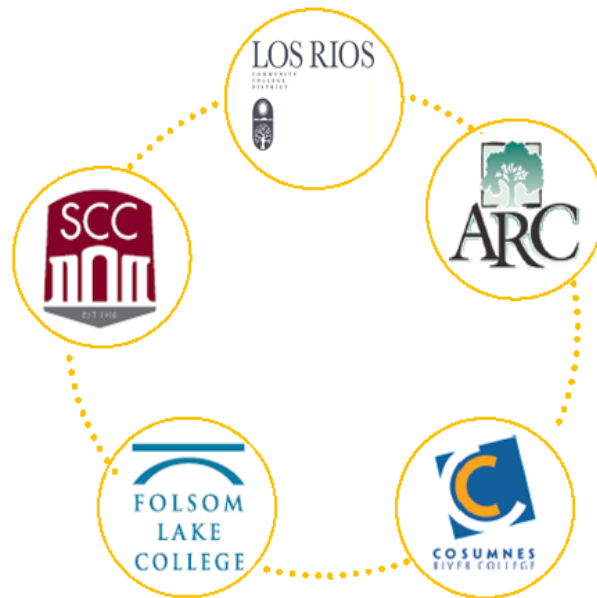


LOS RIOS COMMUNITY COLLEGE DISTRICT

EQUITY HANDBOOK FOR HIRING PROCESS



PREPARED JOINTLY BY THE CAMPUS EQUITY OFFICERS AND HUMAN RESOURCES

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February 5, 2015

Dear Los Rios Equity Representatives,

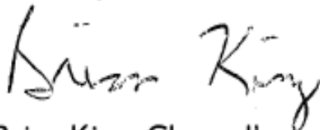
Thank you for agreeing to serve as an Equity Representative. I realize the multitude of duties that we all perform; your dedication in this role is greatly appreciated in making our District a fair and equitable employer of choice with a commitment to diversity.

It is our charge to ensure we remain an employer who is equitable to all applicants, treating each with respect and dignity. This handbook has been developed to help you guide the committees through the hiring process. The Equity Representative's role is to ensure that each candidate is treated fairly, without discrimination or preferential treatment, and to ensure our top applicants demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

The Campus Equity Officers will be conducting annual training for all Equity Representatives, as well as training those who serve on hiring committees. Should you have any questions as to your role in this process or questions regarding the process itself, please feel free to contact your Campus Equity Officer.

Thanks again for your time and efforts in making Los Rios Community College District an equitable employer and a positive place to work.

Sincerely,

A handwritten signature in cursive script that reads "Brian King".

Brian King, Chancellor

February 5, 2015

REGARDING: Confidential and Privileged Information

Dear Equity Officers and Equity Representatives:

The Human Resources Office is very appreciative of your role and service as it relates to providing an environment of equity or "quality control" during the screening and selection process. The role of assuring a process that focuses on the skills, knowledge, and abilities of individuals rather than on items such as age, gender, lifestyle, parental status, ethnicity, religion, or disability is critical.

Another important responsibility we continue to require of our Equity Officers and Equity Representatives involves training and assuring confidentiality within the process. While the selection committees have always recognized the need to protect confidentiality with respect to the applicants, rankings, discussions, etc., we are requesting additional caution be taken with respect to the application paperwork.

In recent times, laws relative to release of social security numbers have been passed in light of "identity theft". While the submission of a social security number on the application is no longer required, this information is often on transcripts along with birth dates, maiden names and other information that we all deem as personal and confidential.

We ask your support and commitment to training all committee members on responsibilities and actions that provide for equity and confidentiality.

On behalf of Human Resources and the numerous applicants you will encounter: THANK YOU.



Ryan Cox
Associate Vice Chancellor
Human Resources

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SECTION A: INTRODUCTION

I. INTRODUCTION

The Equity Hiring Handbook is a strategic guide that has been implemented in accordance with the requirements of the Equal Employment Opportunity Plan prescribed by Education Code section 87106(b) for compliance with the Board of Governors regulations on equal employment hiring and applicable state and federal nondiscrimination statutes and for guidance in improving the quality of opportunity. Plan Component 8: Training for Screening/Selection Committees requires,

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall receive appropriate training on the requirements of the Title 5 regulations on equal employment opportunity (section 53000 et. seq.); the requirements of federal and state nondiscrimination laws; the requirements of the District's Equal Employment Opportunity Plan; the District's policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency; the value of a diverse workforce; and recognizing bias. Human resources and campus equity officers are responsible for providing and tracking the required training, which is effective for a two year period. Any individual acting on behalf of the District with regard to recruitment and screening of employees is subject to the equal employment opportunity requirements of Title 5 and the district's Equal Employment Opportunity Plan. This provision includes any individuals who are not employees of the District but are acting on behalf of the District.

The training will be facilitated by campus equity officers at each campus location and the human resource directors at the District office location. The District has established a practice that equity training must be updated every two years. A tracking database has been established to track and monitor individuals who have been equity trained.

A high quality workforce is critical in establishing and maintaining the excellence of an educational institution. It follows, therefore, that the selection of qualified employees is one **of the most important functions undertaken by a college or district.**

A. BACKGROUND

In order to ensure equity in the hiring process, it was determined that an Equity Hiring Handbook is a good tool for establishing processes that provide equal opportunity. The Director of Human Resources, in collaboration with campus Equity Officers, were charged with creating an Equity Hiring Handbook.

This handbook replaced the Affirmative Action Plan in response to the mandates of the Regents Resolution regarding Prop 209. The first handbook was implemented in the late 1990s and revised in 2002 and 2006, and 2015.

This handbook provides specific information regarding recruitment, techniques of screening, interviewing, rating, and checking of references. Questions and requests for further information should be directed to Human Resources at 568-3101.

B. LEGAL AUTHORITY

The Equity Hiring Handbook is governed by Los Rios Community College District Policies and Regulations (P/R-5111, P/R-6111; P/R-9111) and Education Code section 87106(b) and EEO Plan Component 8.

Plan Component 8: Training for Screening/Selection Committees requires, Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall receive appropriate training on the requirements of the Title 5 regulations on equal employment opportunity (section 53000 et. seq.); the requirements of federal and state nondiscrimination laws; the requirements of the District's Equal Employment Opportunity Plan; the District's policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency; the value of a diverse workforce; and recognizing bias. Human resources and campus equity officers are responsible for providing and tracking the required training, which is effective for a two year period. Any individual acting on behalf of the District with regard to recruitment and screening of employees is subject to the equal employment opportunity requirements of Title 5 and the district's Equal Employment Opportunity Plan. This provision includes any individuals who are not employees of the District but are acting on behalf of the District.

The training will be facilitated by campus equity officers at each campus location and the human resource directors at the District office location. The District has established a practice that equity training must be updated every two years. A tracking database has been established to track and monitor individuals who have been equity trained.

This handbook is designed to assist hiring committees, administrators, and candidates in understanding and implementing those policies and regulations. Nothing in this handbook should be considered as altering the content of the District's hiring policies and regulations, and to the extent that any provision here directly conflicts with policies and regulations, the policies and regulations will prevail.

C. Statement of Ethics/Confidentiality

- I. The entire selection process requires the greatest sensitivity on the part of the committee members regarding the need for confidentiality.

2. The rights and reputations of the candidates must be protected. Ratings and comments made by committee members must not be shared.
3. In order to provide equal opportunities for all candidates, strict confidentiality must be maintained regarding the interview questions and the topic(s) of the writing sample(s).

D. LEADERSHIP TITLES

When the College President, Vice President, or Senate President is unavailable and/or unable to carry out his/her responsibility as noted in this manual, their designee shall carry out the responsibility on their behalf. "Designee" is not noted throughout this manual but it is inferred in all instances by this section.

E. EQUITY HANDBOOK REVIEW

The equity handbook shall be reviewed and revised as necessary.

II. MISSION AND MANDATE

A. BOARD POLICY

Intent and Accountability for Equal Opportunity P-5111

[Policy - 5000 Certificated Personnel](#) || [Table of Contents](#) || [Next](#)

1.1 Board Intent

- 1.2 It is the intent of the Los Rios Community College District Board of Trustees to implement fully a program that adheres to the equal employment opportunity policies of the District; the guidelines of the Board of Governors of California Community Colleges; and complies fully with the acts of Congress; the laws of the State of California; and the rules, regulations and guidelines pertaining thereto.
- 1.3 The Board of Trustees has the overall responsibility for insuring equal opportunity and equal employment opportunity in recruitment, assignment, promotion, retention, compensation and staff development, and for improving the representation of underrepresented groups in all areas where discrimination has been shown. The Board of Trustees may delegate this responsibility to the Chancellor.
- 1.4 All employees involved in the implementation of equal opportunity programs shall assume responsibilities and duties as outlined in the Administrative Regulation.
- 1.5 The District and its Colleges in their human resource practices guarantee that staff members, applicants, and persons involved in employment relations with the District shall not be discriminated against or excluded from any benefits, activities or programs on the grounds of ethnic group identification, race, color, gender, sexual orientation, religion, age (over forty), national origin, ancestry, disability, political affiliation or belief, or marital status. It is the responsibility of the Chancellor and the Presidents of the Colleges to take remedial action in the event of discrimination against and/or exclusion from full participation. Procedures are to be established for due process for all parties in the adjudication of accusations of discrimination or exclusion (See R-5111). It is the goal of this District to:
 - 1.5.1 Provide members of underrepresented groups with models of their own race, ethnic and cultural background and gender with whom they can identify and whom they can recognize as examples of occupational achievement at all levels and in all departments.

1.5.2 Guarantee to all candidates the same opportunity for employment, advancement and change of assignment.

1.6 It is the intent of this policy to direct the staff of this District to take action whenever and wherever an assessment of conditions indicates that underrepresented groups or persons with disabilities have been discriminated against or excluded from full participation in the benefits, activities or programs of this District.

1.7 When there is an underrepresentation in a job class or classes in the District work force, the District practices and policies shall be studied to determine if there are factors contributing to the underrepresentation. Employment practices which constitute barriers to equal opportunity shall be identified and corrective action designed to eliminate the barriers shall be taken.

1.8 It is the policy of the District to ensure that an individual with a verifiable disability, visual or not, who needs a Service Animal may participate in and benefit from District and College services, programs, and activities and to allow the use of Service Animals on District/College property in compliance with the Americans With Disabilities Act, the California Fair Employment and Housing Act, the Unruh Act and all other relevant laws and regulations. The Chancellor shall develop Administrative Regulations regarding Service Animals.

1.9 The Chancellor shall assure the formation of a staff equity committee at each College.

2.1 Staff Equity

2.2 Colleges shall establish a Staff Equity Committee.

2.3 The Staff Equity Committee shall work with the Equity Officer and shall consist of staff trained in equal opportunity, equity issues and diversity.

3.1 Internal Dissemination

3.2 All District employees shall be made aware of the District's equal opportunity plan.

4.1 External Dissemination

4.2 Recruiting sources and applicants shall be notified that the District is an equal opportunity employer.

- 4.3 Community agencies, organizations and educational institutions shall be notified of the policy in order to solicit their assistance in recruiting underrepresented groups (as defined in Ca. Code Regs., tit. 5 §59300), and disabled applicants.

5.1 Staff Development

- 5.2 The District Office and the Colleges will provide staff development opportunities as necessary to accomplish the District's goals in accordance with collective bargaining agreements and District policy.

[Policy - 5000 Certificated Personnel](#) || [Table of Contents](#) || [Next](#)

Intent and Accountability for Equal Opportunity P-6111

- 6100 EMPLOYMENT PROCEDURES
- 6110 Equal Opportunity in Human Resource Practices

Policy - 6000 Classified Personnel

I.0 Board Intent

- I.1 It is the intent of the of the Los Rios Community College District Board of Trustees to implement fully an equal opportunity program that adheres to the equal employment opportunity policies of the Los Community College District; the guidelines of the Board of Governors of California Community Colleges; the laws of the State of California; and complies fully with the acts of Congress; the laws of the State of California; and the rules, regulations and guidelines pertaining thereto.
- I.2 The Board of Trustees has the overall responsibility for insuring equal opportunity and equal employment opportunity in recruitment, assignment, promotion, retention, compensation and staff development, and for improving the representation of underrepresented groups in all areas where discrimination has been shown. The Board of Trustees may delegate this responsibility to the Chancellor.
- I.3 All employees involved in the implementation of equal opportunity programs shall assume responsibilities and duties as outlined in the Administration Regulation.
- I.4 The District and its Colleges in their human resource practices guarantee that staff members, applicants, and persons involved in employment relations with the District shall not be discriminated against or excluded from any benefits, activities or programs on the grounds of ethnic group identification, race, color, gender, sexual orientation, religion, age (over forty), national origin, ancestry, disability, political affiliation or belief, or marital status. It is the responsibility of the Chancellor and the Presidents of the colleges to take remedial action in the event of discrimination against and/or exclusion from full participation. Procedures are to be established for due process for all parties in the adjudication of accusations of discrimination or exclusion (See R-6163). It is the goal of this District to:
 - I.4.1 Provide members of underrepresented groups with models of their own race, ethnic and cultural background and gender with whom they can identify and whom they can recognize as examples of occupational achievement at all levels and in all departments.

- I.4.2 Guarantee to all candidates the same opportunity for employment, advancement and change of assignment.
 - I.5 It is the intent of this policy to direct the staff of this District to take action whenever and wherever an assessment of conditions indicates that underrepresented groups or persons with disabilities have been discriminated against or excluded from full participation in the benefits, activities or programs of this district.
 - I.6 Where there is an underrepresentation in a job class or classes in the District work force, the District practices and policies shall be studied to determine if there are factors contributing to the unbalance. Employment practices which constitute barriers to equal opportunity shall be identified and corrective action designed to eliminate the barriers shall be taken.
 - I.7 It is the policy of the District to ensure that an individual with a verifiable disability, visual or not, who needs a Service Animal may participate in and benefit from District and College services, programs, and activities and to allow the use of Service Animals on District/College property in compliance with the Americans With Disabilities Act, the California Fair Employment and Housing Act, the Unruh Act and all other relevant laws and regulations. The Chancellor shall develop Administrative Regulations regarding Service Animals.
 - I.8 The Chancellor shall assure the formation of a Staff Equity Committee at each college.
- 2.0 Staff equity
 - 2.1 Colleges shall establish a Staff Equity Committee
 - 2.2 The Staff Equity Committee shall work with the Equity Officer and shall consist of staff trained in equal opportunity, equity issues and diversity.
- 3.0 Internal Dissemination
 - 3.1 All District employees shall be made aware of the District's equal opportunity plan.
- 4.0 External Dissemination
 - 4.1 Recruiting sources and applicants shall be notified that the District is an equal employment opportunity employer.
 - 4.2 Community agencies, organizations and educational institutions shall be notified of the policy in order to solicit their assistance in recruiting underrepresented groups (as defined in Ca. Code Regs., tit. 5§59300) and disabled applicants.
- 5.0 Staff Development

- 5.1 The District Office and the colleges will provide staff development opportunities as necessary to accomplish the District's goals in accordance with collective bargaining agreements and District policy.
-

Intent and Accountability for Equal Opportunity P-9111

9100 EMPLOYMENT PROCEDURES

9110 Equal Opportunity in Human Resource Practices

Policy - 9000 Certificated Personnel

I. Board Intent

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 - I.4.1. Provide members of underrepresented groups with models of their own race, ethnic and cultural background and gender with whom they can identify and who they can recognize as examples of occupational achievement at all levels and in all departments.
 - I.4.2. Guarantee to all candidates the same opportunity for employment, advancement and change of assignment.

- 1.5 It is the intent of this policy to direct the staff of this District to take action whenever and wherever an assessment of conditions indicates that underrepresented groups or persons with disabilities have been discriminated against or excluded from full participation in the benefits, activities or programs of this District.
 - 1.6 When there is an underrepresentation in a job class or classes in the District workforce, the District practices and policies shall be studied to determine if there are factors contributing to the unbalance. Employment practices which constitute barriers to equal opportunity shall be identified and corrective action designed to eliminate the barriers shall be taken.
 - 1.7 It is the policy of the District to ensure that an individual with a verifiable disability, visual or not, who needs a Service Animal may participate in and benefit from District and College services, programs, and activities and to allow the use of Service Animals on District/College property in compliance with the Americans With Disabilities Act, the California Fair Employment and Housing Act, the Unruh Act and all other relevant laws and regulations. The Chancellor shall develop Administrative Regulations regarding Service Animals.
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 - 4.1 Recruiting sources and applicants shall be notified that the District is an equal opportunity employer.
 - 5.0 Staff Development
 - 5.1 The District office and the Colleges will provide staff development opportunities as necessary to accomplish the District's goals in accordance with collective bargaining agreements and District policy.
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B. BOG REPORT

**EXCERPTS FROM:
BOARD OF GOVERNORS
EQUITY AND DIVERSITY TASK FORCE REPORT**

OCTOBER 2002

The California Community Colleges enjoy a tradition of equal access for all students. Our commitment to equity is both historic and ongoing and embraces the goals of educational success and equal opportunity for all. At the beginning of the new century, it is critical to express these general goals in more specific terms to ensure that the system remains vibrant, responsive, and inclusive, and in all ways focused on educational accessibility and excellence for all our students.

