



LOS RIOS
COMMUNITY COLLEGE DISTRICT



Faculty Hiring Manual

Prepared jointly by the District Academic Senate and
Los Rios Community College District

Approved by the Board of Trustees on March 20, 2019

Los Rios Community College District

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Hiring Manual for LRCCD Faculty

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The Hiring Manual for LRCCD Faculty is updated at least every three years by the Los Rios Community College District. This version was published in March 2019.

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Full-Time Faculty

1. Introduction

The District Academic Senate (DAS) and the District are committed to reaching agreement regarding the faculty hiring process.¹ 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.

A. 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 that increased faculty participation and provided a uniform process for the entire District.

The resulting handbook provides detailed information regarding the hiring process, including specific information regarding recruitment, techniques of screening, interviewing, rating, and checking of references.

While the first version of this handbook was prepared in 1986, it was regularly and substantially revised in 1997, 2000, 2003, and 2009. More recently, in fall 2014, 2015, and 2017, the manual was revisited for currency and alignment with Los Rios Board Policies and Regulations.

The most recent revisions are the result of the collective work of the District Academic Senate and District Administration. Some of the seminal changes are listed here:

- 1) Presentation of demographic data to highlight the importance of our collective efforts to create a workforce that is responsive to the needs of our diverse students.
- 2) Composition of committee members should be diverse and should reflect the demographics of the District's service area (even if departments must use faculty outside of the department or college).
- 3) Composition of committee to be reviewed by the equity officer and HR.
- 4) A repository of interview questions to be posted at the HR website.
- 5) Infusing equity-minded language throughout the screening criteria and interview questions rather than just one diversity question.
- 6) Separate section on confidentiality.
- 7) Separate section on minimizing bias in hiring decisions.
- 8) Committee membership duties described for all committee participants by role and function.

¹ Education Code, section 87360

9) Supplemental questions.

This document reflects best practices in hiring pursuant to the District's *EEO Plan, Equity Handbook, Hiring the Best* training and other supporting documents; and is influenced by trainings from the Center for Urban Education (CUE) and their toolkit on increasing faculty diversity in higher education. It is also informed by recent research on the interactions of race and ethnicity in the classroom.² This document reflects current board policies and administrative regulations, as well as maintains compliance with California Education Code and California Code of Regulations, Title 5.

An electronic copy of this manual can be found at the Los Rios Human Resources (HR) website. Questions and requests for further information should be directed to HR at (916) 568-3112.

B. Legal Authority

Policy/Regulation 5120 et. seq.

Faculty hiring is governed by Los Rios Community College District board policies and administrative regulations 5120 et seq., the Education Code and Title 5 of the California Code of Regulations³. 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 administrative regulations or the law, and to the extent that any provision here directly conflicts with policies and administrative regulations or the law, the policies and regulations and the law will prevail.

C. Diversity and Cultural Competence

Los Rios is committed to hiring faculty that learn and practice teaching strategies appropriate for diverse community college students. Further, we seek qualified faculty that mirror our student population, who know and understand how to support students, and are committed to a diversity of perspectives. Studies prove the educational benefits of diverse faculty. Students of all backgrounds do better and achieve greater educational outcomes when they are taught by faculty of color.⁴

The three tables that follows present the demographic make-up of our region and our colleges.

- 1) Figure 1 presents ethnic/racial diversity of Sacramento County, El Dorado County, and Yolo County – the main counties served by Los Rios.⁵

² Fairlie, Robert W., Florian Hoffman, and Philip Oreopoulos. (2014). "A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom." *American Economic Review* 2567-91.

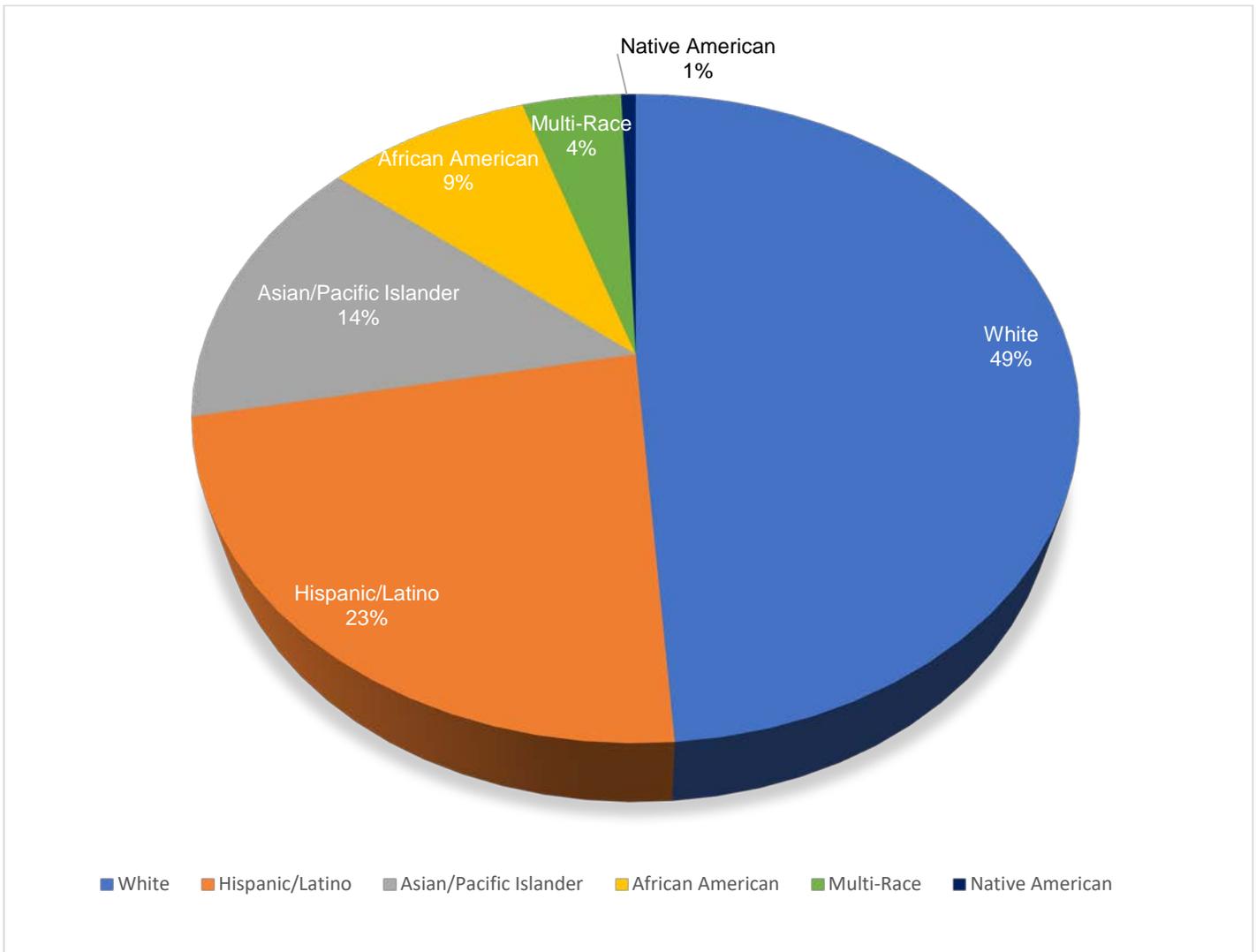
³ Title 5, section 53024 (e)

⁴ Fairlie, Hoffman and Oreopoulos. (2014)

⁵ State of California, Department of Finance, Report P-3: State and County Total Population Projections by Race/Ethnicity and Detailed Age, 2010 through 2060 (as of July 1)

- 2) Figure 2 presents the unduplicated demographic profile of our 67,132 students by race/ethnicity as of fall 2018 first census: African American (8.7%); Asian (13.9%); Filipino (2.9%); Hispanic/Latino (28.1%); Multi-race (6.6%); Native American (.5%); Pacific Islander (1%); White (34.9%); Unknown/other (3.5%).⁶ However, it should be noted that approximately 10% of students (n=6,950) attended more than one Los Rios college in fall 2018 at census.
- 3) By comparison, Figure 3 depicts the total number of Los Rios tenured and tenure-track faculty on the first day of class disaggregated by racial/ethnic group. Updates to these numbers can be found at the HR website.

