

# FACULTY HIRING PROCEDURES

## Sequoias Community College District JOINT AGREEMENT

Between


The Sequoias Community College District and The Sequoias Community College District  
Academic Senate

ADOPTED BY THE  
BOARD OF TRUSTEES

on November 4<sup>th</sup>, 2024

The attached document represents the joint agreement reached between the Sequoias Community College District and the Sequoias Community College District Academic Senate on faculty hiring procedures. The joint agreement of June 2000 and revised in November 2000 and 2012 will be replaced by this newly adopted procedure.

  
\_\_\_\_\_ Superintendent/President

  
\_\_\_\_\_ Academic Senate President

# **FACULTY HIRING PROCEDURES**

Sequoias Community College District

## **INTRODUCTION**

The procedures contained in this document, which are intended to facilitate the implementation of Board Policies, should be reviewed and revised at least once every three years by a joint task force. According to California Education Code Section (ED Code) 87360 (b): “Hiring criteria, policies, and procedures for new faculty shall be developed and agreed upon jointly by representatives of the governing board, and the academic senate, and approved by the governing board.” Changes to procedures may be made upon mutual agreement between the Superintendent/President and Academic Senate.

**PREAMBLE 5**

EQUAL EMPLOYMENT OPPORTUNITY 6

THE OFFICE OF HUMAN RESOURCES AND EQUAL EMPLOYMENT OPPORTUNITY  
OFFICER RESPONSIBILITY 6

**THE HIRING PROCESS 7**

DETERMINATION OF FULL-TIME FACULTY NEEDS 7

HIRING PROCESS: LEVEL ONE AND LEVEL TWO 7

LEVEL ONE HIRING COMMITTEE MEMBERSHIP 7

MINIMUM QUALIFICATIONS 8

JOB REQUIRED CORE SYSTEM COMPETENCY 8

JOB ANNOUNCEMENT & MARKETING FACULTY RECRUITMENT 9

**INTERVIEW SELECTION PROCEDURES 9**

APPLICATION REVIEW 9

EQUIVALENCY 10

INTERVIEW POOL SELECTION 10

INTERVIEW CRITERIA 11

TEACHING DEMONSTRATION 12

CANDIDATE TOUR OF CAMPUS 12

ADVANCING THE SELECTION OF FINAL CANDIDATES TO THE LEVEL TWO  
COMMITTEE 12

LEVEL TWO HIRING COMMITTEE 13

BOARD APPROVAL 14

**PART-TIME FACULTY HIRING PROCEDURES 14**

**TEMPORARY FULL-TIME FACULTY POSITIONS 15**

**EMERGENCY HIRING OF TEMPORARY AND PART-TIME FACULTY POSITIONS  
15**

POLICY 15

PROCEDURES 15

**FULL-TIME HIRING CHECKLIST 17**

**APPENDIX A: FACULTY HIRING PROCEDURES APPLICABLE LAWS,  
REGULATIONS AND BOARD POLICIES 20**

Education Code § 87100: Findings and Declarations 20

Education Code § 87360: Hiring Criteria 20

Title 5, California Code of Regulations § 51201: Statement on Diversity, Equity and Inclusion	20
Title 5, California Code of Regulations § 53000: Scope and Intent of EEO Programs:	21
Title 5, California Code of Regulations § 53001: Definitions	21
Title 5, California Code of Regulations § 53002: Diversity Policy Statement	22
Title 5, California Code of Regulations § 53021: Recruitment	22
Title 5, California Code of Regulations § 53022: Job Announcements	22
Title 5, California Code of Regulations § 53024: Screening and Selection Procedures	22
BOARD POLICY 7100: COMMITMENT TO DIVERSITY	23
BOARD POLICY 3420: EQUAL EMPLOYMENT OPPORTUNITY	23
BOARD POLICY 3430: PROHIBITION OF DISCRIMINATION INCLUDING HARASSMENT	23
THE SEQUOIAS CCD: EQUAL EMPLOYMENT OPPORTUNITY PLAN POLICY STATEMENT	23
<b>APPENDIX B: FACULTY HIRING PROCEDURES: DEFINITION OF KEY TERMS</b>	
	25

## PREAMBLE

The Sequoias Community College District hiring procedures are designed to ensure the hiring of faculty who are:

- Specialists in their subject areas,
- Skilled in teaching and serving the needs of a diverse student population,
- Capable of enhancing the College District's overall educational effectiveness,
- Sensitive to and understand "the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students.... Candidates shall be required to demonstrate sensitivity to diversity in ways relevant to the specific position." (Title 5 CCR § 53024(a)(2)).\*
- Equity-minded (Title 5 CCR § 53021(a) and 53000)

These procedures are designed to reflect the following principles:

1. The Sequoias Community College District Board of Trustees derives its authority from statute and from its status as the entity holding the institution in trust for the benefit of the public. As a result, the Board of Trustees and the administrators it appoints have the principal legal and public responsibility for ensuring "all qualified individuals have a full and fair opportunity to compete for hiring and promotion" and for "incorporating evidence-based and equity-minded practices into existing recruitment, hiring, retention, and promotion activities to promote equal employment opportunities" (Title 5 CCR § 53000 and 53001).
2. Faculty members derive their authority from their expertise as teachers and subject matter specialists and from their status as professionals. The faculty has an inherent professional responsibility in the development and implementation of policies and procedures that provide for "equal opportunity in hiring and for practices and processes that create inclusive, respectful work environments." (Title 5, CCR § 53002).
3. Faculty hiring procedures are based on the joint recognition by all members of the college community district that responsibility for selecting faculty from a pool of qualified applicants is shared cooperatively by the faculty, the administration and the Board of Trustees participating effectively in all phases of the hiring process.
4. It is assumed that strict confidentiality shall characterize all procedures relative to faculty hiring. Persons who serve on Hiring Committees shall be advised that they are representing the Sequoias Community College District and are, therefore, agents of the District and subject to all state and federal law and regulations.

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\* When the word "diversity" appears in the procedures, refer to this specific Title 5 language to define its meaning.

## EQUAL EMPLOYMENT OPPORTUNITY

The Sequoias Community College District has an Equal Employment Opportunity plan that is reviewed on an annual basis that all those participating in the hiring process must be familiar with (Title 5, § 53003 (b)). It is the responsibility of the Academic Senate, the Office of Human Resources, the Equal Employment Opportunity Officer and the administration to jointly design procedures that ensure the participants in the selection process are knowledgeable about applicable federal and state law and the equal employment opportunity goals and procedures of the District.

Therefore, in accordance with the Education Code and as described in the EEO Plan, hiring committee members must undergo training prior to participation in a hiring committee. The EEO Plan and Title 5, § 53003 (6) list what the training must include.

Since equal employment opportunity works best when it increases the number of qualified applicants to the District, it is imperative that there be enough time to extend the deadline for each position, if deemed necessary. This underscores the need for early position identification and announcement. It also requires the suggestions of the Equal Employment Opportunity Officer or their designee in reviewing the composition and size of the committee (which should include diverse membership).

## THE OFFICE OF HUMAN RESOURCES AND EQUAL EMPLOYMENT OPPORTUNITY OFFICER RESPONSIBILITY

The District's Office of Human Resources and Equal Employment Opportunity Officer or their designee will monitor the entire process as nonvoting members of the committee to ensure compliance with all relevant federal and State applicable laws and the District's regulations. The Equal Employment Opportunity Officer shall serve as a consultant on District regulations and federal and state applicable laws and be responsible for the application of equal employment opportunity policies and procedures. During the hiring process, the duties of the Equal Employment Opportunity Officer or their designee(s) include:

- Ensuring a diverse Level One committee
- Making sure committee members have received appropriate training as described by the Education Code and within these hiring procedures
- Reviewing and approving the job flier
- Reviewing the applicant pool for diversity
- Reviewing interview questions for equity to ensure questions are made with fairness.
- Monitoring committee-level deliberations as a non-voting committee member for EEO, (i.e. avoiding bias)

These duties are mentioned and clarified in these procedures at each stage of the hiring process.

The Office of Human Resources will keep all relevant records, such as interview questions and scoring sheets, for a period of at least three years for the purpose of reviewing the effectiveness of the equal employment opportunity program.

# THE HIRING PROCESS

## DETERMINATION OF FULL-TIME FACULTY NEEDS

The need for full-time faculty positions shall be determined cooperatively through a planning process that is outlined in Administrative Procedures (“AP”) 3262 and 3263.

After positions are approved, the area administrator will submit the HR 5 form to begin the hiring process.

## HIRING PROCESS: LEVEL ONE AND LEVEL TWO

Hiring new faculty shall represent the culmination of a cooperative process involving decisions made by two separate committees; first, by the Level One Hiring Committee (job announcement, application evaluation, and first level interview process) and secondly, by the Level Two Committee (Superintendent/President’s committee). Neither committee is charged with the complete task of hiring new faculty; rather, they perform complementary roles.

All documents, rating systems, and notes from the hiring process must be submitted to the Office of Human Resources.

