



Santa Monica College Screening/Selection Committee Orientation 2019



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***

Education Code 87100(a)(3) states:

“A workforce that is continually responsive to the needs of a diverse student population (which) may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity.”

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

Santa Monica College’s academic programs and support services are intended to serve diverse individuals from local, national, and global communities who are seeking high-quality, affordable undergraduate education. The College offers certificates, Associate degrees, a baccalaureate degree, and streamlined pathways for transfer to university and for career training. The College promotes a commitment to lifelong learning among students and the communities it serves.

Revised and Approved by Board of Trustees: July 11, 2017

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 their own impact on the earth by living a sustainable and ethical life style; and
 - 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.

Approved by DPAC: 3/14/2012

Approved by the Board of Trustees: 4/3/2012

Revisions approved by the Board of Trustees: 4/7/2015

II. EQUAL EMPLOYMENT OPPORTUNITY

Federal and California laws¹ require equal employment opportunity (EEO) policies to be enforced at SMC. These laws prohibit unlawful discrimination based on protected classes for all persons applying for employment positions at SMC. These laws have been implemented into District policy through Board Policy 3410 - Nondiscrimination, and Board Policy 3420 - EEO.

Board Policy 3410 – Nondiscrimination. This policy sets out all of the protected statuses observed by the District in connection with equal employment opportunity and nondiscrimination. Board Policy 3410 states, in relevant part:

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy or military and veteran status, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics².

Board Policy 3420 – EEO, states, in part:

The 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.

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 ideas³.

The District’s commitment to diversity, as well as an articulation of the educational benefits of workforce diversity, is included in Board Policy 3420, which states, in part:

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 *See Appendix B*

³ *See Appendix C*

The Board of Trustees supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board, therefore, commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

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: national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy or military and veteran status.

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 national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy or military and veteran status, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics, 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 discriminatory⁴:

- 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

⁴ See Appendix G

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 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:

| | | |
|----------------------|----------------|---|
| Sherri Lee-Lewis | (310) 434-4419 | Interim Vice President, Human Resources |
| Tre’Shawn Hall-Baker | (310) 434-4170 | Interim Dean, Human Resources |
| Michael Hudson | (310) 434-4981 | Assistant Director, Human Resources (Temp.) |

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

Bias

Bias is a prejudice in favor of or against one thing, person, or group compared with another usually in a way that’s considered to be unfair. Biases may be held by an individual, group, or institution and can have negative or positive consequences.

There are two types of biases

1. **Conscious bias** (also known as **explicit** bias)
2. **Unconscious bias** (also known as **implicit** bias)

It is important to note that biases, conscious or unconscious, are not limited to ethnicity and race. Though racial bias and discrimination are well documented, biases may exist toward and from any

social group. One's age, gender, gender identity, physical abilities, religion, sexual orientation, weight, and many other characteristics are subject to bias. **Unconscious biases** are social stereotypes about certain groups of people that individuals form outside their own conscious awareness. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one's tendency to organize social worlds by categorizing. Unconscious bias is far more prevalent than conscious prejudice and often incompatible with one's conscious values³.

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.

³ The above excerpt is from [University of California, San Francisco, Diversity and Outreach](#)

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.)

The following statements are included in all hiring postings and job brochures:

EEO Statement

The Santa Monica Community College District is committed to the principles of equal employment opportunity. All qualified applicants for employment, as well as District employees, shall have full and equal access to employment opportunity. No person shall be subjected to unlawful discrimination in any program or activity of the District. The District's Board Policy 3120 (EEO) may be accessed at: <http://www.smc.edu/ACG/BoardofTrustees/Pages/Board-Policy-Manual.aspx>

Equity Statement

Santa Monica College encourages candidates that are equity-minded to apply. SMC is a minority-serving, Hispanic-serving institution. We actively seek to attract candidates from minority groups that value equity, diversity, and inclusion. Equity, diversity, and inclusion are built into the culture at SMC, and are an essential component of the work that we do. SMC is committed to racial and socioeconomic diversity as it is a reflection of our student population and we strive to hire candidates that share this commitment.

