

Screening Committee Guide

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Screening Committee Guide

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In accordance with SBCCD EEO Plan, California Education Code, SBCCD Approved Policies and Procedures and local processes, this guide is a tool for Screening Committee members. It provides transparency and understanding of the screening process for the candidate, committee members and hiring managers. This guide can be referenced for direction on complex hiring questions and includes the process for candidates to follow if they have concerns or questions with the process.

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I. HOW TO SERVE ON A SCREENING COMMITTEE

A. Roles & Expectations

It is the responsibility of the Chief Human Resource Officer ([CHRO](#)) or designee to provide guidance and technical assistance to the committee in regard to fair employment practices, SBCCD EEO Plan, the college's commitment to diversity, and other related areas. Interview questions developed by the screening committee should be reviewed by [Human Resources](#) prior to the interviews. This process helps the committee to understand the legal groundwork for screening and interviewing and to develop good questions. [Human Resources](#) is responsible for approving the job description, 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.

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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 Chief Human Resources Officer 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. The [Chair](#) for classified/confidential recruitments should be a classified member, preferably a content expert, as decided by the committee. The [Chair](#) for faculty recruitments should be a faculty member. The [Chair](#) for all classified administrator recruitments should be an equivalent manager. The [Chair](#) for academic managers should be a faculty member from the designated area or equivalent manager.

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Duties of the Chair include:

- › Ensure collaboration and confidentiality during the process.
- › Collaborate with 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).

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The hiring manager is encouraged to observe first level interviews. Managers may participate on first level interviews for hard to hire areas. Students and community members will be considered for specific recruitments including those designated in AP 7250.

Screening 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 a fair and consistent procedure to assess the qualifications and traits of candidates and identify finalists for recommendation to the appropriate appointing authority. All employees on the screening committee, in addition to representing their constituency groups, are to represent the college, students, and the students' needs. In this regard, the committee is to develop written job-related screening criteria, rate or



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screen the candidates, interview the top candidates, and recommend finalists with accompanying supporting documents.

Composition

The hiring manager along with Human Resources and district/campus leadership will create a screening committee for the vacancy. Employees are appointed to the screening committee to ensure the following:

- Representation by those who would serve as colleagues of the position.
- Representation by those who would serve in the role of supervisor of the position.
- When applicable, representation by those who provide support or who would be supervised by the position.
- Representation of the campus diversity including ethnic and gender balance.

The screening committee will meet in advance of 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. [The committee:](#)

1. [Meets](#) to develop a timeline for screening applications and to choose tentative interview dates and times.
2. [Works](#) collaboratively to develop screening criteria for reviewing and identifying qualified semi-finalists.
3. [Submits](#) interview questions to [the CHRO](#) for approval.
4. [Determines](#) and [coordinates](#) any additional needs such as a scenario, open forums for Q&A, a teaching demonstration, or computer software exercise.

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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 both 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.

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B. Equivalency Process

Applicants who believe that 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 and provide supporting documentation as appropriate.



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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.

- › The Request for Equivalency and supporting documentation along with a cover letter must be submitted to Human Resources.
- › The application and supporting documentation is forwarded to the Equivalency Committee for a determination.
- › The Equivalency Committee reviews the request and returns the application and supporting documentation to Human Resources with a determination.
- › Human Resources forwards the application and equivalency approval to the selection 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.

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C. Competencies

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Newer job descriptions will begin using competency modeling in the job description. A competency model is a framework for defining the skill and knowledge requirements of a job. It is a collection of competencies that jointly define successful performance. Competencies are used to define hard and soft skills and the most commonly used are:

- › Communication.
- › Leadership.
- › Teamwork.
- › Customer Service.
- › Results orientation, and
- › Problem solving.

Screening criteria and interview questions can be based on competencies if clearly defined in the job description.

- › Take the time to become familiar with the job description.
- › Look for required qualifications and preferences as stated in the job description and repeated on the applicant matrix.
- › 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.
- › 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.)
- › Look for academic relevance (for academic positions).
- › Look for current experience (for all positions).

