**Administrative Procedure**
Chapter 7 – Human Resources

## AP 7120A    Recruitment and Hiring:  Contract Faculty

**References:**
Education Code: Sections 87360, and 87356,;
Title 5, Section 53022;
ACCJC Accreditation Standard 3

### The Importance of Equitable Hiring Practices

The Sonoma County Junior College District is committed to employing qualified faculty who are dedicated to student learning and success. To achieve this goal, the District is committed to inclusion, diversity, equity, antiracism and accessibility (IDEAA) to ensure an academic environment that fosters awareness, promotes mutual understanding and respect, and provides role models for students. The District is committed to hiring faculty and implementing development processes that promote equal opportunity, foster diversity, and ensure fair consideration for all qualified candidates.

### Responsibilities

District hiring procedures recognize that the responsibility for selecting well-qualified regular and associate faculty is a shared, cooperative effort between faculty members and administrators, who actively participate in all appropriate phases of the hiring process.

A.  Faculty and administrators share responsibilities that include identifying and recommending positions, adhering to the District's Equal Employment Opportunity Plan, developing and reviewing job announcements, assisting in advertising, and screening, interviewing, and selecting candidates for recommendation to the Superintendent/President

B.  The Vice President of Human Resources is responsible for ensuring Equal Employment Opportunity policies and procedures are followed. They shall be available for consultation on all aspects of the hiring process and shall serve as a consultant on District and state guidelines, as well as the District's hiring procedures of Screening and Interviewing Committees. This ensures fairness and upholds IDEAA principles with respect for academic, socioeconomic,

cultural, disability, gender identity, sexual orientation, and ethnic backgrounds. The Vice President of Human Resources or designee shall also appoint a non-voting District Compliance Monitor to Screening and Interviewing Committees. The District Compliance Monitors will receive training to ensure that Screening and Interviewing Committees comply with all anti-discrimination laws.

C. The Vice President of Human Resources, or designee, consulting with the committee's co-chairs, may recommend a suspension of the screening and interviewing process at any time when a question of non-compliance arises, review any concern regarding the selection process, and determine the appropriate action to be taken.

D. The Supervising Administrator is responsible for ensuring the integrity, timeliness, and performing the administrative functions necessary for a successful hire.

E. All phases of faculty hiring process shall be strictly confidential. Participants will be required to sign a confidentiality statement confirming (1) their completion of the required reviews and understanding of the confidential nature of all steps in the hiring process, and (2) their agreement to maintain strict confidentiality.


**Timeline**
A. All phases of the faculty hiring process shall be conducted promptly to ensure the selection of the most qualified candidates.

B. At the beginning of the faculty hiring process, Human Resources and the Screening and Interviewing Committee Co-Chairs will establish a timeline to ensure all phases of the hiring process will be completed in an expeditious manner. These times lines will include the following:

1. Consultation with the Superintendent/President's office to set up final interview dates at the beginning of the process
2. Consideration of the faculty teaching schedules
3. Date for the first review of applications
4. Dates for the first level interview with the Screening and Interviewing Committee


**Screening and Interviewing Committees**

A. Screening and Interviewing Committees for faculty recruitments should be formed prior to the development of the job announcement.

B. Each search committee should include members who are knowledgeable about the District's commitment to attract and retain highly qualified faculty. Human Resources will ensure that all committee members receive training

regarding the District's commitment to IDEAA and the needs of the District's diverse student population. All participants in the process must receive appropriate training in District hiring practices from Human Resources within the previous twelve months, including:

1. A review of the nondiscrimination, Equal Employment Opportunity recruitment and hiring policies and procedures;
2. A review of the District's Equal Employment Opportunity Plan;
3. A review of the educational benefits of workforce diversity and data identifying the diversity of the District's students and faculty, including their academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds (equity training);
4. Antibias training
5. The importance of confidentiality;
6. Best practices for serving on a Screening and Interviewing Committee.

C. Each Screening and Interviewing Committee shall be comprised of no fewer than five members:

1. The Department Chair or Program Director, or designee;
2. Three (3) or more additional full-time faculty members from the department where the vacancy exists or related discipline(s); selected by the Academic Senate President. Whenever possible, faculty from the relevant District site or program should be included;
3. To bring diversity of perspectives to hiring decisions, include one contract faculty member from outside the discipline, selected by the Academic Senate President. The Academic Senate President shall consult with faculty from the hiring department or a related discipline to select a member.
4. The Supervising Administrator, or designee;
5. A non-voting District Compliance Monitor from outside of the department where the vacancy exists, who is appointed by Human Resources.
6. A student representative appointed by the Student Government Assembly. Students appointed to the committee serve during the interview process only; they do not participate in the applicant screening process. Options for student participation include the following, but are not limited to:
    1. Teaching demonstration participation
    2. Skills demonstration participation
    3. Member of the interview committee

4. Structured conversations or moderated forums with candidates

For all methods of student involvement, the Interviewing Committee will be responsible for ensuring student input is given equivalent consideration as the input of any other member of the committee.

