



# Screening Committee Guide

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## INTRODUCTION

In accordance with the San Bernardino Community College District (“District or SBCCD”) Equal Employment Opportunity (“EEO”) Plan, the California Education Code and Title 5, SBCCD approved policies and procedures and local processes, this guide (“Guide”) is a tool to assist screening committee members with best practices in the hiring process. It provides transparency and understanding of the screening process for the committee members and hiring managers. This guide can be referenced for direction on common hiring questions and includes the process for candidates to follow if they have concerns or questions with the process.

Further, the Guide adheres to the various Board policies and procedures as identified below but succinctly summarizes processes undertaken by members who may serve on any hiring committee. Most important, this Guide will assist in clarifying particular aspects that have garnered frequently asked questions addressed by Human Resources.

BP/AP 7210	Faculty
BP/AP 7230	Classified Employees
BP/AP 7240	Confidential Employees
BP/AP 7250	Educational Administrators
BP/AP 7260	Classified Administrators

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## I. HOW TO SERVE AS A SCREENING COMMITTEE MEMBER

### A. Roles & Expectations

#### Human Resources

It is the responsibility of the Executive Vice Chancellor of Human Resources or designee to provide guidance and technical assistance to the screening committee (“committee”) in regard to fair employment practices, the SBCCD EEO Plan, the college’s commitment to diversity, and other related areas. Interview questions developed by the committee should be reviewed by Human Resources prior to the interviews. This process not only adheres to District policy and procedure, but also helps the committee to understand the legal groundwork for screening, developing appropriate questions, and interviewing.

Human Resources is responsible for addressing and engaging with the labor associations, when applicable, and supervisors for job description approval(s). They are also responsible for developing the job announcement, advertising the position, maintaining applicant records, coordinating the committee activities with the committee chair, coordinating all correspondence and communication with the candidates, and scheduling interviews. In addition, Human Resources is responsible for assessing applicant pool reviews and taking appropriate action as necessary consistent with all of the requirements set forth in Section 53023 and 53024 of Title 5 of the California Code of Regulations.

#### Screening Committee Members

The District is committed to implementing consistent practices when screening and selecting candidates it will potentially employ. Invariably, common themes and terminology are recognized by the District within its policies and procedures and have particular importance for committee members in their engagement with applicants and fellow committee members. The following are but a few of the stated guidelines members are expected to observe:

- Complete and maintain EEO mandatory training certification;
- Review the position announcement;
- Disclose personal relationships with or knowledge of potential conflicts of interest regarding any applicant;
- Maintain confidentiality;
- Be fair and unbiased when reviewing all applications and selected candidates;
- Actively listen to feedback and different perspectives from fellow members;
- Actively participate in the process;
- Maintain consistent approaches and application of criteria as established by the committee;

The overall responsibility of the committee and of each committee member is to be fully knowledgeable of the information in this guide. This will provide fair and consistent procedures in assessing the qualifications of candidates and identifying finalists for recommendation to the appropriate appointing authority. All

employees on the committee, in addition to representing their constituency groups, are to represent the college, students, and students' needs. In this regard, the committee is to develop written job-related screening criteria, rate or screen the candidates, interview the top candidates, and recommend finalists with accompanying supporting documents.

### Screening Committee Chair

The Screening Committee Chair manages the work of the committee and consults closely with Human Resources throughout the recruitment and selection process. The Chair advises the Executive Vice Chancellor of Human Resources or designee about committee activities and helps to facilitate the interviews. The Chair is responsible for ensuring that all information about the screening and selection process is kept in absolute confidence.

In alignment with the appropriate Administrative Procedure, the selection of the Chair for each classification is specified below:

- **Faculty:** Chosen by a majority vote of the committee.
- **Classified/Confidential (non-management):** The appropriate Administrator of the vacant position.
- **Classified Administrator:** The appropriate Administrator for the vacant position.
- **Educational Administrator:** Committee members will elect a Chair at the first committee meeting.

