

Marin Community College District Presents:



Screening Committee Training

CREATED BY: HUMAN RESOURCES DEPARTMENT

Thank you!

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 and prior to any interviews. 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.

Agenda

- I. Diversity and Equity at MCCD
- II. Equal Opportunity Employment Laws & Policies
- III. Unconscious Bias
- IV. The Hiring Process
- V. Screening Committee
- VI. Conclusion/Reminders





Part I

Diversity and Equity at MCCCD

Marin Community College District (MCCCD)

Mission

College of Marin's commitment to educational excellence is rooted in **providing equitable opportunities** and fostering success for **all members of our diverse community** by offering:

- preparation for transfer to four-year colleges and universities
- associate degrees and certificates
- career technical education
- basic skills improvement
- English as a second language
- lifelong learning
- community and cultural enrichment

College of Marin responds to community needs by offering studentcentered programs and services in a supportive, innovative learning environment that promotes social and environmental responsibility.

MCCCD Values

Student and Community Centered Education

We promote student success by providing programs and services that are learner centered and reflect the changing needs of our students and surrounding community.

Academic Excellence and Innovation

We are dedicated to academic excellence and encourage innovation. We foster intellectual inquiry by encouraging critical thinking, information literacy and technical competence. We continually evaluate the effectiveness of our programs.

Collaboration and Open Communication

We cultivate a culture of mutual respect, open communication, collaborative working relationships and participation in decision making among students, faculty, staff and the communities we serve.

MCCCD Values *cont.*

Diversity

We cherish a learning environment that celebrates diverse backgrounds and recognizes the knowledge and experiences among its students, faculty and staff. We provide open access and strive to remove barriers to student success.

Sustainability

We will apply environmentally sustainable and green principles in our college community to ensure the future of our planet.

Accountability

We will be accountable for our decisions and actions on behalf of the students, college and community. Our decisions will be academically, fiscally and environmentally responsible.

MCCCD's Commitment to Diversity

Education • Advocacy • Coordination • Celebration

- **Positive Growth and Effective Change**

Acknowledge barriers as opportunities for growth and advocate for effective change

- **Opportunities for Enhanced Cultural Competencies**

Empower students and employees to be global citizens

- **A Creative, Collaborative, and Informed Workforce**

Provide programs and opportunities for professional development

- **A Diverse, Equitable, and Inclusive Work and Learning Environment**

Facilitate communication and training about diversity, equity, and inclusion.



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.

Why do we recruit for diversity?

(a) All screening and selection techniques, including the procedure for developing interview questions, and the selection process as a whole, **shall be:**

(2) designed to ensure that for faculty and administrative positions, meaningful consideration is given to the extent to which **applicants demonstrate a 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;

5 California Code of Regulations Section 53024(a)(2)(Title 5)

Inclusion

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.

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

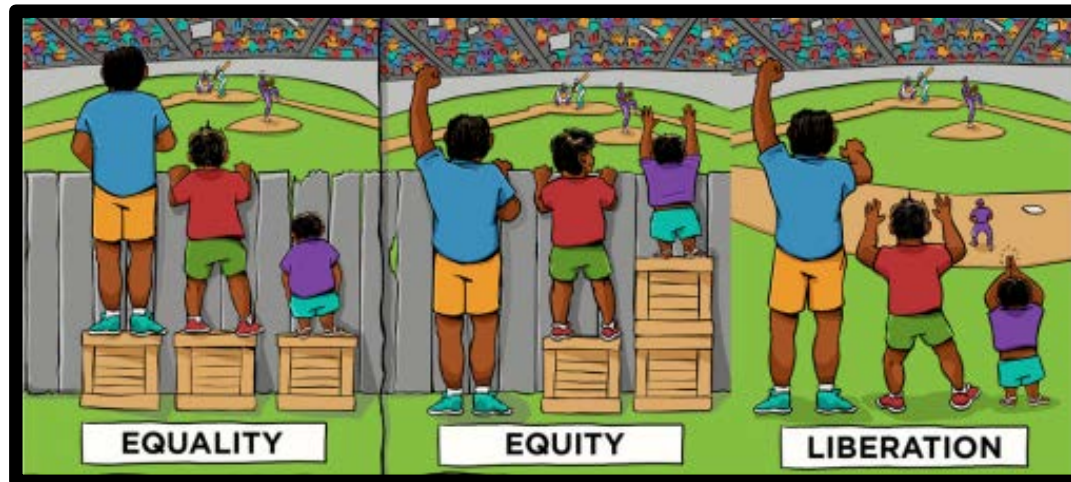
- Workforce diversity serves and supports the educational mission of the District and California Community Colleges.
- A commitment to diversity vitalizes the academic environment and college community, but does not require lowering standards.

Equity

EQUITY: Addressing people individually, acknowledging their struggles, and getting them the resources they need.

