

Screening and Selection Committee Training

Presented by:

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Training Participants

- Name
- Department
- How long you've been with the institution
- Experience serving on hiring committees

Agenda

- Mt. SAC Mission, Values and Goals
- Screening and Selection Committee Purpose and Goals
- Responsibilities
- Equal Employment Opportunity Laws
- Mt. SAC Policies and Procedures
- Conflicts of Interest
- The Hiring Process
- The Screening Process
- Developing Interview Questions
- Conducting Interviews
- Selecting Finalists
- Confidentiality
- The Educational Benefits of Workforce Diversity
- The Elimination of Bias in Hiring Decisions

Mt. SAC Mission Statement

The mission of Mt. San Antonio College is to support students in achieving their educational goals in an environment of academic excellence.



Mt. SAC Core Values

- **Integrity:** We treat each other honestly, ethically, and responsibly in an atmosphere of trust.
- **Diversity:** We respect and welcome all differences, and we foster equal participation throughout the campus community.
- **Community Building:** We work in responsible partnerships through open communication, caring, and a cooperative spirit.
- **Student Focus:** We address the needs of students and the community in our planning and actions.
- **Lifelong Learning:** We promote the continuing pursuit of high educational goals through equal access to excellence in both teaching and support services.
- **Positive Spirit:** We work harmoniously, show compassion, and take pride in our work.

Mt. SAC Goals*

- 6. The College will provide opportunities for increased diversity and equity for all across campus.
- 16. The College will ensure appropriate staffing to maintain necessary services and support



*Partial list of 2012-2013 College Goals. See "College Goals" handout for full listing.

Committee Purpose & Goals

- Mt. SAC adheres to equal employment opportunity in hiring decisions.
- Screening and selection committees minimize the possibilities of undue influence that can unfairly skew the search process.
- In order to further the effective employment practices and the practice of equal opportunity in hiring initiatives, the College has adopted specific recruitment and appointment procedures.
- Federal and State Laws as well as College policies and procedures provides every member of the campus community with a learning and work environment free from prohibited discrimination and harassment.
- Equal employment opportunity (EEO) is the right of all individuals to treatment on a non-discriminatory basis to achieve equality and equity for all.

Committee Goals

- To support the College in assuring the integrity and quality of College programs and services by employing individuals who are qualified by appropriate education, training and experience to provide and support these programs and services and to support the College's mission, vision and values.
- To hire candidates who will enrich the learning and working environment and provide the greatest asset to our diverse student population and the greater campus community.

Composition of Committees (1 of 3)

- Management Recruitment
 - Manager of Position to be filled (1)
 - Managers (2)
 - Faculty (2)
 - Classified Staff (1)
 - Non voting EEO Representative (1)
 - Optional Classified Staff (1)

Composition of Committees (2 of 3)

- Faculty Recruitment
 - Area Administrator (1)
 - Department Chair (1)
 - Faculty (3-4)
 - Non voting EEO Representative (1)
 - Optional Non voting (2)

Composition of Committees

- Classified Recruitment
 - Manager of position being filled (1)
 - Classified Staff within Department (1)
 - Classified Staff outside Department (1)
 - Non voting EEO Representative (1)

Committee Responsibilities



All Committee Members (1 of 2)

- Receive training in accordance with Section 53003 of Title 5 California Code of Regulations.
- Review, understand and sign a confidentiality agreement.
- Support the mission, vision and values of the College.
- Participate in the development of an environment of trust and cooperation so that everyone works well together.
- Comply with all policies and procedures of the College and the laws of the state and nation.
- Develop a clear understanding of the requirements for the position.

All Committee Members (2 of 2)

- Actively participate in the process.
- Evaluate candidates based solely on job related criteria in a fair and consistent manner.
- Keep assessments of and deliberations about candidates “skills based” rather than “feelings based.”
- Maintain confidentiality before, during and after the process has been completed.
- Notify the EEO representative or the Director of EEO Programs if you discover breaches of confidentiality or unfair or bias practice occurring.