For more information, the following subjects are hyperlinked:

[Diversity, Equity & Inclusivity website](#)

[EEO & Diversity Search Committee Presentation](#)

[EEO & Diversity Training Questions](#)

VI. SCREENING APPLICANTS

Minimum Qualifications

Applicant must meet the minimum qualifications of a faculty discipline at the college. To review the minimum qualifications for faculty disciplines, refer to Minimum Qualifications for Faculty and Administrators in California Community Colleges which can be found in the SMC website at: <http://www.smc.edu/HumanResources/HumanResourcesDepartment/Pages/default.aspx>

Equivalency Statement included in all job postings:

The Santa Monica Community College District, in its desire to select outstanding administrators from the largest possible pool of qualified applicants, recognizes the fact that candidates may attain expertise in a discipline through a variety of means. Certain combinations of education, experience, and other accomplishments in the field may be judged by the District as equal to the stated minimum qualifications for this position. Candidates who feel they possess such equivalent qualifications are encouraged to apply and provide appropriate documentation of their qualifications.

The Screening Process

The Committee should review the following elements of the job announcement:

- Educational qualifications including SMCCCD 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 Director, Human Resources).
- Report allegations of noncompliance to the President of the College or designee (Dean of Human Resources or 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 an HR Staff Member in the HR Office.

IX. QUESTIONS?

Please contact Human Resources:

| | | |
|----------------------|----------------|--|
| Sherri Lee-Lewis | (310) 434-4419 | Interim Vice President, Human Resources |
| Tre'Shawn Hall-Baker | (310) 434-4170 | Interim Dean, Human Resources |
| Michael Hudson | (310) 434-4981 | Assistant Director, Human Resources (Temporary) |
| Laurie Heyman | (310) 434-4987 | Administrative Assistant III-Confidential |
| Delia Padilla-Acosta | (310) 434-4417 | Human Resources Technician |

APPENDIX A

INFORMATION ABOUT STUDENT DIVERSITY AT SANTA MONICA COLLEGE

FAST FACTS Fall 2017

Santa Monica College

Unduplicated Student Headcount

Credit: 29,868
Non-Credit Only: 3,434
Total: 33,302

Staffing Summary

Administrators & Managers: 103
Full-Time Faculty: 353
Part-Time Faculty: 1,081
Classified: 481
Confidential: 8

Credit Students Only (Total = 30,830)

Unit Load

Full-time (12+ units): 37.3%
Part-time (0.5 to 11.5 units): 62.7%

Ethnicity/Race

Asian/Pacific Islander: 14.6%
Black: 9.0%
Hispanic: 40.3%
Native American: 0.2%
Two or more: 4.4%
White: 26.7%
Unreported: 4.7%

Gender

Female: 53.2%
Male: 46.4%
Unreported: 0.4%

Age Group:

19 & Younger: 30.2%
20 to 24: 39.5%
25 to 29: 14.3%
30 to 39: 9.0%
40 to 49: 3.8%
50 & Older: 3.3%
Average Age:

Educational Goal

Transfer: 72.4%
Associate Degree: 2.8%
Certificate: 1.6%
Career: 6.0%
Four-Yr Student: 3.0%
Ed Development: 4.1%
Undecided: 4.7%
Unreported: 4.2%
Other: 1.2%

Enrollment Status

First-time Freshmen: 17.8%
First-time Transfer: 12.2%
Continuing: 56.6%
Returning: 11.0%
Special Admit: 2.4%

Residence Status:

California: 81.5%
Out-of-State: 7.7%
Foreign Country: 10.9%



FAST FACTS

Data Source: California Community College Chancellor's Office MIS Data

For more detailed information, visit the SMC Institutional Research website at: www.smc.edu/ir

APPENDIX B

**BOARD POLICY 3410
NON DISCRIMINATION**



Board Policy
Chapter 3 – General Institution

BP 3410 NONDISCRIMINATION

The Santa Monica Community College District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The Superintendent/President shall establish administrative regulations that ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.

No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are unlawfully discriminatory on the basis of the protected status categories as cited above, or because of his/her association with a person or group with one or more of these actual or perceived characteristics.

NonDiscrimination on the Basis of Disability

In accordance with federal and state laws, the District prohibits discrimination on the basis of disability in the provision of services, programs, contracts, employment, and other activities. Standards for what constitutes discrimination on the basis of mental or physical disability, the definition of disability and qualified individual with a disability, and the establishment of a complaint mechanism for resolving allegations of discrimination are also upheld as specified in public law.