Figure 1: Regional Diversity by Race/Ethnicity in Sacramento County, El Dorado County, and Yolo County in Fall 2018



⁶ Los Rios Office of Institutional Research, Fall 2018 First Census Research Database

Figure 2: Total Percentage Unduplicated Student Enrollment by Race/Ethnicity in Fall 2018

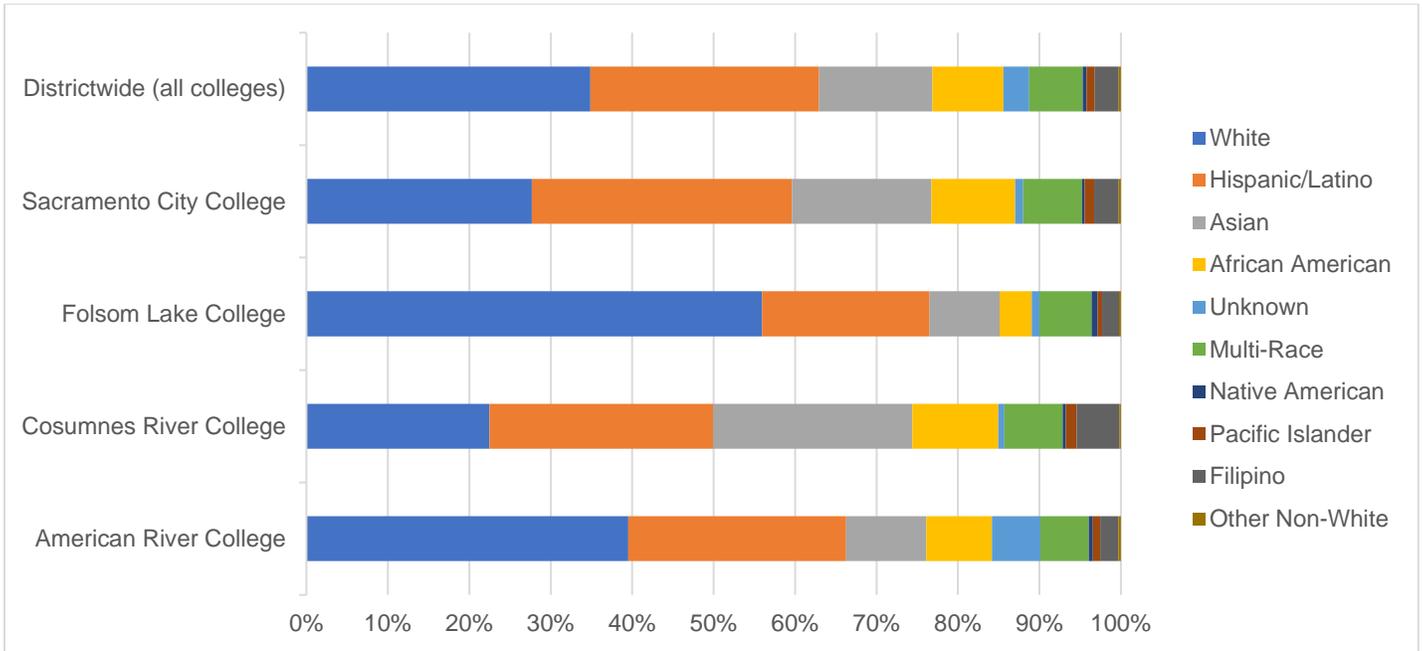
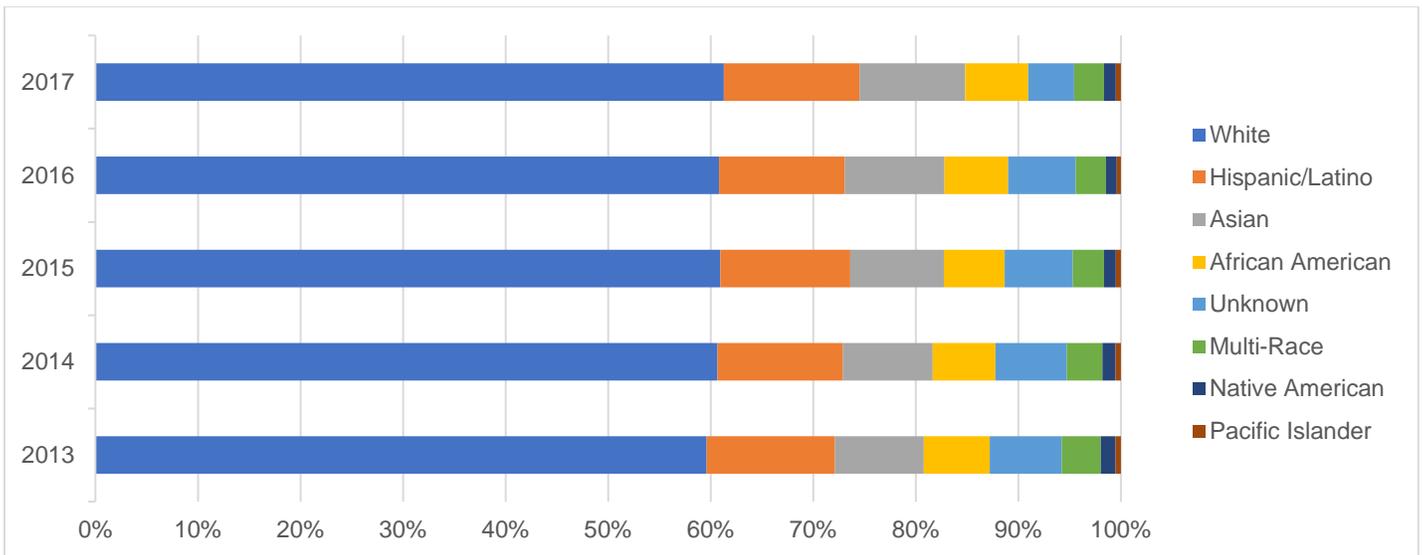


Figure 3: Total Institutional Employment of Tenured or Tenure-Track Faculty by Race/Ethnicity on the First Day of the Fall Semester from 2013 to 2017



Pursuant to Board Policy, it is a goal of the District to provide members of underrepresented groups with models of their own race, ethnic, cultural background, and gender with whom they can identify and recognize as examples of occupational achievement at all levels and in all departments.⁷ Additionally, a goal of the District is to guarantee to all candidates the same opportunity for employment, advancement, and change of assignment.⁸

⁷ Board Policy 5111, section 1.4.1

⁸ Board Policy 5111, section 1.4.2; Education Code, section 87101(a)1; and Title 5 53001(c)

Our commitment to equal employment opportunity is further evidenced in the District's Strategic Plan (2016) and as stated in our Values:

- **Building Community:** 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.
- **Social Justice:** Because diverse perspectives support the District's commitment to equality, equity, and justice, our communities are best served by ensuring that all populations are represented equitably throughout the Los Rios community colleges.

A workforce that is continually responsive to the needs of a diverse student population may be achieved by ensuring that all persons are provided an equal opportunity to compete for employment and promotion within the District and by eliminating barriers to equal employment opportunity.⁹ It is the District's stance that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment which is welcoming to all will foster diversity, promote excellence and provide a positive student learning experience. Through an inclusive educational experience, and one characterized by pedagogical approaches that are relevant to advancing the learning of our diverse student population, our students will achieve better academic outcomes, have improved social outcomes, and will be better prepared to work and live in an increasingly global society.

It is the mutual expectation of the District Academic Senate and District Administration that every individual who serves on a hiring committee is committed to achieving these goals. To assist in achieving these goals and to facilitate a culturally competent workforce which values and enhances diversity, any employee who serves on a hiring committee shall have completed the District's Title 5 mandated *Hiring the Best* training for hiring committees. This training requires that all screening/selection committee members be trained on:

- 1) Federal and state law
- 2) The educational benefits of workforce diversity
- 3) The elimination of bias in hiring decisions
- 4) Best practices in serving on selection/screening committees¹⁰

D. Leadership Titles

When the 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.¹¹ "Designee" is not noted throughout this manual, but it is implied in all instances by this section.

⁹ Education Code, section 87100(a)(3)

¹⁰ Title 5, section 53003 (c)(4)

¹¹ Los Rios Board Policy P-4111, section 1.5

E. Hiring Manual Review

This hiring manual shall be reviewed and revised at least every three years, and more frequently if necessary.

2. Establishing of Need and Prioritization

A. Department Profile

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

- 1) Subjects and areas of the greatest strengths of the current staff; areas where additional experience is needed
- 2) Representation of the staff including but not limited to gender, gender identity, race and ethnicity and members of other historically underrepresented groups
- 3) Ratio of part-time to full-time positions
- 4) Availability of part-time faculty
- 5) Presence of a full-time faculty member to coordinate a program

B. 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. The District Academic Senate and District Administration acknowledge that needs will vary by college and by discipline and therefore urge colleges to allow for flexibility in developing this section of the faculty request form. Suggested questions a department may consider include:

- 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) Do the racial and gender demographics of the department faculty reflect the student demographics of the District's service area? If not, what demographic groups need increased representation in our department faculty?
- 7) Where should the District advertise and/or conduct outreach in order to recruit candidates who represent these demographic groups?
- 8) How are identified needs tied to strategic planning processes (program review, educational master plan)?

C. Submission of Priorities and Creation of Final List

In the fall term, each college will make recommendations for new general fund faculty positions following its respective college hiring prioritization and related processes as determined by mutual agreement with the Academic Senate. After consideration of these recommendations, the President shall prioritize the final staffing requests. (Note: Categorical (e.g. EOPS, DSPS, SSSP, etc.) and grant funded positions are determined by each college based on their available categorical and grant funds outside this prioritization process.)