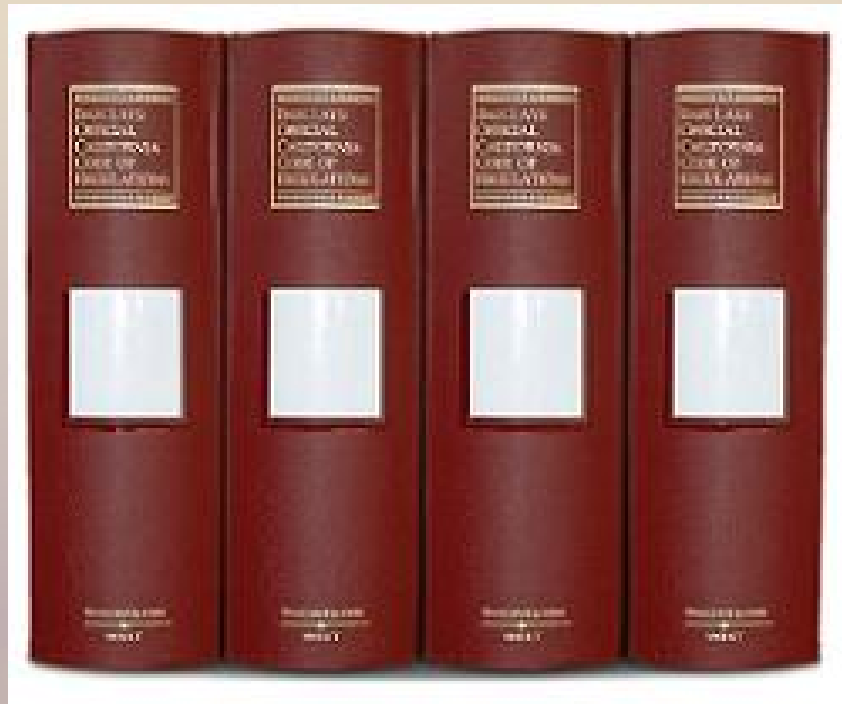
Committee Chair

- Guide, direct, facilitate and oversee committee meetings in consultation with the assigned Human Resources Specialist.
- Create a climate of trust to ensure full participation by all committee members.
- Monitor the overall process for fairness and equity.
- Submit screening criteria and questions to the Office of Human Resources for review and approval prior to screening applications.
- Coordinate all logistics between committee and the Office of Human Resources.
- Conduct comprehensive reference checks prior to making an offer of employment.

EEO Representative

- Serve as committee liaison to the Director of EEO Programs.
- Report allegations of noncompliance to the Director EEO Programs.
- Serve as a resource and guide to the committee on matters and questions related to EEO hiring. Consult with the Director EEO Programs as necessary.
- Ensure full participation is afforded to all committee members.
- Halt the process when/if appropriate. Consult with the Director EEO Programs as necessary

EEO Laws (Title 5 Section 53000)



Federal Laws (1 of 2)

- **Title VII of the Civil Rights Act of 1964** prohibits discrimination on the basis of race, color, religion, sex, or national origin.
- **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.
- **The Americans With Disabilities Act of 1990** prohibits discrimination against the disabled in employment and public services.

Federal Laws (2 of 2)

- **Age Discrimination in Employment Act of 1967** protects certain applicants and employees 40 years of age and older from discrimination in hiring, promotion, discharge, compensation, or terms, conditions or privileges of employment.
- **Title IX of the Education Amendments of 1972** prohibits on the basis of sex the exclusion from participation in, denial of benefits of, or subjected to discrimination under any education program or activity receiving Federal financial assistance.
- **Section 504 of the Rehabilitation Act of 1973** prohibits on the basis of disability the exclusion from participation in, denial of benefits of, or subjected to discrimination under any program or activity receiving Federal financial assistance.