When an employee has disclosed a disability as defined by the Americans with Disabilities Act (ADA) and the Fair Employment and Housing Act (FEHA), the District shall explore possibilities of reasonable accommodation prior to making any employment related decision, in accordance with applicable State and Federal laws.

An accommodation is reasonable if it does not impose an undue hardship on the District. Undue hardship is defined as actions that are excessively costly, extensive, substantial, or disruptive, or that would fundamentally alter the nature or operation of the business.

At the District's request, the employee will be responsible for providing medical documentation which describes the employee's physical limitations in order to assist managers in understanding the nature of the employee's functional limitations which require accommodation. The medical information that is provided by the employee will be used by the District for the sole purpose of evaluating the employee's reasonable accommodations. The District will protect the medical information that is provided by the employee in accordance with applicable State and Federal laws.

The employee and manager/supervisor with the assistance of the District's Human Resources Office will participate in a timely, good faith interactive discussion concerning the functional limitations, the ability to perform the essential functions of the job with or without accommodation, and to determine the possibility of an effective accommodation. Employees will be afforded the opportunity to have a representative present during the interactive discussion.

Also see applicable SMC Board Policies and Administrative Regulations that cover information on discrimination and harassment prevention, and discrimination complaint procedures.

References:

Education Code Sections 200, 210.2, 220, 66250 et seq., 72010 et seq., and 87100 et seq.;

Title 5 California Code of Regulations Sections 53000 et seq. and 59300 et seq.;

Penal Code Section 422.55, 422.57;

Government Code Sections 1135 et. seq; 12926.1 and 12940 et seq.;

Title 2 Sections 10500 et seq.;

ACCJC Accreditation Eligibility Requirement 20 and ACCJC Accreditation Standard Catalog Requirements;

Americans with Disabilities Act, Public L. 101-336; 42 U.S. Code. Sections 12101 et seq. and 12132 et seq.; 29 Code. of Federal. Regulations. Part 1630;)

Title VI of the Civil Rights Act of 1964 (42 U.S. Code. Sections 2000d-1 et seq.; 34 Code of Federal. Regulations. Part 100; 29 Code. of Federal. Regulations. Part 1691);

Title VII of the Civil Rights Act of 1974 (42 U.S. Code. Sections 2000e et seq.);

Age Discrimination in Employment Act (42 U.S. Code. Sections 6101 et. seq.; 29 Code. of Federal. Regulations. Part 1625);

Section 504 of the Rehabilitation Act of 1973 (29 U.S. Code. Sections 794; §§ 34 Code. of Federal. Regulations. Part 104);

(Replaces former BP 2410)

Adopted: November 15, 2004

Revised: June 5, 2018

APPENDIX C

BOARD POLICY 3420

EQUAL EMPLOYMENT OPPORTUNITY (EEO)



Board Policy
Chapter 3 – General Institution

BP 3420 EQUAL EMPLOYMENT OPPORTUNITY

The Board of Trustees supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

The 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.

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 Superintendent/President shall develop, for review and adoption by the Board, a plan for equal employment opportunity that complies with the Education Code and Title 5 requirements as from time to time modified or clarified by judicial interpretation.

The Board of Trustees shall approve 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.

Also see applicable SMC Board Policies and Administrative Regulations that cover information on Equal Employment Opportunity, and discrimination and harassment prevention.

References:

Education Code Sections 87100 et seq.
Title 5 Sections 53000 et seq.;
ACCJC Accreditation Standard III.A.12

(Replaces former BP 3120)

Adopted: August 3, 2010

Revised: September 2, 2014; June 5, 2018

APPENDIX D

BOARD POLICY 3430 – PROHIBITION OF HARASSMENT



Board Policy
Chapter 3 – General Institution

BP 3430 PROHIBITION OF HARASSMENT

All forms of harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as this policy, and will not be tolerated. The Santa Monica Community College District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation including acts of sexual violence. It shall also be free of other unlawful harassment, including that which is based on any of the following statuses: race or ethnicity, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation of any person, pregnancy, or military and veteran status, or because they are perceived to have one or more of the foregoing characteristics.

