



ANTELOPE VALLEY COLLEGE
Office of Human Resources & Employee Relations

CONFIDENTIALITY / RESPONSIBILITY AGREEMENT

Search Committee deliberations must be kept completely confidential. All applicants are entitled to confidentiality in all communications with the search committee, whether in person or in writing. Every member of the search committee must recognize the vital importance of confidentiality to the integrity of the process, and agree to maintain confidentiality during and after the selection process.

Any concerns regarding the qualifications of an applicant or adverse information regarding a specific applicant should be addressed immediately to the Vice President of Human Resources.

Search committee members agree not to release any confidential information that relates to the recruitment process, including, but not limited to:

- Names of persons who have applied for employment with the district
- Number of applications received
- Application or applicant ratings or status
- Any information pertaining to references, results or questions that are asked
- Written materials turned in by the applicant
- Oral discussions by or about applicants or committee members during or following the interview process

Any breach of confidentiality will result in the removal of a committee member from the search and selection process. Failure to maintain confidentiality could constitute a violation of federal or state regulations and incur liability on behalf of the district. There are limited circumstances under which disclosure of confidential information may be authorized (i.e., to a district-hired investigator, under subpoena, etc.) Any unauthorized disclosure of confidential information by a search committee member will result in disciplinary action, including possible suspension from serving on search committees in the future.

In order to participate fully on the search committee and in the decision making process that leads to forwarding finalist candidates to the Board of Trustees, I agree that I will attend all meetings and interviews. I understand that Committee Members will be excused from the search committee by the Chair for failure to attend any meeting.

I have read and understand the above Confidentiality/Responsibility Agreement and will comply with the guidelines as described above.

Signature

Print Name

Date

Title of Open Position

I have been provided a copy
of the Equal Employment
Opportunity guidelines.

Initials _____



ANTELOPE VALLEY COLLEGE

Office of Human Resources & Employee Relations

EQUAL EMPLOYMENT OPPORTUNITY
AND EMPLOYEE SELECTION
TRAINING

Preparing You to Serve on an
Employee Selection Committee

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INTRODUCTION

This guide to the employee selection process is designed to provide detailed information in the important areas of employee screening, interviewing and selection. It will assist members of interview committees to make informed decisions throughout the process and provide an easy reference document should questions arise.

It shall be the objective of Antelope Valley Community College to recruit and hire qualified personnel, who are expert in their subject areas, who are skilled in serving the needs of a *culturally and ethnically diverse student population, and who can enhance overall college effectiveness.*

Hiring procedures are based on the philosophy of shared responsibility of faculty, staff and administration participating in all phases of the search process. Antelope Valley Community College is committed to providing open access and opportunity for success in higher education programs for its students. In doing so, the search committee is charged with choosing the very best candidates possible, knowing that a community college is judged by the quality of its faculty and staff.

OBJECTIVE

To recruit and hire qualified personnel

- who are expert in their subject areas
- who are skilled in serving the needs of a culturally and ethnically diverse student population
- who can enhance overall college effectiveness.

KEY PROTOCOLS

All members serving on an interview committee are responsible for protecting the integrity and credibility of the process.

- Treating all fellow members with respect.
- Maintaining the confidentiality of the process.
- Stepping down if, for whatever reason, the member cannot fairly and objectively evaluate all candidates.
- Stepping down if the member provided a recommendation or reference for any candidate.
- Stepping down if, despite the member's belief that he or she can be objective, his or her involvement will be perceived as biased and call the committee's recommendation into question.