Our goals are:

- A. To foster a climate of equal opportunity, educational excellence, and success for all students throughout the system and to strengthen and expand the capacity of every officer and employee within the system to demonstrate sensitivity to, and understanding of, the diversity of the students we serve. "Diversity" is to be understood as encompassing racial and ethnic diversity, as well as differences in gender, sexual orientation, academic preparation, socioeconomic circumstances, age, religion, and disabilities. By being sensitive to, and understanding of, the diversity of our students, we enable more of our students to succeed, and we improve the quality of education. It is in the interests of student success and educational quality that all candidates for employment demonstrate a sensitivity to, and understanding of, this wide range of diversity.
- B. To foster a workforce that is diverse through equal employment opportunity for all, and through assuring that we do not discriminate unlawfully. Our workforce is open to all candidates, regardless of race, color, creed, national origin, ancestry, sex, marital status, disability, religious or political affiliation, age, income level, socioeconomic status, prior hardship, or sexual orientation. Through a workforce that is diverse, we benefit students of all backgrounds by exposing them to different ideas, experiences, and worldviews. We thereby improve student success and educational quality.
- C. To assist California in building a strong society and enabling it to become a successful multicultural democracy. The California Community Colleges are the gateway to higher education and workforce opportunity for the vast majority of Californians. The daily interactions of diverse students, faculty and staff, and the broader pursuit of higher education on our campuses, serve to break down fear, prejudice, and hate. Our students return to their communities with greater levels of understanding, appreciation, tolerance, and humanity. We thereby contribute to the strength of our society and our success as a multicultural democracy.

III. SENSITIVITY HIRING CRITERIA & TRAINING PROGRAMS FOR MEMBERS OF HIRING COMMITTEES

- A. Sensitivity Hiring Criteria. The evaluation of sensitivity to and understanding of our diverse students should be part of every stage of evaluating candidates for faculty, classified and administrator positions. In order for this qualification to be gauged during paper screening, questions about sensitivity to and understanding of diversity should be included in the application or supplementary questions. Candidates should be asked how this sensitivity and understanding are demonstrated in their personal background, education, and/or experience and what special skills, knowledge, or ideas about meeting the needs of diverse students they would bring to the college. The following methods are recommended to assess a candidate's understanding of and sensitivity to the diversity of community college students:
1. The evaluation of candidates according to their demonstrated ability to respond effectively to such issues of diversity as: academic preparation, culture, gender, race, ethnicity, sexual orientation, socioeconomic circumstances, and disability.
 2. The evaluation of candidates according to their demonstrated experience in developing, or participating in, successful efforts to assist and encourage community college students and others like them in achieving their goals.
 3. The recognition of proficiency in a language other than English, especially a language spoken by a significant portion of the student body.
 4. The evaluation of experience in developing or participating in mentoring or cohort programs.
 5. The recognition of the sensitivity of candidates who have been community college students and who have received financial aid, or participated in EOPS, DSPS, Cal Works, or similar programs while they were students.
 6. The evaluation of candidates' formal training or demonstrated ability to offer instruction that addresses a variety of learning styles.
- B. Training Program for Committee Members on Hiring Committees. The training programs should:
1. Convey a sense of the educational, vocational, and social values to students and the campus community of a rich variety of backgrounds and perspectives among its members;
 2. Reduce committee members' resistance to cultural differences and induce a positive appreciation of such differences;

3. Communicate clearly the legal and ethical injustice of discrimination based on cultural and racial difference, age, gender, religion, disability and other similar factors. The training should also illustrate the damage—social, socioeconomic, and psychological—that has occurred as a result of discriminatory practices;
4. Communicate the importance of campuses becoming cultural models for students: that by providing an environment which honors diversity and is free of prejudice, the college/district can produce in students attitudes that will contribute to the elimination of bigotry in the larger community;
5. Provide committee members with specific strategies and techniques for promoting inclusiveness in job descriptions, advertising, paper screening, and interviews, as well as eliminating unintended exclusiveness; and,
6. Persuade committee members that good hiring practice demands reaching the broadest pool of potential candidates and hiring the candidate who will be the greatest asset to students and the campus community.

IV. EQUITY AND CULTURAL COMPETENCY

A. Terms and Definition:

Culture

- The shared traditions, beliefs, customs, history, folklore, and institutions of a group of people with the same ethnicity, language, nationality, or religion.

Cultural awareness

- Understanding other groups -- being open to the idea of changing cultural attitudes.

Cultural Competence

- The process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each.

Cultural Knowledge

- Knowing about some cultural characteristics, history, values, beliefs, and behaviors of another ethnic or cultural group.

Cultural Sensitivity

- Knowing that differences exist between cultures, but not assigning values to the differences (better or worse, right or wrong).

Diversity

- A condition of broad inclusion in working and learning environments that offers opportunity for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socio-economic backgrounds.

B. Equity

It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the district on the basis of ethnic group identification, race, color, national origin, religion, age, sex, physical disability, mental disability, ancestry, sexual orientation, language, accent, citizenship status, transgender status, parental status, marital status, economic status, veteran status, medical condition, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The District will strive to achieve a workforce that is welcoming to all genders, persons with disabilities and individuals from all races, ethnic and other groups to ensure the district provides

an inclusive environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas.

The District will seek to implement a multitude of strategies towards its goal of EEO, which may include:

1. Conduct surveys of campus climate on a regular basis, and implement concrete measures that utilize the information drawn from the surveys.
2. Provide cultural awareness training on elimination of bias in hiring and employment to members of the campus community.
3. Maintain a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities.
4. Audit and/or maintain updated job descriptions and/or job announcements.
5. Conduct timely and thorough investigations of all complaints filed under this chapter, and all harassment and discrimination complaints filed under subchapter 5, and take appropriate corrective action in all instances where a violation is found.
6. Comply with the requirements of Government Code section 12950.1 (Stats. 2004. Ch. 933[AB1825], and includes all forms of harassment and discrimination in the training.
7. Convey the district's commitment to equal employment opportunity in related publications and the website.
8. The district's mission statement conveys its commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes its educational goals and values.
9. The district's hiring procedures requires applicants for all positions to demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural disability, gender identify, sexual orientation, and ethnic backgrounds of community college students in a manner specific to the position.
10. District staff members serve as resources, consultants, mentors and/or leaders to colleagues at other districts in the areas of EEO and diversity enhancement.
11. The district maintains updated curricula, texts, and/or course descriptions to expand the global perspective of the particular course, readings or discipline.
12. The District addresses issues of inclusion/exclusion in a transparent and collaborative fashion.

C. Cultural Competency

Cultural competence is a process that promotes development of skills, beliefs, attitudes, habits, behaviors and policies which enable individuals and groups to interact appropriately, showing that we accept and value others who may be different than we are.

Cultural competence requires:

- Individuals becoming aware of their own cultural identities and how these influence the way we treat others
- Individuals and groups engaging each other in a continuing, meaningful dialogue with the intent to increase knowledge and understanding
- Institution-wide exploration of ways to tap into the full potential of all its members

Indicators of Cultural Competences:

- Recognizing the power and influence of culture
- Understanding how each of our backgrounds affects our responses to others
- Not assuming that all members of cultural groups share the same beliefs and practices
- Acknowledging how past experiences affect present interactions
- Knowledge of self and knowledge of others
- Lifelong commitment to respecting individual rights, diversity, and differences
- Effective communication skills that convey respect and sensitivity
- Engaging in self-assessment and expression of individual heritage, identity, values, beliefs and biases
- Forming relationships based on trust and caring even in the face of individual differences
- Acquiring knowledge about and being willing to listen to other perspectives
- Recognizing different and similar learning, communication, motivational, and decision-making strategies

- Using inclusive language and appropriate questioning
- Becoming involved with diverse individuals outside of work and classroom environments

V. SHARED HIRING PRINCIPLES

Los Rios employees are key contributors in the selection process of new employees who will serve our students and colleges. As such, shared principles and values which are part of our culture are evidenced in our practices.

Employees involved in the screening/hiring process support the following principles:

Non-Discrimination

- LRCCD is committed to being an Equal Opportunity Employer. LRCCD rejects discriminatory hiring practices, especially those based upon race, color, creed, national origin, ancestry, religion, sex, gender, gender identity, gender expression, age, sexual orientation, political beliefs, political activities, political affiliation, marital status, medical condition or disability.

Confidentiality

- All written, verbal and electronic records and information regarding this hiring process are confidential prior to, during, and following the interview process.
- For committee members, confidentiality throughout the process, from the development of an announcement to the final hiring action by the Board of Trustees and beyond, is essential to maintain the integrity of the hiring process.
- The hiring process includes the recruitment process; development of interests, screening criteria and interview questions; the screening of the applicants; interviewing and subsequent discussion of the candidates. Confidentiality should be maintained prior to, during, and following the recruitment process.

Keeping It Legal

- A mandatory requirement of non-discrimination is ensuring that candidates are treated equitably throughout the process. Independent fact-finding activities by committee members, including electronic searches such as Google, Facebook, RateMyProfessor or other similar venues, are outside the process and not appropriate.
- Questions regarding the interview process should be referred to the Screening / Interview Committee Chair, College Equity Officer, or District Human Resources.
- Screening / Interview Committee Members having a personal relationship (i.e., living with and/or having a legal connection to) with any applicant shall notify the Screening / Interview Committee Chair or the College Equity Officer.
- We recognize that a failure to maintain confidentiality and equitable treatment throughout the process could result in a violation of Federal or State regulations and/or incur liability upon the District.

VI. ROLES AND FUNCTION OF EQUITY REPRESENTATIVES

Roles of Equity Representatives:

1. Ensure nondiscrimination and equal treatment of any individual on the basis of ethnic group identification, race, color, national origin, religion, age (over 40), sex, physical disability, mental disability, ancestry, sexual orientation, language accent, citizenship status, gender, gender identity, gender expression, parental status, marital status, economic status, veteran status, medical condition, political affiliation, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics through the search process.
2. At the first meeting, provide a copy of the “Shared Principles, Screening, Interviewing & Confidentiality” document to each committee member coupled with a discussion about the document.
3. Remind the committee members that their task is to recommend “the most qualified candidate for the institution including such factors as academic credentials, employment experiences, commitment to, and understanding of diversity and cultural competence, role model, community involvement, professional relationships, and teaching abilities.”
4. Ensure there is a “fair and equal” search process whereby biases are eliminated.
5. Ensure the inclusion of screening criteria and questions that assist the committee in determining the candidates’ sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students, staff, and faculty, e.g., “What experience have you had working with students of different ethnic or cultural backgrounds?” “Describe a situation in a professional setting in which cultural differences created a challenge. How did you address the situation? What would you do differently next time?”
6. Encourage the committee to infuse cultural awareness perspectives into multiple questions.
7. Ensure adherence to hiring regulations, procedures, and maintenance of confidentiality.
8. Assist the chairperson in developing the best climate possible whereby the interviewed candidates can be at their best.
9. Be present at all committee meetings, commencing with the first meeting to develop screening criteria and interview questions.
10. Report inequitable processes to the Equity Officer.

Functions of Equity Representative:

1. Serve as a voting committee member and technical advisor during the hiring process.
2. Complete the “Equal Opportunity Employment Checklist” form (P-130).
3. Review the “Equity Hiring Checklist” to make sure all required action items have been completed and that all boxes are checked.
4. Participate in the development of screening criteria, interview criteria, and the interview questions utilized in the selection process.
5. Participate in and monitor the screening and interviewing processes. When a problem or challenge is identified, the Equity Rep will consult with the Campus or District Office Equity Officer.
6. Ensure that follow-up questions and clarifications are handled equitably and that each candidate shall be asked an identical set of questions and shall be given the same amount of time to answer a set of questions. Any clarification needed for a response will not use conjecture or leading questions.
7. Ensure that the questions asked are job related and that the committee does not add any questions that are not job related.
8. Ensure that the Screening/Interview Committee conversations shall be limited to the written application and supplemental materials and any applicable responses in the interview.
9. Ensure that the Screening/Interview Committee keep all conversations regarding the candidate to job related conversations.
10. Work with the committee chair in tallying the rating sheets for selection of top candidates.
11. Report instances of non-compliance to the campus Equity Officer.

Note: The Equity Representative can intervene in the screening and/or interviewing process if he/she observes discriminatory remarks, bias against or favoritism toward a candidate(s) based on ethnic group identification, race, color, gender, gender identity, gender expression disability, religion, age (over 40), national origin, ancestry, sexual orientation, political affiliation or belief, parental status, or marital status, and/or other actions that jeopardize the integrity of a fair and equal process for all candidates.

VII. EQUITY REPRESENTATIVE'S TALKING POINTS

At All Meetings

- Remember that all candidates deserve nondiscriminatory and fair treatment.
- Enter this process with an open mind. Leave behind any preconceived ideas of which candidate(s) should or should not be selected.
- This process must remain completely confidential. Nothing concerning the details of this specific committee can be discussed outside of the committee meetings, even among fellow committee members. These rules stay in effect even after the process is finished.
- Any concerns a committee member has but does not feel comfortable discussing with the committee needs to be discussed with the Chair and/or Equity Representative immediately.
- If any committee member discovers that he/she has or has had a close or familial relationship with an applicant, it is expected that he/she will ask to be excused from the committee. The committee chair will work with the appropriate senate president and the department chair, as needed, to obtain a replacement.

At Criteria Meeting

- Screening criteria must reflect the position announcement.
- Interview questions should reflect, but can reasonably extend, the information on the position announcement.
- Screening criteria and interview questions cannot be slanted to favor or disfavor any group or individual.
- Screening criteria and interview questions should span and reflect the key skills required for the position.
- Screening criteria must be able to be assessed from the application materials; the assessment rubric for the criteria should be as broad as possible (i.e. teaching experience should value formal teaching experience in all venues, not just community college, and should give some credit to informal teaching positions such as coaching, mentoring, tutoring, etc.)

At Candidate Selection Meeting

While ranking and discussing candidates, committee members must look at each one individually and not compare or contrast candidates to one another. Discussions are based only on the materials submitted by the candidates.

At Interviews

In the interview the same committee member must ask the same question in the same manner of each candidate. The format and structure for follow-up questions (if any) must be clarified prior to the start of the interviews and must be consistent throughout the process.

Committee members should be affirming and welcoming of all candidates.

When discussing strengths and weaknesses of candidates, committee members must refrain from comparing and contrasting candidates, focusing on the strengths and weaknesses of each candidate individually. Discussions need to be based only on the submitted materials and the interview itself.

VIII. EQUITY HIRING CHECK LIST AND REMINDERS

A. Checklist

- Reviewed hiring process prior to first meeting with committee chair.
- At the first meeting, communicated the role and function of the Equity Representative to other panel members. Reviewed and discussed the following:
 - Shared Principles Document
 - Reinforced confidentiality of all application materials and the interview process and the importance of professional ethics
 - Discussed avoiding conflict of interest situations, i.e., personal/family relationships that exist between faculty committee members and applicant being interviewed should be disclosed
- Reviewed the importance of maintaining compliance with all district policies and procedures governing the hiring processes.
- Ensured that the interests/criteria were job related; do not reflect bias against or favoritism toward any candidate.
- Based on race, color, creed, national origin, ancestry, religion, sex, gender, gender identity, gender expression, age, sexual orientation, political beliefs, political activities, political affiliation, marital status, medical condition or disability.
- Ensured that the screening criteria were job related, limited to items on the job description, could be evaluated from the written materials, and were broad enough so that candidates with potential were not automatically eliminated.
- Ensured that there were not multiple screening criteria used to measure the same skills, that ways to assess the candidate in each area were discussed, and that the weighting for each screening criteria was discussed.
- Ensured that there was a screening criterion related to a candidate's sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students, staff, and faculty.
- Ensured that the interview question topics were written before the screening process began and were finalized before the candidates to be interviewed were selected.
- Ensured that the interview questions were job related, were broad in nature, did not have one right answer, reflected the interests of the hiring committee, and were written in such a way as to be easily understood by all potential candidates.

- Reviewed the applications and applied the screening criteria.
- Monitored the selection process for fairness.
- Monitored the process to ensure fairness for all candidates:
 - All candidates were asked the same questions;
 - All candidates had the same amount of time;
 - Follow up questions were handled in a comparable fashion;
 - Role plays were scripted as much as possible;
 - Content experts identified and understood their role;
 - No discussion of candidates occurred during the interview process.
- Assisted with creating a good environment for the interview.
- Assisted with tabulating the rankings and identifying the finalists (for faculty and administrative hiring only).
- Ensured that all aspects of the discussion were job related and that all committee members' voices were equal in the conversation.
- Completed the Equal Opportunity Employment Checklist (PI 30).
- Discussed concerns that arose from the interview process with the Committee Chair and/or Equity Officer ONLY.
- I **DID** or **DID NOT** (please circle) meet with the President, VP, and Dean to review the candidate that the President intends to recommend.