Aside from coordinating and facilitating the processes of the Committee, the Chair is also responsible for the following:

- Ensure collaboration and remind members to maintain confidentiality during the process.
- Collaborate with the Committee to develop interview questions, and if applicable, scenarios, tours, and format for interviews.
- Collaborate and compile strengths and weaknesses for the second level interview.
- Serve on second level interview with hiring manager, when appropriate.

### Composition

The composition of the screening procedure is defined within each administrative procedure for each classification type. Based on the variances that exist, selection committee composition and responsible parties who initiate the process are detailed in the following chart:

<b>Position</b>	<b>Initiation of Process</b>	<b>Chair</b>	<b>1<sup>st</sup> Level Committee</b>	<b>2<sup>nd</sup> Level Committee</b>
<b>Faculty</b>	<ul style="list-style-type: none"> <li>The Division/Department Dean or appropriate administrator for the position will consult with the faculty in the discipline covered by the job announcement to formulate a preliminary list of candidates to serve as selection committee members. If no full-time faculty currently teaches in the discipline, the Division/Department Dean or appropriate administrator will consult with at least two full-time faculty in reasonably related disciplines.</li> <li>The President of the Academic Senate, after consultation with faculty in the discipline of the position and with the appropriate Division Dean, will appoint the faculty to serve on the selection committee.</li> </ul>	Chosen by a majority vote of the committee.	<ul style="list-style-type: none"> <li>A total of 5-9 Committee Members composed of:</li> <li>Division/Department/Dean or appropriate administrator</li> <li>EEO Officer (non-voting)</li> <li>Faculty members – two (2) or more dependent on size of committee, and will serve as majority</li> <li>Classified members [California Schools Employee Association (CSEA)] – one (1) or more as selected by CSEA President</li> </ul>	<ul style="list-style-type: none"> <li>Second level interviews will be conducted on all finalists by the College President or designee with the academic senate president or his/her designee acting in an advisory capacity.</li> <li>In the case of the District office, second level interviews will be conducted by the appropriate administrator.</li> </ul>
<b>Classified</b>	The appropriate Administrator in consultation with Human Resources will designate the composition of the committee to ensure appropriate representation from the affected department.	The appropriate Administrator of the vacant position.	<ul style="list-style-type: none"> <li>A total of 3-7 Committee Members composed of the following:</li> <li>One (1) management member</li> <li>One (1) CSEA appointee</li> <li>One (1) appointee from the Academic Senate, when appropriate</li> <li>One (1) EEO representative designated by Human Resources</li> </ul>	Second-level interviews will be conducted on all finalists by the appropriate Administrator or Designee
<b>Classified Administrator</b>	The appropriate Administrator in consultation with Human Resources will designate the composition of the committee to ensure appropriate representation from the affected department.	The appropriate Administrator of the vacant position.	<ul style="list-style-type: none"> <li>The majority of members shall be those with applicable knowledge in the job area or classification</li> <li>One (1) member from the department directly affected</li> </ul>	Second level interviews will be convened for all finalists by the appropriate Administrator or designee. An EEO representative will be

			<ul style="list-style-type: none"> <li>• One (1) management member</li> <li>• One (1) CSEA appointee</li> <li>• One (1) appointee from the Academic Senate, when appropriate</li> <li>• One (1) EEO representative designated by Human Resources.</li> </ul>	present for second level interviews
<b>Educational Administrator</b>	The Administrator requesting the position recruitment is responsible for contacting the various organizations and securing members for the screening committee.	Committee members will elect a Chair at the first committee meeting.	<ul style="list-style-type: none"> <li>• One (1) California Teachers' Association appointee;</li> <li>• One (1) California School Employee Association appointee;</li> <li>• One (1) Classified Senate appointee;</li> <li>• Three (3) Academic Senate appointees; and</li> <li>• Two (2) Managers Association appointees (at least one should be in an equivalent position).</li> <li>• Appropriate Administrator, in consultation with the Executive Vice Chancellor of human Resources, or designee, may add other appointees, based on working relationships the position has with other areas of the college, District or community.</li> </ul>	<ul style="list-style-type: none"> <li>• Second level interview arrangements shall be made by the appropriate administrator or designee.</li> <li>• Direct supervisor, someone above the position in the hierarchy, and/or other appropriate advisors, may be invited</li> <li>• An EEO representative may be present for the second level interview.</li> </ul>