6. Manage the interviews to ensure that all required elements are included in the same manner for all interviews: questions are asked as uniformly as possible, time frame is as consistent as possible, and a low-key, non-pressure atmosphere is maintained for candidates. Ensure that each candidate is given the opportunity to bring out all relevant information in order to receive the best possible interview.
7. Lead the interview committee discussion of each candidate's qualifications and suitability for the position to arrive at recommendation(s) to the next level (only if second level interviews are part of the hiring process).
8. After the committee has selected and ranked the top candidate(s), list the recommended candidate name(s) on the Recommendation for Hire form (only if no second interview is required).
9. Forward the committee's recommendation(s) to the Human Resources Office. (If second level interviews are a part of the employee selection process, the Human Resources Office will contact the selected candidates to schedule a second interview time and place.)
10. **Second Level Interviews only:** Meet with the second level administrator(s) to discuss the strengths and weaknesses of the recommended candidates.
11. Conduct reference checks on the recommended candidate(s), using the form provided by the Human Resources Office for that purpose. **(Please refer to the 'Checking References' section before beginning this most important part of the employee selection process.)**
12. After reference checks have been completed and the appropriate required authorizing signatures have been obtained, the chairperson may contact the successful candidate to make an offer of employment. In the alternative, the chairperson may request that the Human Resources Office make an offer of employment to the successful candidate.

COMMITTEE EQUAL EMPLOYMENT OPPORTUNITY (EEO) REPRESENTATIVE

In addition to serving in the same capacity as other employee selection committee members, the Committee Equal Employment Opportunity (EEO) Representative will observe and monitor the selection process to ensure that each applicant is treated fairly. The Committee EEO Representative performs the following:

1. Brings an awareness of and need for diversity to those involved in the selection process.
2. Helps ensure that questions asked during the interview process are job related and non-discriminatory.
3. Ensures that the same group of core questions is asked of each candidate.
4. Provides sensitivity to, and, when possible, serves as a role model for under-represented group candidates.
5. Provides information to the screening committee on acceptable and unacceptable pre-employment inquiries.
6. Observes and monitors the discussion about applicants and interviewees to ensure that only job-related criteria are considered in determining the selection of interview candidates and finalist.
7. Observes and monitors the interview process to ensure that all applicants are treated equally throughout the interview process in terms of time allowed, questions asked, respect and responsiveness.
8. Respond to questions regarding procedure or appropriateness of follow-up questions or responses provided by applicants.
9. Monitors the process for potential violations of the EEO Plan or tenets of equal opportunity and reports any irregularities to the EEO Officer at any time during the selection process.

5. Input applications and all supplemental materials as they are received to create the applicant pool.
6. Review adequacy of the applicant pool.
If the applicant pool is deemed adequate, the Human Resources Office will notify the chairperson and discuss the tentative date that the applications will be ready and available to the committee for paper screening. Typically, the timeframe for establishing the list of applicants for the position including pre-screening will be 5 to 10 working days from the closing date of the position (depending on the size of the recruitment as well as the number of other open recruitments).
 - A) If the applicant pool is not deemed adequate, the Human Resources Office will discuss with the chairperson other options to consider (e.g., extend the deadline date, expand recruitment efforts, and use more specialized recruitment).
7. Pre-screen all applications for completeness and minimum qualifications, as appropriate. The Human Resources Office will notify the chairperson when the applications are available for review by the committee. (For faculty recruitments, the discipline faculty on the selection committee and the educational administrator will review the application packets to determine if minimum qualifications have been met.)
8. Refer applications with questionable minimum qualifications to the Human Resources Director.
9. At the first meeting of the committee, the Director of Human Resources and/or designee will review the members' roles and responsibilities and other key protocols, all of which have as their underlying theme that all members are responsible for protecting the integrity and credibility of the selection and EEO processes. Note: The first committee meeting can take place at any time after the recruitment begins.
10. Coordinate the oral interview process. Once the committee has met to determine which candidates are to be invited for oral interviews, applicants will be notified. The committee chairperson will work with the Human Resources Office to develop date(s) and times for the interviews, and any job-related testing, teaching demonstration, oral presentation, or other work sample that will be required of those candidates selected for interviews.
11. The committee must allow the Human Resources Office adequate time to contact the candidates to set up interviews, and to give all applicants adequate notice (7 to 10 days are highly recommended). Once the interview appointments have been confirmed, a list of candidates and interview times will be made available for each committee member.