“Equity means recognizing the historical and systemic disparities in opportunity and outcomes and providing the resources necessary to address those disparities.” —Education Trust-West

See the Center for Urban Education’s Indicators of Equity-Mindedness at Attachment 1





Part II

Equal Employment Opportunity Laws and Policies

MCCCD Board Policy 3410

Non-Discrimination Policy:

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to age, ancestry, color, religious creed (including religious dress and grooming practices), family and medical care leave, disability (mental and physical) including HIV and AIDS, marital status, medical condition (including cancer and genetic characteristics), genetic information, military and veteran status, national origin (including language use restrictions), race, sex (which includes pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy, childbirth or breastfeeding), gender, gender identity and gender expression, sexual orientation, or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

MCCCD Board Policy 3420

Equal Employment Opportunity:

The Marin Community College District shall assure that effort is made to build a community in which opportunity is equalized 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.

See also Board Policy 7120

MCCCD Board Policy 7100

Commitment to Diversity Policy:

The Marin Community College District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board of Trustees recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity as well as diversity and provide equal consideration for all qualified candidates.



Federal Laws

Title VII of the Civil Rights Act of 1964

Prohibits discrimination of an applicant or employee on the basis of race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information.

Title VI of the Civil Rights Act of 1964

Prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance.

The Americans with Disabilities Act of 1990

Prohibits discrimination against people with disabilities in employment, transportation, public accommodation, communications, and governmental activities.

Federal Laws *cont.*

Age Discrimination Act of 1975

Prohibits discrimination based on age in programs or activities that receive federal financial assistance, for instance, financial assistance to schools and colleges, provided by U.S. Department of Education.

Title IX of the Education Amendments of 1972

Prohibits discrimination based on sex in education programs or activities which receive Federal financial assistance.

And more... See Attachment 2, Selected Federal and California Laws Addressing Nondiscrimination



State Laws

California Government Code Sections 11135 – 11139.5

No person in the State of California shall, on the basis of sex, race, color, religion, ancestry, national origin, ethnic group identification, age, mental disability, physical disability, medical condition, genetic information, marital status, or sexual orientation, be unlawfully denied full and equal access to the benefits of, or be unlawfully subjected to discrimination under, any program or activity that is conducted, operated, or administered by the state or by any state agency, is funded directly by the state, or receives any financial assistance from the state.

California Fair Employment and Housing Act, Government Code Sections 12900 et seq. (FEHA/DFEH)

Prohibits harassment and discrimination in employment because of race, color, religion, sex, gender, gender identity, gender expression, sexual orientation, marital status, national origin, ancestry, mental and physical disability, medical condition, age, pregnancy, denial of medical and family care leave, or pregnancy disability leave.

California Education Code Sections 87100 et seq.

The Legislature expresses its intent to establish and maintain within the community college districts a policy of equal employment opportunity.



Part III Unconscious Bias

Some materials in this section are used with the permission of Eugene Whitlock. Human Resources and the Marin Community College District thank Mr. Whitlock for allowing us to use these materials.

How a Candidate Demonstrates Effective Diversity Experience

Look for:

- Involvement in Diverse Communities
- Teaching/Working in:
 - Impoverished/marginalized communities
 - Higher Education/Community Colleges
 - Other countries/cultures
- Multicultural Courses or Programs Taken or Taught
- Relevant Volunteer Work with Diverse Groups
- Special Training in Diversity/Equity/Inclusion



What is unconscious/implicit bias?

- Implicit bias often consists of unconscious tacit attitudes and unintentional actions towards a group which may be in direct conflict with a person's explicit beliefs and values.
- Most implicitly biased actions are performed by people who are not even aware that their actions are biased. Even the most well-meaning and conscientious people have implicit biases.

Diversity, Equity and Unconscious Bias in the Hiring Process

Bias Awareness

Be aware of any biases you may have in your evaluation of the person. Is the candidate being evaluated only on job related criteria, or are other personal or cultural factors influencing your decision?

- Skin color
- Gender
- Age
- Appearance
- Facial expressions
- Eye contact
- Movement
- Personal space



Diversity, Equity and Unconscious Bias in the Hiring Process *continued*

Screening Committee members must strive to avoid the following common bias errors while conducting interviews:

Contrast Effects: The quality of candidates interviewed earlier in the process can influence the rating of candidates who follow. This effect often occurs when one candidate possesses a degree/credential, type of experience, or number of work years over what the committee pre-determined for its screening criteria; this candidate's background may serve to inadvertently increase the qualifications for the position, because other candidates are judged to be "not as qualified".

"Halo" & "Pitchfork" Effects: Some raters hear good 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; conversely, an unfavorable response early on may produce a "pitchfork" effect.

Order Effects: Interviewing candidates later in the interview day can result in scoring that is different from that of earlier candidates. This may be attributed to the repetition and strenuousness of the interview process and the raters' fatigue. Consider holding interviews during only part of a day (e.g., mornings) or over the course of multiple days, to prevent "overload".

Projection: Identifying with candidates who are similar to us in ethnicity, culture, appearance, education, and lifestyle can result in projecting the success or failure of a candidate, based on self-perception. This projection interferes with objective assessments.

