which satisfy the minimum qualifications (and those who have applied for equivalence) will be stored by discipline and maintained in the central Office of Human Resources applicant tracking system.

Applicant materials will be retained by the applicant tracking system for a period of three years.

### **A. Review by Screening Committees and Managers**

At the request of management staff, the Office of Human Resources will make available for review all online applications received for a specified discipline. The managers and appropriate faculty screening committees will review the materials and determine equivalencies, pursuant to District policy and procedure.

Administrators (hiring managers and other administrators as appropriate) and discipline faculty will collaborate to identify the need to hire new part time faculty.

Originals of all adjunct faculty application materials will be maintained in the applicant tracking system for use by all three Colleges.

### **B. Using the Adjunct Applicant Pools**

The Dean will notify the Office of Human Resources of the need for additional adjunct faculty. Human Resources staff will review the available pool to determine if there are applications ready for review, and will then release for review of the application materials.

If no applicant pool exists, the following steps may be taken to recruit for and publicize a particular opening:

A job announcement will be prepared by an appropriate Dean in consultation with discipline faculty, approved by the College President, and forwarded to the Office of Human Resources for final review, preparation and publication. Minimum qualifications and an equal employment opportunity statement will be a standard part of the announcement template.

Publicizing of the job announcement may include, but is not limited to the following:

- SMCCCD Employment website
- California Community College Registry
- HigherEdJobs.com
- Edjoin.com
- Indeed.com
- ACCCA.com
- SimplyHired.com
- The Chronicle of Higher Education Website
- InsideHigherEd.com
- Placement of advertising in other discipline-related websites

**C. Screening Committee**

The appropriate Dean is responsible for forming a screening committee comprised of a majority of discipline faculty, if possible. The committee may also include individuals from other divisions or from outside of the College, as appropriate. If other District Colleges have similar adjunct faculty needs, then a single, joint committee may be established.

The Screening Committee will:

- a. whenever possible, include a diverse membership which will bring a variety of perspectives to the assessment of applicant qualifications.
- b. elect one of its members to serve as Chair to guide the committee process
- d. require members to attend all Committee meetings
- e. include all members in votes that are taken and decisions that are made throughout the committee process
- f. preserve and respect the confidentiality and fairness of the screening and selection process at all times. If confidentiality is breached, or if prejudicial statements are repeated after a warning, the College President may disband the Committee.

Using only pre-determined, job-related criteria, the screening committee will review the available applications and select for interview, skill demonstration or other pre-determined assessment, those applicants who most closely meet the stated qualifications.

All screening committee procedures shall be documented in detail and maintained in a confidential College file for a period of three (3) years.

**D. Optional Procedures for Hires Within 45 Days of Assignment**

In cases where adjunct faculty openings occur within 45 days of the beginning of the assignment, the Division administrator, with assistance from available faculty, may select a qualified candidate for the position.

The adjunct faculty member who is hired under these circumstances will be required to compete with other applicants in the pool in order to continue employment beyond the term for which the immediate hire was done. If no pool exists, the Division administrator will notify the Office of Human Resources of the need to develop an applicant pool.

If the position is of such a specialized nature that efforts to establish an applicant pool have been unsuccessful, the Division administrator, with available faculty assistance, may select a qualified applicant for the position from among those who do apply.

In all such cases, the administrator will prepare a written explanation of the reasons that the usual procedures were not followed. This documentation is forwarded to the appropriate Vice-President with a copy to the Academic Senate President.

# APPENDIX A



## SELECTION COMMITTEE ORIENTATION

The District seeks to employ qualified persons with a broad range of backgrounds and abilities who have the knowledge and experience to work effectively in a diverse environment. The selection process is based on merit, and will extend to all candidates a fair, impartial examination of qualifications based on job-related criteria. **Each** member of the selection committee has the following responsibilities:

- Review the position announcement.
- Identify screening criteria based on the requirements and desirable skills and abilities detailed in the announcement.
- Develop job-related interview questions designed to seek information about the candidate's knowledge, skills, and abilities and to distinguish candidates who will best meet the needs of the students, the department/division, the College, and the District.
- Pursuant to Title 5, develop appropriate questions designed to assess candidates' "sensitivity to diversity" by giving meaningful consideration to the State minimum qualification to include sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
- Determine whether to require candidates to perform a skills test or make a presentation in addition to the interview. This is highly recommended.
- Screen all applications to select candidates for interview.
- Develop an interview schedule.
- Interview all selected candidates.
- Recommend finalists to the appropriate hiring manager.
- Maintain permanent confidentiality of the entire screening process.