SECTION II: NON-DISCRIMINATION

- Disparate Treatment
- Disparate (Adverse) Impact
- Awareness

Awareness. Discrimination involving minority candidates is often very subtle. As a committee member, be aware of the natural tendency to look more favorably upon someone who resembles you physically; whose verbal expressions are familiar to you; whose body language, mannerisms and dress are similar to your own; and whose life experiences are similar to yourself.

Overt discrimination occurs in the employee selection process when questions are modified based on gender or race. The discrimination is overt if the person making the decision does not bother to try to hide his/her motives. For example, sex discrimination may result when committee members allow their scoring to be directly influenced by the candidate's gender. This is most likely to happen when interviewing applicants in a position which has traditionally been filled by either males or females.

Further, it is important to note that a disabled person must be given the same consideration as persons who are not disabled. **Reasonable accommodation must be considered for a disability. For more information, contact the EEO Officer or Director of Office for Students with Disabilities.**

3. Restrict Questions to Bona Fide Occupational Qualifications. Equal employment opportunity laws restrict questions that may be asked of candidates in order to provide an equitable screening/selection process. Except where questions can be shown to be bona fide occupational qualifications, questions on the following areas need to be avoided:

- Sex
- Race
- National origin
- Religion
- Age
- Sexual orientation
- Physical and mental disabilities
- Child care and plans to have children
- Marital status
- Height and weight
- Arrest records (minorities are subject to higher proportion of arrests than non-minorities)
- Credit rating and financial background
- Present residence
- Birthplace
- Military discharge (minorities have a higher rate of other-than-honorable discharge)

Bona fide occupational qualifications mean characteristics necessary for the performance of a particular job. Once the burden of proof shifts to the employer (when an applicant files a complaint), the college must prove that 1) the standards are significantly related to the job performance, and 2) no alternative non-discriminatory standards can be developed to meet the requirements.

Protected Status	Fair Pre-employment Inquiries	Unfair Pre-employment Inquiries	Inappropriate Inquiries	Comments
Disability	Whether applicant is able to perform the essential functions of the job for which the applicant is applying, with or without reasonable accommodation. Inquiries as to how the applicant could demonstrate or describe the performance of these specific job functions with or without reasonable accommodation.	Inquiries about the nature, severity or extent of a disability or whether the applicant requires reasonable accommodation. Whether applicant has applied for or received worker's compensation. Also any inquiry that is not job related or consistent with business necessity.	Do you have, or have you ever had: cancer? epilepsy? addiction to drugs? addiction to alcohol? an on-the-job injury?	An otherwise qualified person cannot be refused employment because of a mental or physical disability that would not prevent them from performing the essential functions of the job. Please contact the Human Resources Office if you have any questions

For a list of acceptable and unacceptable pre-employment inquiries taken from the California Department of Fair Employment and Housing Fact Sheet "Employment Inquiries."

KEY POINTS OF CONSIDERATION & SAMPLES OF CRITERIA / QUESTIONS

ALL HIRING CLASSIFICATIONS

These samples are to aid the committee in the establishment of criteria and questions. They are meant to be a guide to assist in the process.

California Department of Fair Employment & Housing Fact Sheet

EMPLOYMENT INQUIRIES

WHAT CAN EMPLOYERS ASK APPLICANTS AND EMPLOYEES?

The Department of Fair Employment and Housing has developed this guide to provide employers with guidance relating to inquiries that can be made to applicants and employees.

The California Fair Employment and Housing Act (FEHA) prohibits any non-job-related inquiries of applicants or employees, either verbally or through the use of an application form, that express, directly or indirectly a limitation, specification or discrimination as to race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation, or any intent to make such a limitation, specification, or discrimination.