State Laws (1 of 2)

- California Government Code Sec. 11135 through 11139.5 prohibit discrimination against any person or denial of benefits on the basis of race, national origin, ethnic group identification, religion, age, sex, sexual orientation, color, genetic information or any mental or physical disability under any program that is funded directly by the State or receives any financial assistance.
- California Fair Employment & Housing Act, Calif. Government Code 12900, et seq., prohibits discrimination in employment on the basis of age (40 and over), ancestry, color, religious creed (including religious dress and grooming practices), denial of Family and Medical Care Leave, disability (mental and physical) including HIV and AIDS, marital status, medical condition (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), gender, gender identity and gender expression, sexual orientation.

State Laws (2 of 2)

- Article 1, Section 31 (a) of the California Constitution (Prop 209)- The State shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting.

Education Code and Title 5

- **Minimum Qualifications for Faculty and Administrators in the California Community Colleges-** The Minimum Qualifications Handbook lists those disciplines taught in the California Community College System and the minimum qualifications related to each discipline. There are three types of minimum qualifications associated with the various disciplines:
 - Disciplines requiring a master's degree
 - Disciplines where a master's degree is generally not available or expected but a specific degree is identified
 - Disciplines where a master's degree is not generally available or expected

Mt. SAC Policies and Procedures



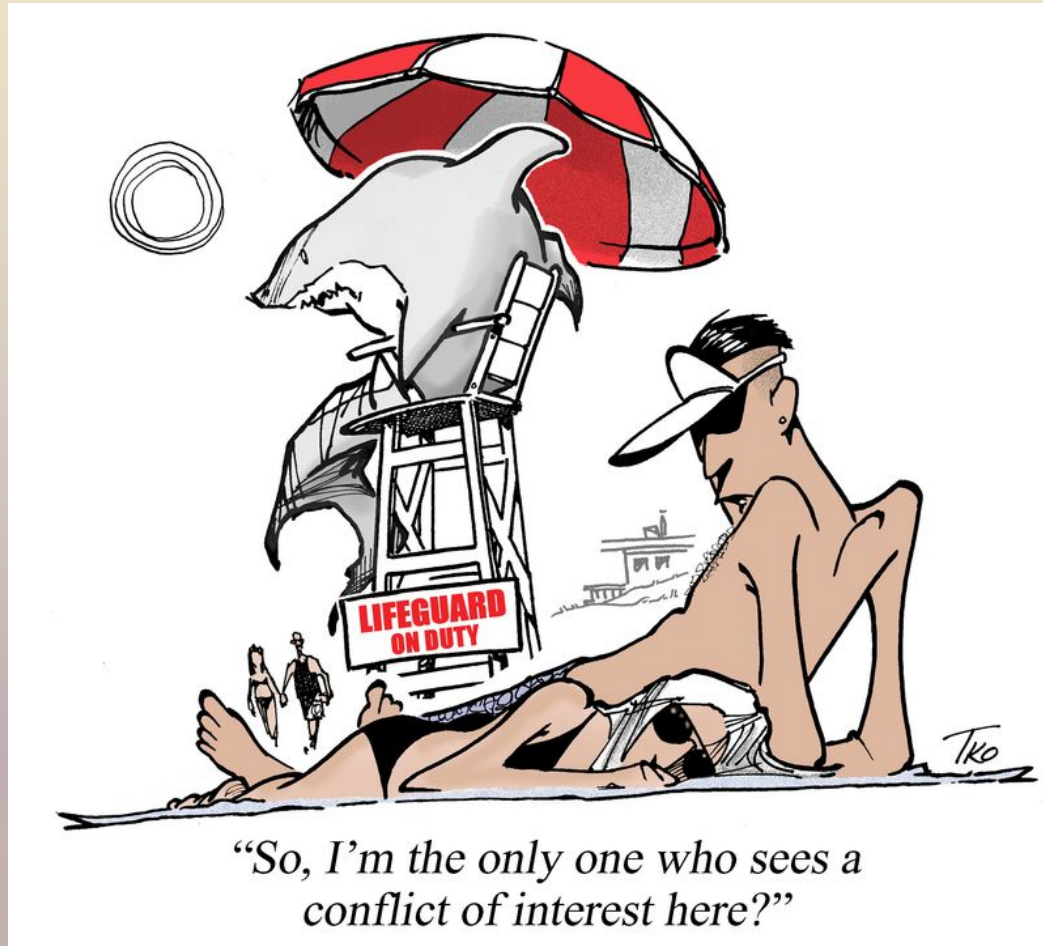
Board Policies

- Board Policy 3050-Institutional Code of Ethics
- Board Policy 3410-Nondiscrimination
- Board Policy 3420- Equal Employment Opportunity
- Board Policy 3430-Prohibition of Harassment
- Board Policy 3440-Individuals with Disabilities
- Board Policy 7100-Commitment to Diversity
- Board Policy 7120-Recruitment and Hiring

Administrative Procedures

- Administrative Procedure 3410-Nondiscrimination
- Administrative Procedure 3420-Equal Employment Opportunity
- Administrative Procedure 3430-Prohibition of Harassment
- Administrative Procedure 7100-Commitment to Diversity
- Administrative Procedure 7120-Recruitment and Hiring (Faculty)
- Administrative Procedure 7121-Recruitment and Hiring-Classified Employees
- Administrative Procedure 7122-Recruitment and Hiring-Management Employees
- Administrative Procedure 7125-Verification of Eligibility for Employment-Immigration Status
- Administrative Procedure 7126-Applicant Background Checks
- Administrative Procedure 7135-Temporary Project Administrators

Conflicts of Interest



Managing Conflicts of Interest

