

ROLES/RESPONSIBILITIES OF COMMITTEE MEMBERS

- **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 age, gender & 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's 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 inquires about anything of a confidential nature, inform them that you are a member of the screening/interviewing committee and are not at liberty to discuss the recruitment with them. You may refer anyone with inquiries/questions to Human Resources.
- **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 targeting 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 the 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.

COMMITTEE GROUND RULES

1. Strive to be inclusive and avoid bias in all decision-making

Consider how each candidate's diversity of experiences can add value and depth your department; recognize cultural differences without stereotyping individuals.

2. Encourage input from each committee member and facilitate equal/open discussion

Each committee member's perspective has its own validity; discussions should be forthcoming and honest; utilize 'round-robin' techniques & commit to being supportive of conflicting responses; individuals should avoid dominating discussions.

3. Let consensus be your goal

Allow for a comprehensive discussion of differing opinions prior to rushing into a decision which is merely based on voting.

4. Follow a structured approach

Discuss ideal responses and behavior expected of candidates; develop rubrics including rationale to support each rating.

5. Make a commitment to transparent decision-making

Differentiate between observations, interpretations and evaluations and identify underlying assumptions.

6. Avoid unreasonable time limits for discussions

All committee members must be willing to continue discussions at another time if not able to reach agreement.

7. Have an open mind and allow for discussions that may change opinions

Try not to use controlling statements which threaten to block group decisions; focus on understanding and being supportive of each person's perspective.

Step 1: Defining job success

If you want to hire superior people, first define superior performance.

This is done by the screening/interviewing 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
 - 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 compliment 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: Drafting the job announcement

A good job announcement will help the applicant to highlight their qualifications.

To initiate a job announcement, contact Human Resources. The committee is responsible for drafting the announcement with the committee chair routing for approval.

1. Review your criteria for job success (Step #1 above).
2. Use former job announcements as a starting point, but think about what has changed in the department and the future direction of the department.
3. Department/Program description: Describe the department in more detail including number of staff/faculty members, scholarships/certificates offered, programs/organizations the department is involved with, etc.
4. Essential functions: Highlight the essential functions (but not every detail) including what responsibilities (teaching & non-teaching) would be for a typical semester.
5. Minimum Qualifications: State the minimum qualifications as defined by the Board approved job description or the statewide Academic Senate. These may have been modified by the department through the equivalency process or through the development of department equivalency standards (equivalencies and department equivalency standards are not posted in the job announcement). Minimum qualifications are on file in Human Resources and can also be accessed online at [www.cccco.edu/divisions/hr/f_sdev/min_qual/min_qual\(+ date of last revision; Ex = jan2008\).pdf](http://www.cccco.edu/divisions/hr/f_sdev/min_qual/min_qual(+ date of last revision; Ex = jan2008).pdf)
6. Preferred Qualifications: What qualities or abilities would the ideal candidate(s) possess?
 - Please note that in order to screen on preferred qualifications, these areas must be stated up front in the job announcement so that candidates have the opportunity to address your areas of need.

Step 3: Recruiting good 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.
5. Human Resources notifies all CSU, UC and Community College campuses of the opening. If a broader announcement would be useful, contact Human Resources with additional graduate schools, specific departments of colleges and universities, or other targeted sources that should receive job announcements (notify Human Resources if a significant number of extra announcements will need to be ordered from Graphics).
6. Represent the discipline and the college in a positive light to applicants. Give them a reason to choose to apply to SRJC.

Step 4: Developing application screening criteria

Criteria are established by the entire screening/interviewing committee and ideally, should be stated up front in the job announcement. The committee monitor must be present at this meeting (for regular Faculty and Management recruitments only).

1. The purpose of the screening criteria is to allow the committee to determine which candidates to invite for an interview and to justify the reasons why other candidates are not being invited.
2. Screening criteria should be directly related to the criteria for job success (step 1), essential functions (step 2) and preferred qualifications (step 2); criteria should come from the job announcement or should be an area that one could assume you would be looking for (i.e. teaching experience for a faculty position). More important criteria can be “weighted” or assigned more points than less important criteria.
 - The following are suggestions for screening criteria:
 - Related experience, desired education, overall presentation of application materials, experience with technology, experience in educational field, sensitivity to diversity, etc.
 - In screening applications, the following criteria are recommended to assess a candidate’s demonstrated understanding of, and sensitivity to, the diversity of community college students:
 - Ability to respond effectively to such issues of diversity as: academic preparation, culture, gender, race, ethnicity, sexual orientation, socioeconomic circumstances, and disability (this could include coursework, training and/or experience in cross-cultural teaching/learning and working with diverse learning styles, second language acquisition skills, training and/or experience in developing multicultural curriculum materials).
 - Experience in developing, or participating in, successful efforts to assist and encourage community college students and others like them in achieving their goals.
 - Documented proficiency in a language other than English, especially a language spoken by a significant portion of the student body.
 - Experience in developing or participating in mentoring or cohort programs.
 - Recognition for candidates who have been community college students and who have received financial aid, or participated in EOPS, DSPS, CalWORKs, or similar programs as a student.
 - Formal training or demonstrated ability to offer instruction that addresses a variety of learning styles.

Step 4: Developing application screening criteria (continued)

3. The committee will determine the number of criteria to be used and the rating scale to be applied.
4. Keep in mind that using a more narrow rating scale (for example 0 to 5 rather than 0 to 10) will make it easier to determine which candidates are selected for interview because committee members' individual ratings will result in similar findings.
5. Committee members should define ratings within each scale. For example, if your criterion is teaching experience on a 0-5 scale, what qualifications might a candidate possess to receive the highest score?
6. Criteria and rating scales should be provided to Human Resources in advance, so they can be included on the printed screening sheets.