Rating Extremes & Central Tendency: Consistently high, low, or mid-point scoring may make it difficult to differentiate candidates.

Stereotyping: Stereotyping is the tendency to generalize across groups and ignore individual differences, which may cloud judgment and prevent raters from actively listening and objectively assessing each candidate as a unique individual.

Diversity, Equity and Unconscious Bias in the Hiring Process

continued

In order to ensure the integrity of the interview process:

- Do not advocate *for* a candidate
- Do not voice opinions *against* candidates
- Do not compare candidates

All of the above are done *only* after all committee members have finished scoring candidates

Never share personal or professional experiences involving candidates. This can create bias and influence the judgements of other committee members. You also subject yourself to personal liabilities.

Microaggression Defined

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership (from Diversity in the Classroom, UCLA Diversity & Faculty Development, 2014). Such communications are usually outside the level of conscious awareness of those who make them. In fact, most people harbor [unconscious](#) biases and prejudices that leak out in many interpersonal situations and decision points.

While victims of microaggressions may feel insulted, they are often uncertain why, and perpetrators are unaware that anything has happened and are not aware they have been offensive. Victims of microaggressions are caught in a Catch-22. If they question the perpetrator denials are likely to follow. Indeed, they may be labeled "oversensitive" or even "paranoid." If they choose not to confront perpetrators, the turmoil stews and percolates in the psyche of the person taking a huge emotional toll. In other words, they are damned if they do and damned if they don't.

Adapted from Psychology Today Article by Derald Wing Sue posted October 5, 2010

Examples of Microaggressions in the Hiring Process

- I have never heard of that school, is it any good?
- I just don't know how that person would fit in with the rest of the faculty in the department
- I wonder if she is married
- She seems too aggressive/bossy
- She seemed too passive and quiet
- Of course you are supporting that candidate (you are _____ too)
- People treating others' opinions on a candidate as not important

Addressing Microaggressions

Step 1 – Preventing Microaggressions

Ask yourself:

- How might the other person interpret my remark?
- Am I aware of potential bias that may exist? If so, how do make sure it doesn't happen again?

Step 2 – Responding to a Microaggression

Ask yourself:

- Did I interpret that correctly? Did she say what I think she said? What did he mean by that?
- Should I say something?

After thinking about it, you might want to:

- Ask a follow up question: “who are you referring to when you say that?” “what do you mean?”
- Explain how the slight may be interpreted by others and that you are not blaming the person, only expressing the way the comment/action made you feel.

Step 3 – Don't be a bystander

- If you see it happening to someone else, speak up!
- If the conduct goes unchallenged, it will continue.

Impact of Microaggressions

Although they may appear like insignificant slights, or banal and trivial in nature, studies reveal that racial microaggressions have powerful detrimental consequences to people of color. They have been found to:

- (a) assail the mental health of recipients,
- (b) create a hostile and invalidating work or campus climate,
- (c) perpetuate stereotype threat,
- (d) create physical health problems,
- (e) saturate the broader society with cues that signal devaluation of social group identities,
- (f) lower work productivity and problem solving abilities, and
- (g) be partially responsible for creating inequities in education, employment and health care.

How can we overcome bias and change the numbers?

➤ **Ensure best practices for hiring**

- Put Equity front and center
- Remove unnecessary job requirements
- Recruit a diverse applicant pool
- Set criteria before reviewing resumes and interviews
- Structured Interviews
- Diverse Screening Committees
- Faculty Diversity Internship Program
- Teach faculty and staff cultural competence
- Screening Committee Training
- Understand nondiscrimination laws and EEO

➤ Understand Bias

➤ **Challenge Yourself**

- Question your first impression
- Justify your decision
- Make others justify decisions
- Make decisions collectively

➤ **Pick an action and do it**

Put Equity Front and Center in the Hiring Process

- Require candidates to address issues related to diversity and equity in their cover letters
 - *What do you feel are the best strategies for supporting students who have been historically marginalized?*
 - *What were the key factors in creating that success for racially minoritized and other disproportionately disadvantaged students?*
 - *How have you modified your teaching approach to be culturally responsive to the students you serve?*
- The job announcement should highlight the District's commitment equity to student success and
 - *The District's strategic plan is focused on _____. The successful candidate will be an equity-minded individual who already does or has the demonstrated desire to (1) understand the accountability and critical dimensions of equity; (2) reframe race-based inequities as a problem of practice and views their elimination as an individual and collectively responsibility; (3) encourage positive race-consciousness; (4) reflect on institutional and teaching practices and aims to make them more culturally responsive; and (5) strategically navigate resistance to equity efforts and aim to build buy-in among colleagues.*
- Depending on the position, ask about experience addressing equity issues and closing equity gaps.
 - *As an instructor, how do you create a classroom culture that intentionally welcomes and supports students from different racial, ethnic and socio-economic backgrounds?*

More Examples of Microaggressions

"I had this short, old white male attorney grab me and drag me towards the court room because he needed an interpreter. I'm a lawyer, who was standing with a group of other lawyers. Guess who was the only brown one in the group?"