- As a member of the selection committee, it is your responsibility to recognize and acknowledge potential biases or conflicts of interest.
- Examples:
 - Applicant is a relative or close personal friend
 - You have personal or inside knowledge that would influence your attitude about an individual (from a prior work or social setting)
 - Dislike or disdain of an applicant so compelling that you cannot remain fair or impartial
- Disclose potential conflict of interest to Director EEO Programs prior to the selection of candidates. Solutions could range from pledging to remain fair and impartial to stepping down from the committee.
- Not revealing a conflict of interest could lead to a complaint of an unfair hiring practice.
- Not revealing a conflict of interest could result in removal from the selection committee.

The Hiring Process



Hiring Process (1 of 2)

- The Office of Human Resources works with the hiring authority to develop a job announcement, which identifies job related minimum and preferred qualifications.
- The Office of Human Resources announces vacancies in various local, regional, state and national publications to draw a diverse pool of applicants.
- The Office of Human Resources manages the online applicant tracking system.
- The Office of Human Resources completes the initial pre-screening of applicants for minimum qualifications (in consultation with the hiring authority, or Academic Senate as appropriate) to determine which applicants will be forwarded to the committee for review and consideration.
- The Office of Human Resources acts in an advisory capacity to all committees to ensure fairness and adherence to all Federal and State laws as well as local policies and procedures.

Hiring Process (2 of 2)

The committee:

- Meets to identify/clarify job-related screening criteria
- Develops interview questions using job-related criteria
- Selects candidates to be interviewed
- Selects finalists to forward to the hiring authority

The Screening Process



Screening Applicants (1 of 2)

- Each committee member is responsible for thoroughly reviewing the application and corresponding materials submitted by each applicant using only established job-related criteria.
- The screening of applicants shall be conducted without reference to, or consideration of, perceived or actual protected statuses pursuant to Federal and State laws.
- Prior to screening applicants, each committee member must ensure that they understand the knowledge, skills, and abilities needed for a particular position.
- Each committee member must screen applicants for required and preferred qualifications based solely on job related criteria as listed in the approved job announcement.
- For faculty and administrative positions, job requirements shall include a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students.