## LEVEL ONE HIRING COMMITTEE MEMBERSHIP

Once the need for faculty positions has been established, the division chair (or the equivalent) will invite all interested faculty members and the appropriate administrator to discuss the formation of a Level One Hiring Committee. The Level One Hiring Committee shall consist of at most twelve, but at least seven members, to include:

- a. Area administrator or their designee
- b. Division chair or their designee
- c. Equal Employment Opportunity Officer or their appropriately trained designee. This person is a non-voting member who participates in the deliberations after interviews, with the possibility of participating in the interviews.
- d. Up to six but not less than three additional full-time faculty members of the division or department for which the hiring is taking place; if there are insufficient members of the division or department to create a diverse hiring committee, said division shall designate qualified individuals from outside the division or from outside the District to ensure diverse representation.
- e. Up to two but not less than one additional member that may be from outside the division, or the District, to ensure diverse representation, a community member, part-time faculty member, classified staff member, or additional administrator. When hiring for a particular site, representation from that site should be prioritized.
- f. If there are eight full-time faculty members on a hiring committee, a second area administrator should be added to the committee.
- g. A student may serve on the interview panel and provide input to the process. Students are non-voting members and should provide input but should not attend level one hiring committee discussion of candidates.

Divisions should create methods to ensure the opportunity for all members of a department to serve on hiring committees on a rotating basis, rather than using a method of strict seniority.

If a close relative (as defined AP 7310 and BP 7310) of a committee member applies for the position, that member shall be excused and can be replaced.

The Level One Hiring Committee, at its first meeting, shall elect a chairperson from among the faculty members of the committee and should involve an EEO Officer, or their designee, to review and discuss practices for upholding EEO standards. Duties of the chairperson should include facilitating discussion, coordinate the preparation of a job announcement, organizing meetings (including the first and second interviews), being the contact person between the committee and the Office of Human Resources, and serve as a bridge to the Level Two committee. The administrator's role should include submitting the HR 5 Form, making sure committee members are current with training and supporting the faculty chairperson with administrative processes and legal compliance.

## MINIMUM QUALIFICATIONS

For all faculty jobs, candidates must meet the minimum qualifications as follows:

Minimum Education: As determined by the California Community College Chancellor's Office (CCCCO) Minimum Qualifications Handbook.

The hiring committee will determine which discipline list is relevant for defining the minimum qualification for the position. They shall follow current CCCCCO Minimum Qualifications Handbook mandates in determining the minimum qualifications for the position.

The committee should also verify if there are additional locally determined education qualifications for the position approved by the Academic Senate, and then determine if any additional qualifications are desirable. The desirable qualifications should not create unnecessary barriers that may impede equal opportunity for applicants.

## JOB REQUIRED CORE SYSTEM COMPETENCY

In addition to the minimum qualifications required above, sensitivity to and understanding of diversity is a job requirement and core system competency for all positions. All candidates must demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students in a manner relevant to the position. (Title 5 CCR § 53022 and §53024)

Every candidate, regardless of the position, is required to demonstrate sensitivity to and understanding of diversity by submitting a written equity narrative. The equity narrative is mandatory and in addition to other parts of the application, is essential for determining every candidate's competency.



## JOB ANNOUNCEMENT & MARKETING FACULTY RECRUITMENT

The hiring committee will draft the job announcement for the position in coordination with the Office of Human Resources. This announcement shall invite potential candidates to submit evidence demonstrating that they have met the minimum qualifications for employment, or the equivalent. The job announcement should be written in language that is accessible to a wide range of diverse applicants. For all positions, the job announcement shall clearly demonstrate the District's commitment to equity by stating that "sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, is a core system competency and job requirement." (Title 5, § 53022)

The resulting job announcement will then be reviewed by the area vice president, area administrator, and the District's Equal Employment Opportunity Officer or their designee prior to distribution (Title 5, § 53022). These reviewers should ensure that nothing in the job announcement creates unnecessary barriers to providing equal employment opportunities for all applicants or otherwise detracts from the District's responsibility to actively recruit "both within and outside the District work force to attract qualified and equity-minded applicants for all vacancies." (Title 5, § 53021 and 53022). If any changes are suggested, such changes will be taken to the Level One Hiring Committee for discussion and approval.

The job announcement will be posted for at least six weeks, except for emergency hires, and should be advertised in a variety of diverse publications to attract a wide range of applicants. As stated above, pursuant to Title 5, § 53021 (a), "community college districts shall actively recruit from both within and outside the district work force to attract qualified and equity-minded applicants for all vacancies." Title 5, § 53001 (c)(2) requires "updating job descriptions and/or job announcements to reflect accurately the knowledge, skills and abilities of the position, including a commitment to equity."

Advertising should be done through various mediums, professional networks, District social media platforms, and supported by faculty who know the faculty service area needing to be filled. The hiring committee chair or area administrator are encouraged to work with the Office of Human Resources to seek assistance and funding for advertising for jobs in publications to help draw a diverse pool of candidates to the faculty position.

## INTERVIEW SELECTION PROCEDURES

### APPLICATION REVIEW

The Level One Hiring Committee will meet to develop the rating system it will use to evaluate the applications submitted. The rating criteria will be forwarded to the Equal Employment Opportunity Officer or their designee to review for job-related bias and barriers, to ensure equal employment opportunity.

The Dean of Human Resource Services, or their designee, who serves as the Equal Employment Opportunity Officer along with the Level One Hiring Committee chair, shall determine the

adequacy and diversity of the employment pool based on all applications received and will determine whether to extend the application deadline (Title 5, § 53023 (c, d)).