The regulations of Fair Employment and Housing Commission indicate that inquiries that, directly or indirectly, identify an individual on a basis enumerated in the Act are **unlawful**. However, it is not unlawful for an employer to collect applicant flow data and other record keeping data for statistical purposes. Misuse of this data constitutes a violation of the Fair Employment and Housing Act.

APPLICANTS

The FEHA also prohibits an employer from requiring any medical or psychological examination or inquiry of any applicant or to make any inquiry whether an applicant has a mental or physical disability or medical condition. It is also unlawful to make an inquiry regarding the nature and severity of a mental or physical disability or medical condition. However, an employer may inquire into the ability of an applicant to perform job-related functions and may respond to an applicant's request for reasonable accommodation.

Once an employment offer has been made to an applicant, but prior to the commencement of employment duties, an employer may require a medical or psychological examination provided that:

- the examination or inquiry is job-related and consistent with business necessity and;
- that all entering employees in the same job classification are subject to the same examination or inquiry.

EMPLOYEES

An employer may not require any medical or psychological examination or make any inquiry of an employee, or inquire whether an employee has a mental or physical disability or medical condition or inquire into the severity of the disability or condition.

However, an employer may require any medical or psychological examination or make inquiries that it can show are job-related and consistent with business necessity. An employer may conduct voluntary medical examinations, including medical histories, which are part of an employee health program available to the employee at the work site.

The Employment Inquiries table is a guide and is not intended to be an exhaustive list of all acceptable and unacceptable inquiries. Those questions considered unacceptable are likely to limit the employment opportunities of persons protected by the Fair Employment and Housing Act.

A medical/psychological examination/inquiry may be made as long as the examination/inquiry is job-related and consistent with business necessity and all applicants for the same job classification are subject to the same examination/inquiry.	MENTAL/PHYSICAL DISABILITY, MEDICAL CONDITION (POST-OFFER/PRE-EMPLOYMENT)	<ul style="list-style-type: none"> Any inquiry into the applicant's general health, medical condition, or physical/mental disability, if not job-related and consistent with business necessity.
A medical/psychological examination/inquiry may be made as long as the examination is job-related and consistent with business necessity.	MENTAL/PHYSICAL DISABILITY, MEDICAL CONDITION (EMPLOYEES)	<ul style="list-style-type: none"> Any inquiry into the employee's general health, medical condition, or mental/physical disability, if not job-related and consistent with business necessity.
Job-related questions about convictions, except those convictions which have been sealed, or expunged, or statutorily eradicated.	ARREST, CRIMINAL RECORD	<ul style="list-style-type: none"> General questions regarding arrest record.
Questions regarding relevant skills acquired during U.S. military service.	MILITARY SERVICE	<ul style="list-style-type: none"> General questions regarding military service such as dates/type of discharge. Questions regarding service in a foreign military.
Requesting lists of job-related organizations, clubs or professional societies omitting indications of protected bases.	ORGANIZATIONS, ACTIVITIES	<ul style="list-style-type: none"> General questions regarding organizations, clubs, societies and lodges.
Name of persons willing to provide professional and/or character references for applicant.	REFERENCES	<ul style="list-style-type: none"> Questions of applicant's former employers or acquaintances which elicit information specifying applicant's race, etc.
Name and address of person to be notified in case of accident or emergency.	NOTICE IN CASE OF EMERGENCY	<ul style="list-style-type: none"> Name, address, and relationship of relative to be notified in case of accident or emergency.

NOTE: Any inquiry, even though neutral on its face, which has an adverse impact on persons on a basis enumerated in the Fair Employment and Housing Act, is permissible only if it is sufficiently related to an essential job function to warrant its use.

For more information, contact the Department
toll free at: (800) 884-1684

TTY Number: (800) 700-2320

or visit our Web site at: www.dfeh.ca.gov

This publication can be made available in Braille, large print, computer disk, and tape cassette.