The District seeks to foster an environment in which all employees, students, unpaid interns, and volunteers and other members of the campus community feel free to report incidents of harassment without fear of retaliation or reprisal. Therefore, the District also strictly prohibits retaliation against any individual for filing a complaint of harassment or for participating in a harassment investigation. Such conduct is illegal and constitutes a violation of this policy. All allegations of retaliation will be swiftly and thoroughly investigated. If the District determines that retaliation has occurred, it will take all reasonable steps within its power to stop such conduct. Individuals who engage in retaliatory conduct are subject to disciplinary action, up to and including termination or expulsion.

Any student, employee, unpaid intern, or volunteer who believes that they have been harassed or retaliated against in violation of this policy should immediately report such incidents by following the procedures described in applicable Administrative Regulations that cover information on discrimination and harassment prevention and complaint. Supervisors are mandated to report all incidents of harassment and retaliation that come to their attention.

This policy applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity. In addition, this policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, evaluation, disciplinary action, layoff, recall, transfer, leaves of absence, training opportunities, compensation, work assignments, and hours of work, shifts, or workload.

To this end, the Superintendent/President shall ensure that the institution undertakes education and training activities to counter discrimination and to prevent and eliminate any hostile environment that impairs access to equal education opportunity or impacts the terms and conditions of employment.

The Superintendent/President shall establish administrative regulations that define harassment on campus or in connection with District-sponsored events. The Superintendent/President shall further establish regulations for employees, students, unpaid interns, volunteers, and other members of the campus community that provide for the investigation and resolution of complaints regarding harassment and discrimination, and regulations for students to resolve complaints of harassment and discrimination. All participants are protected from retaliatory acts by the District, its employees, students, and agents.

This policy and related administrative regulations (including the procedure for making complaints) shall be widely published and publicized to administrators, faculty, staff, students, unpaid interns, and volunteers particularly when they are new to the institution. They shall be available for students, employees, unpaid interns, and volunteers in all administrative offices, and shall be posted on the District's website. This policy shall also be posted in the Office of Human Resources, in prominent locations on college campuses and the SMC website, incorporated into orientation materials for new students and for new and current faculty and staff.

Employees who violate the policy and administrative regulations may be subject to disciplinary action up to and including termination. Students who violate this policy and related administrative regulations may be subject to disciplinary measures up to and including expulsion. Unpaid interns who violate this policy and related regulations may be subject to disciplinary measure up to and including termination from the internship or other unpaid work experience program.

Also see applicable SMC Board Policies and Administrative Regulations that cover information on discrimination and harassment prevention, and discrimination complaint procedures.

References:

Education Code Sections 212.5, 44100, 66252, and 66281.5;

Government Code Sections 12940 and 12950.1;

Title 2 Sections 10500 et seq.;

Title VII of the Civil Rights Act of 1964, 42 U.S. Code Annotated Section 2000e

(Replaces former BP 3123)

Adopted: July 9, 2001

Revised: June 5, 2018

APPENDIX E

BOARD POLICY 3510 – WORKPLACE VIOLENCE



Board Policy
Chapter 3 – General Institution

BP 3510 WORKPLACE VIOLENCE

The Board of Trustees is committed to providing a District work and learning environment that is free of violence and the threat of violence. The Board's priority is the effective handling of critical workplace violence incidents, including those dealing with actual or potential violence.

Santa Monica College prohibits workplace and campus violence and strongly promotes civility in the workplace. The District is committed to maintaining a safe, collegial environment in which fear, intimidation, and bullying will not be tolerated. Treating others with civility and respect and refusing to perpetuate or tolerate bullying behavior are expected performance standards of administrators, management, faculty, staff, volunteers, and students as well as vendors, independent contractors, and visitors to the College.

Verbal, written, and/or emotional or physical abuse, threats, intimidation, or violence against others will be considered a violation of the community of mutual respect which is an integral part of the goals, objectives, and mission of the Santa Monica Community College District.

"Bullying" is any habitually cruel, hostile behavior perpetrated upon individuals or groups for the purpose of intimidation. This behavior may result in physical and/or emotional distress to the target of such acts and has the potential to lead to violent outcomes.

