



**SAN MATEO COUNTY
COMMUNITY
COLLEGE DISTRICT**

FACULTY SCREENING PROCEDURES

Revised December 2025 (HR Changes)

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GENERAL PRINCIPLES

The following principles shall guide all activities related to the screening and selection of new employees:

1. The San Mateo County Community College District is committed to providing full, objective, and equal access to its recruitment and no person is denied consideration for employment based on their protected status. Screening committee members are required to comply with this policy. (see San Mateo Community College District Policy 2.20 Equal Employment Opportunity).
2. Each committee member agrees to act in the best interest of the Colleges and District in selecting finalists who best meet the needs of the diverse students we serve. (add to Confidentiality Acknowledgement)
3. The screening committee shall ensure that between the announcement of a vacant position and the selection of a candidate for hire, there is sufficient time for a thorough, complete and thoughtful search.
4. All participants in the selection process receive appropriate training in equal opportunity and legal selection procedures so that fair and equitable treatment of all individuals can be assured. (See appendix A - Screening Committee Orientation)
5. Individuals who are knowledgeable about and responsive to the College and District commitment to equal opportunity, are included on screening committees. Whenever possible, screening committee membership is diverse in order to broaden perspectives and to better represent the District commitment to equal opportunity. Please refer to the Board of Governors approved Equity and Diversity Task Force Report for a full definition of diversity and to APPENDIX A - Faculty Hiring Procedures for Full Time Faculty.

Final hiring decisions, whenever reasonably possible, are made during the regular academic year and promptly communicated to the faculty. Only candidates who are recommended by the screening committee will be hired.

I. IDENTIFICATION OF VACANT POSITIONS

The College President, through consultation with the Chancellor (or designee) is responsible for identifying faculty positions to be filled, through use of a thoughtful, well defined and widely disseminated planning process at the college. The planning process for identifying faculty positions to be filled is described in writing and involves faculty and administration. Vetting of positions to be filled is conducted through the respective campus participatory governance process. The Academic Senate is involved in these processes at each campus.

The process of identifying positions to be filled shall include the following:

- a. Involvement of faculty at the division/department level
- b. Involvement of the Academic Senate President (or designee) at appropriate times within the process:
 - To review the general criteria established by the College for identifying positions to be filled and
 - To review the positions which are identified
- c. A clear statement of rationale used to identify full-time faculty positions to be filled.

II. DEVELOPMENT OF THE JOB ANNOUNCEMENT

The appropriate sections of the job announcement (specific position duties and responsibilities and knowledge, skills and abilities) will be drafted by the Office of Human Resources and discussed and approved by the College President and screening committee before it is posted.

Elements of the job announcement

The faculty job announcement includes the following information:

1. Description of the primary duties and responsibilities of the position
2. State-mandated minimum requirements (Board-approved local qualifications are used as applicable)
3. A State-mandated requirement of a sensitivity to and understanding of the diverse **academic, socioeconomic, cultural, disability, and ethnic backgrounds** of community college students.
4. Additional, job-related, “skills and qualifications” such as:
 - a) Additional degrees, licenses or certificates
 - b) Special fields of training and/or experience
 - c) Knowledge of educational principles as appropriate
 - d) Other job-related knowledge, skills and/or abilities as appropriate
5. Standard (template) job announcement text that includes

- a. Educational equivalence criteria
- b. Legally-mandated statements
- c. A list of application materials required of each candidate
- d. General information concerning compensation, benefits, terms and conditions of employment
- e. District statement of commitment to equal employment opportunity and respect for diversity
- f. Start date of assignment (not always)
- g. Application deadline

The Office of Human Resources will provide a final review of the job announcement to ensure compliance with equal employment opportunity requirements and other legal standards, and then finalize the job announcement for publication. Minimum qualifications and an equal opportunity statement will be a standard part of the announcement template.

The District Office of Human Resources will recruit broadly for faculty positions to be filled. Every effort will be made to communicate openings to current full-time and part-time faculty employees. Human Resources will advertise broadly and strategically to ensure the diversity of the hiring pool. Publicizing of the job announcement may include, but is not limited to the following:

SMCCCD Employment website

Community College Career Connect

HigherEdJobs.com

Indeed.com

Discipline-specific websites (as requested)

The Office of Human Resources will provide a range of technical services, training and consultation, as appropriate, to assure that the job announcement, recruitment activities and screening/selection process, criteria, forms and documentation comply with applicable current law and District policies and procedures.

II. SCREENING COMMITTEE COMPOSITION

The number of members on a Screening Committee will normally be three (3) to five (5). A committee may be comprised of more than five (5) members in special circumstances

The screening committee will be composed of a majority of faculty and at least one discipline expert.

Committee Chair

The Screening Committee Chair shall be the relevant Educational Administrator for the discipline responsible for ensuring all policies and procedures are followed and coordinates the screening committee's work which includes:

- ensuring a variety of perspectives to assess applicant qualifications;
- holding all committee members accountable for attending meetings and interviews;
- assuring votes and decisions made throughout the committee process include all members.

Faculty Appointments

After validating the completion of the District's Unconscious Bias training, the Chair confers with the hiring department to select faculty nominees to forward to the local Academic Senate

Discipline Experts

A discipline expert will be a faculty member who has an approved Faculty Service Area designation for the subject matter. If there are fewer than three (3) discipline experts at the hiring college, related discipline experts within the hiring division will assist in the process of proposing faculty to serve on the screening committee. The discipline expert and the Screening Committee Chair will determine what constitutes a related discipline. If there are no discipline experts at the hiring college, the decision of what constitutes a related discipline will be made by the Screening Committee Chair and discipline expert.

The proposed faculty should include tenured faculty and may include fourth-, third-, and second-year contract faculty who are experts in the discipline or related disciplines. If there are no discipline experts at the hiring college, experts from the other two district colleges will be sought. If no tenured or fourth-, third- or second-year contract discipline experts are available within the district, then a contract one (first year) discipline expert can be proposed to serve on the committee. If no discipline experts are available within the district, the committee may seek experts from other colleges or the private sector. In extenuating circumstances, an adjunct faculty member may serve as the discipline expert on the committee. The circumstances must include the following:

- It is deemed appropriate by the Educational Administrator and local Academic Senate President to have an adjunct serve
- The adjunct has had at least two successful evaluations
- No conflicts of interest are present

Non-Faculty Appointments

A student representative, classified employees, and community members can be nominated by the Vice President and forwarded to College President for review and taken to the appropriate body for appointment.