D. Review and Recommendation by VPI/VPSS Council

The list of each college's final prioritized general fund faculty staffing request will be submitted to the District's Vice Presidents of Instruction and Vice Presidents of Student Services Council (council) for review and recommendation to the Chancellor. Council members include the College VPs of Instruction and Student Services, and typically the Vice Chancellor of Education and Technology, the Vice Chancellor of Finance and Administration, and the Associate Vice Chancellors of Instruction, Student Services, and Human Resources.

Prior to the council's staffing prioritization meeting held no later than December, the Vice Chancellor of Finance and Administration will determine the number of faculty positions available District-wide for the following year. The number of available positions is based on the anticipated number of full-time faculty replacement positions (retirements and resignations approved through the end of the current academic year) and the number of new positions available due to growth funding.

If a decrease to the general fund occurs or is anticipated to occur, some replacement positions may go unfunded. Colleges requesting general fund counselor positions must meet the 900:1 ratio requirement in order to have their positions considered. In addition, data on each college's 75/25 full-time to part-time faculty ratio will be provided with the intention of maintaining as balanced a ratio across all colleges as possible and to improve the full-time ratio when growth funding is available.

The College VPs will present their respective prioritized lists and the council will come to a collective recommendation on the number of positions to allocate to each college. Colleges are not guaranteed a new faculty position for every known or anticipated faculty vacancy. The council submits its recommendation to the Chancellor. More details of the council's processes are described in the LRCCD *Guideline for Authorizing New and Replacement Faculty Positions*.

E. Decision by Chancellor

The Chancellor will review the recommended list of faculty positions with the Chancellor's Executive Staff, which includes members of his executive team and the college presidents. Following this, the Chancellor will make the final decision as to which full-time tenure-track faculty positions are to be filled for the coming year.

F. Critical Hires

Although the majority of current and anticipated faculty vacancies are known when the December determination of District-wide available positions is made, some vacancies or other program needs may be unknown at this time. These include late or unanticipated retirements and resignations, late faculty transfers within the District, unanticipated vacancy of probationary faculty positions, or positions needed to implement new programs (for example, time sensitive CTE grant funded programs).

If a position is considered critical to offer the needed course sections or academic or student services due to program accreditation requirements, insufficient discipline adjunct pool, etc., the college may request a critical hire. Such requests must be for a replacement in the same discipline or for a newly-funded program. College administration and the Academic Senate, through their established college processes, will consult regarding the need to request a critical hire position.

If agreed upon, the request is then submitted to the District for review. If the request meets the critical hire criteria as stated in the *LRCCD Guideline for Authorizing New and Replacement Faculty Positions*, the District will approve the request. The approved critical hire FTE is taken from next year's full-time faculty allocation process.

3. Recruitment

A. Development of Job Posting

- 1) When the initiating department and the office of the Vice President of Instruction develop the job posting, attention shall be given to ensure that the posting is written from an equity-minded perspective and that faculty diversity is reflected as a priority. The *Institute on Equity in Faculty Hiring at Community Colleges Toolkit*¹² provides resources on how to conduct an analysis of job announcements from an equity perspective.
- 2) If desired, the department shall identify supplemental questions that can be provided to candidates after HR pre-screens the applicants and before the screening committee begins reviewing the applications. Asking the questions at this point would mean only qualified applicants complete the written supplemental questions. This added step may delay the release of the applicant pool to the college.
- 3) The department shall identify a listing of recommended advertising sources and outreach to promote a diverse candidate pool.
- 4) The department shall identify if the optional two letters of recommendation are required.
- 5) The job description shall not include department chair responsibilities as described in the Los Rios College Federation of Teachers (LRCFT) Collective Bargaining Agreement.¹³
- 6) The department shall ensure the job posting reflects equity-minded, inclusive and culturally sensitive language. The department may consult with the college equity officer for assistance on this.
- 7) The college administration shall forward to HR the details of the proposed faculty assignment/job posting and the proposed qualifications via PeopleAdmin.
- 8) HR shall review the job posting for clarity of proposed assignment, appropriateness of education requirements, accreditation, collective bargaining, retirement system, and equity implications. Suggested edits are returned to the college for review and approval by the department chair and the appropriate administrator.
- 9) The final job posting shall be approved by the department chairs and appropriate administrator before it is formally posted and distributed by HR. If there are subsequent changes, both the department chair and appropriate administrator must approve the change(s).
- 10) Pursuant to the LRCFT Collective Bargaining Agreement,¹⁴ the position may be announced in District for transfer requests as follows:
 - a) Preliminary Stage: There shall be three preliminary steps in the voluntary transfer process.

¹² Center for Urban Education, 2017, *Institute on Equity in Faculty Hiring at Community Colleges Toolkit*. Los Angeles, CA: Rossier School of Education, University of Southern California.

¹³ Los Rios College Federation of Teachers (LRCFT) Collective Bargaining Agreement, section 2.2.4.3

¹⁴ Los Rios College Federation of Teachers (LRCFT) Collective Bargaining Agreement, section 5.3.1.1

- i) As part of the college process for requesting a new full-time faculty position, 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.
- ii) If voluntary transfer applicants are to be considered, HR 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.
- iii) Voluntary transfer applicants must submit to HR a *Request for Faculty Transfer* form (P-671), an application used for general hiring, a resume and/or a letter of interest no later than the voluntary transfer deadline date. HR shall forward all voluntary transfer applications to the college requesting the position prior to the general application deadline date.

B. Distribution of Announcement

- 1) Full-time, tenure-track faculty positions will typically be advertised for at least forty calendar days, with a minimum of 30 calendar days.
- 2) Job postings will be posted on the District's website in accordance with board policies and regulations.
- 3) To ensure that members of historically underrepresented groups are notified of available positions, the District may:
 - a) Consult with originating department and managers on suggested advertising sources to ensure an inclusive and diverse candidate pool.
 - b) Share with known college affinity groups.
 - c) Advertise in journals and newspapers with focused audiences as well as in newspapers having wide general circulation.
 - d) Participate in industry-related community outreach events and employment job fairs.
 - e) Utilize webinars and social media outlets.
 - f) Contact members of historically underrepresented groups seeking work in education.
 - g) Use professional registries, job boards, and data banks, specifically those whose listings include historically underrepresented group members.
 - h) Consult with local underrepresented groups' organizations and agencies regarding recruiting efforts.
- 4) The District shall be identified as an Equal Opportunity Employer.

C. Professional Recruitment

- 1) Faculty and managers are encouraged to use their own professional and affinity group networks and associations to advertise open positions and recruit prospective applicants.
- 2) Faculty and managers are especially encouraged to seek out qualified members of historically underrepresented groups and encourage them to apply for open positions.
- 3) When the department chairs request that a job posting be advertised in discipline specific publications, lists, websites, etc., Administrative Assistants will enter this information in PeopleAdmin when submitting job postings to HR.

4. 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 all written, verbal and electronic records and information regarding the interview prior to, during, and following the interview process.
- 4) Any email communications regarding committee process and/or question development should be described as "Confidential" in the Subject Line and marked "Confidential" in the Properties menu. To forward a confidential message to another person(s):
 - a) From your draft email message, click "File," then "Properties."
 - b) Under "Settings," in the "Sensitivity list," choose "Confidential."
 - c) Click "Close."
 - d) When you're done composing your email, click "Send."

5. Minimizing Implicit Bias During Faculty Hiring

"Bias can and often does have an impact on the faculty hiring process. This impact can negatively affect an institution's or department's efforts to diversify their faculty in terms of race and ethnicity."¹⁵ The following strategies¹⁶ are proposed by CUE as specific actions selection committee members can take to minimize the effect of biases on the hiring process.

- 1) Recognize and accept that we are all susceptible to the influence of bias and assumptions.
- 2) Increase the diversity of the selection committee.
- 3) Build an applicant pool in which faculty of color are well represented.
- 4) Develop well-defined evaluation criteria prior to reviewing applications.
- 5) Prioritize the relative importance of the multiple measures before reviewing applications.
- 6) Engage in counter-stereotyping; that is, encourage committee members to take the time to consciously think about successful, highly competent, well-regarded faculty of color in their department, institution, or discipline.
- 7) Spend sufficient time evaluating each applicant and minimize distractions while reviewing applications.
- 8) Focus on each applicant as an individual and evaluate their entire application package.
- 9) Following each stage of the review, committee members should write their notes on applicants or complete the evaluation rubric before debriefing with other committee members. Doing so helps prevent biases that emerge from groupthink.
- 10) Use inclusion rather than exclusion strategies when deciding which candidates to move forward in the process.
- 11) Throughout the process, committee members should re-evaluate the effectiveness and implementation of the selection criteria for addressing bias.
- 12) Be able to defend every decision to accept or reject a candidate. The reasons provided should be based on evidence in the applicant's professional and/or academic record and the criteria for the position.