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- › 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.
- › 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 which may enhance the candidate's ability to empower or serve as a role model for students, faculty, and staff are important. Look for reasons to screen in candidates, not screen out candidates, and be as inclusive as possible. The [Human Resources](#) office will help you create your screening tool and coordinate the committee members' evaluations of the applicants.

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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:



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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

Cultural Competence/Cultural Humility:

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

Unconscious Bias

- › 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

Selection involves less tangible/measurable Knowledge-Skill-Abilities (KSAs) which are inherently subjective, such as the ability to work collaboratively, the ability to work with those already in a department, or leadership.

- › 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.

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

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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?

E. Best Practices for reviewing adjunct positions

The hiring manager will consult with department personnel on list of duties (subjects to be taught). Human resources will review the minimum qualifications of all applicants prior to sending the pool to the department for review. Applicants who are found to need an equivalency will be referred through the appropriate process.

III. HOW TO CONDUCT AN INTERVIEW

A. Interview Questions Development

Questions should be appropriate and useful.

1. Look at the job description:

- › 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?

2. Craft Questions

- › Give meaningful consideration to candidates' "sensitivity to diversity".
- › 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.
- › 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.
- › Use open ended questions when appropriate, that:
 - Assess a job-related attribute which gives consideration of current, updated, global or other KSAs; and

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- Gives insight into the candidates' (job-related) creativity and/or problem-solving skills.
- Use direct questions when appropriate, that:
- Assess a job-related attribute which gives you consideration to current, updated, global or other KSAs; and
- Allows you to compare candidates on something measurable.

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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 of the committee members' scores/evaluations into an averaged list and send it by email to the committee. There will be veteran's preference given to any vets that apply, with a 10% increase to their average scores. The committee then determines which candidates they would like to interview, and the chair notifies [Human Resources](#) of the candidates chosen for an interview. [Human Resources](#) will schedule the interviews and send the interview schedule to the group once the interviews are confirmed.

Internal Candidates

If internal candidates possess the experience, skills, and abilities required of the position, the district highly encourages you to interview these candidates. Promotional opportunities are important and we encourage you to recognize our staff and faculty for the experience and skills they bring to our students. Classified positions must follow internal processes established 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. This may seem fundamental, but each committee member must act in the highest manner of professionalism. Committee members 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. It is assumed that 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. Each member is expected to perform in a professional and confidential manner at all times regarding the committee work. It is assumed that all members serving on the committee accept the responsibility to be professional, fair, and ethical.

Interviews

We seek a diverse pool of candidates and recommend that you 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. Too many candidates who look good on paper do not interview well; likewise, other candidates with a more modest track record become leading candidates after an interview is granted.

First interviews may be conducted in-person or by video conference such as Skype, face time, etc. [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, etc.

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Committee Issues

In the event the committee is tied on 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
- Chief 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 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- Coordination between hiring manager and Academic Senate to assign moderator.
- › Each candidate should be assigned a campus host; they should not be someone who was on the committee, nor the hiring manager. The hiring Manager assigns host.
- › 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 the 1st level committee that it is inappropriate for them to ask questions in the open forum as it creates a bias.
- › Index cards will be given to each audience member and will be collected after each forum by Human Resources.
- › Campus IT will develop a comment card that will be send directly to the CHRO, 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.
- › Human Resources will provide water for all candidates.
- › An email will go out announcing the forums and finalists as soon as possible- Human Resources will work with Marketing staff to develop material.

C. Recommendation of Finalists

After the first interviews are conducted, the committee will make a recommendation in writing to the hiring manager which lists those candidates determined to be acceptable by the committee. 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 you must recommend a minimum of three candidates for the position. If less than three, please provide a written justification.

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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, inadequate final interviews, etc. in considering the final decision.

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Inquiries from Applicants

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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.

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V. CANDIDATE EXPERIENCE

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

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- › 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?