"I'm an African-American teacher and at the start of the year when I'm introducing myself to parents, you can literally feel some of them holding their breath waiting to hear me speak. After I've spoken a few sentences and they find them acceptable, they start to relax. There aren't many people of any race that speak perfect English all the time. I hate that slow sigh of relief when I'm found not to be a complete stereotype. I'm definitely not perfect, but no one is if you're listening carefully. I do want to stress that it doesn't happen all the time or with every parent of a different race."

"At work, I was approached by an older co-worker and she had asked me what kind of Asian I was. I'm used to being asked this question, so I said that I was Vietnamese. In shock, she exclaimed that I reminded her that she needed to get her nails done for her vacation next week. Then she proceeded to ask me which nail salon in the area is best."

"At my first job here in the U.S., we were asked to introduce ourselves to the training class. I excitedly said that I just moved here from the Philippines with my husband. One of my coworkers asked if I was a mail order bride."

Source: BuzzFeed



Part IV The Hiring Process

RECRUITMENT PROCESS BASED ON POSITION

Classified/Confidential



Administrator/Supervisory



Faculty



Please note: Process subject to change depending on the needs of the position

Recruitment Timeline - Sample

Proposed Timeline for: Full-time Faculty or Management position

Date Range	Event
Feb 1 – Mar 1	Position posted/open to applications
Feb 1 – Feb 16	CPLC & Academic Senates recruit committee members
Feb 19 – Feb 23	Confidentiality & EEO-Diversity Best Hiring Practices Notification/Training & Acknowledgments
Feb 23 – Mar 6	Conduct 1 st committee meeting
Mar 2 – Mar 9	Minimum Qualifications & Equivalency (faculty) screenings
Mar 8 – Mar 22	Committee screens applications (7-10 business days)
Mar 19 – Mar 29	Screen-down meeting
Apr 3 – Apr 20	Committee interviews (at least 2 weeks after screen-down meeting)
Apr 13 – May 4	2 nd Interviews w/President's designee(s)
May 4	Placeholder to Board agenda
Apr 18 – May 9	Reference checks (1-3 days following 2nd interview)
Apr 20 – May 11	Offer & formal appointment to Board (completes placeholder) (1-3 days)
May 15	Board approval

Rules & Policies

Confidentiality: As a member of a Screening Committee, you are participating in a confidential process. You may be held personally responsible for any unauthorized disclosure of information. Committee members are prohibited from releasing any confidential information, which relates to the recruitment process, including but not limited to:

- Names of persons who have applied for employment with the District;
- Number of applications received;
- Application or applicant ratings or status;
- Any information pertaining to references, results or questions that are asked;
- Written materials, testing, presentations or demonstrations performed by the applicant;
- Verbal or written discussions by or about applicants or committee members prior to, during, or following the screening and/or interview processes.

Conflicts of Interest/Nepotism: Per MCCD Board Policy 7310, employment of family members is permissible within the limitations set forth in this policy. As a committee member, you may not be the spouse, domestic partner or relative of any candidate in the applicant pool of the recruitment and selection process. If a committee member is related to an applicant in any way, they must recuse themselves from the committee.

If you cannot be an impartial screening committee member for this or any other reason, please notify Human Resources.

Rules & Policies *cont.*

Prior Knowledge: Anything known to a committee member about any of the candidates, positive or negative, may not be shared with the committee. Committee members may only consider information that comes to the committee through the formal hiring process (e.g., application materials, interviews, interview exercise and demonstrations and references).

Committee members must not seek outside information on candidates through Google searches, social media, rate my professor, etc.

Sharing prior or outside knowledge can create bias, and influence the process in favor of or against a particular candidate.

The application of prior knowledge can invalidate the process and shall be grounds for a committee member's dismissal from the committee.

Any concerns regarding the qualifications of an applicant or adverse information regarding a specific applicant should be addressed immediately and directly to the Committee Chairperson or Human Resources.

Interview Attendance: Committee members must participate in every interview; if that is not possible, the committee member must recuse themselves.

The Hiring Manager's Role and Responsibilities

The Hiring Manager is responsible for the following steps during the hiring process:

1. Serve as chairperson for the screening committee
2. Schedule and host screening committee meetings
3. Inform committee members of the qualities to look for in candidates
4. Assist with developing criteria/interview guide
5. Schedule and confirm all interviews with candidates
6. Schedule and arrange room(s) for interviews



The Hiring Manager's Role and Responsibilities, *cont.*

7. Conduct second interview along with at least one other person who did not serve in the first interview. Members of the screening committee may be asked to participate.
8. Check references of finalist(s)
9. Notify HR of finalists or selected candidates
10. Make verbal job offer (*classified positions only*)
11. Ensure all documentation is completed, signed, and returned to HR
12. Ensure the hiring procedures are followed and communicate with Human Resources if there are any questions or issues.