B. Reminders

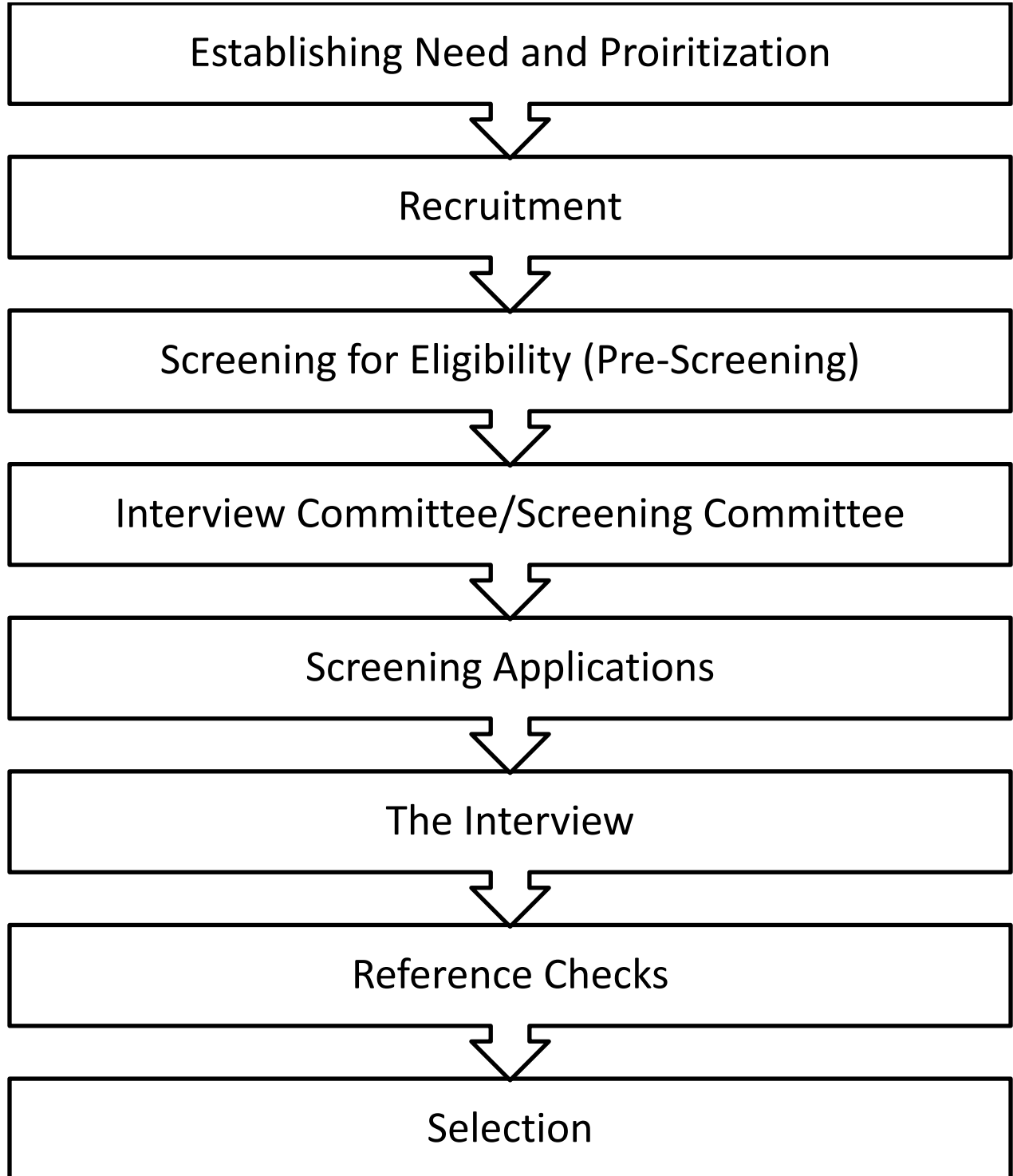
- Contact the Hiring Committee Chairperson after receipt of your notification of assignment if you have not already been contacted.
- Obtain the timelines from the chairperson for the specific position being filled.
- Review the "Equity Representative Job Description."
- Monitor every aspect of the hiring process, referencing the enclosed "LRCCD Regulations."
- Complete the "Los Rios Community College District, Employment Checklist," (form P-130, enclosed) after the interviews. RETURN THIS FORM TO COMMITTEE CHAIR IMMEDIATELY UPON COMPLETION OF INTERVIEW.

- Complete the “Equity Representative Certification” (enclosed) and RETURN THIS FORM TO THE EQUITY OFFICER.
- Contact the Equity Officer for any concerns regarding committee conduct and procedures.
- Pursuant to Administrative Regulation R-5122, “only those persons having an application on file at the district will be considered as applicants.”
- “Emergency / Critical” adjunct faculty hire conditions: A vacant position that becomes known within twenty (20) working days of the beginning date of employment may be filled without benefit of a screening and interview committee by appropriate management utilizing applications currently on file in District Human Resources.
- Maintain compliance with all District policies and procedures governing the hiring processes.
- Maintain confidentiality of all application materials and the interview process.
- Discuss the importance of professional ethics and confidentiality with the screening and interview committee prior to conducting interviews.
- Avoid conflict of interest situations (i.e., personal/family relationships that exist between faculty committee members and the applicant being interviewed should be disclosed).
- Equity Representative reports allegation(s) of noncompliance to the Campus Equity Officer or Human Resources

SECTION B: THE HIRING PROCESS

I. TENURE-TRACK FACULTY HIRING PROCESS

A. OVERVIEW OF TENURE-TRACK FACULTY HIRING PROCESS



B. INTRODUCTION

In accordance with Ed Code 87360, the District Academic Senate and the District Office are committed to reaching agreement regarding the faculty hiring process. A high quality faculty is critical in establishing and maintaining the excellence of an educational institution. It follows, therefore, that the selection of new faculty members is one of the most important functions undertaken by a college or district.

Background

In the fall of 1986, the Shared Governance Committee completed a study of the full-time faculty hiring process in Los Rios and developed procedures which increased faculty participation and provided a uniform process for the entire District. One of the Committee's recommendations was that the Director of Human Resources prepare a handbook which would give detailed information regarding the hiring process.

The Director prepared the first version of this handbook in 1986. It was substantially revised in 1997, 2000, 2003, and 2009. In Fall 2014 this manual was reviewed and updated.

The handbook also provides specific information regarding recruitment, techniques of screening, interviewing, rating, and checking of references. Questions and requests for further information should be directed to Human Resources at 568-3101.

Legal Authority (P/R 5121 et. seq.)

Faculty hiring is governed by Los Rios Community College District Policies and Regulations 5120 et seq. This handbook is designed to assist faculty hiring committees, administrators, and candidates in understanding and implementing those policies and regulations. Nothing in this handbook should be considered as altering the content of the District's hiring policies and regulations, and to the extent that any provision here directly conflicts with policies and regulations, the policies and regulations will prevail. This document should be used as the final authority except in instances when a College President informs the Human Resources Department and the College Academic Senate President in writing why policies were not followed. (Ed Code 87360)

Statement of Ethics/Confidentiality

1. The entire selection process requires the greatest sensitivity on the part of the committee members regarding the need for confidentiality.
2. The rights and reputations of the candidates must be protected. Ratings and comments made by committee members must not be shared.
3. In order to provide equal opportunities for all candidates, strict confidentiality must be maintained regarding the interview questions and the topic(s) of the work sample(s).

Leadership Titles

When the College President, Vice President or Academic Senate President is unavailable and/or unable to carry out their responsibility as noted in this manual, their designee shall carry out the responsibility on their behalf. "Designee" is not noted throughout this manual but it is inferred in all instances by this section.

Hiring Manual Review

This hiring manual shall be reviewed and revised as necessary.

C. ESTABLISHING OF NEED AND PRIORITIZATION

Department Profile

The department faculty, department chair (if present), and appropriate administrator shall annually conduct an analysis of the full-time staffing of the department to determine current strengths and needs. Attention shall be given to:

1. The period of time during which most of the faculty members received their education.
2. Institutions from which the training was received.
3. Subjects and areas of the greatest strengths of the current staff; areas where additional experience is needed.
4. Representation of the staff with regard to gender and underrepresented group status.
5. Ratio of part-time to full-time positions.
6. Availability of part-time faculty.
7. Presence of a full-time faculty member to coordinate a program.

Summary of Projected Needs

The present and future needs of the department shall also be analyzed by the faculty, department chair, and administrator of the requested position. For example:

1. What are the enrollment trends in the classes within the subject area?
2. If an academic area, is the projected growth going to be in transfer level courses or in developmental courses?
3. If a career technical area, what are the employment trends?
4. If a student support area, what are the projected needs?
5. What are the needs for new technology? What new skills and information will need to be imparted to students now and in the future?
6. What are the diversity needs of the department?
7. How are identified needs tied to strategic planning processes (program review, educational master plan)?

Submission of Priorities and Creation of Final List

Each college will make recommendations for new faculty positions following their respective college hiring and prioritization and related processes as determined by mutual agreement with the Academic Senate. After consideration of these recommendations, the College President shall prioritize the final staffing requests.

Decision by Chancellor

The Chancellor shall make the final decision of which full time tenure-track faculty positions are to be filled for the coming year.

Critical Hires

The process may be adjusted if necessary due to an emergency need or other unusual circumstance as determined by the Chancellor.

D. RECRUITMENT

Development of Announcement of Opening

1. The college administration shall forward to Human Resources the details of the proposed faculty assignment / job description and the proposed qualifications via PeopleAdmin.
2. The Director of Human Resources shall review the job description for clarity of proposed assignment, appropriateness of education requirements, and collective bargaining and equity implications.
3. The final position announcement shall be approved by the department chairs and appropriate administrator before it is formally posted and distributed by Human Resources. If there is a proposed change, both the department chair and appropriate administrator must approve the change. A college may request an Equity Officer's review of the announcement.
4. Per the LRCFT Collective Bargaining Agreement (Article 5), the position may be announced in District for transfer requests as follows (Appendix 8):
 - 5.3.1.1 *Preliminary Stage:* There shall be three preliminary steps in the voluntary transfer process.
 - a) As part of the college process for requesting a new full-time faculty position conducted at LRCCD colleges, full-time faculty within the department will reach consensus as to whether to review voluntary transfers. The department chair and appropriate administrator shall define faculty consensus. If a department does not have any full-time faculty or a new faculty position is without a designated department, the dean, in consultation with the Academic Senate President, will determine whether to review voluntary transfers.
 - b) If voluntary transfer applicants are to be considered, Human Resources shall inform full-time faculty members via e-mail regarding the voluntary transfer deadline date. The District voluntary transfer

deadline date shall be no later than three weeks earlier than the general application deadline date.

- c) Voluntary transfer applicants must submit to the District Human Resources office a Voluntary Transfer Request Form, an application used for general hiring, a resume and/or a letter of interest no later than the voluntary transfer deadline date. District Human Resources shall forward all voluntary transfer applications to the college requesting the position prior to the general application deadline date.

Distribution of Announcement (R-5121)

1. Full-time, tenure-track faculty positions will be advertised for at least forty days.
2. Job announcements will be posted on the District's website in accordance with board policies and regulations.
3. To ensure that members of underrepresented groups are notified of available positions, the District may:
 - a) Advertise in journals and newspapers with focused audiences as well as in newspapers having wide general circulation;
 - b) Contact members of underrepresented groups seeking work in business and industry;
 - c) Use professional registries and data banks, specifically those whose listings include underrepresented group members;
 - d) Consult with local underrepresented groups' organizations and agencies regarding recruiting efforts.
 - e) The District shall be identified as an Equal Opportunity Employer.

Professional Recruitment

1. Faculty and managers are encouraged to use their professional networks to advertise open positions.
2. Faculty and managers are especially encouraged to seek out qualified members of underrepresented groups and encourage them to apply for open positions.

E. SCREENING FOR ELIGIBILITY (PRE-SCREENING)

Application Materials

1. The applicant must submit the following documents by the final filing date: (a) Los Rios application, (b) personal resume, (c) unofficial copies of college transcripts, (d) letters of recommendation, (e) letter of interest, and (f) supplemental form (if applicable).
2. The hiring committee shall consider voluntary transfers if applicable under Article 5 of the LRCFT Collective Bargaining Agreement and follow the established process as

defined in 5.3 (Appendix 8).

Qualifications

1. The Director of Human Resources will verify that applicants claiming the required minimum qualifications show the appropriate degrees on their transcripts, and applicants claiming an appropriate credential do in fact have the appropriate credential. If there is an experience requirement, District Human Resources staff will verify that the applicant has the required number years of experience but will make no attempt to judge if the experience is appropriate.
2. If the applicant claims to possess the minimum qualifications but the degrees are not exactly those listed in the Los Rios Community College District minimum qualifications, that application shall be considered under the equivalency process even though the applicant did not claim equivalency.
3. All applications which satisfy the LRCCD minimum qualifications or credentials requirements will be forwarded to the college screening committee.
 - a. Individuals noting that they will possess the degree required to meet the minimum qualifications prior to the start date will be forwarded to the committee understanding that Human Resources will assure completion of the minimum qualifications prior to processing for employment.
4. If there is an equivalency issue, the application shall be submitted to the appropriate administrator for determination pursuant to District Regulation R-5123, Section 8.0. A copy of District Regulation R-5123 is attached as Appendix A.
 - b. The appropriate administrator will request the formation of an equivalency committee when the need arises outside the regular hiring process. Applicants must meet at least one of the criteria of District Regulation R-5123, Section 3.0 to be considered.
 - c. The Academic Senate President and the Dean will form an equivalency committee consisting of at least three faculty members from the discipline and the Division/Area Dean.
 - d. In cases where there are fewer than three members from the discipline on the screening committee, the equivalency committee shall be augmented by faculty from the discipline where available, faculty from closely related disciplines, or faculty in the discipline from another college. The Academic Senate President shall consult with the Department Chair, if one is available, and the appropriate administrator to determine who will serve on the equivalency committee.
 - e. The committee will complete an equivalency verification form for all candidates requesting equivalency.
 - f. The equivalency committee will determine those applicants who meet the equivalency based on criteria established in 3.0. An applicant receiving a positive equivalency ruling at one college is then considered qualified in that discipline on a district-wide basis, subject to verification by the Human Resources Department that the recency provision has been satisfied.

5. Prescreening (R-5121)
 - a. If the applicant pool is sufficient, Human Resources shall prepare a list of all qualified applicants. The applications and a list will be made available electronically to the appropriate administrator. The District wishes to be as ecologically responsible as possible and encourages its employees to do the same by asking members of the screening committee to screen the applications online. However, if a screening committee wishes to screen paper copies, they may be available upon request.
 - b. Applicants who do not meet the advertised minimum qualifications or equivalencies or credentials will be notified immediately via email by Human Resources.

F. INTERVIEW COMMITTEE/SCREENING COMMITTEE

Confidentiality

1. The entire selection process requires the greatest sensitivity on the part of the committee members regarding the need for confidentiality in perpetuity.
2. The rights and reputations of the candidates must be protected. Ratings and comments made by committee members must not be discussed or shared outside the process.
3. In order to provide equal opportunities for all candidates, strict confidentiality must be maintained regarding the interview questions and the topic(s) of the work sample(s).

Composition of the Interview Committee (R-5121)

1. The Interview Committee is comprised of a total of six to ten persons selected, as follows:
 - a. Three to five discipline faculty members appointed by the College Academic Senate President after consultation with the department chairperson or appropriate administrator.
 - b. The administrator of the department or area (usually the Division/Area Dean) appointed by the College President.
 - c. The Equity Representative selected by the Equity Officer from a list of faculty who a) have been trained within the last two years in equity and diversity matters and b) have been approved by the Academic Senate President in consultation with the Equity Officer. In many cases, the Equity Officer will select an Equity Representative who has already been appointed to the committee by the Academic Senate President. In the interest of creating a committee which reflects the diversity of the college or for other strategic reasons, the Equity Officer, in consultation with the Academic Senate President, may choose to add a faculty member to the committee from the approved list of Equity Representatives.
 - d. An administrative representative appointed by the College President.
 - e. If deemed appropriate by the committee, a student, if appointed by the college Student Senate President. The college Student Senate President in

- collaboration with the College President will select the student who will participate during the interview process.
- f. A classified employee, for positions in which faculty work closely with classified staff. The determination of whether it is appropriate for a classified employee to sit on the committee shall be made by the College President in consultation with the Academic Senate President. The College President in collaboration with the classified leadership will select the classified employee.
 - g. An outside content expert for positions in which no Los Rios faculty content experts are available. The determination of whether it is appropriate for an outside content expert to sit on the committee shall be made by the College President in consultation with the Academic Senate President. The College President in collaboration with the Academic Senate President will select the outside content expert, preferably a faculty content expert from another college. If no faculty content experts are available, then a content expert from the representative field may be appointed.
2. The committee should reflect the diversity of the college. By representing the diversity of the college, the interview committee is supporting and furthering the District's vision of diversity as stated below.

Diversity—We recognize and value the strengths of our diverse backgrounds and perspectives and seek to build a community in which all constituencies are highly qualified and reflect the community we serve.

