



Santa Monica College Screening/Selection Committee Orientation 2015



EQUAL EMPLOYMENT OPPORTUNITY HIRING TRAINING

Santa Monica College

Santa Monica College
1900 Pico Boulevard
Santa Monica, CA 90405

Office of Human
Resources

310-434-4415

***Changing Lives in the Global Community
through Excellence in Education***

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I. SCREENING/SELECTION COMMITTEE GOALS

It is the goal of the Screening/Selection Committee (“Committee”) to select candidates who are qualified for the essential duties of the position for the final interview. If many candidates are qualified for the position, the Committee should select the best qualified candidates consistent with the Vision, Mission, and Goals of SMC.

SMC Vision

Santa Monica College will be a leader and innovator in learning and achievement. As a community committed to open dialog and the free exchange of ideas, Santa Monica College will foster its core values: knowledge, intellectual inquiry, research-based planning and evaluation, academic integrity, ethical behavior, democratic processes, communication and collegiality, global awareness, and sustainability.

SMC Mission

Santa Monica College provides a safe and inclusive learning environment that encourages personal and intellectual exploration, and challenges and supports students in achieving their educational goals. Students learn to contribute to the global community as they develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments. The College recognizes the critical importance of each individual’s contribution to the achievement of this mission.

Santa Monica College provides open and affordable access to high quality associate degree and certificate of achievement programs and participates in partnerships with other colleges and universities to facilitate access to baccalaureate and higher degrees. The College’s programs and services assist students in the development of skills needed to succeed in college, prepare students for careers and transfer, and nurture a lifetime commitment to learning.

SMC Goals

To fulfill this mission, Santa Monica College has identified the following Institutional Learning Outcomes and supporting goals.

Institutional Learning Outcomes

Santa Monica College students will:

- Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives
- Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.
- Respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.
- Assume responsibility for one's own impact on the earth by living a sustainable and ethical life style.
- Students will demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

Supporting Goals

Innovative and Responsive Academic Environment

- Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community

Supportive Learning Environment

- Provide access to comprehensive student learning resources such as library, tutoring, and technology
- Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid

Stable Fiscal Environment

- Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources

Sustainable Physical Environment

- Apply sustainable practices to maintain and enhance the college's facilities and infrastructure including grounds, buildings, and technology

Supportive Collegial Environment

- Employ decision making and communication processes that respect the diverse needs of the entire college community

II. EQUAL EMPLOYMENT OPPORTUNITY

There are a myriad of important Federal and California laws¹ that require equal employment opportunity at SMC and which prohibit unlawful discrimination for all persons applying for employment positions at SMC. These laws have been implemented into District policy through Board Policies 3120 and 3121.

The District's commitment to equal employment opportunity and prohibition of unlawful discrimination are set out in Board Policy 3120. Board Policy 3120 also sets out all of the protected statuses observed by the District in connection with equal employment opportunity and non-discrimination. Board Policy 3120 states in relevant part:

The Santa Monica Community College District is committed to the principles of equal employment opportunity and will implement a comprehensive program to put those principles into practice. All qualified applicants for employment and employees shall have full and equal access to employment opportunity. No person shall be subjected to discrimination in any program or activity of the District on the basis of ethnic group identification, race, color, national origin, religion, age, gender, disability, ancestry, sexual orientation, language, accent, citizenship status, transgender, parental status, marital status, economic status, veteran status, or medical condition. No person shall be subject to discrimination on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The Board commits the District to vigorous equal employment opportunity in all aspects of its academic and classified employment programs, including recruitment, selection, assignment, retention, promotion, and transfer. The District will strive to achieve a workforce that reflects the diversity of the state's adult population and is welcoming to men, women, persons with disabilities and individuals from all ethnic and other groups as specified in the preceding paragraph to ensure the District provides an inclusive educational environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas.²

¹ These laws include: California Constitution; Cal. Education Code 87100; Cal. Admin. Code tit. 5 §§ 51010 & 53000 et seq.; Cal. Gov. Code §§ 11135 & 12940; Cal. Admin. Code tit. 2, § 7285 et seq.; United States Constitution; Title VII of the Civil Rights Act of 1964; Equal Pay Act of 1963; Age Discrimination in Employment Act of 1967; Title I of the Americans with Disabilities Act of 1990; Section 102 and 103 of the Civil Rights Act of 1991; Sections 501 and 505 of the Rehabilitation Act; Genetic Information Nondiscrimination Act of 2008; Immigration & Nationality Act.