III.OVERVIEW OF ROLES AND RESPONSIBILITIES

Human Resources

- Facilitation of the recruitment process
- Posting the job
- Advertising and outreach consultation
- Orientation
- Review of the selection process, its steps, projected timelines, and requirements for legal documentation of the committee application screening, interview ratings, and selection of candidates
- Record-keeping

Screening Committee

Screening Criteria Matrix

- Work with the Chair to develop the Screening Criteria Matrix to reach a shared understanding of the top priorities of the job before posting, and before applications are released to the committee (APPENDIX...)

Job Description

- Review the knowledge, skills, and abilities that will guide the development of the interview questions.
 - Ensure Minimum Qualifications are aligned with the State Minimum Qualifications Handbook or any local FSA
 - Review and create preferred qualifications
 - Review and create knowledge, skills, abilities
 - Transferrable skills
 - Career-related experience
 - Review and create cover letter prompts relative to cultural competency requirement
- Develop interview questions, teaching demonstrations, or presentations. Committee should develop interview questions emphasizing the most critical KSA's
- Individually screen applications based on the Screening Criteria Matrix
- The importance of confidentiality shall be reinforced throughout the process. However, if screening committee members believe the process is being violated, they should inform the Chief Human Resources Officer so that appropriate action can be taken. If it has been determined that confidentiality has been breached, the Chief Human Resources Officer may disband the Committee.

IV. SCREENING CRITERIA MATRIX (Appendix to OSU Document)

Prior to posting and releasing application materials, the screening committee shall finalize the Screening Criteria Matrix.

A	B																
1	INTRODUCTION: Research on implicit bias suggests that committees should develop a common understanding of job qualifications and their relevance to the position early in the process. The committee should work together to create and refine the Criteria Matrix de-biasing tool. This involves discussing how each qualification supports the job, identifying which qualifications are most likely to predict strong performance, and determining when and how to evaluate each qualification. Completing this process before advertising the position helps to identify ineffective qualifications and uncover structural biases. Maintaining strict adherence to the criteria in the matrix at every stage of the process is an effective strategy for reducing both cognitive and structural biases.																
2	<table border="1"> <thead> <tr> <th data-bbox="358 302 678 331">Cell title</th><th data-bbox="678 302 1297 331">Instructions</th></tr> </thead> <tbody> <tr> <td data-bbox="358 331 678 449">3 4 5 6 7 8 9 10 11</td><td data-bbox="678 331 1297 449"> REQUIRED Qualification OR PREFERRED Qualification Copy each qualification exactly as written in the job description. If several qualifications are listed together in a single sentence (such as a list of skills separated by commas), divide them into separate cells - one qualification per cell. A candidate must meet all required qualifications to be hired. Copy each qualification exactly as written in the job description. If several qualifications are listed together in a single sentence, separate each qualification out to a separate cell - one qualification per cell. 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[UPDATED CRITERIA MATRIX with screening template for 200 applicants-1.xlsx](#)

Using only the criteria matrix and the required materials submitted by the applicant, all committee members are to review applicants independently and identify those who meet the minimum qualifications and top priorities for the job. Importantly, all committee members need to:

- use the Screening Criteria Matrix to complete their review;
- Adhere to not screening beyond the finalized Screening Criteria Matrix;
- apply the criteria consistently to all applicants.

Do NOT consider any unrequested materials or outside information.

For each criteria the committee planned to review at the application stage, decide whether the applicant Does NOT Meet, Meets, or Exceeds (if relevant) the criteria established in the matrix and record the evaluation in the applicant tracking system using the scale below:

0 – Does NOT Meet

1 – Meets

2 – Exceeds

If an applicant has applied for equivalence, mark them as “1– Meets.” If equivalency is needed to be determined, a Faculty Qualifications Committee will be convened through the local Academic Senate (See SMCCCD Policies & Procedures 3.15 and 3.15.2).

No changes will be permitted after submission.

The Human Resource Representative will send each committee member their individual completed evaluations in preparation for discussion and selection of candidates for interview.

VI. SCREENING COMMITTEE INTERVIEWS

Each screening committee member shall document the quality of the candidates’ responses. Interview questions and skill demonstrations should be unbiased, job-related, and based on the required knowledge, skills and abilities.

The same set of pre-determined interview questions shall be used to screen each candidate. The Committee may ask appropriate follow-up questions to clarify a candidate’s response. Committee members should ensure that all candidates are provided with an equal opportunity for clarification and elaboration on matters related to their responses to questions. It is the candidate’s responsibility to provide thorough responses to the interview questions, and committee members are cautioned against prompting candidates for improved responses. Follow-up questions are strictly for the purpose of clarification and elaboration. Teaching demonstrations may be interactive.

All members of the screening committee must be present during all of the interviews. If a committee member is unavoidably absent and subsequent interviews cannot be rescheduled, the remaining committee members may proceed without that member for the remainder of the process and said committee member’s scores will be omitted.

All faculty first-level tenure-track interviews within a single search must be conducted in the same format (either all in-person or all via Zoom). The format chosen applies to candidates and screening committee members, with exceptions provided for candidates and screening committee members who have an approved disability-based accommodation. To ensure engagement during Zoom interviews, cameras must be on.

Candidates invited to participate in-person for first or second-level interviews can request travel reimbursement assistance to defray the cost of travel to an HR recruiter. A candidate is limited to one travel reimbursement request per year for in-person interviews (first and/or second level) of up to \$1,500 for travel from a residence over 150 miles away and must seek reimbursement consistent with applicable policies and procedures of the District. **Interview Documentation**

Each Screening Committee member must complete an Interview Matrix for every candidate interviewed. Each interview response must be assigned a rating based on the scale below. Completed matrices will be included in the official search documentation file. Each interview question is designed to assess specific knowledge, skills, and abilities (KSAs) identified in the job posting. When rating candidate responses, ensure notes and scores reflect the candidate's demonstration of the KSAs listed for that question.