3. The Academic Senate President shall consult with the Department Chair (if existent) and the Division/Area Dean of the department with the opening before making the faculty appointments.
4. In basic skills, interdisciplinary subjects, and in areas where service to students requires close cooperation between instruction and student services or between instructional areas, faculty from several areas may be selected to serve on the committee.

Composition of the Screening Committee

1. The members of the screening committee shall be selected from the faculty, administrative and classified members of the interview committee.
2. The screening committee shall consist of at least three faculty members, the Equity Representative on the interview committee, and one administrator (generally the dean from the discipline).
3. Additional members from the interview committee may serve on the screening committee if they so choose.
4. Each screening committee member shall rate all applicants independently. If a committee member is unable to complete the screening process, the ratings of

that individual shall not be used.

5. The committee should reflect the diversity of the college.

Chair Duties

1. The committee chair shall be appointed by the College President.
2. The chair shall convene the committee, participate in the development of screening criteria, establish timelines for completion of the screening, serve as one of the raters, and coordinate the final selection of who shall be interviewed.

Equity Representative Duties

1. The Equity Representative shall ensure that throughout the entire screening and interview process there is no discrimination against any individual on the basis of race, color, gender, religion, national origin, age, sex, sexual identity, sexual orientation, political orientation or belief, disability, or marital status. (Board Policy P-5111)
2. The Equity Representative shall complete the Equity Representative's Employment Checklist (found in Appendix 3) at the conclusion of the entire hiring process.
3. Any questions or concerns about instances of unlawful discrimination shall be reported to the College Equity Officer.

G. SCREENING APPLICATIONS

Screening Criteria

1. Screening criteria are to be developed by the screening committee. Committee members are encouraged to review and reflect on the summary of projected needs information and the job description. Note: Students appointed to the committee serve during the interview process only.
2. Screening criteria are to be based on the job announcement.
3. Some criteria which might be considered are:
 - a. Discipline preparation
 - b. Communication and other interpersonal skills
 - c. Sensitivity to, and knowledge, of, a diverse student body and its needs
 - d. Creativity and innovation
 - e. Leadership potential
 - f. Service in the community
 - g. Recency of training or evidence of updating of skills and/or professional development
 - h. Experience in working with people of varying abilities, ages, and cultures
 - i. Experience with a broad range of teaching methods
 - j. Related work experiences
 - k. Experience with technology to support student learning

Screening Process

1. Screening criteria, rating sheets and the interview questions shall be prepared prior to reviewing applications. Applications will be forwarded to the college within five working days after the position closes.
2. Expeditious screening of applications is highly desirable in order to assure that talented candidates are still available for interviews.
3. Faculty who wish to screen and/or interview must be apprised of the time commitment and be willing to make the effort required to complete the screening.
4. Students appointed to the committee do not participate in the screening process.
5. Normally, the selection of those to be interviewed should be completed within one or two weeks.

Rating of Candidates (R-5121)

1. The members of the screening committee shall meet at the time determined by the committee chair with completed ratings of all candidates.
2. The chair shall tabulate the committee members' individual ratings of the candidates to establish the top candidates.
3. The committee will determine the number of candidates to be interviewed and inform the Director of Human Resources.
4. At least two qualified adjunct faculty members who have a level two or three preference within the District according to the LRCFT Collective Bargaining Agreement shall be granted interviews if they submit applications and meet minimum qualifications (CBA Section 4.10.10).
5. Prior to candidates being called for interviews, the committee should discuss and make a decision about offering candidates an interactive video/telephone conference interview should they be unable to attend the interview in person.

Notification of Candidates

1. Human Resources will notify the candidates who have not been selected for an interview.
2. The committee chair will notify those who have been selected and shall schedule them for an interview. Each candidate will be asked "If you require reasonable accommodations for the interview, please contact (provide name and phone number of college equity officer)."
3. Sufficient time should be allowed between notification and the interview to permit candidates to make travel arrangements. A minimum of ten (10) calendar day notice should be provided.

H. THE INTERVIEW

Purpose of the Interview

- a) The primary purpose of the interview is to obtain information and to evaluate the candidates with regard to their ability to perform the duties of the faculty position. The interview shall be an assessment of the specific qualities and aptitudes that are important for success as a member of the faculty. These qualities may include knowledge of the subject matter, ability to communicate skills orally and in written form, address different levels of academic preparedness, use varied teaching technologies, concern and respect for students and colleagues, special ability or aptitude in the areas identified by the department/area, the potential for continued professional growth, and personal qualities such as enthusiasm, intellectual curiosity, and commitment to the profession.
- b) A secondary purpose of the interview is to project a positive image of the District, college, and the department. Unsuccessful candidates will have other opportunities to apply for Los Rios positions. They can be expected to use the interview to assess the climate of the college and to determine if this is where they wish to work. It is recommended that there be an opportunity for the candidate to have a tour of the college before or after the interview and the department where he/she would be employed when appropriate.

Qualities of a Good Interview

- a) Timing
It is recommended that the interviews be scheduled at least 60 minutes apart. This allows at least 45 to 50 minutes with each candidate, plus time to review the material presented and complete the notes.

The committee chair shall advise the candidate of the timelines that have been established by the committee at the start of the interviews. The chair should conclude the interviews within the allotted time so that all candidates have equal opportunities to make their presentations.
- b) Establish Rapport
Candidates are naturally tense; it is the responsibility of the committee to put them at ease as much as possible. Smiles, introductions, a bit of small talk or humor are appreciated and are appropriate.
- c) Demeanor of Interviewers
Interviewers shall be attentive towards candidates. Smiles, body language indicating interest, nods of appreciation all help a candidate feel he/she is being well received.
- d) Confidentiality
Assurance of confidentiality is critical to successful interviewing. Ratings and comments by committee members must not be shared with anyone outside the hiring process at any time.

- e) Impartiality
Impartiality is the foundation of a good interview. For that reason, it's important not to discuss information about a candidate until the finalist stage to avoid development of an early bias.

Interview Questions

- a) The hiring committee will prepare the questions which are to be asked at the interview. The questions are typed onto rating sheets in the office of the College President's designee. Space for ratings of the work sample(s) and the writing sample should also be provided on the rating sheet. Once agreed upon by the committee, questions shall not be altered without the consent of the committee.
- b) To provide as much objectivity as possible, the same questions should be asked of each candidate by the same committee member and in the same sequence.
- c) The committee should decide in advance how much assistance will be offered to a candidate who appears to have misunderstood the intent of a question or who answers only part of a multi-part question. If it is decided to rephrase or restate the question, the same assistance must be provided to other candidates if needed.
- d) Effective questions have these qualities:
- They are open-ended, allowing the candidate to reveal himself/herself more.
 - The desired "right" answer should not be apparent from the question. (Don't ask leading questions.)
 - Even though the topic or problem may be complex, the language of the question should be clear and easy to understand.
 - Performance based / behavioral based questions are encouraged as they represent a "best practice." A key indicator of future performance is past performance.
- e) If a candidate mentions something in context to the answer of a question but doesn't elaborate, follow-up questions may be asked. The follow-up questions should be related to material volunteered by the candidate, e.g., "Can you tell us more about your involvement with the individualized learning program you mentioned?"
- f) Generally, eight to ten questions plus a demonstration of professional skills (teaching, counseling, etc.) can be completed in the 45 to 50 minute interview. If the questions are broad and follow-up questions are planned, fewer questions might be asked.
- g) Sample Questions
Every interview will contain questions that attempt to assess the candidate's subject matter competence and current knowledge of the field. In addition, it is suggested that each interview also contain variations of the following questions:
- A background question, e.g., "Tell us about your educational background and work experience, and how they have prepared you for the position of ..."

- ii. A question aimed at determining the candidate's concern for students, e.g., "If you were teaching a 9:00 class and a student routinely arrived 10 minutes late, would you consider this to be a problem? If yes, how would you handle the problem? If no, why wouldn't this be a problem for you?"
- iii. An equity/diversity question, e.g., "What experience have you had working with students of different racial or cultural backgrounds?" (Wait for answer.) "What about this experience was most difficult for you?"
- iv. A final opportunity for the candidate to make a statement and/or ask a question(s).
- v. In addition to the above questions, the committee might want to include a motivational or personal qualities question, e.g., "What is there about this position that is of particular interest to you at this time?"

Demonstration

A demonstration of professional skills (teaching, counseling, etc.) provides very valuable information regarding the probable future performance of the candidate and is to be included in all full-time interviews. Demonstrations may include:

- a) Advance Preparation
Topic(s) are provided to the candidate in advance of the interview. The letter confirming the appointment for the interview would contain the information that a demonstration will be part of the interview process. The demonstration would measure willingness to prepare and ability to deliver when an assignment is known in advance.
- b) Extemporaneous
A short list of common topics or a topic would be presented to the candidate during the interview with directions to explain or demonstrate. This work sample measures the candidate's ability to think and organize quickly.
- c) Role Play
Member(s) of the committee engage the interviewee in a short (five minutes or less) role play appropriate to the position. To the extent possible, the role play element should be provided consistently and fairly.

Writing Sample

- a) The ability to write clearly and accurately is essential for any community college faculty position, and it is recommended that a writing sample of about a half-

hour be a part of the selection process. The writing sample can be done before or after the interview.

- b) The assessment of the writing sample should be made independently by each committee member and the rating should be added to the ratings of interview questions and work samples.

Rating of Candidates

- a) Note Taking
It is helpful to take notes during the interview regarding the content and clarity of answers; this tends to eliminate the "halo" effect. A rating should be given for each answer as it is given, but in such a way that the candidate cannot see it. For example, a dot could indicate when a later check mark will be made or the interviewer can hold note-taking materials out of the view of the candidate.
- b) If interviews are to extend over two or more days, it is especially important to take notes and indicate the relative merits of the candidates of the first day so that their answers will not be forgotten.
- c) Following the completion of each interview, the committee chair shall provide an opportunity for identified faculty interviewer(s) who have experience in the target discipline to make brief, factual comments regarding the candidate's accuracy on the content. Examples: Is the content correct? Is the content complete? Is the content appropriate to the level of the class or audience?

Ranking

- a) Each committee member shall independently rank the candidates, e.g., 1 out of 10, 2 out of 10, etc. Tie rankings are not appropriate.
- b) The independent rankings are collected by the committee chair, who, along with the Equity Representative, shall add the rankings to determine the top candidates (those with the lowest sums).
- c) The committee chair shall report to the committee the names of the top five candidates for the position. The committee shall discuss those candidates among themselves and then rank the candidates again. The committee chair and the Equity Representative shall facilitate the discussion prior to the second ranking. After the committee ranks the candidates a second time, the committee chair shall report the top three candidates. If the committee chair and the Equity Representative cannot determine the top three candidates, either because of a tie in rankings or because the committee determines that there are not three acceptable candidates, then the committee may deliver from two to four candidates as finalists.
- d) In cases where the committee is interviewing for multiple candidates, the committee shall use the same criteria as above in #3 for determining the number of finalists, except as follows. When the committee is interviewing for two candidates, it will strive to deliver five finalists, but if it is unable to do so

(because of a tie or a lack of qualified candidates) then it can deliver fewer finalists. If the committee is interviewing for three or more positions, it will strive to deliver seven finalists, but may deliver fewer if the committee determines that there are not sufficient candidates.

- e) The chair shall give the names of the finalists to the College President in alphabetical order.
- f) The College President shall join the committee for a discussion regarding the relative strengths and weaknesses of the finalists as perceived by the interviewers. Comments that reflect personal knowledge of the interviewee should be provided to the College President separately from the interview process. .
- g) In cases where the committee determines that there is only one competent candidate, the committee shall inform the College President of their finding during the discussion, and forward that one name to the College President. After the interview, the College President may choose the candidate, asks the committee to reconsider, or close the process and begin anew. Similarly, for multiple hires in the same committee, if fewer than four candidates are forwarded, after the College President interviews the candidates, the College President may choose the candidates, ask the committee to reconsider, or close the process and begin anew.
- h) The College Academic Senate President and/or the District Academic Senate President may review the original committee rankings on a confidential basis with the College President.

I. REFERENCE CHECKS

Checking of the references of the candidates is a vital and required step in the selection process. Complete and accurate reference checks supply important information about the applicant's qualifications.

- A. Following the interviews, the College President contacts the references supplied by the leading candidates. If necessary, additional references may be requested.
- B. If the interview committee considers it appropriate, one faculty member from the committee may be selected by faculty on the committee to conduct faculty-to-faculty reference checks. The individual shall be selected by mutual agreement between the College President and the Academic Senate President and shall be trained in how to conduct reference checks. The faculty member selected to conduct reference checks shall use a consistent format for questions as suggested below and shall report his or her finding to the College President confidentially.
- C. Objective reference information is frequently difficult to obtain. Employers may be reluctant to provide negative data. Some suggestions for making reference checks are:

1. Ask open-ended questions to try to get the employer to talk.
 2. Begin by asking the employer to verify facts: dates of employment, responsibilities, how long the person who is providing the reference knew the candidate and what his/her relationship was with the candidate.
 3. Try to get indications of past performance: quality of work, reliability, meeting deadlines, relationships with people, etc.
 4. Ask for perceived strengths and weaknesses ("What does he/she do least well?").
 5. Ask the reason that the person left (or will leave), and the crucial question of "If you could rehire (the candidate), would you?"
 6. Is there anything else you think I should know?
- D. Site visits may be conducted where appropriate and mutually agreed upon by the College President and committee.
- E. The finalist(s) will be interviewed by the College President. All finalists will be interviewed by the same person or persons.
- F. After interviews but before the final hiring decision is made, the College President will meet with the appropriate vice presidents, the dean of the area and a faculty member from the committee. Usually a discipline-appropriate faculty member is selected to do the reference checks. If the College President might require the particular expertise of a discipline faculty member, this member will be decided upon by mutual agreement by the College President and Academic Senate President. The purpose of the meeting is to discuss the candidate that the College President intends to recommend. As is true throughout the process, the nature and content of this meeting is confidential.

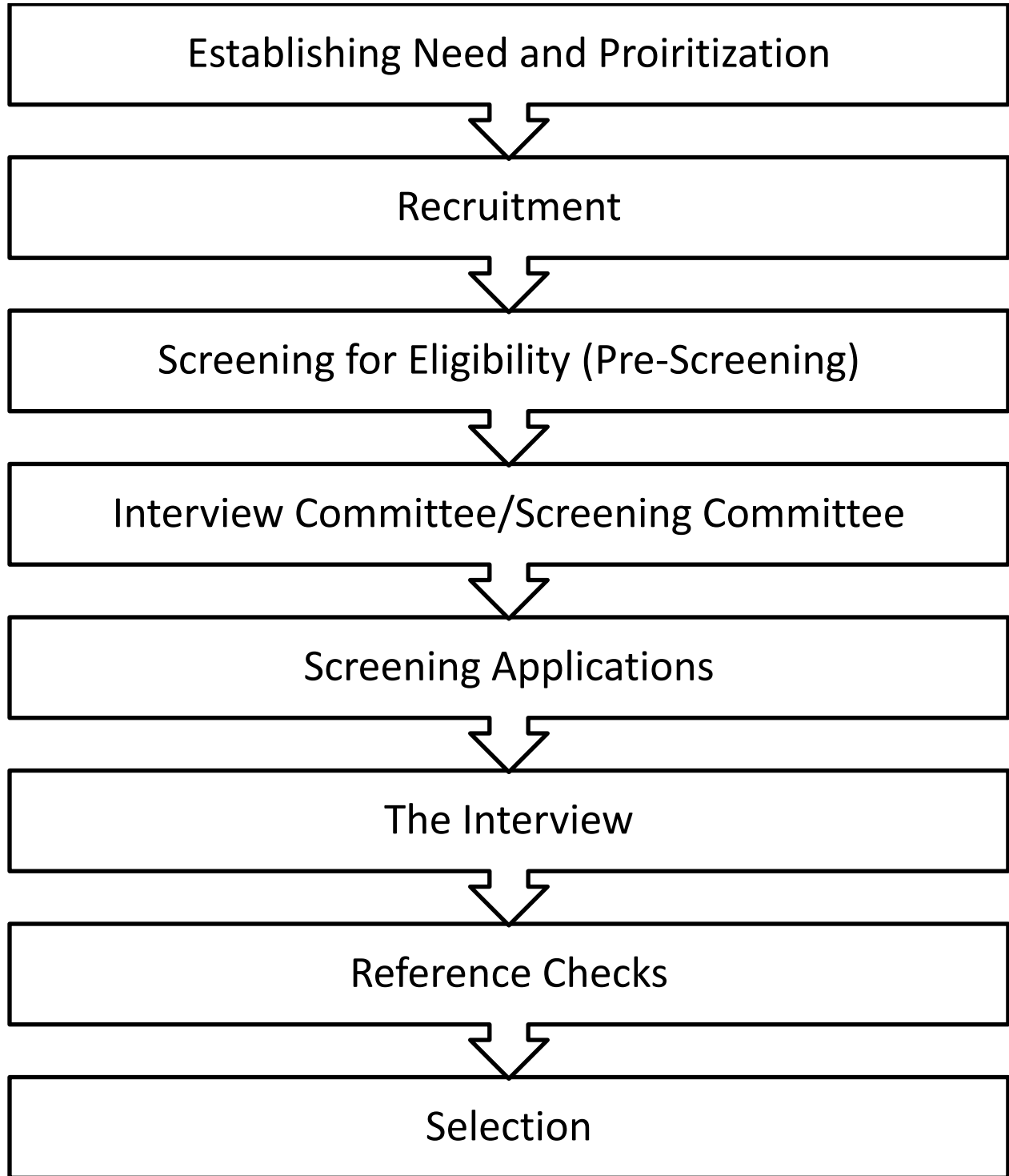
J. SELECTION

- A. If the College President has reservations regarding the recommendations of the committee, the College President will meet with the committee and explain the rationale for his/her concern. If there were additional candidates whom the committee judged to be well qualified, the committee may elect by simple majority to have the next ranked candidate(s) considered.
- B. The College President shall select the candidate who is to be recommended to the Chancellor and the Board of Trustees for appointment to the position.
1. The final candidate may be notified of his/her selection by the College President prior to forwarding the appropriate forms (P-673, P-131, and P-130) to the Human Resources Office.
 2. The College President shall notify the committee after the selection is made.