Step 5: Screening the applications

Each member of the screening/interviewing 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, but can be amended by departmental decisions to grant equivalency and/or department equivalency standards – candidates who are filing for equivalency do so because they do not automatically meet the State minimum qualifications. Candidates who need equivalency approval must be approved for equivalency (by the committee, the Academic Senate Equivalency Committee and the President) prior to being interviewed.
2. Verify minimum qualifications (Human Resources is responsible for this screening for Classified and Educational Administrator positions only). Some committees do this step together. 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.
3. If a candidate does not meet the minimum qualifications and has not filed for equivalency, indicate "no" under the "Meets Minimum Qualifications?" column.
4. Candidates who do meet the minimum qualifications OR who have filed for equivalency should be screened by each committee member according to your established criteria, giving a rating for each area. Add the ratings for a total score. Fill in the total under the "score" column.

Step 6: Choosing applicants for interview

The entire screening/interviewing committee will choose the candidates for interview. The committee monitor must be present (for regular Faculty and Management recruitments).

1. Before the meeting, the total combined scores for each applicant should be compiled by the chair (contact Human Resources for a template that can be used to compile your scores). 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.
2. The committee may wish to discuss each of the applicants above or near the break in scores. Screening/interviewing committee members can share insights or judgments about applicants. Scores may be modified after discussion.
3. Once the screening/interviewing committee has reached a consensus on who will be invited for interview, indicate "yes" or "no" in the "Chosen for Interview" column, as appropriate. Identify and list criteria not met for candidates who were not selected for interview. If the candidates selected for interview are equivalency candidates, equivalency approval must be received prior to interview. For a complete explanation of the equivalency process, see Board Policy Manual, Section 4.3.2bP.

Step 7: The Interview Questions

The screening/interviewing committee develops the questions. The Committee Chair sends the questions (by e-mail) to Human Resources at least two days prior to the interviews.

1. Interview questions should directly relate to job success criteria (step 1) and to preferred qualifications (job announcement).
2. Questions should be limited to about five or six to allow in-depth answers and follow-up questions as needed.

Sample Questions (contact Human Resources for additional sample questions):

- a) Job success criteria: Sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
Sample question: Students, faculty and staff at SRJC represent diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds. Describe some specific ways that you have addressed diversity in your teaching and/or in your style of interacting with individuals.
 - b) Job success criteria: Commitment to student success.
Sample question: SRJC is committed to student success, including improving retention rates in our classes. What are some specific things you do in your teaching to help students be successful and to retain students in your classes?
 - c) Job success criteria: Department needs someone to recruit for and build a program.
Sample question: What are some specific techniques that you have used successfully to recruit students and/or staff or that you would use if hired for this position/pool?
 - d) Job success criteria: Ability to write or develop innovative curriculum, grants or other reports.
Sample question: Describe for us an example of an accomplishment you have had in the area of writing or developing innovative curriculum, grants or other reports (as appropriate for the position/pool).
 - e) Job success criteria: Commitment to the profession.
Sample question: Describe for us your most significant accomplishment outside the classroom (or work environment) that benefits the profession, for example publication, field experience, adjudication, volunteer or committee work, etc.
 - f) Job success criteria: Ability to be goal oriented & follow through on a project.
Sample question: Give us an example of a professional goal that you have set for yourself and explain how successful you were in accomplishing it.
3. Be prepared to ask follow-up questions directly related to the original question or to the candidate's response. Who, what, where, when, why, or how questions can solicit additional information. Ask for details, dig deeper. Allow for a moment of silence, if needed, to allow the candidate time to think through their response. Find out the candidate's actual role or contribution to the accomplishments they describe.
 4. Consider including assessment exercises in your interview process. Examples include a brief lecture, a simulated discussion, a critique of student work, a critique of a video performance, or any other kind of activity that closely resembles actual job performance. For non-teaching positions, you may want to ask candidates to perform a skills demonstration, writing exercise or mini-presentation as part of the interview process (contact Human Resources for samples).

Step 8: The interview

First measure performance, then personality.

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

1. 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 organize the various parts of the interview on the *Interview Record Sheets*
 - How to define “consensus” (for example, everyone must agree on all finalists, majority must agree, etc.)
2. 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.
3. 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.
4. 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.
5. 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.
6. All candidates should be asked the same core questions. However, you may ask follow-up questions as described in Step 7.
7. All members of the screening/interviewing committee will receive Interview Record Forms for each candidate to be interviewed. These forms must be completed, signed, and returned to Human Resources by the Committee Chair following the interviews.
 - Include notes on your forms regarding the candidate’s strengths/weaknesses.
 - Categorize your assessment factors in advance to be printed on your interview record sheets
8. Ideally, the committee should forward or recommend three semi-finalist/finalists for each position (not applicable for adjunct faculty pools). If the committee feels that there are only two strong semi-finalist/finalists, it is better to just forward two names than to include a third candidate that may end up being the preference of the administrative interviewer(s). If there is only one semi-finalist/finalists, approval by the second level interviewer(s) is required prior to scheduling the second interview. Vice President(s) will meet with Committee after committee interviews and deliberations have been concluded to discuss strengths/weaknesses of finalists (for faculty recruitments only). Finalists will return for an interview with the appropriate administrator(s). The top candidate(s) for regular Faculty positions and some Management positions will be forwarded to the President for interview.
9. References will be checked only on the semi-finalist/finalists (conducted by the supervising administrator). Job reference checks are NOT to be conducted by individual screening/interviewing committee members. Candidates have a right to privacy when applying; their employer and/or co-workers may not be aware that they are seeking employment elsewhere.