5 - Exceptional

- Provides thorough, insightful, and well-structured responses.
- Demonstrates extensive knowledge, skills, and abilities that directly align with the job.
- Gives strong, specific examples showing consistent success and impact.
- Exceeds expectations for the role.

4 - Strong

- Provides clear and complete responses.
- Demonstrates solid knowledge, skills, and abilities relevant to the position.
- Gives good examples that show competence and effectiveness.
- Fully meets expectations and demonstrates potential to grow further.

3 - Satisfactory

- Provides adequate but somewhat general responses.
- Demonstrates basic knowledge, skills, and abilities for the position.
- Offers limited or less detailed examples.

2 - Weak

- Provides incomplete or vague responses.
- Demonstrates limited knowledge, skills, or abilities related to the position.
- Offers few or no relevant examples.

1 - Unsatisfactory

- Provides little to no relevant response.
- Demonstrates a lack of knowledge, skills, or abilities for the position.
- Unable to provide examples.

To mitigate potential biases the Human Resources Representative will allocate time for each committee member to enter scores at the conclusion of the first-level interviews, in preparation for deliberations. Discussion will be postponed until Human Resources has shared the interview rankings with the committee.

Please refer to strategies to mitigate biases slide below:

Screen (2 of 2)

PRACTICES THAT POSE BIAS RISKS

Group dynamics not addressed

- Some people don't participate or are silenced
- Majority rule

Cognitive bias

- Efficiency (fast & automatic thinking)
- Negativity bias – looking for reasons to screen out
- Assumptions and speculation

Structural bias

- Breaches of confidentiality

STRATEGIES TO MITIGATE BIASES

Group dynamics

- Ensure all voices are heard (facilitate)
- Consensus-based decision-making or a combination of secret ballot and consensus

Cognitive bias

- Effectiveness (slow & analytical thinking)
- Look for reasons to screen in candidates who meet MQs before reasons to screen out
- Use evidence – is there enough information to form that conclusion or is this still a question?

Structural bias

- Confidentiality expectations discussed and maintained

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Recruitment documentation will be maintained by the Office of Human Resources for a period of three (3) years as required by law.

The Human Resources Representative shall be responsible for notifying unsuccessful interviewees using a standard e-mail developed by the Office of Human Resources. Such notification will be prepared and sent as soon as possible upon completion of the committee selection of finalists.

Criteria for the Recommendation of Finalists

Several factors are to be considered by the committee in selecting interviewees who will be forwarded as finalists. The selection should be based on a combination of the information contained in the candidates' application materials, the interview performance, and results of other pre-determined, job-related committee assessment tools. Such factors as the following shall be considered:

- Demonstrated professional competence
- Scope and quality of professionalism
- Experience and skills related to the position
- Demonstrated skill and preparation to work in a multicultural, multilingual educational environment, and sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
- Strengths and weaknesses of each candidate
- In the case of candidates new to the discipline, the Committee shall consider the candidate's potential to develop professional competence and skills.

The screening committee should be encouraged to engage in a full, frank, and complete discussion about each candidate interested in a faculty position. This discussion should include an analysis of the candidate's:

- employment application and qualifications;

- Interview;
- teaching demonstration.

The screening committee typically will select one or more candidates as finalists who most closely meet the selection criteria, who are well qualified in the opinion of the Committee and most likely would be successful if selected for the position. The committee will submit its reasons in writing and forward them to the appropriate Vice President, who will review the screening process with the screening committee Chair and College President. Finalists shall be forwarded to the appropriate President and Vice President.

The following items shall also be forwarded to the President and Vice-President along with the finalists' names:

- each finalist's application materials
- a list of the interview questions used to interview candidates
- committee comments regarding the strengths of each finalist, and information about any job-related issues that can more effectively be discussed during the final interview

A. Final Interviews and Reference Checks

The President's Office shall arrange a time and date for the final interviews with the President and Vice President and shall invite all members of the screening committee to observe the final interviews. Interviews should be scheduled within a reasonable time frame after the finalists have been selected by the screening committee. Members who elect to participate should agree to attend all final interviews.

With the support of the Office of Human Resources, reference checks of finalists will be conducted by the appropriate Vice President or College President if deemed necessary. Individuals who do not have experience with conducting reference checks should first consult with the Office of Human Resources.

The person who is selected for hire will always be from among the finalists who were recommended by the screening committee. The President will inform the Chair of the screening committee of the final decision prior to submission to the Office of Human Resources and Board of Trustees.

If the College President does not select a finalist, the President shall notify the Academic Senate President and the Screening Committee and, at the President's option, may meet with the screening committee to explain the non-selection and provide guidance for future hiring processes. The Committee may elect to review the pool of candidates and recommend additional finalists, or the President may re-open the hiring process.

APPROVAL PROCESS

Following selection of the final candidate, the College President shall submit formal notification of the selection to the Office of Human Resources for preparation of the Board Report.

The Office of Human Resources will contact the selected individual in a timely fashion regarding employment information, salary step placement and required verifications, contracts, fringe benefits, and other employee services.

ADJUNCT FACULTY SELECTION PROCEDURES

CONTINUOUS APPLICANT POOL

On a continuous basis, the District Office of Human Resources will recruit broadly for adjunct positions in most disciplines, using a variety of print, electronic and other recruitment resources, in order to maintain central applicant pools by discipline. These central applicant pools will be developed, maintained and updated by the Office of Human Resources.

Letters of interest and resumes sent by prospective adjunct faculty either to College offices or to the Office of Human Resources will be acknowledged with instructions to submit a standard online District employment application form and supporting documentation. Division deans and division office managers will not accept resumes except those submitted to the central applicant pool. Upon identifying the need for an adjunct instructor, deans will select applicants from the pool to interview.

The online employment site pre-screens applications via questions asked of applicants about meeting the minimum requirements for the position. If an applicant is applying for equivalency, instructions on the application form direct them to complete and attach a separate application for equivalency. Those applications which satisfy the minimum qualifications (and those who have applied for equivalence) will be stored by discipline and maintained in the central Office of Human Resources applicant tracking system.