3. Notification to adjunct faculty currently teaching at the college who applied for the position but were not selected as the finalist should be handled by the committee chair.
4. Human Resources will place the name of the selected person on the next regular Board meeting agenda and will process all employment forms.
5. The college will notify in writing those candidates who were interviewed and were not selected, unless the college chooses not to do this and so notifies Human Resources. A sample of the letter and the names of the persons to whom it was sent should be forwarded to Human Resources.
6. Following Board approval, the final candidate will be given formal notice of the appointment by the Director of Human Resources.

II. ADJUNCT FACULTY HIRING PROCESS

A. OVERVIEW OF ADJUNCT FACULTY HIRING PROCESS



B. BACKGROUND ON THE HIRING PROCESS

During Fall 2014, the District and District Academic Senate met to discuss potential improvements to the Faculty Hiring Manual. Part B of this handbook is one of the enhancements. The committee's desire was to assure that adjunct faculty hired by Los Rios are hired in a manner that provides for equity and consistent practice as much as possible. The process is outlined in the following Board Policy (P-5122) and Administrative Regulation (R- 5122). Please note that these are still in draft form as this manual is going to print. It is anticipated that the Board Policies and Administrative Regulations will be approved by the Board of Trustees with other items during Spring 2015.

The Committee has an interest in reinforcing the hiring practices as follows:

Although adjunct faculty hiring follows the Board Policies / Administrative Regulations as attached, the preceding guidelines in the handbook relative to the following are also supported:

- 1) Ethics and confidentiality
- 2) An interviewing team that is composed of a diverse team appointed by the College Academic Senate President and an Equity Representative
- 3) Development of quality screening criteria and interview questions
- 4) Using best practices in the development of the components of a good interview
- 5) Reference checking

The District Senate and the District both share a commitment to employ adjuncts who are not only discipline experts but share a belief in our District's mission and values.

C. **BOARD POLICIES AND ADMINISTRATIVE REGULATIONS**

These interim operational policies and regulations were collaboratively developed and will be further reviewed with the shared governance stakeholders as the draft policies and regulations go forward this spring (2015).

Recruitment, Selection and Appointment: Adjunct Faculty P-5122

5100 EMPLOYMENT PROCEDURES

5120 Equal Opportunity in Human Resource Practices

[Policy - 5000 Certificated Personnel](#) || [Table of Contents](#) || [Back](#) || [Next](#)

Hiring of Adjunct Faculty

- 1.1 The interests of students and the community are best served by selecting from the available pool of persons in the community those individuals who have special expertise and diverse backgrounds to serve in various adjunct faculty positions.
- 1.2 By encouraging diversity in the pool of adjunct faculty members, the District can increase diversity among tenured faculty.

2.1 State Department of Justice Review

- 2.2 All applicants shall be fingerprinted prior to employment with the District.
 - 2.1.1 This policy and the corresponding regulation shall not apply to any California or Federal Peace Officer currently employed and paid as such.
- 2.3 The Chancellor shall adopt appropriate regulations.

3.1 Qualifications

- 3.2 An applicant must possess the minimum qualifications established for the position; the individual must be able to perform the essential functions of the position with or without reasonable accommodation.
- 3.3 An applicant or candidate shall be disqualified for any of the following reasons:
 - 3.3.1 Conviction of a misdemeanor involving sex offenses, controlled or illegal substances as defined in Education Code §§ 87010 and 87011 respectively, or of any felony, or determination that the individual is a sexual psychopath (Education Code § 87406).

- 3.2.1.1 Exception: Applicants having official certificates of five-year rehabilitation from controlled or illegal substances convictions may be considered for employment. (Education Code §88022)
- 3.3.2 Falsification or attempted deception in statement on the application or other employment related documents;
- 3.3.3 Previous dismissal from District service by the Board of Trustees;
- 3.3.4 Positive results from an intradermal skin test and chest X-ray showing active tuberculosis.

Policy Adopted: 2/13/80 (Formerly P-5119)
 Policy Revised: 9/3/80; 10/20/82; 2/21/90; 2/4/98; 12/6/00; 10/1/03;
 3/21/07 Policy Reviewed:
 Adm. Regulation: R-5122

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**Recruitment, Selection and Appointment: Adjunct
Faculty R-5122**

- 5100 EMPLOYMENT PROCEDURES
- 5120 Recruitment, Selection and Appointment

[Regulation - 5000 Academic Human Resources](#) || [Table of Contents](#) || [Back](#) || [Next](#)

- 1.1 Recruitment and Application Procedures for Adjunct Temporary Assignments
 - 1.2 The District Human Resources Office will advertise on an ongoing basis to assure quality candidates for adjunct positions.
 - 1.1.1 Only those persons having an application on file at the District will be considered as applicants.
- 2.1 Screening and Interview Procedures for Adjunct Temporary Assignments
 - 2.2 The Vice President and Academic Senate President will appoint a screening and interview committee, in consultation with the Department Chair, composed of an appropriate manager, a faculty member from the discipline to be filled and an

equity representative. The equity representative, appointed by the Equity Officer, will be a faculty member from the approved list.

- 2.3 Screening and interview committees will determine objective criteria for selecting candidates and develop standard interview questions.
 - 2.4 The screening and interview committee will select and interview a quality pool of candidates to allow for subsequent employment offers to be made for adjunct work.
 - 2.5 Following interviews, the Chair will forward the rating sheets and other related documents, including the name(s) of the recommended candidate(s) through appropriate administrative channels to the District Human Resources Office. The committee will note them as “commendable” when referring them forward for reference checks and, therefore, a viable adjunct.
 - 2.6 Reference checks are to be accomplished by the Dean or assigned faculty member prior to scheduling an assignment.
- 3.1 A vacant position that becomes known within twenty (20) working days of the beginning date of employment may be filled without benefit of screening and interview committee action by appropriate management personnel utilizing applications currently on file in the District Human Resources Office. Emergency hire employees hired under 3.0 may be rehired for subsequent assignments only after screening and interviewing as outlined above.
 - 3.2 Even within the 20 working day timeline, the Area Dean will convene, when possible, a screening and interview committee as outlined in 2.1.

4.1 Criminal Background Check

- 4.2 Applicants shall be fingerprinted by the Los Rios Police Department or another qualified law enforcement agency. Employment shall not commence until clearance has been approved by Human Resources.
- 4.3 Applicants shall be required to pay the cost of the fingerprinting and processing.
- 4.4 When warranted by exigent circumstances as determined by District Human Resources, a temporary adjunct employee may be permitted to begin work prior to clearance having been granted by Human Resources.
- 4.5 Police records shall be shown only to those with the legal right to see them.

5.1 Adjunct Faculty Assignments

- 5.2 Assignments of adjuncts will be provided/scheduled as set forth in the LRCFT contract.

Adm. Regulation Adopted: 2/13/80 (Formerly R-5119)
Adm. Regulation Revised: 9/3/80; 10/20/82; 10/13/97; 10/9/00;
8/25/03 Reviewed:
Board Policy: P-5122

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ADJUNCT FACULTY REMINDER & CHECKLIST

Reminders

- Pursuant to Administrative Regulation R-5122, “only those persons having an application on file at the district will be considered as applicants.”
- “Emergency / Critical” adjunct faculty hire conditions: A vacant position that becomes known within twenty (20) working days of the beginning date of employment may be filled without benefit of a screening and interview committee by appropriate management utilizing applications currently on file in District Human Resources.
- Maintain compliance with all District policies and procedures governing the hiring processes.
- Maintain confidentiality of all application materials and the interview process.
- Discuss the importance of professional ethics and confidentiality with the screening and interview committee prior to conducting interviews.
- Avoid conflict of interest situations (i.e., personal/family relationships that exist between faculty committee members and the applicant being interviewed should be disclosed).
- Equity Representative reports allegation(s) of noncompliance to the Campus Equity Officer of Human Resources.

Checklist

- Establish hiring committee to interview applicant(s), include one committee member who has been equity trained.
- Develop screening criteria and interview questions with rating criteria.
- Request adjunct applicant pool from Human Resources.
- Offer interview **ONLY** to applicant(s) who have followed the process and have an application on file with District Office Human Resources.
- Review application(s) based on job related screening criteria to select applicant(s) for interview.
- Each applicant invited to interview should be advised of the name and telephone number of the Area Dean / Committee Chair he / she should contact if he / she require a reasonable accommodation for the interview process.
- Equity Representative completes the Equal Opportunity Employment Checklist (EEO Checklist). Committee Chair completes form P-132 and returns to Human Resources along with the EEO Checklist, screening criteria, interview rating sheets and other supportive documentation (writing sample).

REMINDERS AND SUGGESTIONS FOR ADJUNCT FACULTY HIRING PROCESS

- Confidentiality exists for adjunct faculty hiring processes just as it does for full-time hiring. Please refer to the following sections
 - Section I, Item C
 - Section V, Item A
 - Section VII

- Planning for adjunct faculty needs and scheduling needs are to occur in a timely fashion. Area Deans and Department Chairs are encouraged to plan for adjunct hiring panels / interviews during the preceding semester.

- Support for diversity and equity awareness for adjunct faculty hiring mirrors that for full-time faculty hiring. Please refer to the following sections:
 - Section II, Items B-3 and C-2
 - Section V, Item B-2
 - Section VI, Item A-2-c

Notifications to candidates who are not recommended for an adjunct teaching assignment are to be made by the Area Dean and/or Department Chair via letter or phone call within three days of the interviews. Those recommended for an adjunct teaching assignment, after reference checks have been completed, should be provided information about the adjunct hiring process. Please refer to the New Hire Checklist for Adjunct/Substitute Faculty available on the LRCCD website. <http://www.losrios.edu/hr/HumanResourcesForms.htm>

As indicated by the signatures below, this document represents the mutually agreed upon Los Rios Hiring Process as mandated by Education Code 87360.

LOS RIOS COMMUNITY COLLEGE DISTRICT
SIGNATURE OF ACKNOWLEDGEMENT
January 2015

LOS RIOS COMMUNITY
COLLEGE DISTRICT

LOS RIOS DISTRICT
ACADEMIC SENATE

Susan L. Louie

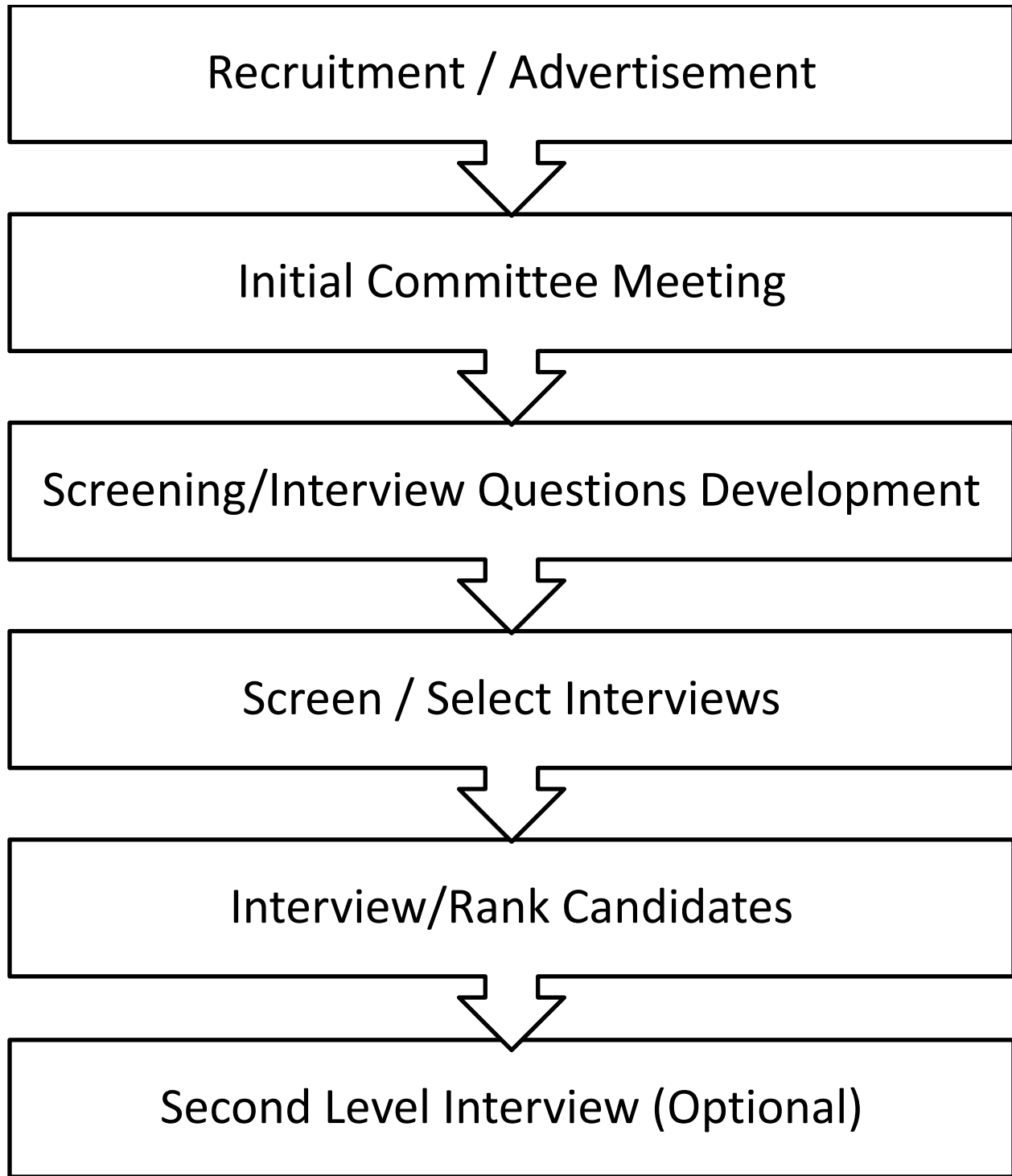
Chad Borden

DATE: 2/11/15

DATE: 2/11/15

III. CLASSIFIED STAFF HIRING PROCESS

A. OVERVIEW OF THE CLASSIFIED HIRING PROCESS



B. HIRING REGULATIONS AND PROCEDURES

The applicant must submit the following documents by the final filing date: (a) Los Rios application, (b) personal resume (if required), (c) unofficial copies of college transcripts (if required), (d) letters of recommendation (if required), (e) letter of interest, and f) supplemental form (if applicable).

The hiring committee shall consider voluntary transfers if applicable under applicable articles in Collective Bargaining Agreements (LRCEA, LRSA and SEIU) and follow the established process as defined.

Forms / Documents:

1. The Director of Human Resources or designated Human Resource (HR) Officer will verify that applicants claiming the required minimum qualifications show the appropriate experience and degrees on their transcripts (if applicable) and confirm that applicants claiming an appropriate credential do in fact have the appropriate credentials. If there is an experience requirement, the Director of Human Resource or HR Officer will verify that the applicant has the required number years of experience but will make no attempt to judge if the experience is appropriate.
2. All applications that satisfy the LRCCD minimum work experience qualifications, education, and/or license requirements will be forwarded to the college screening committee.
 - a. Individuals noting that they will possess the required degree or license required to meet the minimum qualifications prior to the start date will be forwarded to the committee with the understanding that Human Resources will assure completion of the minimum qualifications prior to processing for employment.

C. COMPOSITION OF COMMITTEE

The CLASSIFIED hiring committee is appointed by the College President or Administrative Officer and is responsible for reviewing applications received from Human Resources and interviewing applicants. The hiring committee shall include a trained equity representative. The hiring committee composition is as follows:

I. Committee Structure

- Manager/Supervisor
- Equity Representative (appointed by the Equity Officer)
- Classified member of the operating unit
- Faculty (as appropriate)

2. Composition of the Screening Committee (R-6122)

- The screening committee shall consist of generally the dean or director, Equity Representative, classified unit member, and as appropriate a faculty member.
- Additional members from the interview committee may serve on the screening committee if they so choose.
- Each screening committee member shall rate all applicants independently. If a committee member is unable to complete the screening process, the ratings of that individual shall not be used.
- The committee should reflect the diversity of the college.