### **Equal Employment Opportunity**

The San Mateo County Community College District is an Equal Opportunity Employer and is committed to promoting diversity through its hiring processes. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and



promotion and to enjoy the benefits of employment with the District. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination.

The District's employment policy, as stated on every job announcement, reads:

**The San Mateo County Community College District is an Equal Opportunity Employer that seeks to employ individuals who represent the rich diversity of cultures, language groups, and abilities of its surrounding communities.**

It is based on the desire that:

- Everyone deserves the opportunity to participate fully within our educational community.
- Our workplace is enriched by the diversity of our workforce.
- People should be valued for their differences—not in spite of them.
- The candidates selected will be able to competently interact in a multi-cultural, multi-lingual community college environment.

### **The District's Commitment to Diversity**

A diverse workforce is diverse in many ways, including race and ethnicity, gender, gender identity, sexual orientation, socio-economic status, age, disability, culture, religion, immigrant status, marital status, parenting status, veteran status and more. Diversity makes the District more attractive to staff and students, engenders creative thinking and problem solving, and vitalizes the educational environment. Selection committee members should approach candidates with interest and curiosity and recognize that the interview process must reflect how the District expects colleagues to interact with each other and students within the college community.

There are five core values that inform the District's commitment to diversity:

1. Workforce diversity services the educational mission of the California Community Colleges.
2. Diversity works in a merit based system; a commitment to diversity does not require—or even contemplate—lowering standards.
3. A commitment to diversity may mean reexamining how we define “qualified,” seeing job standards with fresh eyes, and being willing to eliminate traditional but out-dated requirements, and adding new requirements that appropriately value the skills, education and experience of a more diverse applicant pool.
4. Successfully diverse communities are inclusive in that they appreciate rather than merely tolerate differences.
5. Inclusive work environments increase creativity and improve problem solving.

Part of the District's commitment to diversity includes a commitment to “cultural competence”, which refers to the skills and ability of individuals to act in a sensitive, inclusive and respectful manner in interactions with persons who are different from themselves. Pursuant to Title 5, Section 53024, meaningful consideration must be given to the extent to which applicants demonstrate

sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. “Meaningful consideration” means that candidates shall be required to demonstrate sensitivity to diversity in ways relevant to the specific position.

Experience with diverse populations alone does not guarantee that the person is culturally competent. Just because a person has had students from x, y and z groups in their classes, this does not mean that the person understood or adapted to those students’ needs. The same holds true for traveling or living in other cultures, particularly for short-term stays. Culturally competent communicators tend to acknowledge cultural differences in their answers and teaching demonstrations through the use of inclusive language, examples and teaching approaches.

The District does not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, national origin, religion, age, gender, disability, ancestry or sexual orientation, or engage in any other practice which would result in discriminatory or preferential treatment prohibited by state or federal law.

### **Non-Discrimination**

Hiring decisions should be premised upon non-discriminatory criteria and procedures. Federal and State Anti-Discrimination laws prohibit discrimination on the basis of:

- Race
- Religious creed
- Color
- National origin
- Ancestry
- Gender Identity
- Genetic Information
- Physical/mental disability
- Marital status
- Sex
- Age
- Sexual Orientation
- Gender Expression

### **Elimination of Bias**

All applicants are to be judged without bias, either for or against. All applicants are to proceed through our process on their own merit. However, human nature causes us to be *unintentionally* influenced by subjective factors and other influences unrelated to an applicant’s merit. When we become aware of how the subjective factors can influence us, we can take steps to counteract or eliminate them and focus on objective job related criteria. Once we are aware that subjective factors are influencing us, we can refocus from subjective to objective decision criteria. The following are some common biases that can be eliminated:

Confirmation Bias. This is a tendency for people to seek out information that supports a pre-conceived belief about the applicant that has been formed prior to the interview. In other words, interviewers look to confirm a possibly shallow impression they may have formed of the candidate pre-interview, as opposed to having a more open outlook on the candidate’s abilities.

*Keep an open mind.*

Stereotyping. The interviewer can be influenced and form a generalized opinion by quick and superficial evaluations including level of attractiveness, race and gender.

*Avoid snap judgments.*

First Impression Negative or Positive. The interviewer may make certain judgments based upon either a positive or negative first impression that can then influence the entire interview. For example, candidate who has a very strong first impression will likely be evaluated more favorably even if it is unwarranted.