Human Resources Role and Responsibilities

1. General oversight of all aspects of the recruitment and hiring process
2. Work with the Hiring Manager to develop the job announcement, including minimum qualifications and desirable characteristics.
3. Respond to questions and concerns expressed by applicants, screening committee members or other individuals involved in the hiring process
4. Match the requirements of a position vacancy with State minimum qualification requirements, if any, to be included in the job posting
5. Create job posting and advertise in various publications to draw a diverse pool of candidates.
6. Screen for minimum qualifications
7. Request participants from constituency group leaders for screening committee members

Human Resources Role and Responsibilities, *cont.*

8. Compile all materials from applicants for committee members.
9. Coordinate with the Academic Senate President and Equivalency Committee to process applications for equivalency (faculty positions/pools)
10. Approve screening criteria, interview questions and guideline answers developed by the Screening Committee
11. Review list of candidates selected to interview and list of recommended finalists
12. Approve reference check questions developed by Hiring Manager
13. Review all committee materials upon return to ensure completeness and that appropriate procedures were followed
14. Act in an advisory capacity to all committees to ensure fairness and adherence to all state and federal laws and local policies and procedures.



Part V The Screening Committee

Screening Committee Composition Guidelines

Interview Committee

Classified Positions:	1 Manager, 3 Classified, 1 Faculty
PT Temp Pools:	1 Manager, 1-2 Faculty
FT Faculty:	1 Manager, 1 Classified, 4 Faculty (1 outside the discipline)
Management:	2 Managers, 2 Classified, 2 Faculty

2nd Interview Committee

Classified:	HM or HM plus designee(s)
FT Faculty:	President or President plus designee
Management:	President plus designee(s)

Screening Committee Composition Guidelines

- Screening committee members are voted on and appointed through shared governance by the following committees:
 - Classified Professional Liaison Committee (CPLC) appoints classified committee members
 - Academic Senate appoints faculty committee members
- Management screening committee members are appointed by the Superintendent/President.

Screening Committee Goals

Goal #1:

To move forward the candidates who will best stimulate the learning or working environment and provide the greatest asset to our diverse student population and the community at large.

Goal #2:

To move forward candidates with the skills and abilities that best qualify them to carry out the duties and responsibilities of the position within the context of our diverse campus environments. The definition of a qualified candidate includes the ability to communicate and interact effectively within a diverse community. Further, consideration shall not be limited to the formal qualifications of an individual, such as training, education and work experience; qualifications that enhance a candidate's ability to productively serve a diverse community (e.g., relevant life experience, volunteer work, interpersonal skills) shall also be considered.

Screening Committee – Role and Responsibilities

- Ensure equitable consideration and treatment of all candidates throughout the process; uphold EEO law and MCCCD Board Policy
- Elect a chairperson (if not the Hiring Manager)
- Become knowledgeable about the position Knowledge, Skills and Abilities (KSAs)
- Evaluate candidates in relation to minimum qualifications and screening criteria
- Be fair and consistent in applying the screening criteria
- Exclude prior knowledge of a candidate, consider hourly or temporary employee like any other applicant
- Document reasons for screening a candidate in or out of the first interview

Screening Committee –Role and Responsibilities *cont.*

- Participate in ALL interviews of candidates
- List strengths and weaknesses of finalists and all other candidates interviewed
- Complete all interview documentation in full and sign it where noted.
- Maintain confidentiality before, during and after the process has been completed
- Consult with Human Resources to help to clarify processes or to report the occurrence of any unfair or bias practices

Steps in the Hiring Process

The Screening Committee is responsible for the following steps during the hiring process:

1. Identify and develop the screening criteria
2. Develop interview questions
3. Screen Applications
4. Select candidates to be interviewed
5. Conduct interviews (virtual/remote and in-person)
6. Recommend finalist(s) for second interviews (where applicable) or recommend for the position/pool



Step 1: Identify/Develop Screening Criteria

Title 5 requires that meaningful consideration be given to applicants who demonstrate sensitivity to diversity in ways relevant to the specific position. **Identifying *job-related* screening criteria *that enhance diversity and reinforce the Knowledge, Skills and Abilities (KSAs) needed for the position*** provides the Screening Committee its first opportunity to fulfill this responsibility.

HR will screen applications for minimum qualifications, but will not forward any applications to the Screening Committee *until the committee has held its pre-screening meeting*. At this meeting the committee will develop the screening criteria and interview questions. Screening criteria will be documented on the Screening Criteria Form, with which the committee members will evaluate each application and which they will bring to the subsequent committee meeting (a.k.a. the screen-down meeting).

HR has developed standard rating criteria and forms for most jobs at College of Marin. The committee may further develop or refine screening criteria based on minimum qualifications, with HR oversight.

The screening committee is also charged with ensuring that screening criteria are objective and based on position requirements.

Identify/Develop Screening Criteria *continued*

BEST PRACTICES - Screening Criteria Development

- Committee members should familiarize themselves well with the job/pool posting before beginning to develop criteria.
- Base criteria on the KSAs of the position.
- Do not base criteria on any protected category (non-discriminatory).
- Base criteria on what is demonstrable within the application materials.
- Consider weighting the criteria where certain desirable qualifications are critical.
- If the posting requires a response to a specific prompt (e.g., a teaching philosophy statement), consider evaluating the response. Did candidate follow directions? Is the response thoughtful?