¹⁵ Center for Urban Education. (2017), p. 24

¹⁶ Center for Urban Education. (2017), pp. 27-29

6. Screening for Eligibility (Pre-Screening)

A. Application Materials

- 1) Required Materials. The applicant must submit the required materials as listed in the job announcement by the final filing date to be considered. Required materials typically include:
 - a) Los Rios application
 - b) personal resume or curriculum vitae
 - c) unofficial copies of college transcripts
 - d) letter of interest
- 2) If requested by the department: two letters of recommendation.
- 3) The hiring committee shall consider voluntary transfers if applicable and follow the established process.¹⁷

B. Minimum Qualifications

A statewide disciplines list defines the degrees that are reasonably related to the teaching assignment or academic subject matter area.¹⁸ Applicants must show evidence of the appropriate master's degree for those disciplines for which a master's degree is required. A comprehensive list of all of the disciplines in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* is maintained by the California Community Colleges Chancellor's Office. The list identifies the specific degree and professional experience requirements for each discipline. The list can be found here:

<http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2017-Minimum-Qualifications-Handbook-r1-ADA.pdf>

- 1) Any applicant who fails to provide evidence to support completion of minimum qualifications or a credential, or of equivalency may be eliminated from the applicant pool.¹⁹
- 2) HR will verify that applicants claiming an appropriate credential show evidence of the appropriate credential, or that applicants claiming the required minimum qualifications show the appropriate degrees on their transcript. If there is an experience requirement, HR will verify that the applicant has the required number of years of experience but makes no attempt to judge if the experience is appropriate.
- 3) 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

¹⁷ Los Rios College Federation of Teachers (LRCFT) Collective Bargaining Agreement, section 5

¹⁸ Title 5, section 53407

¹⁹ Administrative Regulation 5123, section 5.0

shall be considered under the Equivalency Verification (P-38) process even though the applicant did not claim equivalency.

- a) Applicants for all full-time and long-term temporary (LTT) faculty hiring needing Equivalency Verification are sent to the office of the Vice President of Instruction to be reviewed by the equivalency committee which must be comprised of a minimum of three (3) faculty members on the interview committee and the area dean from the discipline.²⁰
- b) Applicants for adjunct positions and emergency hires needing Equivalency Verification are sent to the requesting department.
- 4) All full-time faculty and LTT applications which satisfy the LRCCD minimum qualifications requirement or the credentials requirement are sent by HR to the college's office of the Vice President of Instruction for sharing with the screening committee.
- 5) All adjunct and emergency hire applications which satisfy the LRCCD minimum qualifications requirement or credentials requirement are sent by HR to the requesting department.
- 6) HR will notify all applicants who do not meet the advertised minimum qualifications, equivalencies or credentials via email.

C. Applicant Pool

If the applicant pool is sufficient, HR will send the log-in credentials to the applicant pool to the Vice President of Instruction to share with the appropriate administrator.

²⁰ Administrative Regulations 5123, section 7.1

7. College Interview Committee/Screening Committee

A. Composition of the Interview Committee

- 1) The Interview Committee is comprised of a total of six to ten persons who reflect the gender and racial/ethnic demographics of the District's service area, selected as follows:
 - a) Faculty (3-5). Three to five discipline, related discipline, and/or outside discipline faculty members appointed by the college Academic Senate President after consultation with the department chair (if existent) and appropriate administrator. The District's Strategic plan sets forth the indicator of achievement for the recruitment of our employees to reflect the demographics of the District's service area and that should be the goal of the composition of the hiring committee.
 - i) The equity representative is included in the 3-5 faculty. The equity representative shall be affirmed by the college equity officer and appointed by the Academic Senate President after consultation with the department chairperson and appropriate administrator from a list of faculty who:
 - (1) have been trained within the last two²¹ years in equity and diversity matters²¹
 - (2) are not faculty in the discipline or related discipline for which the hiring committee is convened.
 - ii) Discipline faculty (or related discipline faculty if needed) should represent at least half of the faculty members on the committee.
 - iii) Interview committees should reflect diverse faculty and include an equity representative who is charged with monitoring the search process for compliance with equal opportunity policies.
 - iv) Departments that lack sufficient diversity to compose a diverse interview committee must use faculty outside the department (or outside of the college--but within the District-- if necessary) to broaden the perspective of the committee and increase the reach of the search.
 - v) In interdisciplinary subjects, and 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.
 - b) Administrators (2). One administrator of the department or area (usually the division/area dean) appointed by the President. The committee chair may be a second administrator. The committee chair shall be appointed by the President.

²¹ Administrative Regulations 5121, section 6.1.3

- c) Student (1). One student representative nominated by the college Student Senate President in collaboration with the President. Student appointed to the committee serves during the interview process only; they do not participate in the applicant screening process.
 - d) Classified (1). One classified professional, for positions in which faculty work closely with classified professionals. The determination of whether it is appropriate for a classified professional to sit on the committee shall be made by the committee chair in consultation with the department chair. The committee chair in collaboration with the classified leadership will select the classified professional.
 - e) External Expert (1). One 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 President in consultation with the Academic Senate President. The President in collaboration with the Academic Senate President will select the outside content expert, preferably a faculty content expert from another district and/or industry expert. If no faculty content experts are available, then a content expert from the representative field may be appointed.
- 2) The list of committee members shall be submitted to the college equity officer and/or the District Director of Human Resources to ensure the committee is diverse in terms of gender and racial/ethnic diversity. Concerns shall be directed to the committee chair and the Academic Senate President.

B. Composition of the Screening Committee

- 1) The screening committee shall consist of a minimum of three (3) faculty members which includes at least one (1) faculty member from the department, the equity representative on the interview committee, and one administrator (generally the dean from the discipline).²²
- 2) Additional members from the interview committee may serve on the screening committee if they so choose.
- 3) Students do not participate on the screening committee.
- 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 Chair and the equity representative shall ensure that the screening committee members are diverse²³ and reflects the demographics of the District's service area.
- 6) Any concerns will be reported to the college equity officer.

²² Administrative Regulations 5121, section 5.0

²³ Title 5, section 53024, section 5.0

C. Committee Chair Duties

- 1) The committee 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.
- 2) Review standard interview procedures.
- 3) Throughout the process, the committee chair shall communicate to committee members any and all changes or issues that affect the agreed upon processes.
- 4) The committee chair raises questions about traditional notions of “merit,” “fit,” and “compliance” during the application review and interview stages of the faculty hiring process.
- 5) The committee chair must be present at all committee meetings.
- 6) Complete and submit to HR all hiring forms.

D. Equity Representative Duties

- 1) Must have completed the *Hiring Committee Equity Representative* training within the last two years.
- 2) 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, gender identity, sexual orientation, political orientation or belief, disability, or marital status.²⁴
- 3) Raises questions about traditional notions of “merit,” “fit,” and “compliance” that can impede efforts to ensure hiring processes equitably serve candidates from minoritized groups.
- 4) Minimizes implicit bias during the hiring process. (See “Minimizing Implicit Bias During Faculty Hiring” of the *Faculty Hiring Manual*).
- 5) Shall complete the Equal Opportunity Employment Checklist at the conclusion of the entire hiring process.
- 6) Any questions or concerns about instances of unlawful discrimination shall be reported to the college equity officer.
- 7) Must be present at all committee meetings.
- 8) Complete and submit to HR all equity representative hiring forms.

²⁴ Board Policy 5111

E. Committee Member Duties

- 1) All committee members must complete the mandated 2-hour *Hiring the Best* hiring committee training prior to the start of the hiring process.²⁵ Please note, this is a separate training than the *Hiring Committee Equity Representative* training.
- 2) Review the job posting for the position.
- 3) Develop paper screening criteria and standard interview questions that seek candidates who exemplify the characteristics of equity-minded competence prior to the application closing date.
- 4) Shall use a standard rating system to rate all of the candidates.
- 5) Maintain all written notes in the folders provided and submit to the committee chair after each meeting.
- 6) The committee members shall determine if candidates will be allowed to ask questions at the end of the interview, time permitting. To facilitate and reflect a welcoming environment, allowing and answering candidates' questions are highly encouraged.
- 7) All committee members, except the student representative, are encouraged to attend all committee meetings and are required to attend the interviews of each candidate. Classroom faculty should coordinate with their respective instructional dean to arrange for class substitutes or to make other suitable arrangements if serving on the committee will necessitate missing some instruction time.
- 8) Establish rapport with the candidates during the interview process.
- 9) Do not engage in fact-finding activities including electronic searches on social media or the internet.
- 10) If contacted by a candidate, refer the candidate to the committee chair or to HR.