In general, employees who are appointed to the committee are representative of those who would provide support, serve as colleagues or supervisors of the position, and are demonstrative of the District's commitment and value to diversity by including gender, race and ethnic balance.

The screening committee may meet prior to the position posting to receive initial guidelines and training from Human Resources. This includes information regarding confidentiality, creating a screening/criteria guide, and establishing the hiring and interview timeline. A tentative timeline will be given to applicants during the application process to assist with planning.

After the initial process, the committee will do as follows:

1. Meet to develop a timeline for screening applications and to choose tentative interview dates and times.
2. Work collaboratively to develop screening criteria for reviewing and identifying qualified semi-finalists.
3. Submit interview questions to the Executive Vice Chancellor of Human Resources or designee for approval.
4. Determine and coordinate any additional needs such as a scenario, open forums for Q&A, a teaching demonstration, or computer software exercise.

## II. HOW TO READ AND EVALUATE APPLICATIONS

### A. Defining Minimum and Preferred Qualifications

Job announcements shall clearly state job specifications setting forth the knowledge, skills, and abilities necessary for job performance. All job specifications including any “required,” “desired,” or “preferred” qualifications beyond the stated minimum qualifications which the District wishes to utilize shall be reviewed by the appropriate Administrator and Human Resources before the position is announced to ensure conformity with the requirements of Title 5, Section 53022, and State and Federal non-discriminatory laws. The content of the job announcement is the responsibility of the appropriate Administrator and subject to Human Resources approval.

### B. Equivalency Process (faculty only)

Applicants who apply for faculty positions, who believe they possess qualifications equivalent to the minimum qualifications for a position and wish to request that a determination of equivalency be made in a specific discipline, must complete a District Request for Equivalency form<sup>1</sup> and provide supporting documentation as appropriate.

Applicants for both full time and part time positions are notified of the opportunity to apply for an equivalency at the time of application. It is the applicant's responsibility to complete the form and provide documentation. Search committees will not seek additional documentation. Applicants who do not meet the minimum qualifications and who have not completed a Request for Equivalency will not be considered for employment.

#### Equivalency Process:

1. The Request for Equivalency and supporting documentation along with a cover letter must be submitted to Human Resources.
2. The application and supporting documentation is forwarded to the Equivalency Committee for a determination.

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<sup>1</sup> District Equivalency Form

<http://www.sbccd.org/~media/Files/SBCCD/District/Human%20Resources%20Forms/Employment%20Forms/Equivalency%20Request.pdf>



3. The Equivalency Committee reviews the request and returns the application and supporting documentation to Human Resources with a determination.
4. Human Resources forwards the application and equivalency approval to the committee. If an applicant is approved and subsequently hired to fill a position, the documents and experience that support the equivalency must be verified just as minimum qualifications for other new faculty are verified via transcripts and employment verification letters.

### **C. Competencies**

Future job descriptions will be developed using competency modeling standards. A competency model expands essential job functions by developing a more comprehensive framework in defining the skills and knowledge required for the position. It is a collection of competencies that help identify qualities leading to successful performance. Competencies are used to define hard and soft skills. The most commonly used skills are:

- Communication
- Leadership
- Teamwork
- Customer Service
- Results orientation
- Problem solving

Screening criteria and interview questions can be based on competencies if clearly defined in the job description. Below details essential elements needed to implement competency criteria within a job description.