² Board Policy 3122 (which is set out in full as Appendix B to this document) also sets out the District's prohibition of unlawful discrimination. Currently, the District's DPAC HR Committee is in the process of updating and combining Board Policies 3120 and 3122. For a list of all of the protected status observed by the District, Screening/Selection Committee members should review Board Policy 3120.

The District's commitment to diversity, as well as an articulation of the educational benefits of workforce diversity, is set out in Board Policy 3121 which states:

The Santa Monica Community College District is committed to building an inclusive and diverse environment and maintains a comprehensive program to ensure that practice reflects these principles. Diversity within the college environment provides opportunity to foster mutual awareness, knowledge, and sensitivity, to challenge ingrained stereotypes, and to promote mutual understanding and respect. The District is committed to a work and learning environment conducive to open discussion and the free exchange of ideas. Global awareness and exploring the diversity of the local communities served by the college are both important components of the College's commitment to diversity. Embodying, promoting and celebrating diversity inspires innovative ideas, practical solutions, and team-building in achieving the District's goal of professional and educational excellence.

In connection with diversity, Committee members are prohibited from engaging in what types of acts?

Under Federal and California law and District Board Policies, Committee members should not engage in any practice that constitutes unlawful discrimination based on any of the following actual or perceived protected statuses: ethnic group identification, race, color, national origin, religion, age, gender, disability, ancestry, sexual orientation, language, accent, citizenship status, transgender, parental status, marital status, economic status, veteran status, or medical condition.

As well, under Title 5 of the California Code of Regulations, the District may 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 Federal or California law.

What do the above prohibitions mean in practice? Committee members should not make any screening or selection decisions based on an applicant's actual or perceived protected statuses.

In connection with diversity, what is required during the Committee selection process?

Title 5 of the California Code of Regulations requires that the screening and selection process be designed to ensure that for faculty and administrative positions, meaningful consideration be given to the extent to which applicants demonstrate 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.

Appendix A (attached to this handout) has information about the diversity of the student population at SMC. This information shows why it is important for Committee members to give meaningful consideration to the extent that applicants demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of the community college students at SMC.

The following are examples of permissible inquiries related to diversity which are not discriminatory:

- Are you familiar with the demographic makeup of our student body?
- What do you understand to be the demographic/cultural makeup of our student population?
- Have you had any past experiences working or interacting with the different cultural/ethnic groups in our region? Please describe.
- Have you had any past experiences working or interacting with groups or individuals from a cultural or ethnic background different from your own?
- Please give us an example of a time where you had to work regularly with individuals from an ethnic/cultural background that was different from your own.
- Have you ever assisted, formally or informally, in mediating a conflict between others where you felt that cultural misunderstanding or stereotyping contributed to the conflict?
- Have you ever had to handle a problem in the academic setting that stemmed from the fact that students came from ethnic/cultural backgrounds that were different than yours? Different from each other? What was the problem and how did you handle the problem? Have you ever experienced such a conflict, and if so how did you resolve it?
- Have you had any past experiences working with individuals overcoming hardships such as poverty or disabilities? Please describe.
- Do you speak any languages other than English?
- Have you worked or traveled outside the United States?
- Have you engaged in any work to promote cross-cultural communication or understanding?
- Have you engaged in any work to promote equal opportunities for individuals disadvantaged by poverty, disabilities or other barriers?
- Is there anything else you would like to tell us about yourself that demonstrates your sensitivity to the diverse backgrounds of community college students?

What about candidates with disabilities?

- The law prohibits employers, including Committee members, from asking questions that are likely to reveal the existence of a disability before making a job offer. Even if the Committee becomes aware of an applicant's disability during the hiring process, the

Committee may not ask anything about the disability including its nature or severity, nor may the Committee make any decisions based on the disability that would constitute unlawful discrimination. Also, the law requires employers to provide an applicant with a disability a reasonable accommodation if the reasonable accommodation is required for the applicant to be considered for a job opening. If an applicant asks for a reasonable accommodation or a situation indicates that a reasonable accommodation may be necessary, the Committee should contact Human Resources immediately for assistance.

What should a Committee member do if there is a concern about a violation of EEO or unlawful discrimination policies or laws?