All applications shall be received by the District's Office of Human Resources and will be made available to the Level One Hiring Committee by the Office of Human Resources.

The Level One Hiring Committee shall first review each application forwarded from Human Resources to determine if the candidate meets the minimum qualifications for education and has submitted the equity narrative necessary to demonstrate sensitivity to diversity which is a job required core system competency. No candidate may be summarily eliminated at this preliminary step of the hiring process unless the candidate fails to meet the minimum education qualifications and/or fails to provide the equity narrative. If it is not clear whether a candidate has met the minimum qualifications for education, the Level One Hiring Committee shall consider the Equivalency request process.

For every candidate who, based on the above review, meets the minimum qualifications for education and submits the equity narrative, the Level One Hiring Committee shall evaluate the entirety of the candidate's application packet including, but not limited to, the application itself, resume, transcripts, contents of the equity narrative, relevant experience, desired qualifications, letters of recommendation, etc., using the rating system as developed by the Committee and reviewed by the Equal Employment Opportunity Officer or designee. During this review of the application packet, the Level One Hiring Committee shall give "meaningful consideration" to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. "Meaningful consideration" means that candidates shall be required to demonstrate sensitivity to diversity in ways relevant to the specific position (Title 5 CCR §53024). This is a "core system competency and job requirement" (§ 53022). This requirement for "meaningful consideration" should be applied to the whole application packet, and not just the equity narrative. Only members of the Level One Hiring Committee who participated in the entire application review process shall rate the applicants and determine the number to be interviewed.

## EQUIVALENCY

Academic Senate's Equivalency Committee will rule on any questions regarding equivalency, following the District's equivalency criteria, which is found in AP 7211. The role of the Equivalency Committee is to make determinations on the minimum education required for the position. Additional information and resources on the equivalency process may be found on the District's Human Resources webpage.

## INTERVIEW POOL SELECTION

According to Title 5 52023 (d), "The composition of the qualified applicant pool shall be reviewed and compared to the composition of the initial applicant pool. If the EEO Officer or designee finds that the composition of the qualified applicant pool may have been influenced by

factors that are not job related, appropriate action shall be taken.” The Level One Hiring Committee, in consultation with the Equal Employment Opportunity Officer, or their designee, will determine the number of applicants to be interviewed and will consider the representation of monitored groups. It is recommended that there be at least ten to twelve potential candidates selected for interviews, eight to ten with two alternates, when possible. The committee may select candidates to interview or recommend either extending the deadline for application or not to fill the position at that time.

In efforts to “grow our own” professorate, Level One hiring committees should interview at least 3 of the district part-time faculty members whose submitted application meets: the minimum qualifications, the job required core system competency, and the desirables of the position. If by offering an interview to local part-time faculty candidates results in not giving an interview to an outside candidate(s) who would have otherwise been interviewed, then the total number of interviews will be increased by that number.

The committee should make a final decision about offering candidates an interactive video/ telephone conference if they are unable to attend an in-person interview and inform the Office of Human Resources.

The chair of the Level One Committee will submit to the Office of Human Resources a list of candidates to interview, along with the dates and times for interviews, and the teaching demonstration prompt. Hiring Committees should also submit a list of recommended two alternate candidates to the Office of Human Resources in case the candidates selected for an interview decline. Whenever possible, alternates should be informed that they are on the alternate list.

The Office of Human Resources should contact to schedule interviews for all those invited to interview and will inform committee members of the interview schedule with no less than five working days’ prior notice.

## INTERVIEW CRITERIA

Questions for the interview (along with an appropriate and equitable follow-up question format) and a rating system will be devised by the committee and reviewed by the Equal Employment Opportunity Officer or their designee. It is the responsibility of the Equal Employment Opportunity Officer or their designee to provide the members of the Level One Hiring Committee with adequate guidance and instruction prior to interviews, so that all voting members of the Level One Hiring Committee may knowledgeably rate and rank candidates. Level One Hiring Committees should strive to create interview questions that allow interviewees to demonstrate desirable qualifications, while avoiding questions that might create barriers for fair and equal opportunity. Level One Hiring Committees should read EEO script before beginning interviews, decide how much time interviewees are allowed to review questions, and should make sure that their decision allows all interviewees equal time to review questions.

All Level One Hiring Committee members should attend all interviews and be punctual. If a member misses any interviews, they shall not participate in the final ranking procedure.

## TEACHING DEMONSTRATION

All interview candidates will be required to give a minimum of a 15–minute teaching (or non-instructional) demonstration which is appropriate to their discipline. The Level One Hiring Committee will determine the maximum time for this demonstration. All candidates will be informed of the teaching (or non-instructional) demonstration topic(s) when invited to the interview. Whenever possible, this demonstration shall be for an audience of College of the Sequoias students. Feedback should be collected from students and should be considered when selecting final candidates.