*Wait at least 30 minutes into an interview before “deciding” for or against a candidate.*

Intuition. Many interviewers place great weight on their intuition about candidate even though intuition is unreliable and susceptible to influences other than a candidate’s merit.

*Don’t let your gut trick you.*

You Are Just like Me. The interviewer may feel a bond with a candidate who shares personal characteristics such as a hobby or some other similarity such as children of a similar age. Be harder on these candidates in order to avoid being too “soft” on them.

*You are not hiring someone to be your new best friend.*

### **More Best Practices for Selecting the Right Candidate**

Hire for talent over experience. Ensure length of experience, age required, etc. are essential and justifiable, for performance of the job and not set arbitrarily or based on stereotypes. Instead of merely focusing on each candidate’s past employment history, take a deeper look to discover their unique skill-sets. Choose candidates who have worked in a variety of settings, are comfortable learning new things, actively engage with others, and are able to adapt well to new work environments. Smart people with raw talent can be trained to excel.

Look for lifelong learners and creative individuals. There are employees who do what they are assigned to, and then there are the movers and shakers. Look for the types of candidates who can inspire and motivate your current employees to greatness.

### **Confidentiality**

In accepting the opportunity to serve on a selection committee, each committee member agrees to act in the best interest of the College and the District. All paperwork and deliberations are to be held in strictest confidence, before, during and after the selection is finally made. Each member agrees not to discuss or in any way release information to anyone (beyond the committee and hiring manager or Human Resources as necessary) regarding:

- The identity of the applicants;
- Written materials turned in by the applicant or evaluations made by the committee members about applicants;
- Discussions and deliberations by or about applicants or committee members during or following the interview process; and
- Any other information that relates to the search and selection process.

- Committee members understand that the failure to maintain confidentiality will not only jeopardize the search and selection process but could also result in violation of Federal or State regulations and incur liability of behalf of the district. Each committee member agrees to call to the attention of the Vice Chancellor of Human Resources and Employee Relations any action which might be interpreted as a breach of confidentiality.

*Breaches of confidentiality can result in discipline.*

### **Review of Job Announcement for Applicant Screening**

Prior to receiving any application materials from candidates, the Screening Committee shall review the “Requirements” and the “Desirable Skills and Abilities” that are stated on the job announcement and determine criteria in screening the application materials. The Committee will also pre-determine the appropriate weighting of the criteria, the procedures for rating, the form that will be used, and the procedure that will be used to select candidates for subsequent steps in the process.

### **Internet Searches**

The Office of Human Resources does not routinely conduct internet searches on candidates because of the well-known unreliability of information found on the internet. If you, however, choose to conduct your own research on the internet, you must share whatever information you find with the Office of Human Resources for verification prior to using that information in your evaluation of the candidate or sharing it with other members of the selection committee.

### **Interview Questions with Key Response Elements (KREs) & Skills Demonstrations**

Interview questions and skill demonstrations will comply with current law; be based solely on bona fide, job-related knowledge, skills and abilities as stated in the job announcement; and will be appropriate to the subject matter. Each Screening Committee member shall evaluate the quality of the candidates’ responses using the pre-determined set of Key Response Elements and rating system.

Interview questions and skill demonstrations must be job-related, based on the required knowledge, skills and abilities, unbiased, and should have the following characteristics:

- Questions are either direct to obtain information missing from the application or open ended in order to prompt full and complete responses from the candidate.
- Questions can be hypothetical to ascertain how an applicant would respond to a situation involving a specific set of variables. Hypothetical questions allow you to test the values and attitudes of applicants and help you to gauge organizational, communication, and decision-making skills.
- Follow up questions can request elaboration on information already provided (i.e. “Could you give me an example of what you mean by that?” or “I would like to hear more about that.”). It is a common misconception that follow up questions are not proper because it means that applicants’ interviews are not identical. However, the law does not require interviews to be identical nor do you have to impose such rigidity on the interview process

to deflect claims of unequal treatment. As long as all applicants are given a fair opportunity to explain and elaborate on their answers, follow-up questions are permissible—and can be enormously helpful to assessing and comparing candidates. Selection committees need to give all candidates the opportunity to elaborate; and ensure that subtle biases do not make committees more relaxed and conversant with some candidates than others. At the same time, candidates with good interview skills will be more engaging and skillful at developing a dialogue. That is inherent to the interview process.