**STATE OF CALIFORNIA
DEPARTMENT OF FAIR EMPLOYMENT & HOUSING
2218 Kausen Drive, Suite 100
Elk Grove, CA, 95758**



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CRITERIA

DIRECTIONS: Assign value 0 to 3 to each criterion as it pertains to the applicant's experiences and total each individually on your screening matrix. In this example 15 points would be the highest total obtained; 5 questions with a highest rating of 3 on each criteria.

- 0 - No background
- 1 - Limited background
- 2 - Adequate background
- 3 - Excellent background

CRITERIA FOR: _____ {Position}

1. **Work Experience:** Depth and breadth of experience in a closely related area
Note: What duties of the available position are the top priorities to the support of department? How much experience does the applicant have in those duties? Recent experience in a large institution, public service agency, or educational setting is preferred. Does the applicant have this experience? Look at what the individual has done in the past. Past performance is a good indicator of future performance.
2. **Technical Experience:** Experience using computers, information systems related to the hiring department.
Note: Such as databases, integrated computer systems (i.e., Microsoft Word, Excel, Banner, etc) other word processing, and spreadsheet software.
3. **Written Communication Skills:** Look at the quality of the paper work submitted to see whether it presents good written communication skills, ability to follow instructions, attention to detail, relate experience to this job, good organizational skills.
Note: Does the applicant mention any other written communication skills? Are they directly applicable to the position to which this recruitment pertains?
4. **Up-to-date Knowledge:** Maintains currency in details pertaining to this job (if applicable: regulations, state laws, updated training).
Note: Look for evidence of continuing education, professional development in related workshops, and membership in professional organizations
5. **Competence in Interpersonal Skills:** Look for evidence of experience dealing with various personality types and various groups of individuals (i.e. students, faculty, administrators, supervisors, co-workers); experience dealing with various outside contacts (i.e. agencies, groups, general public, organizations, etc.); teamwork, giving presentations, participation in meetings, delegation, leadership; customer service orientation.

* Clerical Duties
* Customer Service
* Team Player

SAMPLE

QUESTIONS – GENERAL
(3 Pages)

- A. KNOWLEDGE & WORK EXPERIENCE:** *TELL US IN DETAIL ABOUT*
1. Please ~~take up to 5 minutes to highlight~~ your background including education, training, and work experience that qualifies you for this position, ~~in detail.~~

Key Pts to Consider: Depth and breadth of experience in a closely related area (ie., answering phones and customer service are closely related). Look at what the individual has done in the past. Past performance is a good indicator of future performance.

B. TECHNICAL EXPERIENCE:

1. Please tell us about your technical experience in using computers, databases, integrated computer systems, word processing and spreadsheets. ~~Include~~ *Please elaborate* examples ^{ON} of the type of work you perform and frequency of use.

Key Pts to Consider: Look at experience using computers, databases, integrated computer systems (Microsoft Word, Excel, Banner, PeopleSoft, etc.) other word processing, and spreadsheet software.

C. ORAL/WRITTEN COMMUNICATION SKILLS:

1. Describe a time when you were particularly successful making a large or small presentation?

Key Pts to Consider: The interviewer is looking for evidence that you are comfortable at presenting to others. They may also ask about your preparation before presentations and the general response that those presentations received. A good candidate will always be striving to improve his or her communication skills.

D. ATTENTION TO DETAIL:

1. Tell me about a time when you were given an assignment, but you were not clear of how to go about it. How did you tackle this situation?

Key Pts to Consider: Job seeker should know whom to deal with to get the relevant information, how to assess the details of the project and decide what he/she is supposed to do.

E. FLEXIBILITY AND ADAPTABILITY:

1. Describe a work situation when you had to reconsider how to interact or behave because you weren't getting the results you needed.

Key Pts to Consider: With all the changes that take place in the workplace, candidates should be able to give you concrete examples of times when they had to be flexible. Asking the candidate the follow up question "How did you feel about that?" is an important way to assess the candidate's underlying assumptions about changes. Do they enjoy change or do they like things to remain the same? Look for a picture to emerge about how the candidate views change.