3. Composition of the Interview Committee (R-6122)

- The Interview Committee shall be appointed by the College President or Administrative Officer and shall include a manager/supervisor and one (1) classified unit member and the Equity Representative. When a position interfaces with academic staff (i.e. instructional assistant), a faculty member may be included on the interview committee.
- The interview committee, prior to any interviews, shall agree on procedures, core questions to be asked, rating system, and time limit for the interviews.
- Interview committees shall be informed by the Administrative Officer regarding appropriate questions and rating system. Staff members of District Human Resources will provide any needed assistance.
- The committee shall submit the questions and the rating system to the appropriate Administrative Officer and/or Equity Officer for approval prior to holding the interviews.
- The Equity Representative shall fill out Form P-130, Employment Checklist, and send it to the Administrative Officer for inclusion in the interview information packet forwarded to Human Resources. These records shall be maintained by the District for three (3) years.

D. BEST PRACTICES OF EFFECTIVE HIRING

Screening Criteria:

Screening criteria are to be developed by the screening committee. Committee members are encouraged to review and reflect on the summary of projected needs information and the job description. Note: Students appointed to the committee serve during the interview process only.

Screening criteria are to be based on the job announcement. Some criteria which might be considered are:

- Related work experience

- Education
- Communication and other interpersonal skills.
- Sensitivity to, and knowledge of, a diverse student body and its needs
- Creativity and innovation
- Leadership potential
- Service in the community
- Training or evidence of updating of skills and/or professional development
- Experience in working with people of varying abilities, ages, and cultures
- Experience with technology to support student learning

Screening Process:

Screening criteria, rating sheets and the interview questions shall be prepared prior to reviewing applications. Applications will be forwarded to the college within five working days after the position closes.

Expeditious screening of applications is highly desirable in order to assure that talented candidates are still available for interviews.

Committee members who wish to screen and/or interview must be apprised of the time commitment and be willing to make the effort required to complete the screening.

Students appointed to the committee do not participate in the screening process.

Normally, the selection of those to be interviewed should be completed within one or two weeks.

Rating of Candidates:

The members of the screening committee shall meet at the time determined by the committee chair with completed ratings of all candidates.

The chair and Equity Representative shall tabulate the committee members' individual ratings of the candidates to establish the top candidates.

The committee will determine the number of candidates to be interviewed and inform the Director of Human Resources.

Prior to candidates being called for interviews, the committee should discuss and make a decision about offering candidates an interactive video/telephone conference interview should they be unable to attend the interview in person.

Notification of Candidates

Human Resources will notify the candidates who have been selected for an interview and will schedule the interview date and time. Each candidate will be asked “If you require reasonable accommodations for the interview, please contact (provide name and phone number of college equity officer).”

Human Resources will notify the candidates who have not been selected for an interview.

Sufficient time should be allowed between notification and the interview to permit candidates to make travel arrangements. A minimum of ten calendar days’ notice should be provided.

Qualities of a Good Interview

1. Timing

It is recommended that the interviews be scheduled at least 10 minutes apart. This allows time for the committee to review the material presented and complete the notes.

The committee chair shall advise the candidate of the timelines that have been established by the committee at the start of the interviews. The chair should conclude the interviews within the allotted time so that all candidates have equal opportunities to make their presentations.

2. Establish Rapport

Candidates are naturally tense; it is the responsibility of the committee to put them at ease as much as possible. Smiles, introductions, and a bit of small talk or humor are appreciated and are appropriate.

Demeanor of Interviewers

Interviewers shall be attentive towards candidates. Smiles, body language indicating interest, and nods of appreciation all help a candidate feel he/she is being well received.

3. Confidentiality

Assurance of confidentiality is critical to successful interviewing. Ratings and comments by committee members must not be shared with anyone outside the hiring process at any time.

4. Impartiality

Impartiality is the foundation of a good interview. For that reason, it's important not to discuss information about a candidate until the finalist stage to avoid development of an early bias.

Interview Questions:

The hiring committee will prepare the questions that are to be asked at the interview. The questions are typed onto rating sheets in the office of the College President's designee. Space

for ratings of the work sample(s) and the writing sample should also be provided on the rating sheet (sample rating sheet, Appendix 4). Once agreed upon by the committee, questions shall not be altered without the consent of the committee.

To provide as much objectivity as possible, the same questions should be asked of each candidate by the same committee member and in the same sequence.

The committee should decide in advance how much assistance will be offered to a candidate who appears to have misunderstood the intent of a question or who answers only part of a multi-part question. If it is decided to rephrase or restate the question, the same assistance must be provided to other candidates if needed.

Effective questions have these qualities:

- a. They are open-ended, allowing the candidate to reveal himself/herself more.
- b. The desired "right" answer should not be apparent from the question. (Don't ask leading questions.)
- c. Even though the topic or problem may be complex, the language of the question should be clear and easy to understand.
- d. Performance based / behavioral based questions are encouraged as they represent a "best practice." A key indicator of future performance is past performance.

If a candidate mentions something in context to the answer of a question but doesn't elaborate, follow-up questions may be asked. The follow-up questions should be related to material volunteered by the candidate, e.g., "Can you tell us more about your involvement with the individualized learning program you mentioned?"

Generally, six (6) to eight (8) questions plus a performance demonstration of professional skills can be completed in a 30 to 45 minute interview. If the questions are broad and follow-up questions are planned, fewer questions might be asked.

Sample Questions:

Every interview will contain questions that attempt to assess the candidate's competence, work experience, and skills. In addition, it is suggested that each interview also contain variations of the following questions:

- a. A background question, e.g., "Tell us about your work experience and/or educational background, and how they have prepared you for the position of ..."
- b. A question aimed at determining the candidate's concern for students, e.g., "If you were being yelled at by a frustrated student because he/she did not get his/her financial aid, would you consider this to be a problem? If yes, how would you handle the problem? If no, why wouldn't this be a problem for you?"
- c. An equity/diversity question, e.g., "Tell us about a time when you worked with students of different racial or cultural backgrounds." (Wait for answer.) "What is it about this experience that was most difficult for you?"
- d. A final opportunity for the candidate to make a statement and/or ask a question(s).

- e. In addition to the above questions, the committee might want to include a motivational or personal qualities question, e.g., "What is there about this position that is of particular interest to you at this time?"

Demonstration

A demonstration of professional skills (problem solving, working under pressure) provides very valuable information regarding the probable future performance of the candidate.

Demonstrations may include:

- a. **Advance Preparation**

Topic(s) are provided to the candidate in advance of the interview. The letter confirming the appointment for the interview would contain the information that a demonstration will be part of the interview process. The demonstration would measure willingness to prepare and ability to deliver when an assignment is known in advance.

- b. **Extemporaneous**

A short list of common topics or a topic would be presented to the candidate during the interview with directions to explain or demonstrate. This work sample measures the candidate's ability to think and organize quickly.

- c. **Role Play**

Member(s) of the committee engage the interviewee in a short (five minutes or less) role play appropriate to the position. To the extent possible, the role play element should be provided consistently and fairly.

Writing Sample:

The ability to write clearly and accurately is essential for any community college faculty position, and it is recommended that a writing sample of about a half-hour be a part of the selection process. The writing sample can be done before or after the interview.

The assessment of the writing sample should be made independently by each committee member, and the rating should be added to the ratings of interview questions and work samples.

Rating of candidates:

- I. **Note Taking**

It is helpful to take notes during the interview regarding the content and clarity of answers; this tends to eliminate the "halo" effect. A rating should be given for each answer as it is given, but in such a way that the candidate cannot see it. For

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If interviews are to extend over two or more days, it is especially important to take notes and indicate the relative merits of the candidates of the first day so that their answers will not be forgotten.

2. Ranking

Each committee member shall independently rank the candidates, e.g., 1 out of 10, 2 out of 10, etc. Tie rankings are not appropriate.

The independent rankings are collected by the committee chair, who, along with the Equity Representative, shall add the rankings to determine the top candidates (those with the lowest sums).

The top three candidates, in unranked order, will be provided to the hiring manager. The hiring manager may conduct second round/finalist interviews.

E. REFERENCE CHECKS

Checking of the references of the candidates is a vital step in the selection process. Complete and accurate reference checks supply important information about the applicant's qualifications.

Following the interviews for classified positions, the Director of Human Resources or campus Vice President of Administrative Services (VPA) or designee contacts the references supplied by the leading candidates. If necessary, additional references may be requested.

The Director of Human Resources will report to the VPA reference check feedback with a recommendation of either offering or not offering the position to the identified applicant based on the reference check, as applicable.

F. SELECTION

If the College President or Vice President of Administration has reservations regarding the recommendations of the committee, the College President or VPA will meet with the committee and explain the rationale for his/her concern. If there were additional candidates whom the committee judged to be well qualified, the committee may elect by simple majority to have the next ranked candidate(s) considered.

The College President or VPA shall select the candidate who is to be recommended to the Chancellor and the Board of Trustees for appointment to the position.

The final candidate may be notified of his/her selection by the College President or VPA prior to forwarding the appropriate forms (P-673, P-131, and P-130) to the Human Resources Office.

The College President or VPA shall notify the committee after the selection is made.

Human Resources will place the name of the selected person on the next regular Board meeting agenda and will process all employment forms.

Human Resources will notify in writing those candidates who were interviewed and were not selected, unless the college chooses not to do this and so notifies Human Resources. A sample of the letter and the names of the persons to whom the notification was sent should be forwarded to Human Resources.

Following Board approval, the final candidate will be given formal notice of the appointment by the Director of Human Resources

CLASSIFIED STAFF HIRING CHECKLIST

Reminders

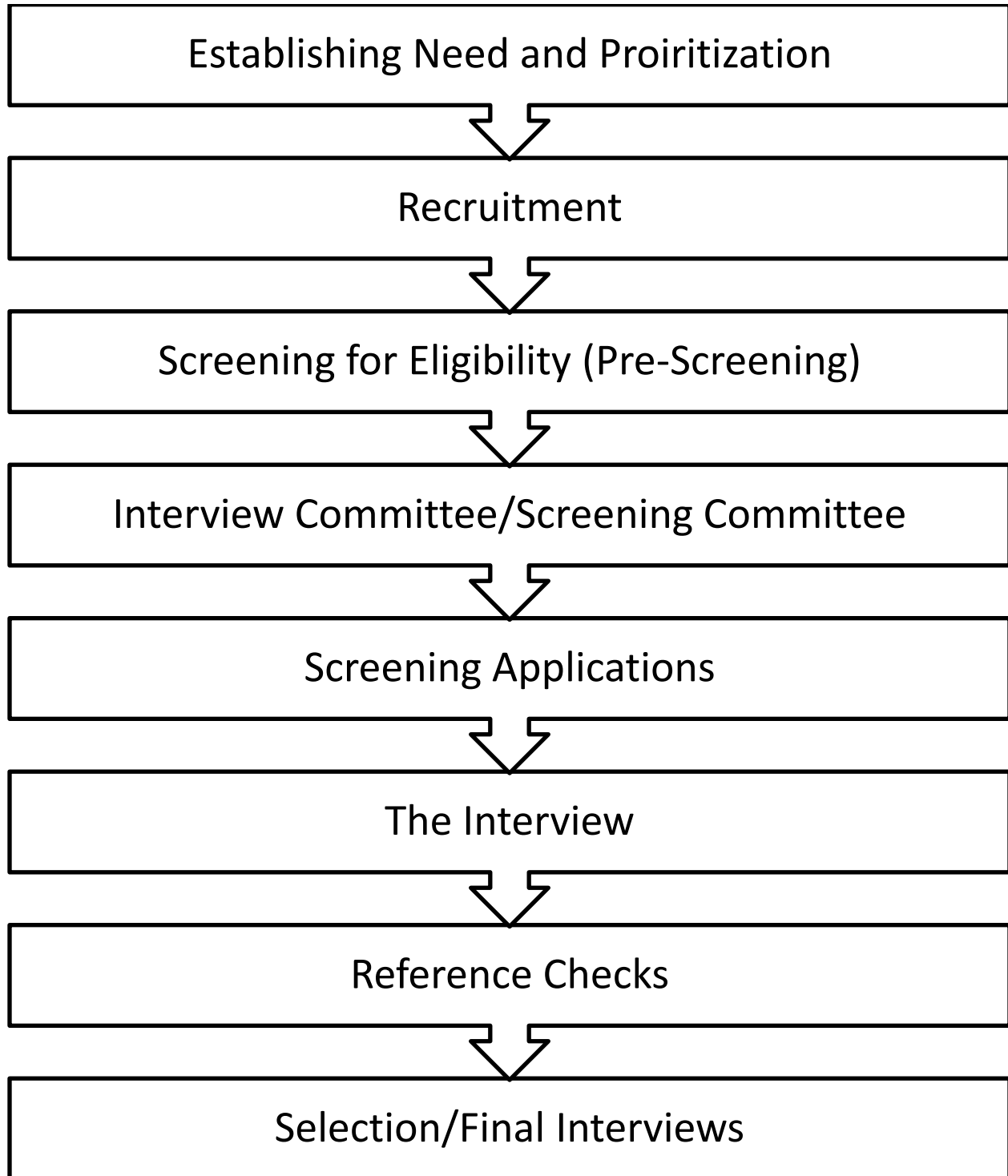
- Pursuant to Administrative Policy P-6122, “Persons interested in employment with the Los Rios District shall complete the District application form and appear for a personal interview, if requested.”
- The Director, Human Resources, shall take those measures that are legally permissible to build an applicant pool that includes significantly underrepresented groups and persons with disabilities.
- Maintain compliance with all District policies and procedures governing the hiring processes.
- Maintain confidentiality of all application materials and the interview process.
- Discuss the importance of professional ethics and confidentiality with the screening and interview committee prior to conducting interviews.
- Avoid conflict of interest situations (i.e., personal/family relationships that exist between faculty committee members and the applicant being interviewed should be disclosed).
- Equity Representative reports allegation(s) of noncompliance to the Campus Equity Officer of Human Resources.

Checklist

- Establish a diverse hiring committee to interview applicant(s).
- Develop screening criteria and interview questions with rating criteria.
- Review application(s) based on job related screening criteria to select applicant(s) for interview.
- Each applicant invited to interview should be advised on the name and telephone number of the Area Dean / Committee Chair he / she should contact if he/she requires a reasonable accommodation for the interview process.
- Equity Representative completes the Equal Opportunity Employment Checklist (EEO Checklist). Committee Chair completes form P-132 and returns to Human Resources along with the EEO Checklist, screening criteria, interview rating sheets, and other supportive documentation (writing sample

IV. MANAGEMENT HIRING PROCESS

A. OVERVIEW OF THE MANAGEMENT HIRING PROCESS



B. COMPOSITION OF HIRING COMMITTEE

The **MANAGEMENT** hiring committee is appointed by the Chancellor or College President and is responsible for reviewing applications received from Human Resources and interviewing applicants. The hiring committee shall include a trained equity representative.

C. COMPOSITION OF THE SCREENING COMMITTEE (R-9122)

- 2.3 Screening Committee Composition: The screening committee composition shall consist of at least the following:
 - 2.3.1 Chancellor or designated manager (for District position); President or designated manager (for college position).
 - 2.3.2 The immediate supervisor of the position to be filled or a management designee.
 - 2.3.3 A management member who has been appointed as the equity representative.
 - 2.3.4 For educational management positions, the Academic Senate President will appoint two faculty representatives who will be faculty representatives on the interview committee.

D. COMPOSITION OF THE INTERVIEW COMMITTEE (R-9122)

- 2.4 Interview Committee Composition: The interview panel shall be composed of the same persons who served on the screening committee (if utilized). Additional representatives will be added so that the resulting interview composition is as follows:
 - 2.4.1 Chancellor or designated manager (for District position); President or designated manager (for college position).
 - 2.4.2 The immediate supervisor of the position to be filled or the supervisor's management designee.
 - 2.4.3 A management member who has been appointed as the equity representative.
 - 2.4.4 For educational management positions, faculty members selected by the Academic Senate President:

- 2.4.4.1 When hiring at the dean level, a total of three or four faculty members shall be appointed by the Academic Senate President, depending on the number of administrative members of the committee.
 - 2.4.4.2 When hiring other educational managers, three faculty members shall be appointed.
- 2.4.5 For college positions, a District manager appointed by the Chancellor; for District positions, a College President or management designee shall be included.
 - 2.4.5.1 When hiring at the dean level or below, the appointment of a manager is optional, at the discretion of the Chancellor or President.
- 2.4.6 A member of the classified staff. If a classified employee was selected under Section 2.4.7 below, this requirement will have been satisfied. The classified employee will be selected by the College President (or the Chancellor for District positions) with recommendation by a recognized classified committee where it exists.
- 2.4.7 When hiring a classified manager, a classified employee or faculty member with expertise in the area may be selected by the Chancellor (District position) or President (College position). An outside consultant may also be utilized.
- 2.4.8 Any other person the Chancellor or College President deems necessary.
- 2.5 The interview committee membership shall include at least one or more members who have received staff diversity/equity training.
- 2.6 The chair of the screening and interview committee shall be a management employee appointed by the Chancellor (District position) or President (college position).
- 2.7 Following the interview, committee members shall rank the interviewed applicants independently and without prior discussion. The individual ranking shall be given to the interview committee chairperson and equity representative.
- 2.8 The committee chairperson and equity representative shall privately summarize the rankings and report the names of the top five candidates (in alphabetical order) to the committee.