D. To ensure a diverse committee membership, departments may add one or more of the following members to the committee:

    1. A classified staff member, appointed by the local SEIU President and/ or Classified Senate President;

    2. An associate faculty member appointed by the Academic Senate President and the Vice President of Academic Affairs.

E. The Department Chair shall serve as the co-chair of the Screening and Interviewing Committee, alongside the Supervising Administrator or their designee. The appropriate Supervising Administrator or designee, based on the site where the faculty member's primary position will be located, will serve on the committee. If the committee is interviewing candidates for multiple positions across the District's sites then the Supervising Administrators shall confer and collectively represent one vote.

F. Members of the Screening and Interviewing Committee must participate in each phase of the process in its entirety. To ensure a consistent and equitable process, if a member misses a portion of the process, they will not be eligible to continue in the process.

G. To diversify perspectives, departments are encouraged to rotate Screening and Interviewing Committee members whenever possible.

H. The appropriate Vice President(s) or designee(s) may meet the committee at their initial meeting to relay District needs that may impact the selection of faculty, verify procedures and respond to questions and concerns.

## Recruitment

A. Job Announcement

    1. Human Resources prepares the job announcement to include:

        a. The Minimum Qualifications

        b. Education and /or experience equivalent to the Minimum Qualifications per the District's equivalency requirements

        c. Application materials required:

            i. Complete District Application Form

            ii. Any supplemental materials requested

             iii.    Cover letter addressing the applicant's qualifications, including preferred qualifications

             iv.    Resume/Curriculum Vitae (C.V.)

             v.    Unofficial transcripts

             vi.    Equivalency Request Form and supporting documentation if applicable

    d. The job announcement will include the following student population information: academic, socioeconomic, cultural, disability, gender identity, sexual orientation and ethnic backgrounds

2. The Screening and Interviewing Committee reviews and edits preferred qualifications, the department description, and website links. The announcement will be a clear and complete job announcement for each position, including all job-related skills, requirements and any additional qualifications that align with the job description and recommended by the committee. The preferred qualifications may include, but are not limited to, the following:

    a. Academic qualifications beyond the minimum set by law and regulation, particularly if these qualifications enhance teaching or other services.

    b. Evidence of pedagogical skill, such as evaluations of prior experience, education in pedagogy, or demonstrations of effectiveness as an instructor, counselor, librarian or other faculty member.

    c. Specific preparations to offer instruction or other services that are narrower in scope than a broader discipline.

3. Prior to final approval, the Supervising Administrator and the co-chair of the Screening and Interviewing Committee will consult with the Vice President of Human Resources or designee to make sure that the job announcement complies with the state and federal statutes.

B. Advertising

1. To achieve the District's goal of creating a highly-skilled, multi-cultural, diverse faculty in alignment with the District Equal Employment Opportunity Plan, positions shall be advertised in multiple venues and publications, including relevant cultural associations and local groups.

2. Decisions about recruitment strategy shall be in consultation between Human Resources and the department and/or program in which the vacancy exists.

    a. Faculty and managers are encouraged to use their own professional and affinity group networks and associations to advertise open positions and recruit prospective applicants.

b. Faculty and managers are encouraged to seek out qualified members of historically underrepresented groups and encourage them to apply for open positions.

c. When the department chairs request that a job posting be advertised in discipline specific publications, lists, websites, etc., Human Resources will confirm the advertisement areas and share record of advertising in all confirmed advertisement areas with the Screening and Interviewing Committee Co-Chairs.

## Interviewing

A. Recognizing that interview dates were included in the job posting, reasonable efforts shall be made to schedule both Screening and Interviewing Committee interviews and final interviews to accommodate candidates' time and travel concerns. Remote interviews may be offered for first-level interviews.

B. All interview procedures and materials shall be reviewed in advance by the Vice President of Human Resources or designee. The Vice President of Human Resources or designated compliance monitor shall monitor the interview process to ensure the following:

1. All applicants are afforded the same amount of time to review interview materials before the interview if applicable;
2. All applicants shall be allocated the same amount of interview time and given the opportunity to use the full amount if they wish to do so;
3. All candidates are asked the same core questions by the same interviewers;
4. The discussion of candidates after interviews only considers job-related factors in determining finalists to recommend moving forward to the next step in the process;
5. The tallying of the interview scores is completed according to instructions.

C. The committee shall evaluate the interviewee's responses according to a rating system established before the start of the interviews.