Possible Considerations:

- Work/teaching experience in community colleges, underrepresented communities, other countries/cultures
- Attendance in community colleges
- Relevant volunteer work
- Teaching curricula that address racism, poverty, multiculturalism, controversial issues, etc.

Step 2: Develop Interview Questions

During the pre-screening meeting, the Screening Committee will develop a standard set of interview questions and respective Guideline Answers (GAs) that will be asked of each interview candidate.

Questions, whether direct or open-ended in their design, should elicit discussion with, and as much information as possible from, the interviewees on the various essential functions and KSAs of the position.

The committee will also determine whether a practical demonstration of job-related skills would be an effective supplement to the interview process (e.g., teaching demonstration, writing sample, mock presentation).

Develop Interview Questions *continued*

BEST PRACTICES – Interview Question Development

- **Results Based Questions:** shift the focus from experience to results - quality vs. quantity. Past performance is the best predictor of future performance. *“Please describe your most significant accomplishment(s) in a recent position.”* Develop questions that not only look at years of experience, but what the individual accomplished during that time. Be less concerned with years of experience and more concerned with what they have done.
- Use **hypothetical questions** with an example of a situation/challenge that could occur in the position. These questions allow the committee to gauge the candidate’s organizational, communication, and decision-making skills. *“How would you react or handle this situation?”*
- **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.”*). As long as all candidates are given a fair opportunity to explain and elaborate on their answers, follow-up questions are permissible – and can be helpful in assessing and comparing candidates.
- Identify traits that a successful candidate should possess, but which may not be adequately determined from the application materials – formulate a question to better distinguish candidates who possess them.
- Questions should require the candidate to draw from their past experience and relay specific examples.
- Questions should allow diverse candidates to demonstrate their competencies and transferable skills.
- Avoid leading questions and close-ended questions that produce a simple, “Yes” or “No” answer.
- **Remember:** If you don’t need to know the answer to a question in order to make a bona fide job-related decision... don’t ask!

Develop Interview Questions *continued*

Types of Interview Questions:

- Collaboration/Teamwork/Interpersonal Skills: Ask about projects, the role they played, the project's outcome. Listen for "we" vs. "I". What would their supervisor/co-workers say about them?
- Professional Development: How do they remain current in their discipline or area of expertise? How do they approach learning new things?
- Conflict Resolution/Situational: Ask them to describe a work-based, conflict situation in which they were involved and how they handled the situation. Would they have handled it differently in the future?
- Teaching Methods: Ask them to describe a challenging classroom situation. How did they address it? What was the learning outcome?
- Skill Demonstrations: Pre-interview exercises provide an opportunity to further assess candidates' knowledge and their ability to think on their feet. Pre-determined teaching demonstrations offer insight on classroom performance and how the candidates may interact with their students. Mock presentations similarly demonstrate a candidate's ability to effectively address an audience.

Hot Seat!

Exercise 1

Draft four interview questions that would help an interview panel learn more about an applicant's experience supporting diverse environments.

Be prepared to discuss what information your group hopes to gain from each question, and how that ties into supporting diverse environments.

Develop Interview Questions *continued*

Diversity Questions:

At least two diversity questions must be included in every committee interview. A few examples may include the following (*additional question examples are available in HR*):

- *What does it mean to have a commitment to diversity and how would you develop and apply your commitment at this college?*
- *College of Marin places accessibility, equity, and diversity at the core of our educational mission. Could you please describe specific efforts you have initiated in past positions to further these goals?*
- *How would you define diversity? Please provide examples of how you have demonstrated commitment to diversity in prior work situations.*



Develop Interview Questions *continued*

Unlawful Pre-employment Questions:

Questions related to the following **must not** be asked:

- Race/ethnicity
- Age
- Disability
- Gender
- Sexual Orientation
- Marital Status
- National Origin/ancestry
- Religion/creed
- Any other protected class



If applicants offer information related to any protected class, committee members need to redirect the candidate.

Develop Interview Questions *continued*

It is **unlawful** to ask an applicant questions about their disability before a job offer is made. Even if the committee becomes aware of an applicant's disability during the hiring process, the committee may not ask about its nature or severity. These questions may only be asked after the job offer is made.

Do **not** “make a note” or write down the nature of the disability or any information relating to it.

