

FACULTY EVALUATION COMMITTEE ORIENTATION

The goal of every faculty evaluation process is to evaluate faculty fairly and without any form of discrimination. The San Mateo County Community College is committed to promoting inclusivity through its faculty evaluation processes while at the same time prohibiting discrimination.

Equal Employment Opportunity

Equal Employment Opportunity is not a new concept in our District. Our employment policy, as stated on every job announcement reads:

The San Mateo County Community College District is an Equal Opportunity Employer that seeks to employ individuals who represent the rich diversity of cultures, language groups, and abilities of its surrounding communities.

It is based on the desire that:

- Everyone deserves the opportunity to participate fully within our educational community.
- Our workplace is enriched by the diversity of our workforce.
- People should be valued for their differences—not in spite of them.
- The candidates selected will be able to competently interact in a multi-cultural, multi-lingual community college environment.

District's Commitment to Diversity

A diverse workforce is diverse in many ways, including race and ethnicity, gender, sexual orientation, socio-economic status, age, disability, culture, religion, immigrant status, marital status, parenting status, veteran status and more. Evaluation committee members should evaluate evaluatees with interest and recognize they must emulate in the evaluation process how the District expects colleagues to interact with each other and students within the college community.

There are five core values that inform the commitment to diversity:

1. Workforce diversity services the educational mission of the California Community Colleges.
2. A commitment to diversity does not require—or even contemplate—lowering standards.
3. A commitment to diversity may mean reexamining how we define “qualified,” seeing job standards with fresh eyes, and being willing to eliminate traditional but out-dated requirements, and adding new requirements that appropriately value the skills, education and experience of a more diverse workforce.
4. Successfully diverse communities are inclusive in that they appreciate and celebrate diversity, rather than merely tolerate differences.
5. Inclusive work environments increase creativity and improve problem solving.

Important Reminders

Evaluation decisions should be premised upon non-discriminatory criteria and procedures. Federal and State Anti-Discrimination laws prohibit discrimination on the basis of:

- Race
- Religious creed
- Color
- National origin
- Ancestry
- Gender Identity
- Genetic Information
- Physical/mental disability
- Marital status
- Sex
- Age
- Sexual Orientation
- Gender Expression

All evaluatees are to be judged without bias, either for or against. All evaluatees are to proceed through our process on their own merit.

Assessing Intercultural Competence

Definitions:

Culture – Patterns of beliefs, values and behaviors developed and maintained by groups of interacting people.

Intercultural Communication – Communication occurs on a continuum from intra-cultural to intercultural, depending on the degree to which participants share cultural patterns. “Intercultural communication occurs when large and important cultural differences create dissimilar interpretations and expectations about how to communicate effectively.” (Lustig and Koester, *Intercultural Competence*, 2006)

Intercultural Competence – The ability to communicate effectively and appropriately in a variety of cultural contexts. It requires three components:

1. Culturally sensitive knowledge – a general understanding of how beliefs, values and behaviors vary by culture and a specific understanding on one’s own and the other’s cultural patterns
2. A motivated mind set – the desire to truly understand the other person’s perspective and to communicate effectively in a variety of cultural contexts
3. A skill set – the ability to adapt one’s verbal and nonverbal messages appropriately to enhance intercultural communication effectiveness

Remember:

- Experience with diverse populations alone does not guarantee that the person is interculturally competent. Just because a person has had students from x, y and z groups in their classes, this does not mean that the person understood or adapted to those students’ needs. The same holds true for traveling or living in other cultures, particularly for short-term stays.
- Interculturally competent communicators tend to acknowledge cultural differences in their answers and teaching demonstrations through the use of inclusive language, examples and teaching approaches.

Statements Suggesting a Lack of Intercultural Competence:

People who lack intercultural awareness and/or competence tend to underestimate the importance of culture on the interaction. They may stereotype people of various groups (positively or negatively) and/or may view their own cultural patterns as universal human traits.

- “I just treat all of my students as people. I just don’t see colors or disabilities.”
- “The biggest problem I’ve encountered is the language barrier with some students. If we can share a language, then we don’t really have any communication problems.”
- “Traveling has shown me that people and places are not really that different. We really all want the same things underneath the superficial differences.”
- “I’ve found that some groups of students are just slower at getting the concepts or don’t take school as seriously as the rest of us, but that’s no reason to lower one’s standards. If they can’t cut it in my class, then that their problem, not mine.”
- “Actually, I really like working with students from culture x. They all seem so polite and hardworking. Our other students could take a lesson from them.”
- “I don’t think about diversity. What’s really important is teaching our students how to be effective members of our American society.”

Statements Suggesting Intercultural Competence:

People who have developed intercultural competence are aware of the range of impacts that culture has on human interaction, demonstrate mental flexibility in interpreting human behavior, and are able to adapt their verbal and nonverbal communication to be effective in a range of contexts. They are able to recognize and respond to cultural differences without stereotyping individuals.

- “One thing I learned from working with students from culture x was that they tend to respond better to my questions if they have a chance to write down their answers before responding.”
- “When we have class discussions, I’ve found it valuable to have students talk about their perspectives from different cultural viewpoints.”
- “From my experience living in diverse cultures, I know that sometimes I can be more direct in talking about student problems and sometimes I have to be more indirect to allow them to save face.”
- “Having grown up in a bi-cultural family, I just automatically adapt to the context I’m in. I really enjoy experiencing new cultures.”
- “I try to see students as people first, but always keeping in mind the idea that their perspectives or actions might reflect different cultural expectations.”

BOARD POLICY

San Mateo County Community College District

Subject: BP 2.20 Equal Employment Opportunity

Revision Date: 11/11

Policy References: Education Code Sections 87100 et seq.; Title 5 Sections 53000, et seq.; the Americans with Disabilities Act of 1990-42 United States Code Sections 12101 et seq.; 28 Code of Federal Regulations Part 35; 28 Code of Federal Regulations Part 36; 34 Code of Federal Regulations Part 104.44(b)

The San Mateo County Community College District is committed to equal employment opportunity and full recognition of the diversity of cultures, ethnicities, language groups and abilities that are represented in its surrounding communities and student body. The Board believes that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, and suitable role models for all students. The District shall demonstrate its commitment to the cultural competence¹ of its employees and students through policies, procedures, training programs, services and activities which promote diversity and mutual respect within the District work force and student body.

1. The San Mateo County Community College District is an equal opportunity employer that shall provide an educational and work environment in which no person is denied access to, or the benefits of, any program or activity of the District on the basis of ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or mental ability. This includes District decisions about employment, retention, compensation, promotion, termination and/or other employment status.
2. The District shall monitor the success of equal opportunity in its recruitment, selection, retention and promotional policies and procedures by monitoring outcomes to assure no adverse impact against any person or group of individuals, due to ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or mental ability.
3. The District complies with the spirit and law of the Americans with Disabilities Act of 1990 as amended by providing equal opportunity for persons with disabilities. The District shall make reasonable accommodations so that persons of all levels of ability enjoy equal access to all aspects of employment and education in our District, including but not limited to, educational services, selection procedures, retention and promotion. In order to prevent discrimination on the basis of disability, the District will allow an individual with a disability to use a service animal or miniature horse in District facilities and on District campuses in compliance with state and federal law.
4. The District will not tolerate discourteous, offensive or abusive conduct or language including jokes, slurs, derogatory comments, or behaviors or language regarding a person's ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or medical condition relating to other employees, students or the public. This includes District decisions about employment, retention, compensation, promotion, termination and/or other employment status.

¹ "Cultural Competence" refers to the skills and ability of individuals to act in a sensitive, inclusive and respectful manner in interactions with persons who