**ACHRO Screening and Selection Process Recommendations**

**Executive Summary**

July 23, 2021

The Association of Chief Human Resources Officers has analyzed commonly-used screening and selection procedures to identify barriers to diversifying workforces and aligning hiring processes with the priorities and needs of community college students.

**Key Issue**

Current screening and selection processes are founded on conventional human resources functions developed in the early 1900s when race, ethnicity, gender, ability status, and other characteristics were explicit factors in hiring decisions. The information solicited in application procedures and used by individuals to screen and select candidates contains many explicit and implicit biases that privilege white males from middle and upper class economic statuses. In many instances, the information has weak, if any, correlation with job performance and contains no information about a candidate’s ability to work successfully in a diverse workplace and deliver services successfully to diverse student communities.

**Proposed Change**

ACHRO has developed strategy recommendations to change how California community colleges market employment opportunities, the information requested for initial screening, the content and structure of interview questions, and the tools used to score and advance candidates through screening, interviewing, and selection. Collectively, these recommendations embed the ability to work in a diverse workforce, serve diverse student communities, contribute to a culture of inclusion, and deliver equitable outcomes as essential qualifications for every position.

Key features of the recommendations include:

1. Marketing the DEI-focus of the community college district’s mission in all employment-related advertisements and announcements to attract candidates specifically capable and interested in contributing to diversity, equity, and inclusion.
2. Defining the specific behaviors necessary for successful job performance within a diverse environment and requesting application materials that address those criteria explicitly.
3. Assessing technical knowledge, skills, and abilities through a DEI-framework in which the application of technical abilities within a diverse environment defines whether a candidate is qualified for the position.
4. Utilizing an interview question model that requires candidates to give example of specific behaviors and positive outcomes demonstrating technical proficiency, inclusivity, and equitable outcomes.
5. Develop scoring rubrics and methods that require candidates to demonstrate successful DEI-related behaviors to be considered highly-qualified.