²⁵ Title 5, section 53003 (c)(4)

8. Screening Applications

A. Screening Criteria

- 1) Equity-minded screening criteria are to be developed by the interview committee. Committee members are encouraged to review and reflect on Section 2B, Summary of Projected Needs and the job posting.
- 2) Screening criteria are to be based on the job posting.
- 3) Matters of diversity and equity should be reflected in screening criteria as a means to objectively assess a candidate's ability to foster and enhance cultural competencies and to support and promote equitable outcomes in and outside of the classroom.
- 4) Some criteria which might be considered are:
 - a) Discipline preparation
 - b) Communication and other interpersonal skills
 - c) Equity-minded conceptions of merit:
 - i) experience teaching racially minoritized students
 - ii) expertise with culturally relevant pedagogy
 - iii) educated in social justice & equity
 - iv) experience acting as an equity advocate
 - v) experience with self-reflection & willingness to reflect on racialized outcomes of practice
 - d) Equity-minded conceptions of fit:
 - i) reflects students' racial/ethnic identities
 - ii) holds high expectations for racially minoritized students
 - iii) can connect with students through multiple identities
 - iv) can support and further campus equity efforts
 - e) Creativity and innovation
 - f) Leadership potential
 - g) Community service
 - h) Recency of training or evidence of updating of skills and/or professional development
 - i) Experience working with people of varying abilities, ages, and cultures
 - j) Experience with a broad range of teaching methods
 - k) Related work experiences
 - l) Experience with technology to support student learning

B. Screening Process

- 1) Screening criteria, rating sheets and interview questions shall be prepared prior to reviewing applications. Applications will generally be released to the college within five-seven business days after the position closes.
- 2) Expeditious screening of applications is highly desirable in order to assure 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 and/or interview.
- 4) Normally, the selection of those to be interviewed should be completed within one to two weeks of the applications being sent to the college.
- 5) 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.

C. Rating of Candidates

Board Regulation 5121

- 1) Once the ratings of all candidates have been completed, the members of the screening committee shall meet at the time determined by the committee chair.
- 2) The committee chair and the equity representative 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.
- 4) The committee should discuss and make a decision about offering candidates an interactive video/telephone conference (virtual) interview should they be unable to attend the interview in person. To maintain confidentiality and security, use of the California Community College Chancellor's Office web-based conferencing and meeting platform Zoom is recommended.
- 5) At least two qualified adjunct faculty members who have second or third level preference priority 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).
- 6) A final list of candidates recommended to be interviewed is sent to HR.

D. Applicant Pool Approval

- 1) The screening committee submits a list of candidates to invite to interview, to the office of the Vice President of Instruction. The Vice President's office submits the list to HR for Equal Employment Opportunity (EEO) review.
- 2) HR gathers race/ethnicity and gender identity information for individuals on the submitted list and considers the diversity representation for the applicant pool.

- 3) Approval is given if adequate diversity is present in the selection of candidates, relative to the faculty position, number of total applicants, and number of qualified applicants released for department screening.
- 4) If diversity is not present, additional information is requested (e.g. committee member race/ethnicity and gender identity, screening criteria, questions, and ranking sheets).
- 5) HR in consultation with the office of the Vice President, the committee chair and equity representative will examine changes that will ensure compliance with EEO program regulations and District objectives for the candidates invited to interview.
- 6) Approval is given if a mutual agreement is met or if the President approves to move the hiring process forward without changes. A decision can also be made to hold, cancel, or extend the position for later recruitment or with a different or enhanced committee.

E. Notification of Candidates

- 1) Unsuccessful candidates.
 - a) Notify HR of those to be notified.
 - b) HR will notify unsuccessful candidates in the applicant pool that they have not been selected for interview.
- 2) Successful candidates.
 - a) Notify HR of those invited to interview (first round and second round).
 - b) The committee chair or designee will facilitate notification of those who have been selected and shall schedule them for an interview.
 - c) Each candidate will be asked "Do you require reasonable accommodation(s) for the interview?" If a candidate requests accommodation(s), the committee chair and campus ADA Officer will ensure accommodations are implemented as appropriate.
- 3) Sufficient time should be allowed between notification and the interview to permit candidates to make travel arrangements. Normally, a minimum of ten calendar days' notice should be provided.

9. The Interview

A. Purpose of the Interview

- 1) The primary purpose of the interview is to obtain information about candidates 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 orally and in written form, address different levels of academic preparedness, ability to foster and enhance cultural competence and equity, ability to facilitate equitable outcomes in and outside of the classroom, 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 enthusiasm, intellectual curiosity, and commitment to the profession.
- 2) A secondary purpose of the interview is to project a positive image of the District, college, and the department. In support of this aim, interview committees are encouraged to be welcoming and to exhibit welcoming behavior. 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, if feasible, there be an opportunity for the candidate to have a tour of the college and the department where they would be employed before or after the interview when appropriate.

B. Qualities of an Effective Interview

- 1) Timing
 - a) 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 *Evaluation of Oral Interview* form. If the committee has decided to allow the candidates to ask questions at the end of the interview, care should be taken not to exceed the allotted interview time.
 - b) The committee chair shall advise the candidate of the timelines that have been established by the committee at the start of the interview. The committee chair should conclude the interview within the allotted time, so all candidates have the same amount of time to complete the interview.
 - c) The committee chair shall appoint a timekeeper and/or give a time-check during the interview. Giving regular time-checks will help mitigate the effects of anxiety on a candidate's ability to keep track of time.
- 2) Establish Rapport
 - a) Candidates are naturally tense; it is the responsibility of the committee to put them at ease as much as possible.

- b) Smiles, introductions, and a cordial atmosphere are appreciated and appropriate.
- 3) Demeanor of Interviewers
 - a) Interviewers shall be attentive towards candidates.
 - b) Smiles, body language indicating interest, positive and friendly disposition and demeanor, and nods of appreciation all help a candidate feel well received.
- 4) Confidentiality
 - a) Assurance of confidentiality is critical to successful interviewing.
 - b) Ratings and comments by committee members must not be shared with anyone outside the hiring process at any time.
- 5) Impartiality
 - a) Impartiality is the foundation of a good interview.
 - b) It is important not to discuss information about a candidate until the finalist stage to avoid development of an early bias.

C. Interview Questions

- 1) The hiring committee will prepare the interview questions which are to be asked consistently to all applicants invited to interview. The questions are typed onto an *Evaluation of Oral Interview* form. Space for ratings of the work sample(s) and the writing sample should also be provided on the Evaluation form (sample form, Appendix 4). Once agreed upon by the committee, questions shall not be altered without the consent of the committee.
 - a) Advance Preparation
 - i) The committee should decide in advance whether the interview questions are to be provided to the candidate in advance of the interview.
 - b) Sample Questions
 - i) A bank of previously used questions will be available as a resource to the committee as well as prospective applicants at the HR website. Candidates will be directed to this resource through the job posting and through the college's notification to those candidates who have been selected to interview.
- 2) 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.
- 3) 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.
- 4) Effective equity-minded questions have these qualities:

- a) Aim to provide candidates with the opportunity to demonstrate whether and how they exemplify the characteristics of equity-minded competence, recognizing that there is no guarantee that the question will elicit the intended response.²⁶
 - i) Possesses cultural competence
 - ii) Engages in critical self-reflection to ensure ongoing improvement
 - iii) Focuses on instructor/institutional responsibility
 - iv) Positively uses position and knowledge to support student success
 - v) Conveys a belief that students are capable
 - vi) Working with colleagues
 - b) They are open-ended, allowing candidates to reveal themselves more.
 - c) The desired "right" answer should not be apparent from the question. Don't ask leading questions.
 - d) Even though the topic or problem may be complex, the language of the question should be clear and easy to understand.
 - e) Performance based / behavioral based questions are encouraged as they represent a "best practice." A key indicator of future performance is past performance.
- 5) 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.

6) 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) A background question, e.g., "Tell us about your educational background and work experience, 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 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?"
- c) A question about their enthusiasm, intellectual curiosity, and commitment to the profession and/or job opening, e.g., "What is there about this position that is of particular interest to you at this time?"
- d) Equity-mindedness is embedded throughout the interview questions (required). The following sample equity-minded interview questions are proposed by CUE²⁷:

²⁶ Center for Urban Education, (2017), pp. 49-51

²⁷ Center for Urban Education, (2017), pp. 49-51

- i) What can instructors do to create a classroom culture that intentionally welcomes and supports students from different racial/ethnic and socio-economic backgrounds?
- ii) As a faculty member, you may have students in your classes that are diverse in their abilities. For example, students may have physical challenges, learning disabilities, or communication challenges. How will you balance the needs of these students in your instruction?
- iii) How have your past experiences prepared you to be effective in an environment that values diversity and equity?
- iv) What do you feel are two or three teaching strategies that you use to ensure that your students have an enriching learning experience in your classes?
- e) How are you prepared to meet the expectations of both teaching and out-of-the-classroom work, including the implementation of campus- or state-level reforms that impact the work of the department?
- f) A final opportunity for the candidate to make a statement and/or ask a question(s).

D. 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:

- 1) Advance Preparation
 - a) Topic(s) are provided to the candidate in advance of the interview. The letter confirming the appointment for the interview would contain information that a demonstration will be part of the interview process and would tell the candidate the equipment that will be provided. Candidates should also be reminded that technology is imperfect. Therefore, the candidate should prepare accordingly. The demonstration would measure the ability to prepare and deliver a demonstration or presentation when an assignment or scenario is known in advance.
- 2) Extemporaneous
 - a) 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.
- 3) Role Play
 - a) 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.