Applicant materials will be retained by the applicant tracking system for a period of two (2) years.

A. Review by Screening Committees and Managers

At the request of management staff, the Office of Human Resources will make available for review all online applications received for a specified discipline. The managers and appropriate faculty screening committees will review the materials submitted. If equivalency is needed to be determined, a Faculty Qualifications Committee will be convened through the Academic Senate (See SMCCCD Policies & Procedures 3.15 and 3.15.2).

Administrators (hiring managers and other administrators as appropriate) and discipline faculty will collaborate to identify the need to hire new part time faculty.

All adjunct faculty application materials will be maintained in the applicant tracking system for use by all three Colleges.

B. Using the Adjunct Applicant Pools

The Dean will notify the Office of Human Resources of the need for additional adjunct faculty. Human Resources staff will review the available pool to determine if there are applications ready for review, and will then release for review of the application materials.

If no applicant pool exists, steps may be taken to recruit for and publicize a particular opening. A job announcement will be prepared by an appropriate Dean in consultation with discipline faculty, approved by the College President, and forwarded to the Office of Human Resources for final review,

preparation and publication. Minimum qualifications and an equal employment opportunity statement will be a standard part of the announcement template.

Publicizing of the job announcement may include, but is not limited to the following:

- SMCCCD Employment website
- California Community College Registry
- CommunityCollegeJobs.com
- HigherEdJobs.com
- Indeed.com
- ACCCA.com
- InsideHigherEd.com
- Placement of advertising in other discipline- or industry-related websites

C. Screening Committee

The appropriate Dean is responsible for forming a screening committee consisting of the Dean and at least one full-time faculty discipline expert. If no full-time faculty discipline expert is available, a full-time faculty in a related discipline may serve. The committee may also include individuals from other divisions or from outside of the College, as appropriate.

The screening committee must preserve and respect the confidentiality and fairness of the screening and selection process at all times. If confidentiality is breached, or if prejudicial statements are repeated after a warning, the College President may disband the Committee.

Using only pre-determined, job-related criteria, the screening committee will review the available applications and select for interview, skill demonstration or other pre-determined assessment, those applicants who most closely meet the stated qualifications. The hiring process will consist of interview questions and a skills/teaching demonstration.

All screening committee procedures shall be documented in detail and maintained in a confidential College file for a period of three (3) years.

If the Dean does not have sufficient time to follow the normal procedures, at a minimum the Dean will work with a FT faculty member to review applications and interview candidates, documenting the reasons why the usual procedures were not followed and provide the written explanation to the appropriate Vice President and Academic Senate President.



SCREENING COMMITTEE ORIENTATION

The San Mateo County Community College District seeks employees who share a commitment to student success, equity and social justice. The successful candidate will be an equity-minded individual who is ready to collaborate with staff, faculty and administrators who is committed to closing equity gaps. An equity-minded individual is a person who already does *or has demonstrated the 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 collective 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.

The District's "Students First" Strategic Plan is focused on "Student Success, Equity and Social Justice." We provide students with a rich and dynamic learning community that embraces differences, emphasizing collaboration and engaging students in and out of the classroom, encouraging them to realize their goals, and to become global citizens and socially responsible leaders.

The Selection Committee plays an important role in this commitment and will be screening for the next District employee. Each member of the Screening Committee will have the following roles and responsibilities:

- **Inclusiveness**: Each committee member is responsible for being inclusive of all candidates and avoiding stereotypes and bias. Being inclusive of cultural differences optimizes our effectiveness in achieving student success. Composition of committee should represent a range of ages, genders, and cultural backgrounds in order to ensure a variety of perspectives.
- **Confidentiality**: Confidentiality must be maintained at all times. Committee members are acting as agents of the District when recruiting. Therefore, anything that goes on within the committee process is not to be discussed with anyone outside of the committee (that includes applicant names, screening results, interview questions, interview responses, committee discussions, etc.). Recruitment materials (application materials and screening/interviewing forms) should only be reviewed in private. If anyone outside of the committee inquiries about anything of a confidential nature, inform them that you are a member of the screening committee and are not at liberty to discuss the recruitment with them. You may refer anyone with inquiries/questions to Human Resources.

Committee members understand that the failure to maintain confidentiality will not only jeopardize the search and selection process but could also result in violation of Federal or State regulations and incur liability of behalf of the District. Each committee member agrees to call to the attention of the Chief Human Resources Officer any action which might be interpreted as a breach of confidentiality.

- Objectivity: Decisions must be based on the screening and interviewing processes only; any past experience that you may have had with an applicant should not be taken into consideration. Applicants that you know from a past experience should be given the same opportunity to demonstrate their skills and abilities to you and should not be given any unfair advantage or disadvantage based on your prior experience with them. Any committee members who may have a potential conflict of interest must bring this to the attention of Human Resources.
- Outreach: As discipline experts, Human Resources looks to you as a committee to assist in ensuring that the pool for the recruitment that you are serving on is as qualified, sufficient, and diverse as possible. Spread the word about the availability of the position to your network of colleagues and provide suggestions for focusing advertising sources, if applicable.
- Participation: You have been chosen to serve on this committee because of your connection to/involvement with the recruitment. Your input is essential for the development of the job announcement, screening criteria, interview criteria and questions and selection of candidates for interview and recommendation of finalists. Committee members must be present at every committee meeting (including orientation, selection of screening criteria, selection of interview candidates and interview criteria and deliberation of finalists) to have the opportunity to give this input.
- Availability/Flexibility: It is assumed that there may be some scheduling conflicts when it comes to finalizing the timelines for each recruitment and involving each committee member. We encourage you to remain flexible in your participation of this process which can mean needing to reschedule previous commitments and/or arranging for class coverage for times that you might have been scheduled to teach.

Equal Employment Opportunity (EEO) Requirements

The San Mateo County Community College District is an Equal Opportunity Employer and is committed to promoting a diverse, talented workforce capable of delivering and supporting a high quality student learning environment. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. In addition, a highly qualified, diverse applicant pool leads to the potential for outstanding hires that, in turn are natural recruitment vehicles for future searches as well as for attracting and supporting a diverse student population. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to persons with disabilities, and individuals from all ethnic and other groups protected from discrimination.