- Include pre-determined “Key Response Elements” (KREs) that can be used by the Screening Committee to evaluate the quality of the candidate’s responses. “Key Response Elements” are lists of desired responses that the Screening Committee can listen for in order to guide their rating and documentation of candidate responses to each interview question. “KREs” are derived from the knowledge, skills and abilities being “tested” by each interview question.

The selection committee will conduct all interviews using predetermined interview questions. Questions should not be asked about an applicant’s protected status. For example, asking an applicant when he or she graduated (to determine skill level) has been interpreted to mean “how old are you?” and is thus improper. There are more appropriate ways to find out whether an applicant is conversant in the latest developments such as: “In the last 5 years we have seen an explosion of literature on \_\_\_\_\_. Have you had opportunities to become familiar with these developments or apply them in your work?”

### **Interview Process**

The Office of Human Resources is available to assist the Selection Committee with scheduling interviews, meeting candidates, and proctoring skills demonstrations. The interview should be conducted in a comfortable location that is free from outside distractions and that ensures privacy for the participants.

The Selection Committee may choose to give each candidate interviewed a list of the questions (without KREs) to read as the questions are asked by the Selection Committee.

An interview rating form is used by each committee member for each candidate interviewed. The interview rating form will include all of the predetermined interview questions, including a list of the Key Response Elements (KREs).

The Selection Committee should be sure to offer applicants the opportunity to ask questions and clear up misunderstandings which may have arisen during the interview.

### **Finalists**

At the conclusion of the interview process, the Selection Committee will meet to determine which candidates most meet the requirements of the position and best meet the needs of the students, the department/division, the College, and the District. The Selection Committee should only forward the names of candidates as finalists who in the opinion of the members could effectively perform the duties and responsibilities of the position. Finalists can be any number of candidates. There is

no “rule of 3” or other number; however, it is desirable to have more than one finalist for the hiring manager to consider.

Finalists are forwarded unranked to the hiring manager, along with their original application packet and Committee rating sheets from each committee member. The Committee should list each finalist’s strengths, as well as other areas or topics that the hiring manager should pursue further during the final interview.

### **Notifications to Unsuccessful Applicants**

Throughout the process, the Chair of the Selection Committee forwards to the Human Resources Office the names of applicants who have been eliminated from further review by the Selection Committee. To inform applicants in a timely manner, requests to send notifications should be forwarded following the paper screening process and following the interview process.

# **BOARD POLICY 2.20**

## **Equal Employment Opportunity**

1. The San Mateo County Community College District is committed to equal employment opportunity and full recognition of the diversity of cultures, ethnicities, language groups and abilities that are represented in its surrounding communities and student body. The Board believes that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, and suitable role models for all students. The District shall demonstrate its commitment to the cultural competence<sup>1</sup> of its employees and students through policies, procedures, training programs, services and activities which promote diversity and mutual respect within the District work force and student body.
2. The San Mateo County Community College District is an equal opportunity employer that shall provide an educational and work environment in which no person is denied access to, or the benefits of, any program or activity of the District on the basis of ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or mental ability. This includes District decisions about employment, retention, compensation, promotion, termination and/or other employment status.
3. The District shall monitor the success of equal opportunity in its recruitment, selection, retention and promotional policies and procedures by monitoring outcomes to assure no adverse impact against any person or group of individuals, due to ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or mental ability.
4. The District complies with the spirit and law of the Americans with Disabilities Act of 1990 as amended by providing equal opportunity for persons with disabilities. The District shall make reasonable accommodations so that persons of all levels of ability enjoy equal access to all aspects of employment and education in our District, including but not limited to, educational services, selection procedures, retention and promotion. In order to prevent discrimination on the basis of disability, the District will allow an individual with a disability to use a service animal or miniature horse in District facilities and on District campuses in compliance with state and federal law.
5. The District will not tolerate discourteous, offensive or abusive conduct or language including jokes, slurs, derogatory comments, or behaviors or language regarding a person's ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or medical condition relating to other employees, students or the public. This includes District decisions about employment, retention, compensation, promotion, termination and/or other employment status.

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<sup>1</sup> “Cultural Competence” refers to the skills and ability of individuals to act in a sensitive, inclusive and respectful manner in interactions with persons who are different from themselves.