1. Take time to become familiar with the job description.
2. Look for required qualifications and preferences as stated in the job description and repeated on the applicant matrix.
3. Look for, and make note of, special qualities or skills that would add dimension to the position. Place that note in the comment section of your matrix.
4. When reviewing a candidate's work history, look for longevity or lack thereof. Remember that our application requests that the applicant list only jobs held for the last ten years or the last six relevant employers. If the applicant lists consecutive jobs, make note of any inconsistencies or gaps in information. (If the person is a finalist, the hiring manager may want to ask the person to fill in these gaps.)
5. Look for academic relevance (for academic positions).

6. Look for current experience (for all positions).
7. Make note of the completeness of the application file. Items which constitute a complete application file are listed on each job posting. If you discover missing items, please notify Human Resources.
8. Look at how the application is filled out. Have directions been followed? Is the application thorough?

#### Candidate Selection and Screening Criteria:

Using the job announcement and supplemental questions, if applicable, the committee will review all applicants who meet the minimum qualifications.

Qualities that may enhance the candidate's ability to empower or serve as a role model for students, faculty, and staff are important. Committees should identify reasons to screen in candidates, not screen out candidates, and be as inclusive as possible. The Human Resources office will help create screening tool(s) and coordinate the committee members' evaluations of the applicants.

If a screening instrument is used for **faculty positions**, the following common elements may be considered:

1. Education
2. Scholarship
3. Teaching experience in both the primary subject as well as interdisciplinary or developmental areas that may be required or desired
4. Specific experience in the discipline or subject matter
5. Experience and sensitivity in relation to diverse populations
6. Experience in various modes of instructional delivery, such as the web
7. Curriculum planning and development
8. Where applicable, other relevant work experience for vocational certification requirements or added value
9. Experience in working with various learning styles and abilities
10. Knowledge or experience with student assessment
11. Knowledge or experience with student advising

If a screening instrument is used for **administrative/exempt positions**, the following criteria may be considered for exempt positions:

1. Education
2. Scholarly background
3. Knowledge and experience in areas of supervision, fiscal, program, and/or planning
4. Specific knowledge and experience in the technical areas of the job
5. Communication and interpersonal skills
6. Multicultural and other diversity experience
7. Organizational and leadership activities

If a screening instrument is used for **classified positions**, the following criteria should be considered:

1. Questions based on job analysis of the position
2. Questions based on competencies needed to successfully perform the duties and responsibilities of the position
3. Communication and interpersonal skills
4. Responses to supplemental questions

#### **D. Elimination of Bias in Decision Making**

As defined in AP7100 - Commitment to Diversity, “*The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity and provide equal consideration for all qualified candidates.*” Applying practices leading to diverse hiring pools require an understanding of basic concepts, as provided below, so that members can recognize and engage in practices that lead to enhanced individual awareness of cultural competency and unconscious bias.

##### Cultural Competence/Cultural Humility:

Recognize own biases and stereotypes, *and* discount own biases and stereotypes so you are able to appreciate content of contributions that facilitate productive outcomes and enable effective work in cross-cultural situations.

##### Unconscious Bias

Internal biases come from experiences either direct or indirect, which influence behavior. Biases come in two (2) forms including explicit and implicit. An explicit bias is what can be directly seen, heard or experienced. Terms such as overt racism and stereotypes are forms of explicit bias. In contrast, implicit bias is hidden and part of the subconscious wherein the individual may act, think or treat others in a negative manner, without realizing it. Unconscious biases are uniquely different, which can include the following:

- *Confirmation Bias* – Tendency to hear information in a manner that confirms what we already believe.
- *Availability Bias* – Tendency to value most what we’ve heard most recently.
- *Affinity Bias* – Tendency to prefer those that remind us of ourselves.

##### Examples of Unconscious Bias: Good Fit Myth

Knowledge-Skill-Abilities (KSAs) are in part how applicants are selected. However, they are inherently subjective such as the ability to work collaboratively, the ability to work with those already in a department, or leadership. For these reasons, committee members seek to distinguish how they can ascribe the KSAs to each applicant to determine if they are the best fit or match for the position. This may result in personalizing applicants based on their beliefs and values and not necessarily to what is best in meeting student needs, as described by the myths below:

Myth #1: Whether a candidate resonates with *me* on a personal level provides a reliable predictor of whether the candidate will do a good job.