Employee witnesses to acts of bullying must take responsible action to report such acts to the District. Complaints should be forwarded to the Superintendent/President or Designee. Upon conclusion of an investigation of a complaint, and if the complaint is found to be valid, the District will ensure that remedial action is taken. Anyone who files a complaint in which he/she knowingly makes a false accusation may be subject to appropriate discipline.

The Superintendent/President shall establish administrative regulations that assure that employees are informed regarding what actions will be considered violent acts, and requiring any employee who is the victim of any violent conduct in the workplace, or is a witness to violent conduct to report the incident, and that employees are informed that there will be no retaliation for such reporting.

This policy will be published in college publications (e.g. Website, catalog).

References:

Cal/OSHA: Labor Code Sections 6300 et seq.;

8 California Code of Regulations Section 3203;

"Workplace Violence Safety Act of 1994" (Code of Civil Procedure Section 527.8 and Penal Code Section 273.6)

(Replaces former BP 3124)

Adopted: July 9, 2001

Revised: July 7, 2009; June 5, 2018

APPENDIX F

**BOARD POLICY 3540 – SEXUAL AND OTHER ASSAULTS ON
CAMPUS**



Board Policy
Chapter 3 – General Institution

BP 3540 SEXUAL AND OTHER ASSAULTS ON CAMPUS

The Santa Monica Community College District recognizes that sexual assault is a serious issue and will not tolerate acts of sexual assault at District activities or on District property or. Any sexual assault or physical abuse, including, but not limited to rape as defined by California law committed by an employee, student, or member of the public that occurs on District property or at District activities is a violation of District Board policies and administrative regulations, and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures. Students, faculty, and staff who may be survivors of sexual and other assaults shall be treated with dignity and provided comprehensive assistance.

The Superintendent/President shall establish administrative regulations to ensure that students, faculty, and staff who are victims of sexual and other assaults receive appropriate information and treatment (Education Code Section 67385), that educational information about preventing sexual violence is provided and publicized as required by law, and that perpetrators of sexual and other assaults are appropriately punished.

The administrative regulations shall meet the criteria contained in Education Code Sections 67385, 67385.7, and 67386 and 34 Code of Federal Regulations Section 668.46.

References:

Education Code Sections 67382, 67385, 67385.7, and 67386, 67389(a)(1), 67395.7, 67200 et seq.

20 U.S. Code Section 1092(f); The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act)

34 Code of Federal Regulations Section 668.46(b)(11)

California Penal Code Sections 242, 243, 245, and 261 et seq.

Title IX of the Education Amendments of 1972 (20 U.S. Code Sections 1681 et seq; 29 Code of Federal Regulations, Part 1691)

(Replaces former BP 3122)

Adopted: July 7, 2015

Revised: June 5, 2018

APPENDIX G

EEO SEARCH COMMITTEE TRAINING QUESTIONS

**Santa Monica College
Screening/Selection Committee Orientation**

Equal Employment Opportunity

Hiring Training Questions

Prepared by:

Office of Human Resources
2714 Pico Blvd., 2nd Floor
Santa Monica, CA 90405

310-434-4415

Parameters for Legally Acceptable Questions

✓ Ask only job-related questions.



Guiding principle to asking questions to applicants:

- Can the employer (SMC) demonstrate a job-related necessity for asking the question?
 - Intent
 - Use of information

Source: <http://www.workforce.com/articles/interview-questions-legal-or-illegal>

⊗ Discourage candidates from volunteering personal details.

Make Every Question Count

- ☑ Each question should require the candidate to draw from his/her past experiences.
- ☑ Create questions that will encourage candidates to expand upon their qualifications, experience, and global thinking.
- ☑ Use broader, more open ended questions.
 - Describe...
 - Provide a brief overview...
 - What are some of the most difficult...



The Hypothetical Question

The hypothetical question ascertains how an applicant would respond to a situation involving a specific set of variables.

- ☑ Determine the qualifications of a given position.
- ☑ Determine the responsibilities involved.
- ☑ Create an imaginary yet plausible situation.
 - Tests applicant's ability to perform the job prior to hiring.
 - Tests values and attitudes of applicant.



Examples of Permissible Questions

1. Are you familiar with the demographic makeup of our student body and the Los Angeles County community?
2. What is your past experience working with ethnic/cultural/socioeconomic groups different than your own?
3. How has your experience and background prepared you to be effective in this environment with its diversity values?
4. What do you see as the most challenging aspect of a diverse working environment? What steps have you taken to meet this challenge?