E. Writing Sample

- 1) The ability to write clearly and accurately is essential for any community college faculty position, and it is recommended 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.
- 2) 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.

F. Rating of Candidates

- 1) Note Taking
 - a) Committee members should take notes during the interview regarding the content and clarity of answers. Notes should not include mention of racial/ethnic or gender identity or other physical attributes or observations. A rating should be given for each answer, 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.
- 2) 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 their answers will not be forgotten.
- 3) 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?

G. Ranking

- 1) First ranking. Each committee member shall independently rank the candidates, e.g., 1 out of 10, 2 out of 10, etc. Tie rankings on a committee member's *Evaluation of Oral Interview* form are not allowed.
 - a) The independent rankings are collected by the committee chair, who, along with the equity representative, shall complete a first ranking by adding the rankings to determine the top five candidates (those with the lowest sums) in alphabetical order.
 - b) The committee chair shall report to the committee the names of the top five candidates for the position.
 - c) The committee chair and the equity representative shall facilitate a discussion of the top five candidates prior to the second ranking.
- 2) Second ranking. Each committee member shall independently rank the top five candidates, e.g., 1 out of 5, 2 out of 5, etc.
 - a) The committee chair and equity representative shall add the rankings and report the top three candidates in alphabetical order.

- b) 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, the committee may identify from two to four candidates as finalists.
- 3) In cases where the committee is interviewing multiple positions, the committee shall use the same criteria in #3 above for determining the number of finalists, except as follows: when the committee is interviewing for two positions, it will strive to identify five finalists, but if it is unable to do so (because of a tie or a lack of qualified candidates) then it can identify fewer finalists. If the committee is interviewing for three positions, it will strive to identify seven finalists, but may identify fewer if the committee determines there are not sufficient finalists. A second committee must be formed if a department is seeking more than three positions.

Number of positions	Number of finalists
1	3
2	5
3	7

- 4) The chair shall give the names of the finalists to the President in alphabetical order.
- 5) The President and/or appropriate Vice President shall join the committee for a discussion regarding the relative strengths and points of concern of each finalist, as perceived by the interviewers. Comments that reflect personal knowledge of the interviewee should be provided to the President separately from the interview process.
- 6) In cases where the committee determines there is only one acceptable candidate, the committee shall inform the President of their finding during the discussion and forward that one name to the President. After the interview, the President may choose the candidate, ask 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 President interviews the candidates, the President may choose the candidates, ask the committee to reconsider, close the process and begin anew, or any combination thereof.
- 7) The college Academic Senate President and/or the DAS President may review the committee rankings on a confidential basis with the President.

10. Reference Checks

Checking of the references of the candidates is a vital and required step in the selection process. It is important to obtain objective, detailed, accurate, and thorough reference check information to inform the hiring decision. The LRCCD *Reference Check* form (P-123), available on the HR intranet website, shall be utilized for each reference check.

- 1) The President contacts the references supplied by the finalists. If necessary, additional references may be requested.
- 2) If the interview committee considers it appropriate, one discipline-related faculty member from the committee may be recommended by faculty on the committee to conduct faculty-to-faculty reference checks. The individual shall be appointed by mutual agreement between the President and the Academic Senate President and shall be provided guidance in how to conduct reference checks. The faculty member selected to conduct reference checks shall use the LRCCD *Reference Check* form and shall report findings to the President confidentially.

11. Selection

- 1) The finalist(s) will be interviewed by the President. The appropriate Vice President and/or others may be invited by the President to participate in the final interviews. All finalists will be interviewed by the same person or persons.
- 2) To minimize an out-of-area candidate's monetary expenses, in the event that the candidate is selected as a finalist, the President may offer an out-of-area candidate the option to conduct a final interview just after their initial interview, even though it is not yet known if they have been selected as a finalist.
- 3) If the President has reservations regarding the recommendations of the committee, the President will communicate with the committee and explain the rationale for their concern. If there were additional candidates whom the committee judged to be well qualified, the committee may elect by simple majority to ask that the next ranked candidate(s) considered.
- 4) The President will select the candidate who is to be recommended to the Chancellor and the Board of Trustees for appointment to the position.
 - a) The final candidate will be notified of their selection by the President or designee prior to forwarding the appropriate forms to HR²⁸.
 - b) The President will notify the committee after the selection is made.
 - c) HR will place the name of the recommended candidate on the next regular Board meeting agenda and will process all employment forms.
 - d) The President or designee will contact those finalists not selected and notify HR when the notification is complete.
 - e) Following Board approval, the final candidate will be given formal notice of the appointment by HR.

²⁸ Administrative Regulations, section 9.1

Adjunct Faculty

1. Introduction

Adjunct faculty hiring follows the Board Policies/Administrative Regulations as attached. In addition, the District Academic Senate and District Administration share a commitment to the intent and philosophy of this *Faculty Hiring Manual* towards the adjunct faculty hiring process. A check list is provided to assist departments in the equitable hiring of adjunct faculty members.

2. Board Policies and Administrative Regulations

A. Recruitment, Selection and Appointment: Adjunct Faculty P-5122

1. 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 Los Rios Community College District can increase diversity among tenured faculty.
2. Police Records
 - 2.1. All applicants shall be fingerprinted prior to employment with the District.
 - 2.1.1. This District Policy and the corresponding Administrative Regulation shall not apply to any California or Federal Peace Officer currently employed and paid as such.
 - 2.2. The Chancellor shall adopt appropriate Administrative Regulations.
3. Qualifications
 - 3.1. 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.
 - 3.2. An applicant or candidate shall be disqualified for any of the following reasons:
 - 3.2.1. Conviction of a misdemeanor involving sex offenses, controlled or illegal substances as defined in Education Code, sections 87010 and 87011 respectively; or of any felony; or determination that the individual is a sexual psychopath as defined in Education Code, section 87406. (Ed. Code, § 87405) The Los Rios Community College District Board of Trustees delegates the determination of exceptions to this rule under Education Code, section 87405 to the Chancellor. The Chancellor shall develop Administrative Regulations regarding this issue;
 - 3.2.1.1. Exception: Applicants and employees that have applied for or obtained certificates of rehabilitation and pardon and, if the applicant's probation has been terminated and the information or accusation has been dismissed under Penal Code, section 1203.4 for sex offenses, controlled or illegal substances convictions may be retained or considered for employment. (Ed, §§ 87010, 87011, 87405)
 - 3.2.1.2. Exception: Applicants and employees with felony convictions, other than those applicants that are disqualified for service under Education Code, sections 87010, 87011,

87405, or 87406, shall be individually evaluated to determine if disqualification based on their felony conviction(s) is job-related and consistent with business necessity.

3.2.1.3. Exception: Applicants and employees that are disqualified for service under Education Code, section 87010, 87011, or 87405 may be retained or considered for employment if the Board of Trustees determines from the evidence presented that the person has been rehabilitated for at least five years, or has received a certificate of rehabilitation and pardon, or if the accusation or information against the person has been dismissed and he or she has been released from all disabilities and penalties resulting from the offense pursuant to section 1203.4 of the Penal Code. In order to determine whether an applicant has been rehabilitated for at least five years, the Board of Trustees shall evaluate the applicant to determine if the disqualification is job-related and consistent with business necessity.

3.2.2. Falsification or attempted deception in statement on the application;

3.2.3. Previous dismissal from District service by the Board of Trustees;

	(Formerly P-5119)	LRCCD
Policy Adopted:	2/13/80	
Policy Revised:	9/3/80; 10/20/82; 2/21/90; 2/4/98; 12/6/00; 10/1/03; 3/21/07; 5/13/15; 6/8/16; 5/10/17	
Policy Reviewed:	5/10/17	
Adm. Regulation	R-5122	

B. Recruitment, Selection and Appointment: Adjunct Faculty R-5122

1. Recruitment and Application Procedures for Adjunct Temporary Assignments

- 1.1. The Los Rios Community College District Human Resources Office will advertise as needed for part-time academic staff to provide an adequate pool of applicants.
 - 1.1.1. Only those persons having an application on file at the District will be considered as applicants.
 - 1.1.2. Applicants and employees with felony convictions and applicants and employees that are disqualified for service under Education Code, sections 87010, 87011, or 87405 shall be referred to Human Resources and individually evaluated based on the requirements of the position following factors:
 - 1.1.2.1. Nature and Gravity of the Offense(s). The Human Resources Office shall evaluate felony conviction(s) to determine the nature and severity of the offense(s) or conduct. This evaluation may take into account the harm caused by the crime, the elements of the crime, and the severity of the crime. A more severe crime would tend towards disqualifying the applicant.
 - 1.1.2.2. Time That Has Passed Since the Offense(s) or Conviction(s). The Human Resources Office shall evaluate the amount of time that has passed since the most recent offense or conviction and any prior offense(s). A single offense or a last offense committed more than ten (10) years prior to the application date suggests an applicant will not recidivate. Subsequent employment history and efforts at rehabilitation is relevant to this inquiry. Crimes committed more recently would tend towards disqualifying the applicant.
 - 1.1.2.3. Nature of the Job Held or Sought. In light of the first two factors, the Director of Human Resources shall examine the nature of the duties and essential functions of the job held or sought to determine if excluding the applicant is consistent with business necessity. Consideration may be given to the location of the job and the persons the applicant will come into contact with in the job. For example, convictions of property, theft, or larceny crimes tend toward disqualifying applicants for positions of trust or positions that control money or property. Convictions for violent felonies would tend towards disqualifying applicants from positions that require contact with students, staff, or the public.
 - 1.1.2.4. Applicants with disqualifying convictions shall be notified that they have been screened out due to a felony conviction and provided with an opportunity to demonstrate that they should not be screened out due to the applicant's particular circumstances. The Human Resources Office shall review this information prior to making a final decision.