The Committee member should speak with the Committee’s EEO Representative. Also, the Committee member can contact the Dean of Human Resources or the Assistant Director of Human Resources about the concern.

III. MAINTAINING THE INTEGRITY OF THE HIRING PROCESS

If you become aware of acts, practices, or situations that violate the screening/selection process’s rules and procedures, including, without limitation, the rules regarding conflicts, confidentiality, fairness, and equal employment opportunity/unlawful discrimination, please immediately notify:

Marcia Wade	(310) 434-4010	Vice President, Human Resources
Sherri Lee-Lewis	(310) 434-4419	Dean, Human Resources
Tre’Shawn Hall-Baker	(310) 434-4170	Director, Human Resources

How to Ensure Fairness

- Be consistent and fair.
- Diligently write down the information that contributes to your assessments.
- Know your responsibilities.
- Maintain confidentiality before, during and after the process has been completed.
- Do not “Google” or research any applicant’s background

Conflicts of Interest

- It is your responsibility to recognize potential biases or conflicts of interest.
- Biases or conflicts of interest include situations when a candidate is a relative, close personal friend, or where you have a dislike of someone so compelling that you cannot remain fair or impartial.

- Not revealing a conflict of interest could lead to a complaint of unfair hiring practice against the District. This can invalidate the District's hiring decision and also create legal exposure.

Confidentiality

The hiring process is a highly sensitive and confidential process. It is critical that all Committee members, and those associated with this process, maintain the highest degree of confidentiality in order to preserve the integrity of the process.

Advisement

- You will be required to sign a declaration which states that you will maintain confidentiality and also that you will immediately notify the Committee Chair if a conflict of interest arises.
- Disciplinary action may be brought against you for failing to disclose a conflict of interest or personal bias towards a candidate, or for failing to maintain confidentiality.

IV. THE HIRING PROCESS

Hiring Smart

- The Committee must be able to distinguish an applicant's ability to do the job from their ability to get the job.

Focus

- Shift the focus from experience to results: job performance in a former position, accomplishments, and productivity.
- Be more concerned with what they have done.
- Past performance is the best predictor of future performance.

Effective Hiring

How do you shift the focus from experience to results?

- Create questions that make the candidate tell the Committee about specific work experiences and professional accomplishments.

V. CONSTRUCTING QUESTIONS

Good Questions Begin with Knowing What You Want

- Discuss as a committee what traits a successful candidate should possess.
- Make a list of the knowledge, skills and abilities that would result in superior performance in that position.

Make Every Question Count

- Each question should require the candidate to draw from their past experiences.
- Make candidates relay specific examples.
- This requires candidates to really think about their answers and helps prevent them from giving prepared statements.
- Use broader, more open ended questions.

Constructing Effective Questions

- Traditional Questions: Please describe your experience.
- Results Based Questions:
 - Please provide a brief overview of your experience as it relates to SMC's position. Please describe your most significant accomplishment in a recent position.
 - Please describe your work-related strengths that will be most useful in fulfilling the responsibilities of this position?
 - What are some of the most difficult situations you had to deal with as a faculty member/administrator, and how did you address such situations?
- Hypothetical Questions: The hypothetical question ascertains how an applicant would respond to a situation involving a specific set of variables. Prepare hypothetical questions by determining the qualifications of a given position and the responsibilities involved in the position. Such information can be used to create imaginary yet plausible situations during the interview and allow you to test an applicant's ability to perform the job prior to hiring. Hypothetical questions allow you to test the values and attitudes of applicants. Hypothetical questions help you gauge organizational, communication, and decision-making skills. Further, they can present you with insight into an applicant's work habits, such as whether he or she reacts well under pressure or works well without direct supervision.

Ideas for Questions

Team-work

Please describe your experience working as a member of a team, the role you played, and the outcome of the project.

Professional Development

Please provide specific examples of how you have worked toward your own professional development.

Teaching Methods

Please provide a specific challenge you have encountered in the classroom that dealt with teaching a diverse student population, the steps you took to address it, and the learning outcome.

Ethics

Please tell us about a time when you faced a difficult ethical dilemma on the job. How did you handle this situation? Would you do the same thing in the future?

Diversity

Please give an example of a specific event in your past that has shaped your approach in dealing with diverse groups of individuals. (Please see above, page 8, for more examples.)