D. The committee shall evaluate candidates regarding subject area knowledge and competence, teaching and communication skills, commitment to professional growth and service, potential for overall college effectiveness, and dedication to IDEAA, as provided in the application materials. The interview may include but not be limited to appropriate teaching demonstrations, writing samples, or other performance indicators related to the responsibilities of the position.

E. Following the interview process, each committee member will independently tabulate their scores and rank the candidates, then collectively discuss the

candidates' strengths and areas of growth.

F.  After deliberations, the Screening and Interviewing Committee will recommend the top three to five, but no less than two, top candidates to advance to the Superintendent/President for final interviews.

## Reference Checking Process

A.  Reference checks for selected finalists will be conducted by the appropriate Vice President or designee. Reference check questions will be provided by Human Resources. Results of these references will be recorded in writing and retained by Human Resources.

B.  Any reference information listed on the employment application may be contacted by Human Resources or the appropriate Vice President or designee.

C.  The above steps should be completed prior to the final interview; however, they must be completed before an offer of employment can be made.

## Final Interview Process

A.  The final interview committee is comprised of the Superintendent/President the Screening and Interviewing Committee co-chairs, the appropriate Vice President or their designee as confirmed by the Superintendent/President. The final interview committee may be altered by the Superintendent/President to include other members.

B.  Prior to the final interviews the appropriate Vice President will meet with the Screening and Interviewing Committee to discuss the finalist's strengths and areas of growth. The Vice President will discuss each candidate with the Superintendent/President before the final interviews.

C.  The Superintendent/President shall conduct the final interviews and recommend the hiring of the final candidate to the Board of Trustees. Prior to recommendation going to the Board of Trustees and the announcement of the selected candidate the appropriate Vice President or designee will notify the Screening and Interviewing Committee.

D.  If the Superintendent/President decides not to forward any of the finalists to the Board of Trustees, they shall communicate the decision to the Screening and Interviewing Committee co-chair(s), the Academic Senate President, and the appropriate Vice President or designee.

E.  The Screening and Interviewing Committee shall reconvene to discuss options for filling the vacancy and forward its recommendations to the Superintendent/President. The Superintendent/President will determine the

appropriate course of action, which may include leaving the position open until it can be filled and will communicate the course of action to the Screening and Interviewing Committee.

Also see BP/AP 3410 Nondiscrimination; BP/AP 3420 Equal Employment Opportunity, BP/AP 7120 Recruitment and Hiring; BP/AP 7210 Academic Employees; AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies; AP 7212 Temporary Faculty; and the related collective bargaining agreements for applicable employee groups.

*NOTE: This procedure is **unique** to the District. The language in **black ink** is from current **BP 4.3.2 Faculty Hiring: Regular and Adjunct** approved on June 11, 1990; revised on February 14, 1995, September 12, 1995, April 10, 2001, March 13, 2007, and March 10, 2009; reviewed on January 8, 2008. The language in **blue ink** is included for consideration. The language in **yellow highlighting** is intended to draw the reviewers' attention, and this language will be removed upon official revision of this document. The language in **gray highlighting** was uniquely added by SCJCD and requires careful review by leaders to ensure the language remains accurate and up-to-date. **The legal citation language reflected after the page break (below) should be removed following review and revision.***

**Approved:** June 11, 1990
**Revised:** February 14, 1995
**Revised:** September 12, 1995
**Revised:** April 10, 2001
**Revised:** March 13, 2007
**Revised:** March 10, 2009
**Reviewed:** January 8, 2008
**Revised:**

*(Replaces former SCJCD 4.3.2P)*

*EDUCATION CODE - EDC*
      *TITLE 3. POSTSECONDARY EDUCATION [66000 - 101149.5]*
       *( Title 3 enacted by Stats. 1976, Ch. 1010. )*
          *DIVISION 7. COMMUNITY COLLEGES [70900 - 88933]*
            *( Division 7 enacted by Stats. 1976, Ch. 1010. )*
              *PART 51. EMPLOYEES [87000 - 88280]*
                 *( Part 51 enacted by Stats. 1976, Ch. 1010. )*
                   *CHAPTER 2.5. Qualifications for Community College Personnel [87350 -*
*87360]*
                        *( Chapter 2.5 added by Stats. 1988, Ch. 973, Sec. 28. )*

ARTICLE 2. Minimum Qualifications and Hiring Criteria [87355 - 87359.5]
  *( Article 2 added by Stats. 1988, Ch. 973, Sec. 28. )*

**87356.**
(a) The board of governors shall adopt regulations to establish and maintain the minimum qualifications for service as a faculty member teaching credit instruction, a faculty member teaching noncredit instruction, a librarian, a counselor, an educational administrator, an extended opportunity programs and services worker, a disabled students programs and services worker, an apprenticeship instructor, and a supervisor of health.

