

SCREENING COMMITTEE GENERAL INFORMATION
Supplement

This outline is intended to temporarily supplement the “Screening Committee – EEO/Diversity Best Hiring Practices” training module (2016) while the formal Hiring Process document is under development.

Equal Employment Opportunity

Marin Community College District is an Equal Opportunity employer that provides each and every job applicant and candidate a fair and objective assessment of their skills. Please refer to M CCD’s “Screening Committee – EEO/Diversity Best Hiring Practices” training module for further information regarding the District’s EEO policies and practices.

HIRING PROCESS:

I. Pre-determination of Rating Criteria and Selection Information

The Human Resources Representative will assure that all phases of the selection process set-up will be completed prior to disclosing the names and/or application materials of any candidate. The selection process includes the following:

- Committee orientation and preliminary discussion,
- Prioritization, weighting, and finalization of KSAs and rating criteria to be used;
- Criteria rating forms and scales;
- Development of interview questions and skill demonstrations with Key Response Elements (see information below); and
- All other determinations related to the criteria to be used in the interview and selection process.

II. Interview Questions

The Screening Committee, with the assistance of the Human Resources representative, will develop a standard set of interview questions that will be asked of each candidate. Committee members will participate in the development of interview questions that are designed to elicit discussion with, and as much information as possible from, the interviewees on the various KSAs being tested at this phase of the screening process.

Interview questions, preferably open-ended in their design, will have all of the following characteristics:

- a. Job-related: questions will be based on the knowledge, skills and abilities required for the position, as identified in the job posting and as clarified by Committee discussion with the department administrator or designee. Interview questions will not include references to race, sex, national origin, marital status, childcare issues, arrest and/or conviction information, friends and/or relatives working in or associated with the District, or any other topic that subjects the interview and selection process to noncompliance with Equal Employment Opportunity policy and procedures.
- b. Free of bias: questions will not favorably or unfavorably focus on any one individual or group of individuals, and will provide an equal, fair and objective opportunity for candidates to respond
- c. Free of adverse impact: questions will not be designed to adversely impact the opportunities of any individual or group of individuals to succeed
- d. Include “Guideline Answers” (GAs): Committee members will pre-determine the specific, job-related knowledge, skills and/or abilities that are pertinent in a successful response to each interview question. The Human Resources representative will guide Committee members in the development of the “KREs” for each of the standard interview questions.

Because the interview process is designed to provide Equal Opportunity to all, follow-up questions are fair and effective only when they are asked for clarification or elaboration. Committee members must be cautious in order to avoid follow-up questions that result in unfair advantage or disadvantage to any candidate.

Pursuant to the Americans with Disabilities Act, the Human Resources representative will provide the Screening Committee with technical information regarding the use of essential functions to determine candidate qualifications.

III. Skill Demonstrations

Screening Committee members may determine that a practical demonstration of job-related skills would be an effective supplement to the interview process. The development of job-related skills demonstrations (e.g., mock presentation or teaching demonstration; or writing sample) will follow the same general principles as described above for interview questions. Skill demonstrations often referred to as “in-basket” tests or “practical exercises,” will have the following characteristics:

- a. Job-related: exercises will be based on the knowledge, skills and abilities required for the position, as identified in the job announcement and as clarified by Committee discussion with the department administrator or designee, when appropriate. Skill demonstration exercises will not include references to race, sex, national origin, medical information or disability, marital status, childcare issues, arrest and/or conviction information, friends and/or relatives working in or associated with the District, or any other topic that subjects the interview and selection process to noncompliance with Equal Employment Opportunity policy and procedures.
- b. Free of bias: exercises will not favorably or unfavorably focus on any one individual or group of individuals, and will provide an equal, fair and objective opportunity for candidates to demonstrate the specific job-related skills
- c. Free of adverse impact: exercises will not be designed to adversely impact the opportunities of any individual or group of individuals to succeed in the process
- d. Include “Guidelines Answers” (GAs): Committee members will pre-determine the specific, job-related knowledge, skills and/or abilities that are pertinent to each practical exercise. The Human Resources (EEO) representative will guide Committee members in the development of “KREs” for the knowledge, skill and/or ability to be tested by each skill demonstration exercise.