Customer Service

Please tell us about a time when you had to deal with a particularly difficult individual on the job. How did you handle the situation and would you do anything different the next time?

Participatory Governance

Santa Monica College is committed to the practice of participatory governance and collegial consultation; this means that faculty members are encouraged and expected to participate in various decision making bodies at the College, i.e.: screening/selection committees for hiring faculty, evaluation committees for full and part-time colleagues, joint Academic Senate committees such as Professional Ethics, Program Review and Student Affairs. What has been your professional experience in serving on college committees?

Using Follow-Up Questions

- Follow-up questions allow you to probe for specificity. This helps to minimize exaggerations and limit generalizations.

- Any Committee member may ask a follow-up question to a candidate provided it meets the following criteria:
 1. The questions must be directly related in some way to the original question; or
 2. The follow-up questions must be directly related to something contained in the candidate’s answer.

- Below are examples of follow-up questions:
 - Could you say more about that topic?
 - Could you explain your response to the previous question in more detail?
 - Could you give me an example of what you mean by that?
 - I would like to hear more about that.
 - Perhaps you can clarify that for me.

Importance of Equity and Diversity

- Title 5 of the California Code of Regulations requires that the screening and selection process be designed to ensure that for faculty and administrative positions, meaningful consideration be given to the extent to which applicants demonstrate 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. (Please see above, pages 6-8, for more information about this.)

VI. SCREENING APPLICANTS

The Screening Process

- The Committee should review the following elements of the job announcement:
 - Educational qualifications including SMCCD equivalency standards
 - Work experience, professional skills & occupational experience
 - Minimum qualifications
 - Job duties and preferred qualifications
 - Hours required for the position
 - If other elements should be reviewed by the Committee, Human Resources will provide more information to the Committee.

Creating Screening Criteria

- Screening criteria must be created directly from the job announcement.
- Criteria must be directly related to the essential education, job-related abilities, or knowledge required in the job announcement and measurable by the contents of the application materials.

The Committee may only consider complete applications.

NO EXCEPTIONS can be made.

The Screening of Applicants

- Each Committee member is responsible for thoroughly reviewing the application and corresponding materials submitted by each applicant.
- The screening of applicants shall be conducted without reference to or consideration of any of the following actual or perceived protected statuses of the applicants: ethnic group identification, race, color, national origin, religion, age, gender, disability, ancestry, sexual orientation, language, accent, citizenship status, transgender, parental status, marital status, economic status, veteran status, or medical condition.

Rules for Screening

- Do not print out or make copies of any application materials.
- Apply the grading criteria fairly and consistently to all applicants.
- Read all applications thoroughly.
- Maintain confidentiality of all application materials.
- Do not “Google” or research applicant’s background.

VII. INTERVIEWS

Preparing to Conduct Interviews – What you should remember:

- Candidates are interviewing us with the same level of interest.
- Candidates should leave feeling that the process was handled professionally and that they were treated respectfully.

Prior to the Interview- The Committee should take time to collectively:

- Review the job announcement.
- Assign questions to Committee members.

- Discuss general framework for successful responses to individual questions.
- Prior to each interview, the Committee should briefly review the candidate's application.

Items to Remember For the Interview

- Water for the candidates.
- Tissue.
- Extra pens and pencils.
- Functional computer – if asked to prepare a document right before the interview.
- Other technology or items that may be necessary for teaching demonstrations or the like.
- Name markers for Committee members.
- Also, please review instructions/directions to candidates on all written documents for clarity.

Rules for Interviews

- Be fair, consistent, and impartial in your assessment.
- Do not ask any questions about or make any assessments that take into consideration the following actual or perceived protected statuses of the applicants: ethnic group identification, race, color, national origin, religion, age, gender, disability, ancestry, sexual orientation, language, accent, citizenship status, transgender, parental status, marital status, economic status, veteran status, or medical condition.
- Write down as much specific information as possible that supports your assessment.
- Be professional, courteous, and attentive at all times recognizing that you represent the College.
- All materials and notes must be collected and returned to Human Resources after the finalists have been selected by the Committee.

Rules between Interviews

- Do not advocate for a candidate.
- Do not voice opinions against candidates.
- Do not compare candidates.
- All of the above are done only after all Committee members have finished evaluating all candidates.
- Never share personal experiences involving candidates. This can create bias and influence the judgments of other Committee members. You also subject yourself to personal liabilities.