Screening Applicants (2 of 2)

- Each committee shall establish a point system or rubric for assessing the extent to which candidates meet qualifications.
- Applicant materials are to be reviewed exclusively in the online applicant tracking system. Committee members are expressly prohibited from printing or otherwise saving applicant materials. Those committee members requiring accommodation of reviewing print materials will request accommodation by contacting the Director EEO Programs.
- Applicant materials will not be shared outside of the selection committee.
- Screening materials are to remain free of personal notes.
- Committee members will refrain from discussing applicants with one another until the scheduled Compilation Review Meeting.

Developing Interview Questions



Questions (1 of 2)

- Create questions that make the candidate to describe specific work-related accomplishments.
- Avoid creating questions that might exclude some candidates on the basis of District -specific information (e.g. proprietary software such as Banner), or cultural-specific knowledge.
- Each question should help the committee distinguish between candidates. Make every question count.
- Address any conditions in the work environment that may create challenges.

Questions (2 of 2)

- Questions related to protected statuses pursuant to Federal and State laws are prohibited and may not be asked.
- For faculty and administrative positions, questions that allow the committee to assess candidates' sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students are required.
- If applicants offer information related to protected statuses as identified in Federal and State laws the EEO representative needs to redirect the candidate.
- If the committee becomes aware of a candidate's disability during the interview process, the committee may not ask about the nature or severity of a disability. These questions can only be addressed by the Office of Human Resources after a job offer is made.

Conducting Interviews

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"My short-term goal is to bluff my way through this job interview. My long-term goal is to invent a time machine so I can come back and change everything I've said so far."

Best Practices

- The committee must be able to distinguish an applicant's ability to do the job from their ability to get the job.
- Look for relevant experience and transferrable skills in a former position.
- Look for specific accomplishments or responsibilities and place less emphasis on years of experience.
- Past performance is the best predictor of future performance.
- Allow time for candidates to preview the interview questions.
- Candidates should leave feeling that the process was handled professionally and that they were treated respectfully.
- Recognize that candidates are interviewing us with the same level of interest.

Interview Rules

- Be fair, consistent, and impartial in your assessment and scoring.
- Write down as much specific information as possible that weighs into your score value.
- Do not draw on your interview rating sheet or write down non-relevant information such as: did not comb hair, cologne or perfume issues, etc. Such things do not relate to a candidate's ability to do the job and in some instances may be unlawful.
- Be professional, courteous, and attentive at all times recognizing that you represent the college.
- Between interviews committee members are prohibited from: advocating for or against a candidate, comparing candidates (via verbal and non-verbal communication methods).
- Committee Members should never share personal or professional experiences involving candidates. This can create bias and influence judgments of other committee members. Committee members also subject themselves to personal liabilities.

Follow Up Questions

Committee members may only ask a follow-up question for clarification if it meets the following criteria:

- The question is directly related in some way to the original question; or
- The follow-up question is directly related to something contained in the candidate's answer



Selecting Finalists



You Finished Round One

- Assess each candidate fairly and consistently.
- Use a consensus approach to determine which candidates will be forwarded for second level interviews.
- REMINDER: You are not hiring an individual; you are recommending the finalists for hiring consideration.

Confidentiality



What Happens in the Committee...

- What is discussed in the committee stays in the committee!
- Nothing is off record.
- The hiring process is a highly sensitive and confidential process. It is critical that all selection committee members, and those associated with this activity, maintain the highest degree of confidentiality in order to preserve the integrity of the process.
- It is a breach of confidentiality to: unofficially contact colleagues or others connected to an applicant for information about an applicant, answer any questions from curious colleagues regarding characteristics of the applicant pool, divulge any information about the applicants or the dynamics of the hiring committee process before, during or after the process.
- Failure to maintain confidentiality may result in disciplinary action.

Liability

- Failure to maintain confidentiality may result in liability (to the District and you personally) stemming from lawsuits filed by unsuccessful candidates that were given information about the hiring process.