(b) The Legislature finds and declares that this section does not create a state-mandated local program because compensation of faculty will continue to be determined through the collective bargaining process or meet and confer sessions.

*(Added by Stats. 1993, Ch. 506, Sec. 2. Effective January 1, 1994.)*


*EDUCATION CODE - EDC*
      *TITLE 3. POSTSECONDARY EDUCATION [66000 - 101149.5]*
       *( Title 3 enacted by Stats. 1976, Ch. 1010. )*
          *DIVISION 7. COMMUNITY COLLEGES [70900 - 88933]*
            *( Division 7 enacted by Stats. 1976, Ch. 1010. )*
              *PART 51. EMPLOYEES [87000 - 88280]*
                 *( Part 51 enacted by Stats. 1976, Ch. 1010. )*
                   *CHAPTER 2.5. Qualifications for Community College Personnel [87350 -*
*87360]*
                        *( Chapter 2.5 added by Stats. 1988, Ch. 973, Sec. 28. )*

ARTICLE 3. Hiring Criteria [87360- 87360.]
  *( Article 3 added by Stats. 1988, Ch. 973, Sec. 28. )*

**87360.**

(a) In establishing hiring criteria for faculty and administrators, district governing boards shall, no later than July 1, 1990, develop criteria that include a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

(b) No later than July 1, 1990, hiring criteria, policies, and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the governing board, and the academic senate, and approved by the governing board.

(c) Until a joint agreement is reached and approved pursuant to subdivision (b), the existing district process in existence on January 1, 1989, shall remain in effect.

*(Added by Stats. 1988, Ch. 973, Sec. 28. Operative July 1, 1990, pursuant to Sec. 70(d) of Ch. 973.)*

Title 5. Education
Division 6. California Community Colleges
Chapter 4. Employees
Subchapter 2. Equal Employment Opportunity Programs
Article 2. Other Specific Responsibilities of Community College Districts
Effective: October 20, 2022
5 CCR § 53022

§ 53022. Job Announcements and Qualifications.

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. All job specifications a district uses, including any "required," "desired" or "preferred" qualifications shall be reviewed by the EEO officer or appropriately trained designee before the position is announced, to ensure conformity with the requirements of this subchapter and state and federal nondiscrimination laws.

NOTE: Authority cited: Sections 66271.1, 66700, 70901 and 87105, Education Code. Reference: Sections 66010.2, 66030, 66071, 66270 and 87360, Education Code; and Sections 11135, 11136, 11137, 11139 and 11139.8, Government Code.
HISTORY
1. Repealer and new section filed 3-26-92; operative 4-24-92 (Register 92, No. 17).
2. Amendment of section heading, section and NOTE filed 7-12-2002; operative 8-11-2002. Submitted to OAL for printing only (Register 2002, No. 35).

3. Amendment filed 9-19-2013; operative 10-19-2013. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2013, No. 38).
4. Change without regulatory effect amending NOTE filed 2-2-2018; operative 2-2-2018. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2018, No. 8).
5. Amendment of section and NOTE filed 9-20-2022; operative 10-20-2022. Submitted to OAL for filing and printing only pursuant to Education Code section 70901.5 (Register 2022, No. 40).


**2024 ACCJC Accreditation Standard 3:  Infrastructure and Resources**

The institution supports its educational services and operational functions with effective infrastructure, **qualified personnel**, and stable finances.  The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success.  The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

3.1. **The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success.  The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment.**

3.2. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals.  These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.

3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources.  Financial resources support and sustain the mission and promote equitable achievement of student success.

3.5. The institution's mission and goals are the foundation for financial planning.  Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

3.7. The institution ensures financial solvency.  When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability.

3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions.  The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.

3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions.  The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

**Required Documentation – Infrastructure and Resources**

Within the Institutional Self-Evaluation Report, the institution will provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard.  Evidence sources will vary from institution to institution. Institutions must also include documentation of the items below.  These required items can be included as supporting evidence for the Standard narratives, or they may be provided as stand-alone files.  Peer Review Teams will confirm these items during the comprehensive review process using a checklist.

- **Written policies and procedures for human resources, including hiring procedures**
- **Employee handbooks or similar documents that communicate expectations to employees**
- If applicable, written code of professional ethics for all personnel including consequences for violations
- Annual financial audit reports (3 prior years, including any auxiliary organizations)
- Practices for resource allocation and budget development (including budget allocation model for multicollege districts/systems)
- Policies around Title IV including the most recent three-year student loan default rates
- Policies guiding fiscal management (e.g., related to reserves, budget development)

- Any agreements that fall under ACCJC's policy on contractual relationships with non-accredited organizations
- Policies, procedures or agreements (e.g., AUAs) related to appropriate use of technology systems