Pursuant to the Americans with Disabilities Act, the Human Resources representative will provide the Screening Committee with technical information regarding the use of essential functions to determine candidate qualifications.

IV. Packaging and Retention of Committee Materials

At the conclusion of the Committee process, the Committee Chair will be responsible for reviewing committee member rating forms to assure that they are complete and signed; forwarding finalists’ materials to the department administrator for final interviews; packaging and submitting to HR all committee materials, including rating forms, other documentation used, and all other written materials; and for assisting the department administrator with interview scheduling and other technical assistance as required.

The above-listed Screening Committee documentation, including candidate application materials, are the property of the District HR Office, and will be maintained in a confidential and sealed HR department file for a minimum of two years prior to disposal, pursuant to District records retention policy. The two-year retention timeline will correspond to the statute of limitations imposed by the California Department of Fair Employment and Housing and Federal Equal Employment Opportunity Commission for the filing of discrimination complaints by applicants and candidates, and will be modified should such agency limitations change.

V. Candidate Notification

The Office of Human Resources and/or Hiring Manager will be responsible for notifying all applicants and candidates of their status.

ATTENTION SCREENING COMMITTEE MEMBERS:

The assessment and rating of job applicants and interviewees is challenging at best. However, the District commitment to Equal Employment Opportunity for all means that we assure respectful, sensitive, fair and objective treatment to every job applicant and candidate throughout our screening and selection processes.

In addition to the Screening Committee orientation that begins the selection process, the Office of Human Resources is available to guide you throughout your work, and talk with you concerning the active listening and objective assessment skills required to fairly score all of our candidates.

COMMON RATER ERRORS TO DISCUSS AND AVOID

Screening Committee members must strive to avoid the following common errors that have occurred in some of our previous Committees. Some of these common errors include the following:

- **Contrast Effects:** the quality of candidates who are interviewed earlier in the process has sometimes produced an influence on the rating of candidates who follow. This effect has most often occurred when one candidate possesses a degree or type of experience, or a significant number of work years over and above what the Committee pre-determined for its selection criteria, and has occasionally served to inadvertently increase the qualifications for the position, because other candidates are judged to be “not as qualified.”
- **Halo Effects:** some raters hear good or bad news early in an interviewee response and tend to color all of the following responses with the same “halo,” regardless of their quality and applicability.
- **Order Effects:** interviewing candidates later in the interview day has sometimes resulted in judging that is different from the scoring of earlier-scheduled candidates. This may most likely be attributed to the repetition and strenuousness of the interview process, and the raters’ natural reaction to fatigue. In scheduling interview appointments, the Human Resources representative will consult with the Committee in order to avoid holding too many candidates on the same day, or appointments on the same day that are too closely or loosely scheduled.
- **Projection:** identifying with candidates who are similar to us in ethnicity, culture, appearance, education, lifestyle has resulted in projecting the success or failure of a candidate on the job, based on self-perception. Projection is often followed by prejudice that interferes with objective candidate assessment.
- **Rating Extremes:** using consistently high scores or low scores. Still other Committee members have rated all candidates using the mid-point on the scale!
- **Stereotyping:** using idealized perceptions of individuals, either positive or negative. Images that we are given of people in today’s media; previous negative or positive interactions, associations, and/or experiences that we may have had with an individual, or individuals from a certain group; and our own concepts of people can occasionally cloud judgment and prevent raters from actively listening and assessing each candidate as a unique individual. Stereotyping is often followed by prejudice that interferes with objective candidate assessment.

Are there any other “rater errors” that you have observed on previous Screening Committees?

Thank you again for your valuable service as a member of this Committee.

SCREENING COMMITTEE/EEO-DIVERSITY BEST HIRING PRACTICES

Thank you for agreeing to serve as a Screening Committee member. We know that you will take your role as a member of the committee seriously and that you have made a commitment to ensure confidentiality of the recruitment process. Further, you understand your commitment to serve through all phases of the recruitment and that if you develop a conflict and are unable to serve throughout the entire process, you will notify Human Resources (HR) or the Committee Chair immediately. By doing so, a replacement appointee will have enough time to read all files, discuss the candidates prior to interview, and develop the same working knowledge other members have.