The District's employment policy, as stated on every job announcement, reads:

The San Mateo County Community College District is an Equal Opportunity Employer that seeks to employ individuals who represent the rich diversity of cultures, language groups, and abilities of its surrounding communities.

It is based on the desire that:

- Everyone deserves the opportunity to participate fully within our educational community.
- Our workplace is enriched by the diversity of our workforce.
- People should be valued for their differences—not in spite of them.
- The candidates selected will be able to competently interact in a multi-cultural, multi-lingual community college environment.

The District's Commitment to Diversity

A diverse workforce is diverse in many ways, including race and ethnicity, gender, gender identity, sexual orientation, socio-economic status, age, disability, culture, religion, immigrant status, marital status, parenting status, veteran status and more. Diversity makes the District more attractive to staff and students, engenders creative thinking and problem solving, and vitalizes the educational environment. Selection committee members should approach candidates with interest and curiosity and recognize that the interview process must reflect how the District expects colleagues to interact with each other and students within the college community.

There are five core values that inform the District's commitment to diversity:

1. Workforce diversity services the educational mission of the California Community Colleges.
2. Diversity works in a merit-based system; a commitment to diversity does not require—or even contemplate—lowering standards.
3. A commitment to diversity may mean reexamining how we define “qualified,” seeing job standards with fresh eyes, and being willing to eliminate traditional but out-dated requirements, and adding new requirements that appropriately value the skills, education and experience of a more diverse applicant pool.
4. Successfully diverse communities are inclusive in that they appreciate rather than merely tolerate differences.
5. Inclusive work environments increase creativity and improve problem solving.

Part of the District's commitment to diversity includes a commitment to “cultural competence”, which refers to the skills and ability of individuals to act in a sensitive, inclusive and respectful manner in interactions with persons who are different from themselves. Pursuant to Title 5, Section 53024, meaningful consideration must be 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.

Experience with diverse populations alone does not guarantee that the person is culturally competent. Just because a person has had students from x, y and z groups in their classes, this does not mean that the person understood or adapted to those students' needs. The same holds true for traveling or living in other cultures, particularly for short-term stays. Culturally competent communicators tend to acknowledge cultural differences in their answers and teaching demonstrations through the use of inclusive language, examples and teaching approaches.

The District does not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, national origin, religion, age, gender, disability, ancestry or sexual orientation, or engage in any other practice which would result in discriminatory or preferential treatment prohibited by state or federal law.

Non-Discrimination

Hiring decisions should be premised upon non-discriminatory criteria and procedures. Federal and State Anti-Discrimination laws prohibit discrimination on the basis of:

- Race
- Religion
- Color
- National origin
- Ancestry
- Gender Identity
- Genetic Information
- Physical/mental disability
- Marital status
- Sex
- Age
- Sexual Orientation
- Gender Expression

Elimination of Bias

All applicants are to be judged without bias, either for or against. All applicants are to proceed through our process on their own merit. However, human nature causes us to be *unintentionally* influenced by subjective factors and other influences unrelated to an applicant's merit. When we become aware of how the subjective factors can influence us, we can take steps to counteract or eliminate them and focus on objective job-related criteria. Once we are aware that subjective factors are influencing us, we can refocus from subjective to objective decision criteria. The following are some common biases that can be eliminated:

Confirmation Bias. This is a tendency for people to seek out information that supports a pre-conceived belief about the applicant that has been formed prior to the interview. In other words, interviewers look to confirm a possibly shallow impression they may have formed of the candidate pre-interview, as opposed to having a more open outlook on the candidate's abilities.

Keep an open mind.

Stereotyping. The interviewer can be influenced and form a generalized opinion by quick and superficial evaluations including level of attractiveness, race and gender.

Avoid snap judgments.

First Impression Negative or Positive. The interviewer may make certain judgments based upon either a positive or negative first impression that can then influence the entire interview. For example, candidate who has a very strong first impression will likely be evaluated more favorably even if it is unwarranted.

Wait at least 30 minutes into an interview before “deciding” for or against a candidate.

Intuition. Many interviewers place great weight on their intuition about candidate even though intuition is unreliable and susceptible to influences other than a candidate’s merit.

Don’t let your gut trick you.

You Are Just like Me. The interviewer may feel a bond with a candidate who shares personal characteristics such as a hobby or some other similarity such as children of a similar age. Be harder on these candidates in order to avoid being too “soft” on them.

You are not hiring someone to be your new best friend.

Role of the Committee Chair

Hiring managers are strongly encouraged to appoint a chair to the screening committee. If no chair is appointed, the screening committee will decide amongst themselves. The committee chair is responsible for the following:

1. Works with the committee to document the finalist(s) strengths as well as other areas or topics that the committee recommends for further pursuit for the hiring manager to take into consideration.
2. Works with the committee to document first-level interview rankings using the Excel spreadsheet provided by Human Resources to reflect the committee’s aggregate scores.
3. Collects the committee’s interview materials and submits to Human Resources at the conclusion of first-level interviews.
4. Serves as the alternate host on all Zoom meetings and facilitates remote interviews by controlling the room, including admittance from the waiting room and screen sharing. The Chair ensures that all committee members are present before allowing candidate(s) into the room.

Best Practices in Serving on Screening Committees

Committee Chairs in collaboration with Human Resources should ensure that all committee members have received the mandatory unconscious bias training, which will be valid for a period of 3-years. If a committee member has not completed the training, they cannot serve.

- At the outset, committees should develop a timeline for every recruitment and block off time in your calendars so that you can adhere to your timeline as the recruitment progresses. Also, think from the viewpoint of a potential candidate and optimize your timeline to attract and retain a rich and diverse applicant pool.

- Recruit broadly; develop a diverse and inclusive outreach strategy for your recruitment. And involve as many people as possible in your recruitment efforts. Word of mouth and professional networks often are critical sources for building an applicant pool.
- Finally, continue to dialogue on topics of diversity and bias. This enhances your knowledge and self-awareness, which will continue to contribute to your efficacy in the recruitment process.