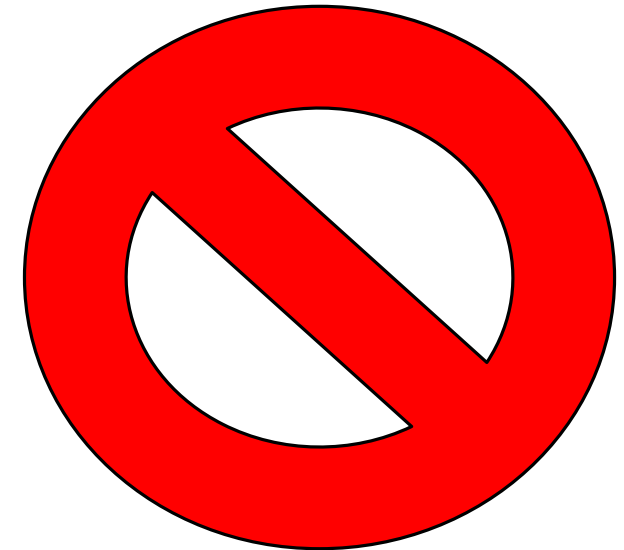
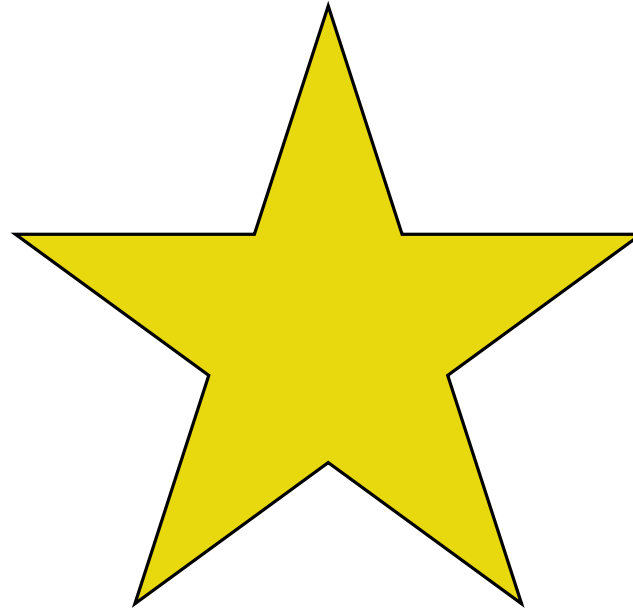


Exercise 2

Acceptable

or

Unacceptable?



Hot Seat!

Step 3: Screen Applications

The committee will screen applications based on the developed screening criteria. The screening shall be conducted without reference to, or consideration of, any perceived or actual protected characteristic, category, or status. Each committee member is responsible for thoroughly reviewing the application and corresponding materials submitted by each applicant.

BEST PRACTICES – Screening Applications

- Do not print or copy any application materials unless instructed or authorized to do so by HR or Committee Chair.
- Apply the screening criteria fairly and consistently to all applicants.
- Do not discuss candidates until all screening is completed – maintain confidentiality throughout the screening process.
- Remain neutral and objective and eliminate any biases.
- Allow adequate time to thoroughly screen all application materials – do not save for the last minute.
- Consider that the application, the resume/C.V., and the cover letter may *supplement* each other – one may be more comprehensive than the others – be sure to review all documents.

Step 4: Select Candidates to be Interviewed

Following the application screening the committee will convene for its second meeting – the “Screen-down Meeting” – to review and deliberate the committee’s screening results. The Committee Chair will collect members’ screening criteria forms and document a final list of interview candidates.

BEST PRACTICES – Determining Interview Candidates

- Ensure that **stated and documented** qualifications are the basis for selection criteria used in the final decision to interview candidates.
- External resources not provided by the applicant as part of their application materials should not be considered (e.g., RateMyProfessors.com, Google search).
- Respect other committee members’ input.
- Speak up ***immediately***, if concerns arise about the process. Call Human Resources for help.
- Document selection decisions and complete all documentation for every candidate.

Step 5: Conducting Interviews

Upon convening, the committee will prepare the room and assign interview questions to committee members.

Interview candidates will be invited to preview the interview questions prior to their interview appointment. A designated Greeter (not a committee member) may provide the questions and any pre-interview exercise.

At the designated interview start times, a committee member shall collect the candidate from the Greeter to commence the interview. The committee will evaluate each candidate using an interview rating form (Interview Guide) that includes the interview questions and their respective guideline answers. At the conclusion of the last interview, the committee will deliberate based on the performance of each candidate.

Prior to the first interview, committee members should:

- Review job posting
- Review candidates' applications
- Assign questions

Conducting Interviews – Best Practices

- The pre-interview and interview locations should be comfortable, free of outside distractions, private, and welcoming. In addition, the pre-interview space should also include a writing surface for taking notes.
- Upon welcoming the candidates to the interview, conduct committee introductions and explain the interview process.
- Remember that candidates are interviewing MCCCD, too.
- Interview questions should be asked by the same committee member for each candidate to allow for consistency.
- Committee members must participate in every interview; if that is not possible, the committee member must recuse him/herself ***before the first interview***.
- Time check: reel in tangents and keep the interviews moving along so that the next interview begins on time.
- Take notes to summarize the content and delivery of the candidate's responses and to help remember important details later. Record the candidate's most important or revealing words/phrases and ensure that notes are professional and non-judgmental; do not record information that does not relate to the candidate's ability to do the job (e.g., appearance, demographics, personality).