The Level One Hiring Committee may also choose to require a written assignment to go with the teaching/non-instructional demonstration.

## CANDIDATE TOUR OF CAMPUS

Whenever possible, a department member who is not serving on the Level One Hiring Committee, or a COS faculty member from a different department, shall take each candidate on a tour of the campus, preferably before the interviews begin. The Office of Human Resources and the hiring committee chair will ensure that the candidate is welcomed upon arrival to campus, provided a parking pass, campus map, and other information as warranted.

## ADVANCING THE SELECTION OF FINAL CANDIDATES TO THE LEVEL TWO COMMITTEE

1. After observing all interviews, the Level One Hiring Committee shall evaluate the candidates according to previously agreed upon criteria, using scores from interviews and, if necessary, screening score sheets. Level One Committees are encouraged to consider the strengths of the candidates in these areas as possible criteria for evaluation:
  - Teaching/non-instructional skills and potential
  - Communication skills
  - Subject area knowledge and ability
  - Commitment to professional growth
  - Responsive to and understanding of diverse student populations
  - Ability to contribute to student retention
  - Interest in serving the larger community
  - Service in shared governance and campus involvement
2. The Level One Hiring Committee will identify the candidates who most closely meet the needs of the District. The committee will diligently attempt to select enough candidates for final consideration so that three candidates will be available for the last position filled (e.g., three candidates for one position, four candidates for two positions, and so on). However, if the Level One Committee deems that fewer than three candidates for a position are qualified, it may send forward to the Level Two Committee a shortened list of candidates. This list will contain enough names to ensure that two candidates will be available for the last position filled (e.g., two candidates for one position, three candidates for two positions, and so on). If the Level One Committee elects to send a

shortened list forward that shortened list must be accompanied by a written explanation of the reason(s) for the shortened list. The Superintendent/President may accept the list, or they will notify the Level One Committee of the decision to extend the process within three to five working days.

3. In exceptional cases, despite every effort to recruit a number of qualified applicants, only one candidate might emerge from the screening or initial interview stages who meets the minimum and desired qualifications. In such a case, the Level One Hiring Committee will confer with the Office of Human Resources to determine whether a list of a single candidate may be submitted for an interview with the Level Two Hiring Committee. Such a list would be accompanied by a written rationale prepared by the Level One Hiring Committee in conjunction with the Office of Human Resources that would explain the exceptional circumstances regarding the filling of the position. In the event that a single candidate is advanced for an interview with the Level Two Hiring Committee, the Superintendent/President will decide within three to five (5) working days whether to proceed with an interview or to refer the matter back to the Level One hiring Committee, which must respond within five (5) working days of receipt of the Superintendent/President's communication.
4. The Level One Committee chair shall not rank the list of candidates that it submits in a Team Report to the Office of Human Resources. The assumption shall be that a Level One Committee shall not forward the name of any candidate that it would not want to be hired. However, during discussion by the Level Two Committee, the Chair of the Level One Committee may inform the Superintendent/President and other members of the Level Two committee of the Level One Committee's preference.
5. There should be at least three to five working days between Level-One and Level-Two Interviews whenever possible and out-of-state candidates (or candidates who travel more than 350 miles to be interviewed should be considered to receive a subsequent interview with the Level Two Committee during their initial visit to COS. This is intended to eliminate the need for multiple trips to the District for separate interviews.

## LEVEL TWO HIRING COMMITTEE

The District's Superintendent/President has the responsibility of conducting final interviews and forwarding one candidate to the COS Board of Trustees with a recommendation for hiring. The Superintendent/President will make the selection of the final candidate after conferring with the Level Two Committee members who participated in and witnessed the final interview.

1. The Level Two Committee shall consist of:
  - a. The Superintendent/President or their designee
  - b. The appropriate Vice President or their designee
  - c. The area Dean or area administrator
  - d. Other administrators as appropriate (for example, the provost of a hire for a particular site)
  - e. The chair of the Level One Hiring Committee
  - f. A second faculty member of the Level One Committee, whenever possible

- g. The Equal Employment Opportunity Officer or their appropriately trained designee.  
This person is a non-voting member who will participate in the deliberations after the interviews, with the possibility of participating in the interviews.
2. The Level Two committee should aim for consistency and equity in the questions asked of interviewees. They should discuss evaluation criteria prior to interviews to help guide discussion and evaluation.
3. After conducting interviews of all candidates, the Level Two Committee will discuss the relative merits and qualities of each candidate using their evaluation criteria and make recommendations to the Superintendent/ President. Ultimately, the Superintendent/President is charged with the selection of one candidate for recommendation to the COS Board of Trustees which approves the hiring.
4. The Superintendent/President or their designee or the Office of Human Resources will check the references of the final candidate. Reference calls may be made to more than one finalist when the committee believes it needs more information to make a final recommendation.
5. If, after interviewing the candidates sent forward by the Level One Committee, the Level Two Committee decides that none of the candidates are satisfactory to be hired, the Superintendent/President or their designee will confer with the other members of the Level Two Committee to extend the recruitment period so that additional candidates may be recruited.
6. The Superintendent/President or their designee will notify the candidates and the Level One Committee Chair of the Level Two Committee of their final decisions.
7. The Superintendent/President or their designee will recommend their choice of candidate(s) to the COS Board of Trustees for hiring.