Successful Recruiting Steps

Step 1: Defining job success

If you want to hire talent, first define the criteria.

This is done by the screening committee, including the supervising administrator.

1. Determine the most important job duties and performance expectations of the position (or pool). Some common criteria for job success include:
 - Discipline expertise or mastery of subject matter
 - Demonstrated teaching ability or potential
 - Commitment to student success, equity, and social justice
 - Sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students
 - Ability to work as a team member or colleague
 - Leadership potential in the areas of teaching innovation, curriculum development, committee service, or community outreach
 - Commitment to the profession as evidenced by publication, field expertise, adjudication, performance, volunteer work, etc.
 - Experience with technology
2. Think about the needs of the department and plan for change, growth, and new directions. Does this position/pool need to complement existing strengths or provide specific expertise? What benefits could a candidate's demonstrated sensitivity to diversity bring to your department? Think about the future; do not simply replicate the past.
3. Identify the 3-4 main things you want the selected candidate(s) to accomplish in the first few years in this position/pool. For example, the department may need someone to build a program, improve student recruitment efforts, anchor a program, write innovative curriculum, or to move the department in global or multicultural directions.

Step 2: Recruiting qualified candidates

Treat the candidates as colleagues.

The search for candidates is coordinated by Human Resources with the help of the department and other networks.

1. Be proactive in helping Human Resources to identify suitable candidates. Use your own contacts, networks, and professional associations from which to solicit applications. Be inclusive in order to broaden the pool of qualified candidates as much as possible.
2. If anyone in the department is planning to attend a professional conference, take along job announcements and application materials to display or hand out. Contact Human Resources for materials and assistance.
3. If contacted by an applicant interested in the job, provide them with information and help them to connect with Human Resources to receive application materials and a job announcement.
4. Notify Human Resources of any special web sites, professional journals or other ways of advertising to applicants. Do this as soon as possible in order to meet any deadlines these publications have.
6. Represent the discipline and the college in a positive light to applicants. Give them a reason to choose to apply to San Mateo County Community College District.

Step 3: Screening the applications

Each member of the selection committee must screen all applications.

1. In order to be considered for screening, applicants must provide a complete application packet (determined by Human Resources) AND meet the minimum qualifications for the position or pool. Minimum qualifications for faculty positions are determined by the statewide Academic Senate. Candidates for faculty positions who are filing for equivalency do so because they do not automatically meet the State minimum qualifications. Candidates who need equivalency approval should be approved for equivalency (by the Academic Senate Equivalency Committee, Vice President of Instruction and the President) prior to being offered a position.
2. The Human Resources applicant tracking system screens applicants for minimum qualifications. For faculty positions, if an applicant does not possess the minimum qualifications, it is the applicant's responsibility to submit an *Equivalency Application* with their other application materials. This option is provided on the application.
3. Internet searches: The Office of Human Resources does not routinely conduct internet searches on candidates because of the well-known unreliability of information found on the internet. If you, however, choose to conduct your own research on the internet, you must share whatever information you find with the Office of Human Resources for verification prior to using that information in your evaluation of the candidate or sharing it with other members of the screening committee.

Step 4: Choosing applicants for interview

The entire selection committee will choose the candidates for interview.

1. Before the meeting, the total combined scores for each applicant entered in the applicant tracking system by each committee member will be compiled by Human Resources. The scores will be sorted in ascending order. Use the numerical scores to help determine which candidates to invite

for interview. Look for a logical dividing point (a break in the scores) rather than choosing an arbitrary cut-off number.

Step 5: The Interview Questions

Interview questions and skill demonstrations will comply with current law; be based solely on bona fide, job-related knowledge, skills and abilities as stated in the job announcement; and will be appropriate to the subject matter. Each Screening Committee member shall evaluate the quality of the candidates' responses using the pre-determined set of Key Response Elements.

Interview questions and skill demonstrations must be job-related, based on the required knowledge, skills and abilities, unbiased, and should have the following characteristics:

1. Questions are open ended in order to prompt full and complete responses from the candidate.
2. Questions can be hypothetical to ascertain how an applicant would respond to a situation involving a specific set of variables. Hypothetical questions allow you to test the values and attitudes of applicants and help you to gauge organizational, communication, and decision-making skills.
3. 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."). It is a common misconception that follow up questions are not proper because it means that applicants' interviews are not identical. However, the law does not require interviews to be identical nor do you have to impose such rigidity on the interview process to deflect claims of unequal treatment. As long as all applicants are given a fair opportunity to explain and elaborate on their answers, follow-up questions are permissible—and can be enormously helpful to assessing and comparing candidates. Screening committees need to give all candidates the opportunity to elaborate; and ensure that subtle biases do not make committees more relaxed and conversant with some candidates than others. At the same time, candidates with good interview skills will be more engaging and skillful at developing a dialogue. That is inherent to the interview process.
4. Include pre-determined "Key Response Elements" (KREs) that can be used by the Screening Committee to evaluate the quality of the candidate's responses. "Key Response Elements" are lists of desired responses that the Screening Committee can listen for in order to guide their rating and documentation of candidate responses to each interview question. "KREs" are derived from the knowledge, skills and abilities being "tested" by each interview question.
5. The screening committee will conduct all interviews using predetermined interview questions. Questions should not be asked about an applicant's protected status. For example, asking an applicant when he or she graduated (to determine skill level) has been interpreted to mean "how old are you?" and is thus improper. There are more appropriate ways to find out whether an applicant is conversant in the latest developments such as: "In the last 5 years we have seen an explosion of literature on _____. Have you had opportunities to become familiar with these developments or apply them in your work?"

Step 7: The interview

First measure performance, then personality.

All members of the screening committee must be present for the interviews.