EQUAL EMPLOYMENT OPPORTUNITY/DIVERSITY

The Marin Community College District (MCCD) shall assure that effort is made to build a community in which opportunity and community colleges foster a climate of acceptance with the inclusion of faculty and staff from a wide variety of backgrounds. The District agrees that diversity in the academic environment fosters cultural awareness, mutual understanding, respect, harmony, and suitable role models for all students. Therefore, the District is committed to promoting equal employment through a continuing equal employment opportunity program.

ROLE OF SCREENING COMMITTEE

The Screening Committee is critical to the recruitment process. If the screening committee is unclear about its role in the hiring process, the Chair or committee members should contact HR for clarification.

The Screening Committee's goal is to select qualified candidates who will positively impact and support the District's mission and values and who successfully demonstrate sensitivity to and an understanding of our diverse student population and the greater campus community. Responsibilities in include:

- ✓ Ensure equitable consideration and treatment of all candidates throughout the process
- ✓ Uphold EEO law and MCCD Board policy
- ✓ Contribute to the development of member roles and recruitment timeline to complete the search process
- ✓ Actively participate in meetings to develop screening criteria, select candidate for interview, conduct interviews, and document actions
- ✓ Maintain confidentiality before, during, and after the process has been completed
- ✓ Recognize potential biases or conflicts of interest and disclosing such to the Committee Chair or Human Resources
- ✓ Recommend finalists for second interviews (where applicable) and hiring consideration

EQUAL OPPORTUNITY EMPLOYMENT LAWS & BOARD POLICY

The following Equal Employment Opportunity laws and Board policy prohibit employment discrimination and promote inclusion:

FEDERAL LAWS

Title VI of the Civil Rights Act of 1964: prohibits discrimination on the basis of race, color, or national origin in any program receiving Federal financial assistance.

Title VII of the Civil Rights Act of 1964: prohibits discrimination on the basis of race, color, religion, sex, or national origin.

Title IX of the Education Amendments of 1972: prohibits discrimination on the basis of sex in any federally funded education program or activity

The Age Discrimination Act of 1975: prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance (Age 40+).

Americans with Disabilities Act (ADA) of 1990: prohibits discrimination against the disabled in employment and public services.

STATE LAWS

California Fair Employment & Housing Act (FEHA) (California Government Code §§12900 - §§12996): prohibits discrimination in employment on the basis of race, gender, religious creed, color, national origin, ancestry, physical handicap, medical condition, marital status, sex, and age.

California Government Code §§11135 - §§11139.5: prohibits discrimination against any person or denial of benefits on the basis of race, national origin, ethnic group identification, religion, age, sex, sexual orientation, color or any mental or physical disability under any program that is funded directly by the State or receives any financial assistance.

California Code of Regulations, Title 5, §87100: promotes inclusion by declaring that a work force that is continually responsive to the needs of a diverse student population may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion... by eliminating barriers to equal employment opportunity.

MCCCD BOARD POLICIES

BP 3410 Nondiscrimination

BP 3420 Equal Employment Opportunity

BP 3430 Prohibition of Harassment

DIVERSITY & INCLUSION

DEFINING TERMS: **Diversity:** Who we are
 Inclusion: How we behave

DIMENSIONS OF DIVERSITY: Diversity can be defined in innumerable ways, but for this training module’s purposes, it is the uniqueness of all individuals, which encompasses different personal attributes, values and organizational roles. The following dimensions of diversity often represent the types of differences that exist in the workplace and serve as lenses and filters on which we base our behaviors and decisions. Every dimension of diversity has the potential to influence people’s needs, experiences, and opportunities and therefore must be acknowledged and respectfully considered.

1. **Personality:** likes/dislikes, values, beliefs
2. **Internal Dimension** (“immutable characteristics”): race, gender, ethnicity, sexual orientation, age, physical ability
3. **External Dimension:** class, income, geography, marital status, parental status, veteran status, education, religion
4. **Organizational Dimension:** internal structures/hierarchies, management/labor, academic/classified, tenure/non-tenured/“adjunct”, staff/student, district/community

INCLUSION is the achievement of a learning or work environment in which all individuals: feel valued, respected and supported; are treated fairly and have equal access to opportunities and resources; and can contribute fully to the organization’s success. It is about how we engage successfully in a *diverse* environment.