## BOARD APPROVAL

A contract faculty position requires the approval of the District's Board of Trustees prior to the commencement of employment.

## PART-TIME FACULTY HIRING PROCEDURES

Part-time hiring procedures should adhere to the full-time faculty hiring procedures as far as is practicable. At a minimum:

1. Committee members should still have completed mandated training prior to serving on the hiring committee
2. Using the same screening process outlined in the application review section, candidates must meet minimum qualifications and the job required core system competency regarding "sensitivity to and understanding of diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students"
3. Rating sheets should be used to ensure fair interview questions

The Level One Committee chooses the candidate and forwards the name to the appropriate vice president or their designee for final approval.

## TEMPORARY FULL-TIME FACULTY POSITIONS

Non-emergency temporary full-time faculty positions should adhere to normal faculty hiring procedures as far as it is practicable.

## EMERGENCY HIRING OF TEMPORARY AND PART-TIME FACULTY POSITIONS

### POLICY

In the event that a need for a full-time temporary faculty (a 75 percent or greater teaching/work load) arises with too little time (which shall be defined as a period of 30 working days or less) to conduct a full hiring process, the hiring procedures described below may be employed.

All full-time faculty hired under this emergency clause must still meet minimum qualifications, or must have been granted equivalency prior to the interview stage, and meet the job required core system competency of “sensitivity to and understanding of diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students,” by submitting a complete application with the Office of Human Resources.

All candidates hired under these emergency conditions will only be offered one–semester or one–year temporary contracts. The State Education Code (§ 87481) gives direction on the legal use of temporary full–time faculty. This hiring policy should be used in compliance with the State Education Code.

In the event that a need for a part-time faculty (74 percent and under) arises with too little time (which shall be defined as a period of 30 working days or less) to conduct a full hiring process, the hiring procedures described below may be employed.

### PROCEDURES

1. The Division Chair or their designated faculty member within the division, and the appropriate area administrator will confer with the Office of Human Resources to determine if the applicant(s) meet minimum qualifications and will decide whether additional advertising needs to take place.
2. Emergency hiring of both Temporary and Part-time faculty may be accomplished by an abbreviated version of the full–time hiring policies and procedures. Interviews may be offered only to qualified candidates who have submitted a completed application package to the Office of Human Resources.

In the absence of the Division Chair or their designee, the appropriate area administrator will have at least one faculty member from the division serve on the interview committee. If

minimum qualifications are not met, the individual may not be interviewed until they have been granted equivalency.



## FULL-TIME HIRING CHECKLIST

Task	Responsible Parties	Recommended Deadlines
IC or SS Ranking <ul style="list-style-type: none"> <li>• Based on September Program Review Reports</li> </ul>	Division Chairs and Area Administrators	October
Announcement of Approved Positions	Vice President of Academic Services	November
Submission of HR-5 Form to HR	Area Administrator	December
Formation of the Level One Committee <ul style="list-style-type: none"> <li>• According to Division by-laws</li> <li>• Faculty Committee Chair identified</li> <li>• A list of the committee members should be submitted to HR</li> </ul>	Level 1 Committee Chair	December
EEO Mandated Training <ul style="list-style-type: none"> <li>• HR will inform the committee chair and area administrator of those who need EEO training.</li> <li>• Sign confidentiality agreements</li> </ul>	HR Level 1 Committee Members	December/January
Creation of Job Announcement <ul style="list-style-type: none"> <li>• Level One Committee creates the job announcement and the EEO Officer, or designee, reviews for its release</li> </ul>	Level 1 Committee Members EEO Officer	December/ January
Job Advertisement <ul style="list-style-type: none"> <li>• For a minimum period of six weeks before application closing date</li> </ul>	HR	January/ February
Create Rating system (for application review) and submit to HR <ul style="list-style-type: none"> <li>• The committee must agree on evaluation criteria to assess the entire application packet including the equity narrative.</li> </ul>	Level One Committee, Committee Chair	January/ February
Decide if the job application period should be extended <ul style="list-style-type: none"> <li>• In consultation with committee members and the review of EEO officer, or designee.</li> </ul>	Level 1 Chair, HR	February/ March
Forwards all submitted applications to the Level 1 hiring committee	HR	Dependent upon application closing date
Review of applications <ul style="list-style-type: none"> <li>• Review for application completeness</li> </ul>	Level 1 committee	February/March