VIII. RESPONSIBILITIES

Responsibilities of the Chair

- Guide, direct, facilitate, and oversee Committee meetings.
- Review Committee responsibilities with members.
- Diligently monitor the overall process to ensure fairness, equity and consistency.
- Maintain confidentiality.
- Facilitate the development of appropriate questions, assign such questions to Committee members and determine time to be spent on such questions and related follow-up questions. If a teaching demonstration is included, facilitate its development and criteria for assessment.
- Help establish a climate within the Committee conducive to open and honest communication and team-building.
- Ensure that introduction of Committee members take place before each candidate is interviewed.

Responsibilities of All Committee Members

- Actively participate in the process.
- Receive EEO training on District policies and procedures.
- Participate in developing rating criteria and evaluation.
- Participate in developing interview questions.
- Participate in developing protocol for performance tests (i.e., teaching demonstration, writing samples).
- Participate in interviews of candidates.
- Maintain confidentiality before, during, and after the process has been completed.
- Be fair and consistent in applying the evaluation criteria.
- Notify the EEO representative if you become aware of acts, practices, or situations that violate the screening/selection process's rules and procedures, including, without limitation, the rules regarding conflicts, confidentiality, fairness, and equal employment opportunity/unlawful discrimination.

Responsibilities of the Committee Secretary (Administrator)

- Record all voting and scoring of candidates during the screening.
- Prepare final list of interview questions and forward to HR for final approval prior to the date that applications will be made available to all Committee members.
- Ensure the accuracy of lists once vote is complete. These lists include the list of candidates invited to the Committee interview and the list of finalists invited to meet with the Superintendent/President.

- Prepare any documentation and/or instructions that must be forwarded to the selected candidates in the mail. (HR will prepare the letter confirming the interview date, time, and location).

Responsibilities of the Committee Human Resources Representative

- Ensure and maintain compliance with all District policies and procedures governing the hiring process.
- Submit names of candidates invited to the Committee interview and names of finalists invited to meet with the Superintendent/President.
- Submit any instructions to HR in order to assist in setting up the appointment (i.e., arrive 30 minutes prior to interview, proposed schedule, information regarding a teaching demo, etc.) Inform HR if questions will be reviewed prior to the interview.
- Collect all notes, rating sheets, etc. from Committee members once final selections have been made.

Responsibilities of the EEO Representative

- Monitor the hiring process to ensure that no candidate is unlawfully discriminated against.
- Serve as Committee liaison to the President of the College or designee (Dean of Human Resources or Assistant Director, Human Resources).
- Report allegations of noncompliance to the President of the College or designee (Dean of Human Resources or Assistant Director, Human Resources).
- Ensure that there is at least one interview question so that meaningful consideration can 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
- Please note: currently the EEO Representative is a non-voting member of the Committee.
- For more information, see Administrative Regulation 3211.1 (Full-time faculty); 3230.1 (Hourly Temporary Faculty); 3410 (Hiring Academic Administrators).

Responsibilities of the Human Resources Office

- Conduct EEO and hiring orientation.
- Provide technical assistance or referral to other Human Resources staff members who can provide technical assistance. (Technical assistance usually consists of providing information about the hiring process or information about policies, procedures, or laws governing the hiring process.)
- Assign all dates, deadlines, and meeting locations in conjunction with the Committee chair.
- Monitor all application materials in the online application database.
- Make confidential reference letters available to the Committee members for review.

- Prepare statistical reports for audit file and list of applicants for the Committee members.
- Schedule all interviews (Committee and final).
- Notify all candidates not selected of the outcome.
- Coordinate/conduct reference checks.

Please note: Each position will be assigned to a designated Human Resources Staff Member in the HR Office.