# APPENDIX B

## ROLE OF THE SCREENING COMMITTEE CHAIR

Members of the Screening Committee are selected pursuant to the appropriate hiring procedures. The Screening Committee Chair has the following responsibilities:

- ❑ Schedule all committee meetings; notify committee members of all meeting times, locations and agenda items
- ❑ Conduct all Screening Committee meetings
- ❑ Confer with the the Office of Human Resources for Committee training, technical guidelines and information before and during the process regarding all matters related to:
  - ✓ Equal Employment Opportunity guidelines and implementation
  - ✓ Safeguards against bias and adverse impact in selection criteria and during the process
  - ✓ Forms to be used during the process
  - ✓ Review of application materials
  - ✓ Development of interview questions, key response elements, and skills demonstrations
  - ✓ Establishment of the “interview environment”
  - ✓ Committee deliberations, decisions and documentation of the process.
- ❑ Confer with committee member(s) and Human Resources at any time during the process, regarding any breach in procedure
- ❑ Arrange for the committee review of application packets
- ❑ Guide screening committee members through the procedures in compliance with District policies and procedures
- ❑ Reinforce the importance of confidentiality, non-bias, and equal opportunity in all steps of the process
- ❑ Confer with Human Resources staff regarding Committee membership, training, and orientation; recruitment resources; technical assistance; documentation of the process, and timelines.
- ❑ Confer with Human Resources regarding timeliness of applicant notification letters at various points in the process (all applicant notification letters should be signed by the hiring manager or another administrator)
- ❑ Review screening committee documentation of the process, compile all forms and paperwork, and forward the complete and confidential screening committee record to the designated office for the required three-year storage.



# APPENDIX C

## **ROLE OF THE COLLEGE PRESIDENT (EQUAL EMPLOYMENT OPPORTUNITY OFFICER)**

The College President (or designee) will have the following responsibilities:

- ❑ Review all completed job announcement drafts before they are finalized for publication by the Office of Human Resources
- ❑ Approve the participation of staff and outside personnel (if applicable) on screening committees
- ❑ Reinforce the importance of confidentiality throughout the screening committee process
- ❑ Make available to the committee Chair any written resource materials on equal employment opportunity and respect for staff and student diversity
- ❑ Provide leadership to all management staff in the application of District selection procedures and equal employment opportunity principles
- ❑ Review and give final approval to all applicant screening plans developed by screening committees
- ❑ Confer with the Committee Chair and/or other committee members if, at any time during the process, any Committee member feels that the process does not comply with District policies
- ❑ Review all screening committee documentation for completeness and adherence to District equal employment opportunity policy when the screening process is completed
- ❑ Consult and come to agreement with the Screening Committee on a time frame during which all final interviews, reference checks, final selection, and notification occur
- ❑ Formulate a consistent set of questions to be asked of all finalists and interview finalists selected by the screening committee; compile supplemental paperwork from finalists and/or administer additional skills demonstrations as needed in order to select the successful candidate
- ❑ Forward the notification of the selection to the Office of Human Resources in preparation for inclusion on the earliest possible report to the Board of Trustees.

# APPENDIX D

## MINIMUM QUALIFICATIONS EQUIVALENCE PROCESS FOR JOB APPLICANTS

Applicants for academic positions in the California community colleges who do not meet the required educational criteria (minimum qualifications) may apply for positions through the “equivalency process.”

The form required to apply for equivalence is included in the District employment application form, and should be completed and submitted along with other required items. The job applicant is responsible for submitting the required District equivalence application form, along with any supporting documents needed to assert an equivalency to State-directed or local District minimum qualifications.

To determine equivalence, the screening committee as a whole will rely upon the advice and leadership of discipline experts. Reasons for approval or denial of equivalence should be documented. Criteria for equivalence determination are the following:

### **Degree Equivalence:**

The equivalence candidate possesses a degree(s) with similar content to those listed in the job announcement.

### **Academic Background Equivalence:**

The equivalence candidate should meet the requirements for minimum qualifications in an allied field. In addition, in lieu of a major, the candidate should have completed twenty-four (24) semester units of both upper division and graduate work in the academic field specified in the job announcement.

### **Professional Achievement Equivalence:**

The equivalence candidate should show outstanding professional achievement or substantial training in the job announcement field. The equivalence candidate should submit substantial evidence which demonstrates that his/her preparation, experience, and ability are equivalent to those expected from a candidate who meets minimum qualifications.

Supporting materials should include appropriate validation such as: transcripts, evaluations, portfolios, licenses, certificates, employer attestation, recordings, exhibitions or publications.

Once equivalency is determined by the Screening Committee, the candidate completes the selection process in the same manner as all other candidates.

If an equivalency candidate is selected for hire, a statement confirming equivalency will accompany the candidate’s name when presented for approval to the Board of Trustees.