Myth #2: How someone performs in an interview setting provides a reliable predictor of how that person will interact with *me* in the work setting.

In contrast, “fit” describes more clearly how such skills can be appropriately applied.

What “fit” is:

- Demonstrated support to institutional values
- Desired leadership style for the times

What “fit” isn’t:

- Someone who I can “relate” to personally
- Someone who looks like me

### Addressing Unconscious Bias

At the personal level, continually monitor your reaction to the candidates. Ask yourself:

- What is the basis for my positive/negative reaction?
- Is my reaction grounded in the context of the candidate’s performance?
- Am I reacting to what this question was intended to measure?
- Is my reaction disproportionate to the response?
- Is my reaction consistent with my reaction to similar responses from other candidates?

## III. HOW TO CONDUCT AN INTERVIEW

### **A. Interview Questions Development**

The committee should develop interview questions that are closely aligned to the essential functions within the job description. They should be well-rounded to address various aspects within the position. When reviewing the job description, the following should be assessed:

#### Review of Questions

- What do you want the successful candidate to do?
- What courses must candidate be qualified to teach?
- What students will candidate serve?
- What professional activities will candidate need to participate?
- What current KSAs are relevant to the position?

#### Craft Questions

1. Give meaningful consideration to candidates’ “sensitivity to diversity.”
2. Give candidates opportunity to highlight job-related KSAs that:

- Reflect current/recent developments in the field.
  - Show a global perspective.
  - Show other KSAs that will provide an opportunity for non-traditional candidates to show they are highly qualified.
3. No questions—direct or indirect—about protected status; for example, do not ask:
- *“I don’t see when you graduated on your resume, when did you graduate?”*
  - A visibly disabled candidate for details about nature of disability.
4. Use open ended questions when appropriate, that:
- Assess a job-related attribute which gives consideration of current, updated, global or other KSAs, and;
  - Gives insight into the candidates’ (job-related) creativity and/or problem-solving skills.
5. Use direct questions when appropriate, that:
- Assess a job-related attribute which gives consideration to current, updated, global or other KSAs, and;
  - Allows for comparison of candidates on something measurable.

## **B. Evaluation & Scoring of Candidates**

Each committee will screen the applicants according to the established review criteria and submit their scores or top candidates to the Human Resources office. The Human Resources office will compile all the scores/evaluations into an averaged list and send it by email to the committee. It should be noted that Veteran’s will receive preference by receiving a 10% increase to their average scores.

Once receiving the information from Human Resources, the committee will determine the selected candidates for interview. The Chair will notify Human Resources of the candidates selected for interview. Human Resources will schedule the interviews and send the interview schedule to the group once confirmed.

### Internal Candidates

If internal candidates possess the experience, skills, and abilities required of the position, the District highly encourages committees to interview these candidates. Promotional opportunities are important and can strengthen the internal capacity and knowledge base within the institution. Positions flown internally must follow established processes in the bargaining agreement.

### Confidentiality, Professionalism, Ethics, & Conflict of Interest

The committee will be given access to application materials. The materials must be safeguarded and treated with confidentiality. Each committee member must act in the highest manner of professionalism. Also, they must feel free to express their opinions within the committee structure while maintaining the confidential nature of the committee's work with non-committee colleagues. Confidentiality will be extended for the duration of the employee's employment with the District.

Further each committee member, while retaining a special perspective, will make every effort to operate objectively and will leave bias and partisan loyalty out of his/her search efforts. It is assumed that all members serving on the committee accept the responsibility to be professional, fair, and ethical. Committee members who are unable to maintain confidentiality, professionalism or present a conflict of interest will be asked to step down from the committee work during any point of the process. Those who act unprofessionally or break confidentiality after their committee work will be restricted from participating in a future committee until they have received extensive training and are able to show they can meet the committee role as expected above.