1. The Office of Human Resources is available to assist the Screening Committee with scheduling interviews, meeting candidates, and will collaborate with the Chair to identify proctor(s) and physical meeting spaces. The interview should be conducted in a comfortable location that is free from outside distractions and that ensures privacy for the participants.
2. The Screening Committee will provide each candidate interviewed a list of the questions (without KREs) 15 minutes prior to their interview to read as the questions are asked by the Screening Committee.
3. An interview rating form is used by each committee member for each candidate interviewed. The interview rating form will include all of the predetermined interview questions, including a list of the Key Response Elements (KREs).
4. Before your interviews begin, the committee should remind themselves of the ground rules and reach agreement on the following:
 - Who will ask which questions & who will be responsible for tracking time for the interview, if needed
 - How to define “consensus” (for example, everyone must agree on all finalists, majority must agree, etc.)
5. Assume the candidate is nervous, and don’t base your judgment on that. Try to make the candidate comfortable. Introduce each member of the committee and their job or title and provide candidates with a copy of the interview questions for their reference.
6. Create a compelling vision of the college. Give the candidate a brief overview of the position/pool and the college (remember, they are gathering impressions of the college from the hiring process). Inform candidates that they will have a chance to ask questions/provide additional information at the end of the interview.
7. Remain objective.
 - Don’t make a judgment based on a first impression, such as a handshake, appearance, style of dress or amiability.
 - Don’t exclude a candidate or “buy in” too soon.
 - Stay inquisitive throughout.
 - Focus on characteristics essential to the job.
8. Do NOT ask questions (including follow-up questions) related to any of the following:
 - Age or anything that can determine age.
 - Race, nationality, ethnicity, or related issues.
 - Clubs, social groups, or residence.
 - Children or family issues, marital status, now or in the future.

9. All candidates should be asked the same core questions. However, you may ask follow-up questions as described in Step 6.3.
10. If there is only one finalist, approval by the second level interviewer(s) is required prior to scheduling the second interview. Finalists will return for an interview with the appropriate administrator(s). The finalists for regular Faculty positions and some Management positions will be forwarded to the President for interview.
11. References will be checked only on the finalists (conducted by the supervising administrator). Hiring managers should provide advance notice to finalist(s) prior to commencement of the reference checking process. Job reference checks are NOT to be conducted by individual screening committee members. See Reference Checking Guide.

Finalists

At the conclusion of the interview process, the Screening Committee will meet to determine which candidates most meet the requirements of the position and best meet the needs of the students, the department/division, the College, and the District. The Screening Committee should only forward the names of candidates as finalists who in the opinion of the members could effectively perform the duties and responsibilities of the position. Finalists can be any number of candidates. There is no “rule of 3” or other number; however, it is desirable to have more than one finalist for the hiring manager to consider.

Finalists are forwarded unranked to the hiring manager, along with their original application packet, copy of first-level interview questions, skills demonstration/written exercise prompt, and list of each finalist’s strengths, as well as other areas or topics that the hiring manager should pursue further during the final interview.

Notifications to Unsuccessful Applicants

Throughout the process, the Chair of the Screening Committee forwards to the Human Resources Office the names of applicants who have been eliminated from further review by the Screening Committee. To inform applicants in a timely manner, requests to send notifications should be forwarded following the paper screening process and following the interview process.

BOARD POLICY 2.20

Equal Employment Opportunity

1. The San Mateo County Community College District is committed to equal employment opportunity and full recognition of the diversity of cultures, ethnicities, language groups and abilities that are represented in its surrounding communities and student body. The Board believes that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, and suitable role models for all students. The District shall demonstrate its commitment to the cultural competence¹ of its employees and students through policies, procedures, training programs, services and activities which promote diversity and mutual respect within the District work force and student body.

The San Mateo County Community College District is an equal opportunity employer that shall provide an educational and work environment in which no person is denied access to, or the benefits of, any program or activity of the District on the basis of federal or state protected classes including, but not limited to: race; color; national origin, ancestry or citizenship status; religion or creed; age; marital status; sex and gender (including sexual orientation and identity; gender identity and gender expression); physical or mental disability; genetic information; medical condition; political activities or affiliations; military or veteran status; status as a victim of domestic violence, assault or stalking; or because one is perceived to have one or more of the foregoing characteristics or associates with a person or group with one or more of these characteristics.

2. The District shall monitor the success of equal opportunity in its recruitment, selection, retention and promotional policies and procedures by monitoring outcomes to assure no adverse impact against any person or group of individuals, due to ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or mental ability.
3. The District complies with the spirit and law of the Americans with Disabilities Act of 1990 as amended by providing equal opportunity for persons with disabilities. The District shall make reasonable accommodations so that persons of all levels of ability enjoy equal access to all aspects of employment and education in our District, including but not limited to, educational services, selection procedures, retention and promotion.

In order to prevent discrimination on the basis of disability, the District will allow an individual with a disability to use a service animal or miniature horse in District facilities and on District campuses in compliance with state and federal law.

4. The District will not tolerate discourteous, offensive or abusive conduct or language including jokes, slurs, derogatory comments, or behaviors or language regarding a person's ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or medical condition relating to other employees, students or the public. This includes District decisions about employment, retention, compensation, promotion, termination and/or other employment status.

¹ "Cultural Competence" refers to the skills and ability of individuals to act in a sensitive, inclusive and respectful manner in interactions with persons who are different from themselves.

BOARD POLICY 3.05.1

MINIMUM QUALIFICATIONS

EQUIVALENCE PROCESS FOR JOB APPLICANTS

Procedures for verifying faculty qualifications, equivalency process and process for being placed in additional faculty service areas (FSAs):

I. Faculty Minimum Qualifications:

All applicants for part-time and full-time faculty positions must meet the Minimum Qualifications for the discipline exactly as stated, or request equivalency. It is the applicant's responsibility to apply for equivalency as stated in Form 1, Part A of this procedure and also via the District application process.

II. Establishing additional FSAs:

1. Faculty wishing to establish an additional Faculty Service Area (FSA) must meet the Minimum Qualifications for the discipline exactly as stated in the statewide Minimum Qualifications List (Disciplines list), or request equivalency. The process is completed via the form in Form 2 of this procedure.
2. If the faculty member meets the Minimum Qualifications exactly as stated in the statewide Minimum Qualifications List (Disciplines list), application materials for an additional FSA may be submitted to the appropriate Vice President for consideration of assignment to an additional FSA.
3. If the faculty member does not meet the Minimum Qualifications exactly as stated in the statewide Minimum Qualifications list (Disciplines list), it is the faculty's responsibility to apply for equivalency as stated in Section III of this procedure.