Source: <http://www.shrm.org/templatestools/samples/interviewquestions/pages/diversity.aspx>

Examples of Permissible Questions

5. Tell us about a time you had to alter your work style to meet a diversity need or challenge?
6. How have you handled a situation when a colleague was not accepting of others' diversity?
7. What efforts have you made or been involved with, to foster diversity, competence, and understanding?
8. What kind of leadership efforts would you make to ensure a commitment to diversity at SMC?

Source: <http://www.shrm.org/templatestools/samples/interviewquestions/pages/diversity.aspx>

Goal



Unleash the potential of each candidate you interview .

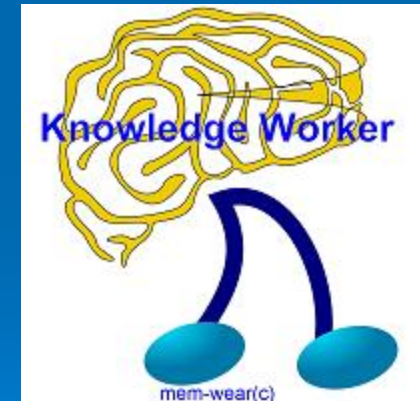
Questions Related to Birthplace or National Origin

⊗ Illegal Examples:

- How long has your family been in this country?
- That's an unusual name. What does it mean?
- How did you learn English?

☑ Acceptable Question:

- Are you eligible to work in the U.S.?



Questions Related to Marital Status, Children or Childcare

Illegal Examples:

- Are you planning to have children?
- What does your spouse/partner do?
- What are your childcare arrangements?

Acceptable Question:

- Would you be able to work a 9:00am to 6:00pm schedule?*

**If asked of all applicants, and a specific work schedule is a business necessity.*

Questions Related to Religion or Religious Observance

Illegal Examples:

- What is your religious affiliation?
- What religious holidays do you celebrate?
- Do you attend church every week?

Acceptable Question:

- Can you work on weekends?*



**If asked of all applicants, and weekend work is a business necessity.*

Questions Related to Physical Disability, Health or Medical History

⊗ Illegal Examples:

- Are you able to use your legs at all?
- Do you have any pre-existing health concerns?
- Are you on medication?

☑ Acceptable Question:

- Can you perform the essential functions of the job with or without reasonable accommodation?*



**If asked of all applicants.*

Questions Related to Age

⊗ Illegal Examples:

- How old are you?
- What year were you born?
- Where were you when JFK was assassinated?

☑ Acceptable Question:

- Are you over the age of 18?*



**If asked of all applicants.*

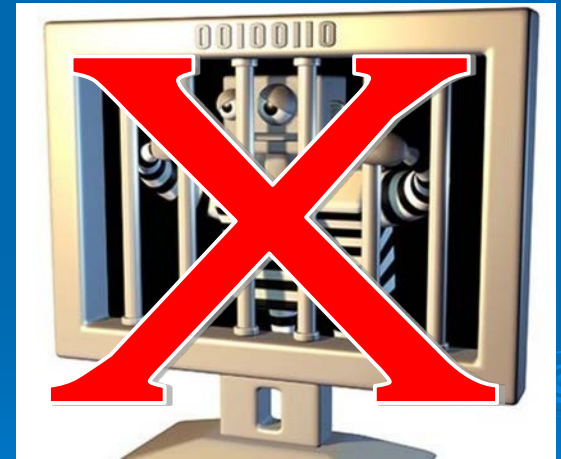
Questions Related to Criminal Record

⊗ Illegal Examples:

- Have you ever been arrested?
- Have you ever spent the night in jail?
- Have you ever been caught driving under the influence of alcohol or drugs?
- Have you ever been convicted of a crime?

☑ Acceptable Question:

- During the interview, there are NO acceptable questions related to an applicant's/candidate's criminal history.*



**AB 1008, effective January 1, 2018 prohibits any questions related to criminal history until after a conditional offer of employment is offered.*

Remember...



- Do NOT ask questions that could elicit information related to legally protected status (race, color, sex, religion, national origin, birthplace, age, disability, marital/family status, etc.).
- Discourage candidates from volunteering personal details.