Educational Benefits of Workforce Diversity



Diversity Enriches the Educational Experience

- We learn from those whose experiences, beliefs, and perspectives are different from our own.
- These lessons can be taught best in a richly diverse intellectual and social environment.

Diversity Promotes Personal Growth

- Diversity challenges stereotyped preconceptions.
- Diversity encourages critical thinking.
- Diversity helps students and employees learn to communicate effectively with people of varied backgrounds.

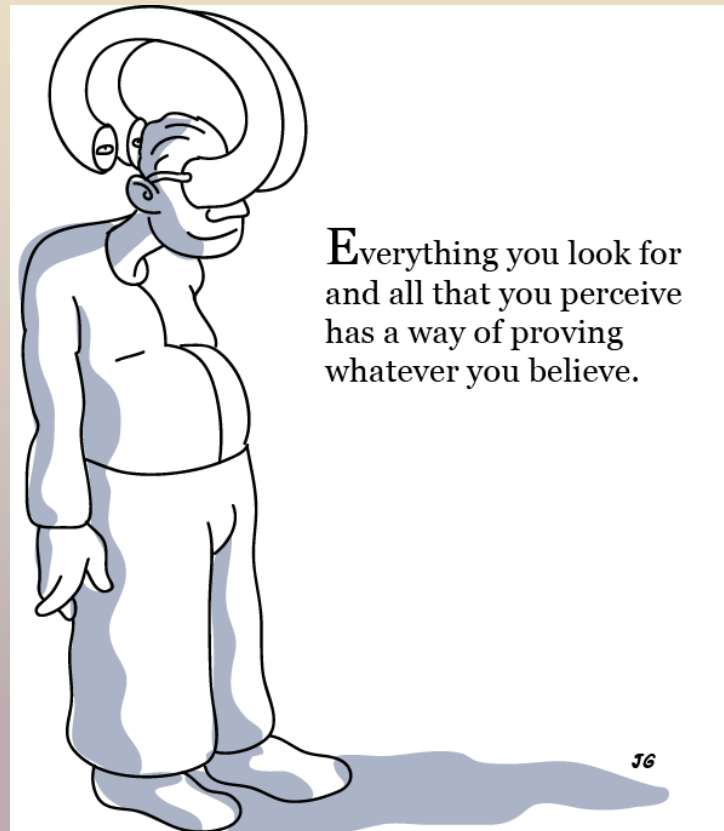
Diversity Strengthens Communities and the Workplace

- Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society.
- Diversity fosters mutual respect and teamwork.
- Diversity helps build communities whose members are judged by the quality of their character and their contributions.

Diversity Enhances America's Economic Competitiveness

- Sustaining the nation's prosperity in the 21st century will require us to make effective use of the talents and abilities of all our citizens, in work settings that bring together individuals from diverse backgrounds, experiences, and cultures.