IX. QUESTIONS?

Please contact Human Resources:

Marcia Wade	(310) 434-4010	Vice President, Human Resources
Sherri Lee-Lewis	(310) 434-4419	Dean, Human Resources
Tre'Shawn Hall-Baker	(310) 434-4170	Director, Human Resources
Laurie Heyman	(310) 434-4987	Administrative Assistant III-Confidential
Delia Padilla-Acosta	(310) 434-4417	Human Resources Technician
Katie Colimitras	(310) 434-4643	Administrative Assistant II
Lori Thomas	(310) 434-4518	Administrative Clerk

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APPENDIX A

**INFORMATION ABOUT STUDENT DIVERSITY
AT
SANTA MONICA COLLEGE**

FAST FACTS Fall 2014

Santa Monica College

Unduplicated Student Headcount

Credit: 30,159

Non-Credit Only: 3,457

Total: 33,616

Staffing Summary

Administrators & Managers: 85

Full-Time Faculty: 311

Part-Time Faculty: 1,085

Classified: 429

Confidential: 7

Credit Students Only (Total = 30,159)

Unit Load

Full-time (12+ units): 36.1%

Part-time (0.5 to 11.5 units): 63.9%

Ethnicity/Race

Asian/Pacific Islander: 14.4%

Black: 9.1%

Hispanic: 38.5%

Native Am: 0.2%

White: 26.7%

Multi Ethnicities: 3.9%

Unreported: 7.2%

Gender

Female: 52.5%

Male: 47.5%

Age Group:

19 & Younger: 30.1%

20 to 24: 42.7%

25 to 29: 12.4%

30 to 39: 8.3%

40 to 49: 3.5%

50 & Older: 3.1%

Average Age: 24.1

Educational Goal

Transfer: 74.4%

Associate Degree: 6.7%

Certificate: 1.4%

Career: 4.9%

Four-Yr Student: 3.3%

Ed Development: 4.3%

Undecided: 4.4%

Other: 0.6%

Enrollment Status

First-time Freshmen: 19.1%

First-time Transfer: 11.1%

Continuing: 58.7%

Returning: 10.0%

Special Admit: 1.0%

Residence Status:

California: 82.3%

Out-of-State: 6.4%

Foreign Country: 11.3%



FAST FACTS

APPENDIX B

BOARD POLICY 3120

**EQUAL EMPLOYMENT OPPORTUNITY AND
NON DISCRIMINATION IN EMPLOYMENT**



ARTICLE 3100 GENERAL PROVISIONS ALL PERSONNEL

BP 3120 Equal Employment Opportunity and Nondiscrimination in Employment

The Santa Monica Community College District is committed to the principles of equal employment opportunity. The District will provide equal employment opportunity in accordance with all applicable federal, state, and local laws, and will implement a comprehensive program to put those principles into practice.

No person shall be subjected to unlawful discrimination in any program or activity of the District on the basis of ethnic group identification, race, color, national origin (including language and accent), religious creed, age, sex, gender, physical disability, mental disability, ancestry, sexual orientation, citizenship status, gender identity, gender expression, familial status, marital status, socio-economic status, military and veteran status, genetic information, or medical condition. No person shall be subjected to discrimination on the basis of these actual or perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The Board commits the District to vigorous equal employment opportunity in all aspects of its academic and classified employment programs, including recruitment, selection, assignment, retention, promotion, and transfer. The District will strive to achieve a workforce that reflects and welcomes diversity to ensure an inclusive educational environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas.

The Board of Trustees approves the Equal Employment Opportunity Plan and assumes overall responsibility for the success or failure of the Plan. The Board delegates to the Superintendent/President the responsibility for implementing this policy consistent with all applicable provisions of the Education Code and Title 5. The Equal Employment Opportunity Plan will be maintained to ensure principles that conform to all applicable federal, state, and local laws.

Reference: Education Code 87100, et seq., Title 5, 53000, et seq

Approved by DPAC: 2/10/2010

Approved: 8/3/2010

Revised by DPAC: 6/25/2014 (combined Board Policy sections 3120 and 3122)

Approved: 9/2/2014

APPENDIX C

BOARD POLICY 3121

DIVERSITY



ARTICLE 3100 GENERAL PROVISIONS ALL PERSONNEL

BP 3121 Diversity

The Santa Monica Community College District is committed to building an inclusive and diverse environment and maintains a comprehensive program to ensure that practice reflects these principles. Diversity within the college environment provides opportunity to foster mutual awareness, knowledge, and sensitivity, to challenge ingrained stereotypes, and to promote mutual understanding and respect. The District is committed to a work and learning environment conducive to open discussion and the free exchange of ideas. Global awareness and exploring the diversity of the local communities served by the college are both important components of the College's commitment to diversity. Embodying, promoting and celebrating diversity inspires innovative ideas, practical solutions, and team-building in achieving the District's goal of professional and educational excellence.

Approved by DPAC: 6/9/10

Approved: 8/3/2010