Conducting Interviews – Best Practices *cont.*

- Strike a balance between active note-taking and active listening. While taking good notes is important, so is maintaining eye contact and engaging in a conversation that will elicit the information you need to learn.
- Do not record notes that refer to any protected category or status. If a candidate offers information related to race, gender, disability, etc., committee members should redirect the candidate.
- It is unlawful to ask a candidate questions about his/her disability before a job offer is made. Even if the committee becomes aware of an applicant's disability during the hiring process, the committee may not ask about its nature or severity. Questions or concerns in this regard should be referred to HR.
- **If candidates ask questions, the committee's responses to these inquiries must be consistent from candidate to candidate.**
- Ensure that subtle biases do not make committee members more relaxed and conversant with some candidates more than others.
- Scoring on the Interview Guide should not be used to rank candidates; use the scores as a cross-reference for *yourself*.
- Do not discuss candidates between interviews; a discussion period will be held following the last interview.
- Candidates should leave their interview feeling that the process was handled professionally and that they were treated respectfully.

Conducting Virtual/Remote Interviews

During the job interview process, it is essential to treat all candidates the same to ensure compliance with our equal employment opportunity commitments; however, it may not be practical to bring all candidates to campus for initial interviews.

When appropriate, virtual/remote interviewing can be useful in screening and may help to reach a diverse applicant pool. Further, for positions that may normally require more than one campus visit as part of the interview process, offering one virtual/remote interview to out-of-state/area candidates may demonstrate MCCD's serious interest in and commitment to these candidates. The following best practices and guidelines are intended to help maximize the effectiveness of the virtual/remote interview experience for both parties.

Best Practices for Virtual/Remote Interviews

- Make the virtual interview experience as similar to the in-person interviews as possible. The interview should include both audio and visual (it should not be a phone interview). If all interviews at one stage of the hiring process are conducted virtually, the screening committee may opt to conduct a phone or virtual interview, as long as the method used is consistent for all candidates.
- In advance, ensure that interviewing technology is current, connected, and operational. Check that the Internet connection is viable; if the wireless network is not reliable, arrange for hardwired backup. Computer or phone speakers should be adjusted to allow all committee members to hear clearly. Consider using an auxiliary microphone to enable all committee members to participate (passing the mic) and to eliminate background, ambient noise.
- Provide instructions and logistics to the candidate. The meeting invitation should include all of the pertinent details, such as who will initiate the call, the user name or link to meeting, and other contact information. Be sure to include the phone number and email address of the individual who can assist the candidate should the interview connection be lost. Also provide recommendations for the candidate to prepare their surroundings. Being clear on these instructions will help avoid potential confusion.

Step 6: Recommending Finalists

At the conclusion of the interview process the Screening Committee will deliberate to determine which candidates most meet the requirements of the position and best meet the needs of the students, the department, and the District. Committee members will use the Committee Interview Summary form to provide rationale for recommending finalists or not. Only the names of finalists who, in the opinion of the members, could effectively perform the duties and responsibilities of the position should be forwarded for hiring consideration.

All forms must be completed in full.

The Committee Chair will collect and compile all interview rating forms, notes, the Committee Interview Summary form, and any other recruitment materials to provide to HR.

Recommending Finalists *continued*

BEST PRACTICES – Recommending Finalists

- Discuss and document each candidate's strengths, areas for concern, and areas for further exploration (do questions remain that could be answered in a subsequent interview?)
- Ensure that the candidates' **stated and documented** qualifications are the basis for selecting finalists
- Respect other committee members' input during deliberation
- Use a consensus approach
- Speak up if concerns arise about the process
- Remember that the committee is not *hiring* the individual(s) – it is *recommending finalists for hiring consideration* by the Hiring Manager, President (or President's designee)
- Document selection decisions and submit names of finalists to HR for review
- Continue to maintain confidentiality even after the recruitment

Finalists recommended by the Screening Committee may subsequently be interviewed by the Hiring Manager, President and/or President's designee(s). For administrative positions, final interviews may also include participation by other district constituents. A final candidate will be identified and references will be checked by the Hiring Manager. In the event a final selection is not made from the recommended candidates, a decision will be made to either place the position/recruitment on hold or to continue to recruit additional applicants, in which case the Screening Committee may be expected to continue its participation in the process.



Part VI Conclusion and Reminders

Confidentiality, yes again...

As you know, the hiring process is a highly sensitive and confidential process. It is critical that all screening committee members **maintain the highest degree of confidentiality both during and after the process.**

Any breach of confidentiality will result in the removal of a committee member and abeyance of the recruitment process. Any unauthorized disclosure of confidential information by a Screening/Interviewing Committee member may result in disciplinary action, as well as possible suspension from serving on these committees in the future.

Thank you for your Participation!

We sincerely appreciate your efforts and commitment to diversify the MCCD workforce and to become trained to serve in the important capacity as a Screening Committee member. We look forward to working together!

Thank You!
😊

THE EMPLOYMENT SERVICES TEAM

- **Nikki Harris**, Assistant Director of HR, EEO Officer
- **Julie Breakstone**, Employment Services Coordinator
- **Kirsten Gisle**, Employment Services Coordinator