The Elimination of Bias in Hiring

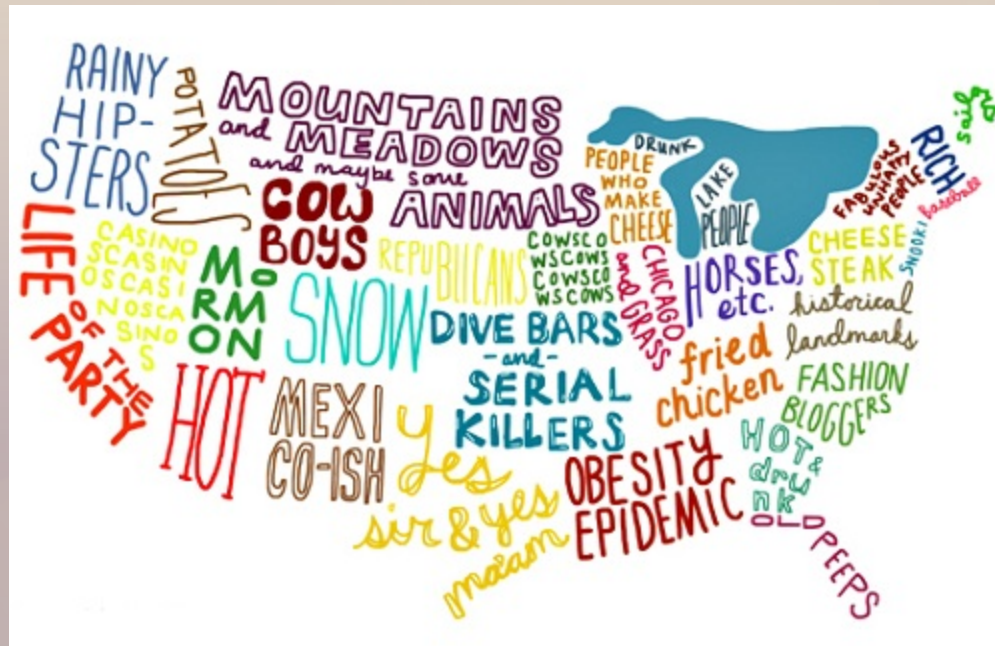


We ALL Have Bias



Stereotyping

Forming an opinion about how people of a given gender, religion, race, appearance, or other characteristic think, act, respond, or would perform the job - without any evidence that this is the case.



First Impressions

An interviewer might make a snap judgment about someone based on their first impression - positive or negative - that clouds the entire interview. For example, letting the fact that the candidate is wearing out-of-the-ordinary clothing or has a heavy regional accent take precedence over the applicant's knowledge, skills, or abilities.



Negative Emphasis

This involves rejection of a candidate based on a small amount of negative information - a common occurrence. Research indicates that interviewers give unfavorable information about twice the weight of favorable information.



Halo/Horn Effect

The "halo" effect occurs when an interviewer allows one strong point about the candidate to overshadow or have an effect on everything else. For instance, knowing someone went to a particular university might be looked upon favorably. Everything the applicant says during the interview is seen in this light. ("Well, she left out an important part of the answer to that question, but, she must know it, she went to XYZ University). The "horn" effect is just the opposite - allowing one weak point to influence everything else.



Nonverbal Bias

Undue emphasis might be placed on nonverbal cues that have nothing to do with the job, such as loudness or softness of voice, or the type of handshake given.



Contrast Effect

Strong(er) candidates who interview after weak(er) ones may appear more qualified than they are because of the contrast between the two. Note taking during the interview and a reasonable period of time between interviews may alleviate this.



Best Practices to Eliminate Hiring Bias



Be Aware

- Take time to reflect on your own personal preferences.
- In order to transcend your personal biases you must be aware of what they are.

RESOURCE: Implicit Association Test

<https://implicit.harvard.edu>

Diversity on Committees

A properly functioning and diverse committee will help its members recognize and face unconscious bias in a collegial and productive manner, helping to check each other's blind spots.



Behavioral Interviewing

- Allows a committee to get as clear a picture as possible on an applicant's capabilities for a position.
- Allows a committee to verify that the applicant has the competencies needed for the position.
- Allows a committee to identify discrepancies in a candidate's story before reference checks are conducted.
- Allows committees to reduce interviewer bias.



Please and Thank You

- **P: Patience:** We all have our own ways of communicating our views – be patient!
- **L: Listening:** Active listening is a crucial element in reducing bias in the interview – listening allows you to probe for detail that you may miss.
- **E: Empathy:** Have some empathy for the candidates – the interview process can be stressful for everyone.
- **A: Acceptance without judgment:** Keep an open mind- do not pre-judge candidates based on your own norms of behavior in an interview.
- **S: Statement of qualifications:** Ensure that you are evaluating candidates based on exclusively on job related criteria.
- **E: Extra effort:** Put in a little extra effort to ensure you are being fair and consistent- it will be worth the effort.



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