MCCCD’s commitment to diversity and building an inclusive work and learning environment goes beyond the law and bases itself on the following values:

- Workforce diversity serves and supports the educational mission of the District and California Community Colleges.
- A commitment to diversity vitalizes the academic environment and college community, but does not require lowering standards.
- Successfully diverse communities are inclusive in that they embrace and celebrate, rather than merely tolerate, differences.
- Inclusive work environments increase creativity and improve collaborative problem solving skills.

Part of this commitment includes adherence to Title 5, §533024, which requires that meaningful consideration be given to the extent to which applicants demonstrate a sensitivity to and an 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.

EMPLOYMENT DISCRIMINATION MAY INCLUDE:

- Reliance on word-of-mouth recruiting
- Denying an applicant with a disability who needs an accommodation (e.g., a sign language interpreter) to apply/interview for a job
- Requiring applicants to take a test that is not job related
- Pre-employment inquiries about religion, race, gender, age, disability, organizational memberships, attendance record, medical condition, photos (e.g., via the employment application, in an unsanctioned Internet search of the candidate, in the form of an interview question, as part of a reference check)
- Basing hiring decisions on stereotypes and biases versus non-discriminatory criteria and procedures
- Any decision affecting compensation, terms, conditions, and/or privileges that is based on a protected status

THE HIRING PROCESS: SCREENING COMMITTEE RESPONSIBILITIES - SUMMARY

(This section forward is currently under review/development)

- A. Develop Screening Criteria
- B. Develop Interview Questions
- C. Screen Applications & Determine Interview Candidates
- D. Conduct Interviews
- E. Recommend Finalist(s)

SCREENING COMMITTEE GENERAL INFORMATION

Thank you for agreeing to serve as a part of this critical process. The Office of Human Resources is responsible for guiding your Screening Committee through the sequence required to select finalists who represent the background, training, education and experience that are most applicable to this position.

I. Equal Employment Opportunity

Marin Community College District is an Equal Opportunity employer that provides each and every job applicant and candidate a fair and objective assessment of their skills.

“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 Marin Community College District. The District is committed to the spirit and implementation of Equal Employment Opportunity at all levels and in all job categories. Ensuring Equal Employment Opportunity also involves creation of an environment which 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.

During the screening and selection process, the Human Resources department designee will serve the Committee as the Equal Employment Opportunity representative. Each member of the Screening Committee is responsible for assuring that their candidate assessments and conduct of the screening, interview and selection process comply with the District’s commitment to Equal Employment Opportunity.

During the screening process, Committee members will be reminded that the criteria used to screen and select candidates at each stage of the process consists only of the job-related knowledge, skills and abilities (KSAs) that are required to successfully enter into this particular position.

Our selection process is designed to ensure that meaningful consideration is given to the extent to which candidates demonstrate sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students, particularly for faculty and administrative selections.

The same set of standards are used to assess and rate each of the candidates. These standards are designed to be non-biased and to assure that no individual or group of individuals are adversely impacted during this process.

II. Confidentiality

All matters pertaining to our applicant and candidate pools, application materials, rating forms and other paperwork, communications, deliberation, and decisions made as part of the screening and selection process, both during and following its conclusion, are treated as highly confidential by all.

III. Role of Human Resources Representative

The Office of Human Resources will designate a staff member to each Screening Committee to serve as Equal Employment Opportunity monitor, logistical coordinator, and technical resource to assist in the Committee screening and selection process. The Human Resources representative may also chair the Committee proceedings, and provide other services such as screening of application materials.

IV. Full Participation by Committee Members

Screening Committee members are required to fully participate in all phases of the Committee process. Most critical to the process is the screening and interview phase, that includes Committee deliberations and the selection of finalists. Absence from any of the interviews will disqualify a Committee member from participation in the remainder of the selection process since the absence would have resulted in an incomplete assessment of candidates.

V. Committee Member Non-Bias

Individuals who serve on Screening Committees shall be fair and objective throughout each phase of the process. To this end, Committee members who believe that they cannot objectively and impartially assess and rate the performance of any candidate, must consult with the Human Resources representative following disclosure of the candidate's names.

Individuals who serve as members of Screening Committees cannot also serve as business or personal references for any candidates.

VI. Pre-determination of Rating Criteria and Selection Information

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Thank you again for your valuable service as a member of this Committee.