2. Screening and Interview Procedures for Adjunct Temporary Assignments

(The equivalency processes as described in section IV.B of the District's Faculty Hiring Manual and Administrative Regulation R-5123 shall be used for all faculty hiring, including, but not limited to, adjunct faculty, long-term temporary, and emergency hires.)

- 2.1. The screening and interview committee shall consist of two (2) to three (3) discipline-related discipline, or outside discipline faculty members appointed by the College Academic Senate President after consultation with the department chairperson and appropriate administrator. Discipline faculty should represent the majority of members on the committee. The administrator of the department or area (usually the Division/Area Dean) appointed by the appropriate College Vice President. The equity representative shall be affirmed by the College Equal Employment Opportunity (EEO) Officer and appointed by the college Academic Senate President after consultation with the department chairperson and appropriate administrator from a list of faculty who have been trained within the last two years in equity and diversity matters.
 - 2.2. Screening and interview committees will determine objective criteria for selecting candidates and develop standard interview questions.
 - 2.3. The screening and interview committee will select and interview a sufficient number of applicants to allow for fulfillment of goals and to allow subsequent employment offers to be made to successful candidates.
 - 2.4. Following interviews, the Chair of the interview committee will forward the rating sheets and other related documents, including the name of the recommended candidate through appropriate administrative channels, to the District Human Resources Office. The committee will note those candidates approved for adjunct assignment as "commendable."
 - 2.5. If the department has a vacant position/assignment within twenty (20) working days of the beginning of such assignment, and is unable to conduct in a timely manner the adjunct hire process described above, the appropriate manager may fill that assignment without the benefit of screening and interview committee action utilizing applications currently on file in the District Human Resources Office. Adjuncts hired under this "emergency hire" process may not be rehired for subsequent assignments unless they successfully complete the adjunct interview/hire process described above.
3. Criminal Background Check
 - 3.1. Applicants shall be fingerprinted at the State Department of Justice or another qualified law enforcement agency. Employment shall not commence until clearance has been approved by Human Resources. The Human Resources Office shall review any new felony convictions that are discovered during this process under the process set forth in 1.1.2, above, and shall also take into account whether the failure to disclose the conviction was dishonest.
 - 3.2. Applicants shall be required to pay the cost of the fingerprinting and processing.
 - 3.3. When warranted by exigent circumstances as determined by District Human Resources, a temporary employee may be permitted to begin work prior to clearance having been granted by Human Resources.
 - 3.4. Police records shall be shown only to those with the legal right to see them.
 4. Hiring Procedures for Returning Adjunct Temporary Employees
 - 4.1. Temporary employees hired prior to February 4, 1980, and temporary employees hired according to procedures 2.1 through 2.4, may be rehired for subsequent assignments without screening and interviewing.

4.2. Employees hired under 2.5 may be rehired for subsequent assignments only after screening and interviewing per sections 2.1 through 2.4.

5. Adjunct Faculty Assignments

- 5.1. Assignments of adjunct tenured (part-time) employees will be limited to their level of tenure, e.g., a person tenured at twenty percent (20%) will be scheduled for neither more nor less than the twenty percent (20%) to which the employee is entitled.
- 5.2. Tenured staff members without full loads will first be given available assignments in which they qualify, up to the percentage of their tenure.
- 5.3. The District recognizes only those employment rights to adjunct temporary and overload pay assignments specified in State law and in the current District/LRCFT agreement.
- 5.4. Assignments of adjunct temporary employees will not exceed sixty-seven percent (67%) of a full-time load.
- 5.5. Continuation of adjunct assignments by temporary employees and overload assignments by regular employees, among other factors, will be contingent upon performance evaluations that meet or exceed standards.

	(Formerly R-5119)	LRCCD
Adm. Regulation Adopted:	2/13/80	
Adm. Regulation Revised:	9/3/80; 10/20/82; 10/13/97; 10/9/00; 8/25/03	
Adm. Regulation Reviewed:	9/26/16	
Board Policy:	P-5122	

3. Adjunct Faculty Hiring Checklist

A. Process Reminders

- Only those persons having an application on file at the District will be considered as applicants.²⁹
- 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.
- "Emergency Hire" 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 (HR). Adjuncts hired under this "emergency hire" process may not be rehired for subsequent assignments unless they successfully complete the adjunct interview/hire process.
- Maintain compliance with all District policies and procedures governing the hiring processes.
- Maintain confidentiality of all application materials and the interview process. Confidentiality exists for adjunct faculty hiring processes just as it does for full-time hiring.
- Discuss the importance of professional ethics and confidentiality with the screening and interview committee prior to conducting interviews.
- Avoid conflict of interest situations (for example, personal/family relationships that exist between faculty committee members and the applicant being interviewed should be disclosed).
- Support for diversity and equity awareness for adjunct faculty hiring mirrors that for full-time faculty hiring. Please refer to the *Faculty Hiring Manual* (2019).
- Equity representative reports allegation(s) of noncompliance to the campus equity officer or HR.

B. Interviewing Checklist

- Establish hiring committee to interview applicant(s), include one faculty committee member who is an equity representative.
- Develop screening criteria and interview questions. Request adjunct applicant pool from HR.
- Offer interview only to applicant(s) who have followed the process and have an applicant on file with HR. This includes current adjuncts with the District, former candidates from full-time faculty positions, and former full-time employees who retired or resigned.
- 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 or committee chair to contact if they require a reasonable accommodation for the interview process.

²⁹ Administrative Regulation 5122

- ❑ Upon hiring an adjunct faculty candidate, complete and return to HR the following:
 - 1) Part-Time Temporary, Faculty Employment Form (P-132) – completed by the dean
 - 2) Equal Opportunity Employment Checklist (P-130) – completed by the equity representative
 - 3) Equivalency Verification (P-38)
- ❑ Hiring committee forms: screening criteria, questions, interview rating sheets, writing sample, and other supportive documentation.
- ❑ Notification 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.³⁰
- ❑ Call Recruitment at (916) 568-3112, or send an email to hr@losrios.edu or contact the Confidential HR Officer.

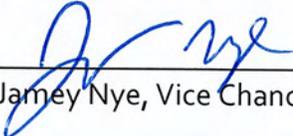
³⁰ www.losrios.edu/hr/HumanResourcesForms.html



Signature of Acknowledgment

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

Los Rios Community College District

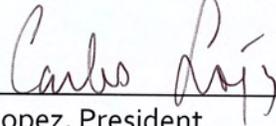


Jamey Nye, Vice Chancellor

 3/20/19

Date

Los Rios Community College District Academic Senate



Carlos Lopez, President

3/20/2019

Date

Appendices

See appendices on following pages.

Equivalency Verification (P-38)

LOS RIOS COMMUNITY COLLEGE DISTRICT

Equivalency Verification
 (Policy/Regulation P/R 5121)

**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: _____

Employee ID (if known): _____

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. *Reminder: 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 Name (typed or printed)	Signature	Date

* For the composition and the procedure for the formation of the Equivalency Committee, refer to Los Rios Administrative Regulation R-5121, Sections 8.0 and 9.0.

Form P-38 Rev. 6/95; 12/00; 3/17; 10/18

STATEWIDE MINIMUM QUALIFICATIONS

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

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

For subject areas where a master's 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, equivalent.

LOS RIOS EQUIVALENCIES TO MINIMUM QUALIFICATIONS

3.0 Framework for Minimum Qualifications Equivalency Criteria

3.1 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 an accreditation agency recognized by either the U.S. Department of Education or the Council on Postsecondary Accreditation.

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 and graduate units, of which at least 15 units must be graduate.)
3. For the Performing Arts: A bachelor's degree in the discipline plus 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 the 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 to practice 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 to practice or licensure or 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 the 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.