- 2.9 The Chancellor, or President, and/or appropriate District or College Manager shall be invited to join the interview committee for a discussion of the strengths and weaknesses of the top five candidates. Following the discussion, the committee will recommend no fewer than three of the top five candidates for further consideration.
- 2.10 The Academic Senate President may review the original committee rankings on a confidential basis with the President.
- 2.11 The Chancellor or President shall interview, check the references and evaluate the final candidates. Applicants who are under final consideration may be requested to spend some time with appropriate persons in the District Office or at the College.
- 2.12 If the Chancellor or President has concerns about the final candidates, the Chancellor may convene a meeting of the committee to determine if there are additional candidates that could be considered. If there are none, the position may be re-advertised and/or a new job description developed.
- 2.13 The Chancellor will review all recommendations for management positions. If approved, the recommendation will be forwarded to the Board of Trustees. Following an appointment by the Board of Trustees, Human Resources will contract the appointee and notify all unsuccessful applicants.
- 2.14 An individual appointed to an acting position at the Associate Vice President or higher level may not be an applicant for the permanent position when it is advertised.

APPENDIX

Shared Principles Screening, Interviewing & Confidentiality

Los Rios employees are key contributors in the selection process of new employees who will serve our students and colleges. As such, shared principles and values that are part of our culture are evidenced in our practices. Employees involved in the screening/hiring process support the following principles:

Non-Discrimination

- LRCCD is committed to being an Equal Opportunity Employer. LRCCD rejects discriminatory hiring practices, especially those based upon race, color, creed, national origin, ancestry, religion, sex, gender, gender identity, gender expression, age, sexual orientation, political beliefs, political activities, political affiliation, marital status, medical condition or disability.

Confidentiality

- All written, verbal and electronic records and information regarding this hiring process are confidential prior to, during, and following the interview process.
- For committee members, confidentiality throughout the process, from the development of an announcement to the final hiring action by the Board of Trustees and beyond, is essential to maintain the integrity of the hiring process.
- The hiring process includes the recruitment process; development of interests, screening criteria, and interview questions; the paper screening of the applicants; interviewing and subsequent discussion of the candidates. Confidentiality should be maintained prior to, during, and following the recruitment process.

Keeping It Legal

- A mandatory requirement of non-discrimination is ensuring that candidates are treated equitably throughout the process. Independent fact-finding activities by committee members, including electronic searches such as Google, Facebook, MySpace, RateMyProfessor or other similar venues, are outside the process and not appropriate.
- Questions regarding the interview process should be referred to the Screening / Interview Committee Chair, College Equity Officer, or District Human Resources.
- Screening / Interview Committee Members having a personal relationship (i.e., living with and/or having a legal connection to) with any applicant shall notify the Screening / Interview Committee Chair or the College Equity Officer.
- We recognize that a failure to maintain confidentiality and equitable treatment throughout the process could result in a violation of Federal or State regulations and/or incur liability for the District.

Helpful Hints

- Keep all written notes in the interview folder and submit to the Committee Chair / Equity Officer.
- If a candidate seeks you out for feedback, refer him / her to Human Resources.

Thank you for agreeing to share your time and expertise as a key member of this committee. The selection of Los Rios employees is one of the most important responsibilities within the District. Members of a screening/interview committee are acting as agents of the District and are participating in a confidential process [Title 5, California Code of Regulations, section 53023 (a)]. Any disclosure of records or information of the evaluation process for any individual would amount to an unwarranted invasion of privacy as set forth in Section 6254 of the California Government Code.

These shared principles were jointly prepared with the Academic Senate and supported by other unions/associations involved in the interview process.

Again, thank you for helping Los Rios hire quality staff members who will serve our students and colleges.

:forms\interview committee shared principles

LOS RIOS COMMUNITY COLLEGE EQUITY REPRESENTATIVE CERTIFICATION
Confidential

As the equity representative, I certify that the interview process for the position of _____ Position # _____ was conducted on _____ in accordance with approved LRCCD policies on equity representation.

NAMES OF CANDIDATES INTERVIEWED

Please list all candidates interviewed and mark with an asterisk (*) the candidates recommended by the interview committee as finalists.

_____	_____
_____	_____
_____	_____
_____	_____

COMMITTEE MEMBERS

	<u>Name</u>	<u>Title</u>
Chair	_____	_____
Member	_____	_____
Member	_____	_____
Member	_____	_____
Member	_____	_____
Member	_____	_____
Member	_____	_____
Member	_____	_____
Member	_____	_____

Signed: _____
Equity Representative

PLEASE COMPLETE THIS FORM AND FORWARD TO THE EQUITY OFFICER AS SOON AS POSSIBLE. Thank you.

Los Rios Community College District

EQUAL OPPORTUNITY EMPLOYMENT CHECKLIST
(to be completed by the Equity Representative)

A. Position Information

ARC CRC FLC SCC Outreach _____ others _____

Certificated Classified Management

Operating Unit: _____

Position Title: _____

Position No.: _____

B. Screening Committee

Yes No

1. Did the committee members review the job specifications for the position?

2. Were job-related objective criteria established for selecting candidates to be interviewed?

3. Were the criteria broad enough to ensure a diverse applicant pool?

4. Did the committee include a diverse membership which will bring a variety of the assessment of applicant qualifications?

5. Was a standard rating system established for screening the applicants?

C. Interview Committee

Yes No

1. Did the committee include a diverse membership, which will bring a variety of the assessment of applicant qualifications?

2. Was the committee advised of standard interview procedures?

3. Did the committee review the job specifications for the position?

4. Did the committee develop standard questions to be asked of each candidate?

5. Were the same questions asked of each candidate?

6. Were the same committee members present for all interviews?

7. Was a standard rating system established for interviews?

Comments: _____

As the Equity Representative, I have reviewed the Shared Principles of Screening, Interviewing and Confidentiality with the entire screening and interviewing committee, and completed the Equity Hiring Checklist.

Date

Equity Representative

Please return completed form to the Committee Chair.

**Tenure-Track
Faculty &
Adjunct
Forms**

LOS RIOS COMMUNITY COLLEGE DISTRICT

Equivalency Verification
(Policy / Regulation P/R 5123)

This application requires evaluation for equivalency before screening and interviewing.
Please use this form (P-38) for the equivalency process.

This form will indicate that the candidate for a faculty position in the Los Rios Community College District does or does not meet the equivalency for minimum qualifications using the district framework on the reverse of this form.

Applicant _____ Date _____

ARC CRC FLC SCC Other _____

Division _____

Department / Discipline _____

A. For disciplines requiring the Master's Degree (indicate 1 to 5 as stated on the reverse):

1) _____ 2) _____ 3) _____ 4) _____ 5) _____ 6) Equivalency not granted _____

Please summarize reasons for the decision indicated above: _____

B. For disciplines **not** requiring the Master's Degree (indicate 1 to 5 as stated on the reverse):

1) _____ 2) _____ 3) _____ 4) _____ 5) _____ 6) Equivalency not granted _____

Please summarize reasons for the decision indicated above: _____

VERIFICATION BY EQUIVALENCY COMMITTEE*: For any equivalency, the candidate's own application and transcripts must accompany this form. When other than formal education equivalencies are claimed, more extensive supporting documentation (i.e., work products, transcripts, statements, or other forms of support) must accompany this form. Remember: Please include documentation.

Faculty Name (typed or printed) Signature Date

Faculty Name (typed or printed) Signature Date

Faculty Name (typed or printed) Signature Date

Area Dean (typed or printed) Signature Date

*For the composition and the procedure for the formation of the Equivalency Committee, refer to Los Rios Administration Regulation R-5123, Sections 8.0 and 9.0.

Statewide Minimum Qualifications

AB 1725 and the Board of Governors have established the following statewide minimum guidelines:

For subject areas where master's degrees are available, minimum qualifications require a completed master's degree in the subject area; or a bachelor's in the subject area PLUS a master's in a related discipline; OR the equivalent.

For subject areas where a master's degree is not expected or available, the minimum requirements are a bachelor's degree in a reasonably related discipline PLUS two years of professional experience, PLUS licensure (if available), OR an associate degree in a reasonably related discipline PLUS six years of professional experience PLUS licensure (if available); OR, the equivalent.

LOS RIOS EQUIVALENCIES TO MINIMUM QUALIFICATIONS

3.1 Framework for Minimum Qualifications Equivalency Criteria

3.2 Because the State has established two sets of disciplines, one using the master's degree for subject areas where a master's degree is generally available and one not using the master's degree for disciplines where proficiency is frequently gained outside a degree track, the Los Rios framework for minimum qualifications equivalency contains two sets of criteria. All degrees and course work must be from colleges/universities accredited by one of the intersegment accrediting agencies: Western Association of Schools and Colleges, Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Southern Association of Colleges and Schools, and Northwest Association of Schools and Colleges.

A. For Disciplines Requiring the Master's Degree

1. Master's degree in any discipline, plus course work equivalent to a graduate major in the discipline of the assignment. (30 semester units of graduate and upper division units of which 15 units must be graduate.)
2. Bachelor's degree in the discipline of the assignment, plus additional post baccalaureate course work equivalent to a graduate major in the discipline of the assignment. (30 units of upper division or graduate units of which at least 15 units must be graduate.)
3. For the Performing Arts: A Bachelor's degree in the discipline plus an advanced degree from an institution specific to that art, or four years of professional experience in the discipline.
4. A Bachelor's degree in the discipline, plus licensure by an appropriate state agency, plus at least two years of professional experience unless specifically precluded by the adopted list of disciplines.
5. Recognized accomplishments which demonstrate expertise and skill in the field of study beyond that normally achieved through formal education (equivalent to eminence credential).

B. For Disciplines Not Requiring the Master's Degree

1. Bachelor's degree in a discipline reasonably related to the discipline of the assignment, plus two years of full-time teaching experience in the discipline of the assignment at an accredited institution, plus appropriate certification to practice or licensure, if available.
2. Bachelor's degree in any discipline, plus course work equivalent to a major in the discipline of the assignment, plus two years of occupational experience related to the discipline of the assignment or two years of teaching experience in the discipline of the assignment, plus appropriate certification to practice or licensure, if available¹.
3. Associate degree containing at least 60 units in any discipline, plus graduation from an institution specific to that field, plus two years of professional experience in the discipline, plus appropriate certification or licensure, if available¹.
4. A completed Associate degree containing at least 60 units in any discipline, plus course work equivalent to a major in the discipline of the assignment, plus six years of occupational experience related to the discipline of the assignment or six years of full-time teaching experience in the discipline of the assignment, plus appropriate certification or licensure of its equivalent, if available¹.
5. Recognized accomplishments which demonstrate experience and skill in the field of study beyond that normally achieved through formal education (equivalent to eminence credential).

¹Teaching and occupational experience may be combined to total the required number of years; all experience must have taken place within ten years preceding the date of application with at least one year of qualified experience occurring within the three years immediately preceding the date of application

Los Rios Community College District

Evaluation of Oral Interview

Position Name: _____

Position No.: _____

ARC CRC FLC SCC Outreach _____

Other _____

Candidate's Name: _____

Date: _____

	Marginal (1)	Adequate (2)	Commendable (3)	Outstanding (4)	
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Writing Sample					
Overall Rating					

I would rank this candidate number _____ of the _____ candidates.

Signed: _____
Member, Interview Committee

Los Rios Community College District

Tenure-Track, or Full-Time Temporary, Faculty Employment

To be Completed by Committee Chairperson (President's Designee)

Date: _____

Position Name: _____ Position No.: _____ FTE: _____

ARC CRC FLC SCC Outreach Others

1. Screening Committee* (Members to be appointed from the Interview Committee.) Must include at least one member each from Management, Faculty, and the Equity Officer/Representative.

* Indicate below with an asterisk the members of the Interview Committee who also served on the Screening Committee.

2. Interview Committee Members As the committee chairperson, I understand one of my roles is to ensure that the screening and interview committee represent the diversity of the college. Diversity not only includes ethnicity, but also age, disability, gender, and educational philosophy.

Table with 3 columns: Name, Representing Diversity (Ethnicity if known), Representative. Includes rows for President's Designee, Supervisor, Equity Officer/Representative, Classified Representative, Student Representative, Faculty Member 1-3, and Faculty (if appointed).

Names of Recommended Candidates: _____

Committee Chairperson Signature

- Please forward to District Human Resources
1. Recommendation for Faculty Employment (Form P-673)
2. Tenure-Track or Full-Time Temporary Faculty Employment (Form P-131)
3. Equal Opportunity Employment Checklist (Form P-130)
4. Reference check forms
5. Objective screening criteria and screening rating sheets
6. Interview questions and individual rating sheets

LOS RIOS COMMUNITY COLLEGE DISTRICT

RECOMMENDATION FOR FACULTY EMPLOYMENT

(Tenure-Track or Full-Time Temporary)

ARC CRC FLC SCC Outreach _____ Other _____

Name of Candidate _____

Highest Degree _____ Granting Institution _____

ASSIGNMENT (including subject area(s)):

_____	_____	_____	% of time
_____	_____	_____	% of time
_____	_____	_____	% of time

TYPE OF APPOINTMENT

Regular/Contract _____
(Beginning Date)

Full-time Part-Time _____%

Vice _____

Temporary _____
(Beginning/Ending Dates)

Fall Spring Full-Time Part-Time _____%

Vice _____

Signature of Dean/Director

Date

Signature of President/Chancellor

Date

Approved for Board Agenda of: _____

REFERENCE CHECK

Name of Applicant: _____ Date: _____

Position Applied For: _____ Job Number: _____

Person Contacted: _____ Title: _____

Employer: _____ Telephone No.: (_____) _____

1. What were his/her dates of employment with your firm? From: _____ To: _____

2. What position did he/she hold when starting? _____ When leaving? _____

3. What were some of his/her duties? _____

4. He/she claims earnings of \$_____. Is that about right? _____

5. How would you rate him/her compared to others in the same job? Poor Adequate
 Good Outstanding

6. What are his/her strong points? _____

Technical Skills: _____

Quality of Work: _____

Quantity of Work: _____

Attendance: _____ Punctuality: _____

7. Attitude towards job and/or co-workers: _____

8. Any weaknesses that you would care to point out? _____

9. Was he/she cooperative with other employees? _____

10. Would you rehire him/her? YES NO If no, why not? _____

11. Are there any other comments you wish to make which would help us in evaluating this applicant?

Checked by Signature _____

Date _____

Los Rios Community College District

Request for Faculty Transfer

(See reverse side for contract language regarding voluntary transfers)

Step 1

Submit to the District Human Resources Office a Request for Faculty Transfer form, a faculty application, a resume and/or letter of interest no later than the voluntary transfer deadline date.

Applicant Name: _____ Employee ID #: _____

Department: _____ 3rd / 4th year tenure-track tenured

Current Assignment Location: ARC CRC FLC SCC Other

_____ Faculty Service Area(s): _____

My current teaching assignment includes (be specific):

I hereby request a transfer to: ARC CRC FLC SCC Other _____

Applicant Signature: _____ Date: _____

Step 2

Human Resources forwards to the appropriate hiring committee chair and/or area dean.

Date Forwarded: _____

Step 3

College notifies Human Resources of

decision. TO: Director, Human

Resources

At this time, the transfer requested by _____ from _____ is being: (college)

Recommended pending Board approval with a start date of _____ Referred to the

Hiring Committee Chair and/or Area Dean Signature: _____

Date:

Step 4

Human Resources notify all parties regarding the outcome of the transfer request.

Article 5.3 - Transfer

5.3.1 Voluntary Transfer

Voluntary transfer is a process by which an eligible faculty member of a district college may request a transfer to another college or site within the District. A voluntary transfer request does not guarantee being selected and can result either in acceptance or denial of the voluntary transfer request.

Eligibility Criteria

Eligibility for voluntary transfer is limited to full-time tenured faculty and full-time third and fourth year, tenure-track faculty who have received no “needs improvement” or “unsatisfactory” marks on their first and second year peer reviews.

Process Stages

The voluntary transfer process shall consist of four (4) stages: a preliminary stage; a screening stage consisting of two (2) steps; a first-level interview stage consisting of three (3) steps; and a second-level interview stage consisting of two (2) steps.

5.3.1.1 Preliminary Stage

There shall be three (3) preliminary steps in the voluntary transfer process.

Step One: As part of the college process for filling new full-time faculty positions, full-time faculty within the department will reach consensus as to whether to review voluntary transfers. The Department Chair and Area Dean shall define faculty consensus. If a department does not have any full-time faculty or a new faculty position is without a designated department, the Area Dean, in consultation with the Academic Senate President (or designee), will determine whether to review voluntary transfers. If there is no consensus, then Involuntary Transfer may occur.

Step Two: If voluntary transfer applicants are to be considered, the District Human Resources Office shall inform full-time faculty members via e-mail regarding the voluntary transfer deadline date. The District voluntary transfer deadline date shall be no later than three (3) weeks earlier than the general application deadline date.