<ul style="list-style-type: none"> <li>The committee’s initial review focuses on whether applicants meet minimum qualifications and submitted the equity narrative before a thorough review of the entire application packet.</li> </ul>		
<p>Selection for Level 1 interviews</p> <ul style="list-style-type: none"> <li>Committees will first make sure applicants meet minimum qualifications and that they give “meaningful consideration” to the job required core system competency before considering desirable qualifications and other materials</li> <li>The ranking of applications should assess the entire packet with the prior agreed upon criteria, i.e., cover letter, transcripts, online application, letters of recommendation, etc.</li> </ul>	Level 1 Committee members	March/April
<p>Level 1 Interview Preparation</p> <ul style="list-style-type: none"> <li>Decide on the number of interviewees and interview dates.</li> <li>Choose whether to allow video interviews.</li> <li>Teaching demo prompt must be prepared for HR to send the selected applicants’ invitations at least six days before their interview date.</li> <li>Create Interview Questions and rating system for interviews. Chair submits questions and rating systems to HR for EEO officer or designee for review.</li> </ul>	Committee Members	March/Early April
<p>Level One Interviews</p> <ul style="list-style-type: none"> <li>The committee should agree to meet before the first interview.</li> </ul>	Level 1 Committee Members	March/April
<p>Selecting Level One Finalists</p> <ul style="list-style-type: none"> <li>Committees should use their rating system to assess candidates.</li> <li>List of finalists is sent to HR in a Team Report.</li> </ul>	Level 1 Committee Members	March/April
<p>Level Two Interviews</p> <ul style="list-style-type: none"> <li>References for one or more finalists will be contacted after the interview.</li> </ul>	Level 2 Committee Chair	March/April
<p>Job Offers</p> <ul style="list-style-type: none"> <li>President/Superintendent, or their designee, will make job offers.</li> </ul>		April/May

Board approval <ul style="list-style-type: none"><li>Selected finalists are invited to attend the Board meeting.</li></ul>	Board of Trustees	June/July
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# APPENDIX A: FACULTY HIRING PROCEDURES APPLICABLE LAWS, REGULATIONS AND BOARD POLICIES

## Education Code § 87100: Findings and Declarations

- In fulfilling their mission within California’s system of public higher education, the California Community Colleges are committed to academic excellence and to providing all students with the opportunity to succeed in their chosen educational pursuits.
- Academic excellence can best be sustained in a climate of acceptance and with the inclusion of persons from a wide variety of backgrounds and preparations to provide service to an increasingly diverse student population.
- A work force that is continually responsive to the needs of a diverse student population may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity.
- It is the intent of the Legislature to establish and maintain within the California Community Colleges a policy of equal opportunity in employment for all persons, and to prohibit discrimination or preferential treatment based on ethnic group identification, or on any basis listed in subdivision (a) of Section 12940 of the Government Code. Every aspect of personnel policy and practice in the community college districts should advance the realization of inclusion through a continuing program of equal employment opportunity.

## Education Code § 87360: Hiring Criteria

- In establishing hiring criteria for faculty and administrators, district governing boards shall, develop criteria that include a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

## Title 5, California Code of Regulations § 51201: Statement on Diversity, Equity and Inclusion

Consistent with the 5 CCR § 51201, the College of Sequoias Community College District (“District”) is committed to pursuing the following goals:

- Ensuring equal educational opportunity of all students by embracing diversity among students, faculty, staff and the communities the District serves;
- Embracing diversity by intentionally practicing acceptance, anti-racism, and respect towards one another and by understanding that racism, discrimination, and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others;
- Acknowledging that institutional racism, discrimination, and biases exist and that being committed to diversity requires that the District strive to eliminate those barriers to equity

and act deliberately to create a safe, inclusive, and anti-racist environment where individual and group differences are valued;

- Advancing the objectives of diversity, equity, inclusion and social justice for the success of students and employees by both honoring that each individual is unique and fostering an anti-racist environment that offers equal opportunity for all.
- Cultivating and maintaining a climate where equity, anti-racism, and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Individual and group differences can include, but are not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation.

#### Title 5, California Code of Regulations § 53000: Scope and Intent of EEO Programs:

- Implement state and federal anti-discrimination laws intended to prevent unlawful discrimination in employment by incorporating evidence-based and equity-minded practices into existing recruitment, hiring, retention, and promotion activities to promote equal employment opportunities.