Equal Opportunity Employment Checklist (P-130)

**Los Rios Community College District
Equal Opportunity Employment Checklist**

A. Position Information

ARC CRC DO/FM/Ethan Wy FLC/EDC SCC Other _____

Certificated Classified Management

Operating Unit: _____ Posting Title: _____ Posting No.: _____

B. Screening Committee

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	1. Did the committee members review the job specifications for the position?
<input type="checkbox"/>	<input type="checkbox"/>	2. Were job-related objective criteria established for selecting candidates to be interviewed?
<input type="checkbox"/>	<input type="checkbox"/>	3. Were the criteria broad enough to ensure a diverse applicant pool?
<input type="checkbox"/>	<input type="checkbox"/>	4. Did the committee include a diverse membership which will bring a variety of perspectives to the assessment of applicant qualifications?
<input type="checkbox"/>	<input type="checkbox"/>	5. Was a standard rating system established for screening the applicants?

C. Interview Committee

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	1. Did the committee include a diverse membership which will bring a variety of perspectives to the assessment of applicant qualifications?
<input type="checkbox"/>	<input type="checkbox"/>	2. Was the committee advised of standard interview procedures?
<input type="checkbox"/>	<input type="checkbox"/>	3. Did the committee review the job specifications for the position?
<input type="checkbox"/>	<input type="checkbox"/>	4. Did the committee develop standard questions to be asked of each candidate?
<input type="checkbox"/>	<input type="checkbox"/>	5. Were the same questions asked of each candidate?
<input type="checkbox"/>	<input type="checkbox"/>	6. Were the same committee members present for all interviews?
<input type="checkbox"/>	<input type="checkbox"/>	7. Was a standard rating system established for interviews?

Comments: _____

Date

Equity Representative

*Please forward completed form to the appropriate Dean/Director or President/Vice Chancellor
for forwarding to District Human Resources.*

Form P-130 Rev. 8/10

Shared Principles – Screening, Interviewing and Confidentiality

Los Rios Community College District

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 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 ethnic group identification, race, color, creed, national origin, religion, gender, age (over forty), sex, sexual identity, sexual orientation, political beliefs, political activities, political affiliation, military and veteran status, marital status, or disability.

Confidentiality

- The hiring process includes the recruitment process; development of interests, screening criteria and interview questions; the paper screening of the applicants materials; interviewing and subsequent discussion of the candidates. Confidentiality should be maintained prior to, during, and following the recruitment process, including reference checks.
- All written, verbal and electronic records and information regarding this hiring process are confidential prior to, during, and following the interview process, including reference checks.
- 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.

Keeping It Legal

- A mandatory requirement of non-discrimination ensures candidates are treated equitably throughout the process. Independent fact-finding activities by committee members, including electronic searches on social media and/or other venues, are outside the process and not appropriate.
- Questions regarding the interview process should be referred to the Hiring Committee Chair, Equity Representative, College Equity Officer, or District Human Resources.
- Hiring Committee Members having a close personal or familial relationship (i.e., living with and/or having a legal connection to) or business connection with any applicant shall notify the Hiring Committee Chair or Equity Representative, or the College Equity Officer.
- Failure to maintain confidentiality and equitable treatment throughout the process may result in a violation of Federal or State regulations and/or incur liability upon the District.

Helpful Hints

- Keep all written notes in the interview folder and submit to the Committee Chair / Equity Representative after each meeting.
- If a candidate contacts you regarding the process, please refer the candidate to the Committee Chair or 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 District 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.

Evaluation of Oral Interview Rating Sheet (P-106)

Los Rios Community College District
Evaluation of Oral Interview
Confidential

Sample Document

Position: _____

Candidate's Name: _____ Date: _____

		Marginal (1)	Adequate (2)	Commendable (3)	Outstanding (4)	
Criteria						Comments
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

Screening & Interview Committee Members for Tenure-Track, or Full-Time Temporary, Faculty Employment (P-131)



**Screening & Interview Committee Members for
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 _____
 Other _____

1. **Screening Committee***
 Members to be appointed from the Interview Committee must include: at least three (3) faculty members, one manager (1), and the Equity Officer/Representative (1).
** 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 reflect the diversity of the District's service area (even if the department must use faculty outside the department or college). Diversity includes race/ethnicity, age, disability, gender, educational philosophy.

Name	Representing Diversity (Ethnicity, if known)	Representative
_____	_____	President's Designee (1)
_____	_____	Department/Area Administrator (1)
_____	_____	Student (1)
_____	_____	Classified (1, if appropriate)
_____	_____	Faculty (3-5)
_____	_____	Equity representative
_____	_____	Faculty member 1
_____	_____	Faculty member 2
_____	_____	Faculty member 3
_____	_____	Faculty member 4
_____	_____	External Expert (1, if required)

Names of Recommended Candidates:

Committee Chair Signature

Please forward to District Human Resources

1. Recommendation for Faculty Employment (Form P-673)
2. Screening & Interview Committee Members for Tenure-Track or Full-Time Temporary Faculty Employment (Form P-131)
3. Equal Opportunity Employment Checklist (Form P-130)
4. Reference Check form(s) (Form P-123)
5. Objective screening criteria and screening rating sheets
6. Interview questions and individual rating sheets

forms\P-131 Screening Interview Committee Members for Tenure-track FT Temporary Employment

Form P-131
Rev. 1/19

APPOINTMENT TYPES

Regular Tenure-Track

LRCFT Article 2.4.1 - Regular Faculty Member

"A person who is employed in a regular position for more than sixty percent (60%) workload and who has been declared a first-year contract, a second year contract, a third and fourth year contract, or a tenured employee by the Los Rios Board of Trustees (Board)."

Long-Term Temporary

LRCFT Article 2.4.4 - Long-Term Temporary Faculty Member

"A person who is employed in a faculty position that:

- 2.4.4.1 is regularly filled by a tenured employee who is temporarily absent, and
- 2.4.4.2 in a position of more than a sixty percent (67%) workload, and
- 2.4.4.3 who has not obtained first-year contract, second year contract, third and fourth year contract, or tenured status."

Categorically-Funded Temporary

LRCFT Article 2.4.5 - Categorically-Funded Temporary Faculty Member

"A person who:

- 2.4.5.1 is in a faculty position of more than a sixty percent (67%) workload, and
- 2.4.5.2 is funded from categorical funds, and
- 2.4.5.3 has employment rights different from those provided by the Education Code for employee categories 2.4.1 and 2.4.2."

Reference Check (P-123)

Los Rios Community College District

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. How would you rate him/her compared to others in the same job? Poor Adequate
 Good Outstanding
5. What are his/her strong points? _____

- Technical Skills: _____
- Quality of Work: _____
- Quantity of Work: _____
- Attendance: _____ Punctuality: _____
6. Attitude towards job and/or co-workers: _____
7. Any weaknesses that you would care to point out? _____

8. Was he/she cooperative with other employees? _____
9. Would you rehire him/her? YES NO If no, why not? _____

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

Checked by Signature Date

Request for Faculty Transfer (P-671)

<p>Los Rios Community College District</p> <p>Request for Faculty Transfer</p> <p>(See reverse side for contract language regarding voluntary transfers)</p>	
<p>Step 1 Submit to Human Resources by the final filing date for in-district transfer request. Application and requested information must be attached.</p>	
Applicant Name: _____	Employee ID #: _____
Department: _____	<input type="checkbox"/> 3 rd / 4 th year tenure-track <input type="checkbox"/> tenured
Current Assignment Location: <input type="checkbox"/> ARC <input type="checkbox"/> CRC <input type="checkbox"/> FLC <input type="checkbox"/> SCC <input type="checkbox"/> Other _____	
Faculty Service Area(s): _____	
My current teaching assignment includes (be specific): _____	
I hereby request a transfer to: <input type="checkbox"/> ARC <input type="checkbox"/> CRC <input type="checkbox"/> FLC <input type="checkbox"/> SCC <input type="checkbox"/> Other _____	
Vacant Position Number: _____ (must be full-time position)	Closing Date: _____
<input type="checkbox"/> Yes <input type="checkbox"/> No If the transfer is denied, I wish to be considered in the advertised posting pool. <i>(If 'No', you will need to withdraw your application from the advertised posting using the online application system.)</i>	
Applicant Signature: _____	Date: _____
<p>Step 2 Human Resources forwards to the appropriate hiring committee chair and/or area dean.</p>	
Date Forwarded: _____	
<p>Step 3 College notifies Human Resources of decision.</p>	
TO: Director, Human Resources	
At this time, the transfer requested by _____ from _____ is being: (college)	
<input type="checkbox"/> Recommended pending Board approval with a start date of _____	
<input type="checkbox"/> Referred to the general hiring process with all other applicants	
Hiring Committee Chair and/or Area Dean Signature: _____	
Date: _____	
<p>Step 4 Human Resources notifies the requesting party of the outcome of the transfer request.</p>	
(P-671)	Rev. 5/09

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 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, LRCFT Collective Bargaining Agreement

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

5.3.1 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 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.

5.3.1.2 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 equity 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.

5.3.2.2 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.

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 overage. 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.)

5.8 Resignations

5.8.1 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.