SAMPLE

K. DECISION-MAKING ABILITY:

1. You have a project or an assignment that has a deadline that is fast approaching and you don't have all of the information you need to complete it. What do you do? Take us through the steps as to your plan of action.
2. Follow up: How do you think you could have avoided this type of last minute situation?

Key Pts to Consider: This question is used to assess your ability to think independently. A good response will show your resourcefulness in arriving at a decision despite a lack of information. You should focus more on how you arrived at the decision, than the decision itself.

L. PROBLEM-SOLVING ABILITY:

1. Give an example of a time when a work project you were responsible for was not going to be completed on time. What did you do?

Key Pts to Consider: Applicant should have the ability to problem solve, handle competing priorities, be able to multi-task and have the ability to effectively process and re-organize to ensure a successful conclusion.

M. TEAMWORK/INTERPERSONAL SKILLS:

1. Describe a recent teamwork experience. How did you relate to the people who you found to be the most challenging.

Key Pts to Consider: The interviewer will be comparing the experience you describe with that of their own work environment. They will be looking at how you interacted with your co workers in the example provided and whether you would have similar interactions within their company.

N. EDUCATION & TRAINING:

1. Tell us how you have kept current with the ever changing technology as it relates to this position? Other related topics?

Key Pts to Consider: Maintains currency and ensures compliance with a variety of computer software, takes training seminars and classes in related fields, is the applicant pursuing further academic education?

O. EVIDENCE OF SENSITIVITY TO DIVERSITY:

1. Describe a past experience where your knowledge and past experiences working or interacting with groups or individuals from backgrounds different from your own enabled you to resolve a problem, conflict or misunderstanding?

Key Pts to Consider: Is the applicant sensitive to the diverse needs of others and how did they explain their approach to the situation?

SAMPLE

DIVERSITY QUESTIONS

FROM SCCCDCD ERC 9/21/07 WORKSHOP - FROM MODEL PLAN TO YOUR PLAN:
DEVELOPING COMPLIANT EEO PLANS THAT WORK

General questions:

1. Give us an example of how you've adapted your instruction to deal with these students?
2. What challenges have you faced in incorporating diversity into your instruction and how have you overcome them?
3. How do the assigned text and readings reflect diversity?
4. Please describe a scenario you would use in your instruction to address stereotyping.
5. What is your professional experience with diverse backgrounds?
6. Please describe a classroom situation about stereotypes; what would you do differently?
7. Here at AVC College we have a diverse community, student, and staff population. What techniques and skills do you use to effectively communicate with students and staff of diverse economic, socioeconomic, cultural, and ethnic backgrounds?
8. Please give a detailed example of how you have adapted your teaching style to meet the needs of a diverse student population.
9. AVC students come from a diverse population of ages, cultures and backgrounds. Give an example about the most challenging student you have experienced teaching who was from a diverse cultural, socioeconomic or ethnic background.
10. How were you personally challenged by this interaction and what would you have changed, if anything? (follow up to 11. above)
11. What techniques and skills do you use to communicate to diverse student populations?

SAMPLE

Add "Key Points to Consider" below questions to guide committee members in what exactly you may be looking for from the question presented. See the "Sample Behavioral Questions and Key Points to Consider" pages provided in this packet, for examples.

CRITERIA

DIRECTIONS: Assign value 0 to 5 to each criterion as it pertains to the applicant's experiences and total each individually on your screening matrix.

- 0 – No background
- 1 – Limited background
- 2 – Some background
- 3 – Adequate background
- 4 – Very good background
- 5 – Excellent background

CRITERIA FOR: _____

1. _____

2. _____

3. _____

4. _____

5. _____

QUESTIONS

POSITION: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. Describe your professional experience working with students and staff from diverse ethnic, gender, cultural, and socio-economic backgrounds.