Step Three: Voluntary transfer applicants must submit to the District Human Resources Office a Voluntary Transfer Request Form, an application used for general hiring, a resume and/or a letter of interest no later than the voluntary transfer deadline date. The District Human Resources Office shall forward all voluntary transfer applications to the college requesting the position prior to the general application deadline date.

5.3.1.2 Screening Stage

There shall be two (2) screening steps in the voluntary transfer process.

Step One: A transfer screening committee shall screen the voluntary transfer application(s) according to screening criteria established by the committee prior to reviewing the voluntary transfer applications.

Step Two: The transfer screening committee may recommend by consensus moving forward with one (1) or more voluntary transfer interview(s) or recommend opening the process to all

general applicants as described in the hiring manual. If there is no recommendation, then Involuntary Transfer may occur.

5.3.1.3 First Level Interview Stage

There shall be three (3) first-level interview steps in the voluntary transfer process.

Step One: The transfer interview committee develops interview questions that must be used for all voluntary transfer applicants being interviewed.

Step Two: The transfer interview committee conducts [an] interview(s) of the voluntary transfer applicant(s).

Step Three: The transfer interview committee may recommend by consensus [a] voluntary transfer applicant(s) for selection to the College President or choose not to recommend by consensus any voluntary transfer applicant(s). If there is no recommendation, then Involuntary Transfer may occur.

5.3.1.4 Second Level Interview Stage

There shall be two (2) second-level interview steps in the voluntary transfer process.

Step One: After receiving the recommendation(s) from the transfer interview committee, the College President (or designee) interviews the voluntary transfer applicant(s) and checks applicant references consistent with hiring manual procedures.

Step Two: The College President determines to either accept or deny the transfer of the voluntary transfer applicant(s) and then notifies the applicant(s). If the College President denies the voluntary transfer applicant(s), then Involuntary Transfer may occur.

5.3.2 Committee Appointments

Members of the transfer screening committee and transfer interview committee shall be taken from the general hiring committee.

The hiring committee will determine the appointments to the transfer screening and interview committees under conditions in Sections

5.3.2.1 and 5.3.2.2.

5.3.2.1 Transfer Screening Committee Membership

The transfer screening committee shall consist of one (1) administrative member, an affirmative action representative (we need to update this wording) who should be a faculty member if one is available, and at least one (1) tenured discipline faculty member and one (1) additional faculty member, excluding the voluntary transfer applicant's current institution of assignment.

5.3.2.2 Transfer Interview Committee Membership

The transfer interview committee shall consist of at least the transfer screening committee, with the option of adding any or all of the faculty members from the department assigned to the hiring committee.

5.3.2.3 The Rights of Unsuccessful Voluntary Transfer Applicants

If at the screening stage, the first-level interview stage, or the second-level interview stage, a voluntary transfer applicant's request for transfer is denied, the applicant reserves the right to be considered for the position through the general hiring process as described in the hiring manual.

Article 5 Assignment of Personnel

5.1 Definitions

5.1.1 Work Location

Work location is defined as the designated college of a unit member.

5.1.2 Assignment

The place and hours per day and/or per week during which a faculty member is required to be at a specific work location.

5.1.3 Reassignment

A change at the same college in the placement of a unit member within the minimum qualifications, which they hold, into different departments and/or divisions.

5.1.4 Transfer

The change of a unit member from one college to another into a position for which he/she meets the minimum qualifications.

5.1.5 Reduction in Force

The laying-off of employees with employment rights in the District is to be as defined in law.

5.1.6 Seniority

The employment rights of a faculty member based on the initial date of employment in the District.

5.1.7 Partial Assignments

Less than a full faculty load assignment held by a faculty member with full-time employment rights in the District.

5.2 Reassignment

5.2.1 Voluntary Reassignment

If a vacancy occurs in the same or other department or division outside the unit member's normal assignment, the unit member may submit a written request to the College President to be reassigned. Such requests, if received at least one (1) week prior to the closing date for application for an advertised position, shall be considered before those of other applicants.

5.2.2 Involuntary Reassignment

In the absence of volunteers to fill a vacancy internally, the college may administratively reassign from any overstaffed area that qualified faculty member with the lowest seniority.

5.3 **Transfer**

5.3.2 Voluntary Transfer

Voluntary transfer is a process by which an eligible faculty member of a district college may request a transfer to another college or site within the District. A voluntary transfer request does not guarantee being selected and can result either in acceptance or denial of the voluntary transfer request.

Eligibility Criteria

Eligibility for voluntary transfer is limited to full-time tenured faculty and full-time third and fourth year, tenure-track faculty who have received no “needs improvement” or “unsatisfactory” marks on their first and second year peer reviews.

Process Stages

The voluntary transfer process shall consist of four (4) stages: a preliminary stage; a screening stage consisting of two (2) steps; a first-level interview stage consisting of three (3) steps; and a second-level interview stage consisting of two (2) steps.

5.3.2.1 Preliminary Stage

There shall be three (3) preliminary steps in the voluntary transfer process.

Step One: As part of the college process for filling new full-time faculty positions, full-time faculty within the department will reach consensus as to whether to review voluntary transfers. The Department Chair and Area Dean shall define faculty consensus. If a department does not have any full-time faculty or a new faculty position is without a designated department, the Area Dean, in consultation with the Academic Senate President (or designee), will determine whether to review voluntary transfers. If there is no consensus, then Involuntary Transfer may occur.

Step Two: If voluntary transfer applicants are to be considered, the District Human Resources Office shall inform full-time faculty members via email regarding the voluntary transfer deadline date. The District voluntary

transfer deadline date shall be no later than three (3) weeks earlier than the general application deadline date.

Step Three: Voluntary transfer applicants must submit to the District Human Resources Office a *Voluntary Transfer Request Form*, an application used for general hiring, a resume and/or a letter of interest no later than the voluntary transfer deadline date. The District Human Resources Office shall forward all voluntary transfer applications to the college requesting the position prior to the general application deadline date.

5.3.2.2

Screening Stage

There shall be two (2) screening steps in the voluntary transfer process.

Step One: A transfer screening committee shall screen the voluntary transfer application(s) according to screening criteria established by the committee prior to reviewing the voluntary transfer applications.

Step Two: The transfer screening committee may recommend by consensus moving forward with one (1) or more voluntary transfer interview(s) or recommend opening the process to all general applicants as described in the hiring manual. If there is no recommendation, then Involuntary Transfer may occur.

5.3.2.3

First Level Interview Stage

There shall be three (3) first-level interview steps in the voluntary transfer process.

Step One: The transfer interview committee develops interview questions that must be used for all voluntary transfer applicants being interviewed.

Step Two: The transfer interview committee conducts [an] interview(s) of the voluntary transfer applicant(s).

Step Three: The transfer interview committee may recommend by consensus [a] voluntary transfer applicant(s) for selection to the College President or choose not to recommend by consensus any voluntary transfer applicant(s). If there is no recommendation, then Involuntary Transfer may occur.

5.3.2.4

Second Level Interview Stage

There shall be two (2) second-level interview steps in the voluntary transfer process.

Step One: After receiving the recommendation(s) from the transfer interview committee, the College President (or designee) interviews the voluntary transfer applicant(s) and checks applicant references consistent with hiring manual procedures.

Step Two: The College President determines to either accept or deny the transfer of the voluntary transfer applicant(s) and then notifies the applicant(s). If the College President denies the voluntary transfer applicant(s), then Involuntary Transfer may occur.

5.3.3 Committee Appointments

Members of the transfer screening committee and transfer interview committee shall be taken from the general hiring committee.

The hiring committee will determine the appointments to the transfer screening and interview committees under conditions in Sections 5.3.2.1 and 5.3.2.2.

5.3.2.2 Transfer Screening Committee Membership

The transfer screening committee shall consist of one (1) administrative member, an affirmative action representative who should be a faculty member if one is available, and at least one (1) tenured discipline faculty member and one (1) additional faculty member, excluding the voluntary transfer applicant's current institution of assignment.

5.3.2.4 Transfer Interview Committee Membership

The transfer interview committee shall consist of at least the transfer screening committee, with the option of adding any or all of the faculty members from the department assigned to the hiring committee.

5.3.2.5 The Rights of Unsuccessful Voluntary Transfer Applicants

If at the screening stage, the first-level interview stage, or the second-level interview stage, a voluntary transfer applicant's request for transfer is denied, the applicant reserves the right to be considered for the position through the general hiring process as described in the hiring manual.

5.3.3 Involuntary Transfer

If a vacancy in the District is to be filled internally and there are no qualified volunteer faculty members, the District may administratively transfer that qualified faculty member with the lowest seniority in that discipline area from a college which has staff

coverage. General counseling, DSP&S, EOPS, and CalWORKS are considered as separate discipline areas.

5.4 **Rights of Return**

When there is a vacancy in the subject area at the work location from where the employee was originally transferred or reassigned, the employee who has been involuntarily transferred or involuntarily reassigned has the right to such an opening provided:

- 5.4.1 The employee accepts such first available assignment which is at least equal to the percent of assignment (tenure) as previously held in the original unit; otherwise the employee forfeits all rights to return automatically.

- 5.4.2 In the event there is an opening which is not at least equal to the percent of assignment (tenure) as previously held, the employee has the option to accept the lesser percent of assignment which has become available at the original unit. However, should subsequent opening combinations develop at the original unit which would provide opportunity for the employee to have a reassignment which is at least equal to the percent of assignment originally held by the employee, then the employee must do one (1) of two (2) things, either:
 - 5.4.2.1 Accept the developed opening combination which would at least equal the original percent of assignment held, or

 - 5.4.2.2 Forfeit all rights to automatic reassignment and also forfeit all rights to the partial reassignment at the original unit. Further, in such case the employee may be reassigned to the initial voluntary position as per the terms of the initial volunteering at the discretion of the District. This subsection applies to unit members who apply for an opening and are voluntarily transferred from one college to another college or are voluntarily reassigned from one division to another division within the same college in accordance with the provisions of this subsection.

5.5 **Seniority, Reduction in Force, and Recall Rights**

- 5.5.1 All faculty members with re-employment rights shall hold a seniority number corresponding to their relative date of employment in the District.
- 5.5.2 The District shall provide LRCFT with current seniority lists for all bargaining unit employees with re-employment rights no later than thirty (30) days after receipt of a written request. The District shall also notify LRCFT of proposed and determined reductions in force, which employees are affected, and the length of the lay-off, if determinable.
- 5.5.3 In the case of a reduction in force, those faculty members with the lowest seniority shall be laid off first in accordance with provisions of the Education Code. In the event that future legislation addresses reduction of force, this contract language will prevail if the legislative language is permissive.
- 5.5.4 Return to duty shall be accomplished in the order of the higher seniority first according to the following terms and conditions:
 - 5.5.4.1 If a vacancy occurs, each employee who has been laid-off shall be notified by mail of any full- or part-time vacancies in the District. Such notification shall be circulated twenty (20) days before the vacancy shall be advertised for general applicants. The District shall notify LRCFT of the existence of such vacancies. No person without re-employment rights shall be hired as long as there are any qualified faculty members with re-employment rights available for any open position.
 - 5.5.4.2 If a faculty member on lay-off exercises seniority rights for a position which is less of a load than his/her re-employment right, that employee shall retain his/her seniority position in regard to other employment in the District.
 - 5.5.4.3 An employee on lay-off with re-employment rights shall have fifteen (15) days after the mailing of vacancy notices to apply to exercise his/her preferential recall rights.

5.6 **Partial Assignments, Academic Year**

5.6.1 For regular full-time faculty members, less than full-time assignments may be granted for the following reasons:

5.6.1.1 A reduction from full-time to partial retirement made voluntarily by the faculty member.

5.6.1.2 A reduction from full-time to partial assignment made at the request of a regular faculty member for reasons of health, personal problems, or professional development. Such partial assignments normally shall not exceed one (1) academic year but may be extended for good cause.

5.6.1.3 No partial assignments shall be given in a department discipline as long as a regular faculty member with full or part-time employment rights is kept involuntarily on a partial contract that is less than the employee's tenured employment rights.

5.7 **Assignment Schedule**

5.7.1 The development of a specific work location, assignment(s), and hours shall take into consideration the requests of the faculty member in coordination with the Department Chair and Area Dean. The employee's preferences (rooms, time-of-day, courses, etc.) in scheduling shall be given every consideration when consistent with sound educational practices. This article applies to all faculty members, including classroom teachers, counselors, librarians, coordinators, and college nurses. (See Article 20, Management Rights.)

5.7.2 An exception to Section 5.7.1 will be made for athletic coaches whose hire date is subsequent to July 1, 1990. Said coaches shall continue in their initial assignment as coach for a minimum of ten (10) years service unless management initiates a change of assignment, Section 5.3 of this article notwithstanding.

5.8 **Resignations**

A unit member who submits a written resignation may, within ten (10) days following the date said resignation was submitted and prior to Board approval, withdraw the resignation without

prejudice, except when the resignation is part of a negotiated resignation or given for participation in a special District program in which cases the resignation is effective immediately upon acceptance by the Chancellor

Classified Staff Forms

**LOS RIOS COMMUNITY COLLEGE DISTRICT
REQUEST FOR SEIU CLASSIFIED TRANSFER**

Name of Applicant: _____ Employee ID#: _____

Vacancy Position Title: _____ Position Number: _____

Current Assignment Location:

- American River College Cosumnes River College
 Folsom Lake College/El Dorado Center Sacramento City College Other _____

Current Position Title: _____ Department: _____

My current assignment includes the following (be specific):

Applicant's Signature: _____ Date: _____

(Submit to Human Resources by Final Filing Date. Application and requested information must be attached.)

Management Forms

LOS RIOS COMMUNITY COLLEGE DISTRICT

ADMINISTRATIVE POSITION HIRING SUMMARY

To be Completed by Committee Chairperson: (President's/Chancellor's Designee)

Position: _____ FTE: _____

College/Work Location: _____ Operating Unit/Department _____

1. Screening Committee:

Chancellor Designee (District Office Position) _____
President Designee (College Position) _____

Immediate Supervisor/Manager Designee _____

Equity Officer/Representative or
Management Designee _____

Two faculty appointed by Faculty Senate President
(Educational Management positions only) _____

2. Interview Committee: (Please complete reverse side of this form)

Names of Recommended Candidates:

Signed _____ Date _____

(Committee Chairperson)

Please forward to District Personnel Office:

- | | |
|--|-----------------------------|
| 1. This form (P-131-0) | 4. Screening Criteria |
| 2. Equity Report (P-130) | 5. Interview Questions |
| 3. Recommendation for Employment (P-673-0) | 6. Individual Rating Sheets |

Ethnicity Codes: 1 American Indian 2 Asian 3 Black 4 Hispanic 5 White

2. Interview Committee: (Shall include women and one or more ethnic minorities)

<u>Representative</u>	<u>Name</u>	<u>Ethnicity</u>
A. <u>Chairperson</u> Chancellor or Management Designee (District position) President or Management Designee (College position)	_____	_____
B. <u>Supervisor or Management Designee</u>	_____	_____
C. <u>Equity Officer/Representative (Mgmt.)</u>	_____	_____
D. For Educational Management Positions:		
1. <u>Faculty Member</u>	_____	_____
2. <u>Faculty Member</u>	_____	_____
Additional faculty members for Dean II level or below only:		
3. <u>Faculty Member</u>	_____	_____
4. <u>Faculty Member</u>	_____	_____
E. For College Positions <u>District management representative, appointed by the</u> Chancellor (Optional for area dean positions).	_____	_____
F. For District Positions <u>College President or Management Designee</u>	_____	_____
G. For Classified Management Positions <u>Faculty or classified with expertise in area, approved</u> by the Chancellor (District) or President (College).	_____	_____
H. <u>Outside Consultant</u> (if appropriate)	_____	_____
I. <u>Classified representative</u> (if not selected in G above)	_____	_____

LOS RIOS COMMUNITY COLLEGE DISTRICT
Request for Management Transfer

Step 1

Name of Applicant _____

I hereby request a transfer to:

Vacancy Position Title _____ Posting#: _____

Current Management _____ Position: _____

_____ Department: _____

_____ Location: _____

My current assignment includes the following (brief description and/or attach a resume):

Applicant's Signature: _____ Date: _____

(Submit to the Associate Vice Chancellor of Human Resources by the final filing date indicated on the transfer notification).

Applying to the Job Posting Online: Transfer requests are given full consideration, but are not guaranteed, therefore, we encourage you to submit an application packet through the recruitment process by the final filing date listed on the job announcement.

Yes No If the transfer is denied, I wish to be considered in the advertised posting pool. ***(If 'No', you will need to withdraw your application from the advertised posting using the online application system.)***

Applicant Signature: _____ Date: _____

Step 2

Human Resources will forward to the appropriate College President or Chancellor.

Step 3

To: Associate Vice Chancellor, Human Resources Services

At this time, the transfer requested by _____ from _____
College is being:

Recommendation pending Board approval with a start date of _____.

Transfer denied; referred to the general hiring process with all other applicants

Step 4

Human Resources notifies the requesting party of the outcome of the transfer request.