III. Process for establishing equivalency:

1. The individual applying for equivalency must provide conclusive evidence to support their request (official transcripts, credentials, licenses, certificates, employer attestations, publications, etc.) for equivalency.
2. All equivalency requests are reviewed by the Faculty Equivalency Committee (FEC).
3. The FEC is convened by the local Academic Senate President from the hiring college, or designee, upon request by the screening committee chair.
4. The FEC shall consist of three faculty discipline experts representing the three colleges in the district and one non-discipline faculty member appointed from the District Academic Senate's Equivalency sub-committee. In addition, a Dean from the division in which the discipline is located, from a college other than the hiring college, will serve as co-chair of the FEC with the faculty member appointed by the District Academic Senate.
 - a) If there are no faculty currently in the discipline at the hiring college, the Academic Senate President shall either seek additional member(s) from one of the other colleges in the District, and/or invite discipline experts from another California Community College District.

5. The deliberation process of the five-member Faculty Equivalency Committee (FEC) shall be closed and confidential.
6. All communication of the FEC shall be a) in person, b) via conference call, or c) via District video conferencing platform. All communications regarding the equivalency should involve all committee members. Email should not be used to discuss the work of the equivalency committee.
7. The FEC evaluates the equivalency to Minimum Qualifications of individuals based on the Minimum Qualifications for Faculty and Administrators in California Community Colleges. This equivalency process is intended neither to raise nor to lower standards from the Minimum Qualifications established for a position, nor is it intended to grant waivers in lieu of required qualifications. Where San Mateo County Community College District standards are higher than the state Minimum Qualifications, the District qualifications shall prevail.
8. The three means of demonstrating equivalency are as follows:
 - a) Degree Equivalence

The employee or applicant possesses a degree(s) with similar content to those listed for the relevant discipline. The name of the degree is close to that specified on the Disciplines List but the degree either has a different title or area of expertise or the coursework is slightly different. Equivalence is established through analysis of transcripts and coursework.

b) Academic Background Equivalence

Related to disciplines in which a Master's degree is not generally expected or available. The employee or applicant must have completed at least 24 semester units (or equivalent) of coursework in the academic field being applied for, and must possess at least the equivalent level of achievement and the equivalent in breadth, depth of understanding, and rigor in each of the following:

- i. a broad cultural education usually met by the general education requirements for any Bachelor's or Associate's degree, and
- ii. a detailed study of the discipline in breadth, depth, and rigor, usually met by course work required for the degree major.

c) Professional Achievement Equivalence

The employee or applicant must have completed the general education requirements for any Bachelor's or Associate's degree, and show evidence of outstanding professional achievement and/or substantial training in the requested field. The employee or applicant must submit substantial evidence, which demonstrates that their preparation, teaching experience, work experience, and ability are equivalent to those expected from a person who meets the minimum qualifications.

9. The equivalency process will be completed before interview of the candidate applying for equivalency. Human Resources (HR) will provide the FEC with the information provided by the candidate to determine equivalency no less than three (3) working days prior to the meeting of the FEC. The FEC will complete its work within ten (10) working days of the initial request.
10. Provisional equivalency is not allowed. The employee or applicant must be determined to meet the minimum qualifications prior to an interview being offered to the candidate applying for equivalency.
11. The equivalency process is intended to be anonymous, such that the identity of the candidate applying for equivalency is not known to the FEC. All information provided to the FEC will, to the greatest extent possible, have identifying information removed or redacted by HR.
12. If the FEC determines that it does not have enough information from the candidate to make a determination of equivalency, additional information may be requested from the candidate. Such requests for additional information shall be facilitated by the responsible administrator on the FEC, with the request being made to HR and communicated by HR to the candidate. All additional information should be submitted by the candidate, in writing, within three (3) days of the request. Additional information should be provided to HR before being provided to the FEC.
13. Apart from requests for more information, outside entities are not permitted to influence or in any way affect or interfere with the FEC deliberation process.
14. The FEC will document the recommendation of each member of the committee in writing. The signature page, once complete, must be presented to all voting members prior to being sent. Each member of the FEC will indicate whether or not they recommend equivalency for the candidate based on the evidence provided. The recommendation regarding equivalency will reflect the majority of the members of the FEC.
15. The written recommendation of the FEC, based on the recommendation of the majority of the five member FEC, will be forwarded by the responsible administrator (Dean) to the appropriate college Vice President who will, with the Academic Senate president, make a recommendation to the college president. Upon concurrence of the college president, the equivalence recommendation will be forwarded to the Board of Trustees for consideration. A copy of the Board action will be placed in the employee's personnel file.
 - a) Education Code §87359(a) requires that the governing board take action on the equivalency before hiring occurs. Equivalencies shall be forwarded to HR to be placed on a Governing Board agenda.
16. If the President does not concur with the recommendation of the FEC and/or the college Vice President and Academic Senate President, the justification and reasoning will be communicated, in writing, to the FEC the Academic Senate President, and the District Academic Senate, within ten (10) working days.
17. The final recommendation will be documented by HR and records kept of all decisions.
18. The procedure for reviewing equivalency requests for additional FSAs is as follows:
 - a) The Faculty requesting equivalence for the purpose of an additional FSA will submit the application to the local Academic Senate President to be reviewed by the Faculty Equivalency Committee (FEC).

- b) The Academic Senate will convene a FEC annually, no later than November 15th of each year, to review equivalency requests from current faculty applying for additional FSAs.
- c) The written recommendation of the FEC will be forwarded by the responsible administrator (Dean) to the appropriate college Vice President and local Academic Senate president, who will each make a recommendation to the appropriate college president. The college president will make a final equivalence recommendation. If the college President recommends that equivalency be granted, the recommendation will be forwarded to the Board of Trustees for consideration. A copy of the Board action will be placed in the employee's personnel file.
- d) If the equivalency is granted, the appropriate Vice President will complete the process of assigning the additional FSA.