#### Title 5, California Code of Regulations § 53001: Definitions

- “Adverse impact” means a disproportionate negative impact to a group protected from discrimination pursuant to Government Code section 12940, arising from the effects of an employment practice as determined according to a valid statistical measure (such as those outlined in the Equal Employment Opportunity Commission’s “Uniform Guidelines on Employee Selection Procedures”).
- “Diversity” means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. The achievement of diversity within a workforce requires the presence, respectful treatment, and inclusion of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, gender identity, sexual orientation, disability, and socio-economic backgrounds, in all aspects of the workplace.
- “Equal employment opportunity” (“EEO”) means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels, in all job categories. Equal employment opportunity also involves:
  - identifying and eliminating barriers to employment that are not job related, such as reliance on preferred job qualifications that do not reasonably predict job performance;

- updating job descriptions and/or job announcements to reflect accurately the knowledge, skills, and abilities of the position, including a commitment to equity; and
- creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas, and is welcoming to all persons free from discrimination related to the categories protected by Government Code section 12940.

### Title 5, California Code of Regulations § 53002: Diversity Policy Statement

- Equal employment opportunity plans must be grounded in the principles of diversity, equity and inclusion and include a process for equal opportunity in hiring, as well as practices and processes that create inclusive, respectful work environments.

### Title 5, California Code of Regulations § 53021: Recruitment

- Community college districts shall actively recruit from both within and outside the district work force to attract qualified and equity-minded applicants for all vacancies. This shall include outreach designed to ensure that all persons are provided the opportunity to seek employment with the district.

### Title 5, California Code of Regulations § 53022: Job Announcements

- Job announcements shall state clearly the job specifications, and the knowledge, skills, and abilities necessary to job performance. Where applicable, job announcements shall also indicate the possibility of meeting minimum qualifications through equivalency, as provided in section 53430.
- For all positions, sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, shall be considered a core system competency and job requirement.

### Title 5, California Code of Regulations § 53024: Screening and Selection Procedures

- All screening and selection techniques, including the procedure for developing interview questions, and the selection process as a whole, shall be:
  - provided to the Chancellor upon request;
  - designed to ensure that for faculty and administrative positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. “Meaningful consideration” means that candidates shall be required to demonstrate sensitivity to diversity in ways relevant to the specific position;
  - based solely on job-related criteria; and
  - designed to avoid an adverse impact and monitored by the EEO officer to detect and address any adverse impact which does occur for any monitored group.

- A district may not designate or set aside positions or job classifications for members of any group defined in terms of ethnic group identification, race, color, national origin, religion, age, gender, disability, ancestry or sexual orientation, or engage in any other practice which would result in discriminatory or preferential treatment prohibited by state or federal law.

#### BOARD POLICY 7100: COMMITMENT TO DIVERSITY

The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates.

#### BOARD POLICY 3420: EQUAL EMPLOYMENT OPPORTUNITY

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

#### BOARD POLICY 3430: PROHIBITION OF DISCRIMINATION INCLUDING HARASSMENT

All forms of unlawful discrimination, including harassment, are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as this policy, and will not be tolerated. The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation including acts of sexual violence. It shall also be free of unlawful discrimination including harassment which is based on any of the following statuses: race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, gender, gender identity, gender expression, age, or sexual orientation of any person, or military or veteran status, or because he or she is perceived to have one or more of the foregoing characteristics.

#### THE SEQUOIAS CCD: EQUAL EMPLOYMENT OPPORTUNITY PLAN POLICY STATEMENT

The Sequoias Community College District is committed to the principles of equal employment opportunity and will implement a comprehensive program to put those principles into practice. It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any

program or activity of the District on the basis of ethnic group identification, race, color, national origin, religion, age, sex, physical disability, mental disability, ancestry, sexual orientation, language, accent, citizenship status, transgender status, parental status, marital status, economic status, veteran status, medical condition, genetic information or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

An Equal Employment Opportunity Plan will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state law.



## APPENDIX B: FACULTY HIRING PROCEDURES: DEFINITION OF KEY TERMS

This list of definitions is from the CCCO Vision for Success website's Diversity, Equity, and Inclusion Glossary of Terms and are a resource to help guide the work of hiring committees.

**Bias:** Is an inclination, feeling, or opinion, especially one that is preconceived or unreasoned. Biases are unreasonably negative feelings, preferences, or opinions about a social group. It is grounded in stereotypes and prejudices.

**Discrimination:** The unequal treatment of members of various groups based on race, ethnicity, gender, social class, sexual orientation, physical ability, religion, national origin, age, physical/mental abilities and other categories that may result in disadvantages and differences in provision of goods, services or opportunities.

**Diversity:** The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supportive of the proposition that everyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences.

**Equality:** The condition under which every individual is treated in the same way, and is granted the same access, rights, and responsibilities, regardless of their individual differences. People who support equality believe that different circumstances and identities should not prescribe social disadvantage; therefore, equality is the elimination of this disadvantage.

**Equity:** The condition under which individuals are provided the resources they need to have access to the same opportunities, as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely equality indicates uniformity where everything is evenly distributed among people.

**Equity-Minded:** Is a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (1) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented.

**Implicit Bias:** Bias that results from the tendency to process information based on unconscious associations and feelings, even when these are contrary to one's conscious or declared beliefs.

**Inclusion:** Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.