### Interviews

The District seeks a diverse pool of candidates and recommends committee members be as inclusive as possible. There is no set number of candidates to interview, however the committee must submit a list of acceptable finalists to the hiring manager (at least three). The committee should not arbitrarily set a fixed number to interview.

First-level interviews may be conducted in-person or by video conference such as Skype or FaceTime. Human Resources will secure a room with the required equipment.

Second or final interviews should be conducted in-person. The format for interviews will be determined and coordinated by the committee. It may vary depending on the position and committee members, and can include teaching demonstrations, scenario questions, computer skill tests and the like.

### Committee Issues

In the event the committee is tied on a specific candidate or fails to meet the commitment to diversity, the following can occur:

- Committee member removed (if removed you may not serve until bias training has been established)
- Search committee failed
- All candidates re-interviewed with new committee
- Human Resources can choose to move forward any candidates who were tied based on discussion

## Forums

The forums should be 50 minutes to an hour long. All of the candidates should have their forums on the same day, if possible. Below is a list of items to address for the forums and the person (department) responsible:

- A moderator should be selected. This person is someone who can remain calm and unbiased and is able to jump in if something inappropriate is asked. The selection of a moderator can be made with coordination between hiring manager and the Academic Senate.
- Each candidate should be assigned a campus host by the hiring manager. They should not be someone who was on the committee, nor the hiring manager.
- The candidates will be told to provide an opening and closing statement (no more than 5 minutes each). Host will take them around campus and give them 20-30 minutes to relax before the forum.
- There will not be formalized questions for candidates to answer. Audience members will be encouraged to ask questions. Human Resources will inform 1st level committee members to not ask questions in the open forum to prevent bias.
- Index cards will be given to each audience member and will be collected after each forum by Human Resources.
- Campus Information Technology will develop a comment card that will be sent directly to the Executive Vice Chancellor of Human Resources, who will give all comments to the Hiring manager.
- If the forum is recorded, it should only be left online no more than 72 hours.
- An email will go out announcing the forums and finalists as soon as possible. Human Resources will work with the marketing staff to develop material for campus and community wide distribution.

## **C. Recommendations of Finalists**

After the first interviews are conducted, the committee will make a recommendation in writing to the hiring manager that lists those candidates determined to be acceptable. The recommendation should include each candidate's strengths and challenges, as determined by the committee. There is no maximum number of candidates to be recommended, but a minimum of three (3) candidates must be selected. If less than three (3) candidates are selected, a written justification is required.

The final pool of candidates must be sufficient in number to give the hiring manager a broad choice of diversity and the ability to accommodate potential candidate withdrawals, weak references, or inadequate final interviews when considering the final decision.

As defined in Section 53024 of the California Code of Regulations, *“Screening and selection practices must be designed to ensure that meaningful consideration is given to the extent to which applicants*

*demonstrate a sensitivity to and understanding of the diverse academic and socioeconomic backgrounds of community college students.”*

The Governing Board or its designee shall have the authority to make all final hiring decisions based upon careful review of the candidate or candidates recommended by a screening committee. This includes the right to reject all candidates and to order further review by the screening committee or to reopen the position where necessary to further achievement of the objectives of the EEO plan or to ensure equal employment opportunity.

#### Inquiries from Applicants

It is common for applicants to ask questions of committee members or the Human Resources office staff as to reasons why they did not succeed in a particular phase of the process. Any committee member receiving such an inquiry from a job applicant should be courteous and recommend that the applicant contact Human Resources.

## IV. CANDIDATE EXPERIENCE

All candidates will be given a survey to keep them engaged and to help improve the process. Questions include:

- Was the position clearly explained to you throughout the process?
- How was the communication throughout the process?
- How was your in-person interview experience?
- Would you refer your friends or family to apply for a job at the San Bernardino Community College District?
- What was your primary motivation for applying to our district?