

# YOSEMITE COMMUNITY COLLEGE DISTRICT

## Faculty Hiring Procedures

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# Yosemite Community College District

## FACULTY HIRING PROCEDURES

Data has consistently shown the large gap between the number of minoritized faculty and staff hired at California Community Colleges versus the number of minoritized students we serve.

Additionally, the *Vision for Success Diversity, Equity, and Inclusion Task Force* report demonstrates that this gap is not only detrimental to improving equity on our campuses, but is also detrimental to closing achievement gaps for our students who benefit from having more diverse faculty and mentors. The Chancellor's Office as well as the State Academic Senate has called for community colleges to make intentional and meaningful changes in hiring processes by reexamining hiring policies and procedures. The following revisions to YCCD's District Faculty Hiring Procedures demonstrate YCCD's goal of responding to that call.<sup>1</sup>

### I. Philosophy

In all aspects of the faculty hiring process there is a commitment to diversify YCCD's workforce so that it reflects our racially and ethnically diverse student population. We strive to develop and implement hiring practices that increase the diverse faculty needed to close the ratio gap between underrepresented students and faculty who are minoritized. We recognize that faculty and staff diversity is an important driver for the educational achievement and social mobility of our diverse student population.<sup>2</sup> Therefore, we are committed to active, vigorous, and ongoing steps to ensure equitable and inclusive recruitment and employment opportunities that support a diverse workforce and close the ratio gap. Our goal is to hire college faculty who are committed to high quality, innovative, and culturally responsive pedagogy and practices.

A commitment to diversity means reexamining how we review and rank applicants, by outlining ranking criteria that more holistically values the skills, education and experience of a more diverse applicant pool.

Education Code 87360(a) states that districts are required to develop hiring criteria that include "a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students." In addition, Education Code 87100 states that "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." 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.

California Education Code 87360(b) also requires that "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." YCCD Board Policy 7120,

*Recruitment and Hiring* further states that the “criteria and procedures for hiring academic employees shall be established in accordance with Board Policies and Administrative procedures regarding the Academic Senate’s role in local decision making.”

The collective responsibilities of the faculty and the appointed administration of the Board of Trustees include identifying positions; following the goals of equal employment opportunity and staff diversity, equity, and inclusion; reviewing and formulating job descriptions with an equity lens; advertising and recruiting positions to increase diversity in the pool of applicants; screening, interviewing, selection, and assisting in the support and evaluation of the successful candidate.

All members of faculty screening committees shall be required to attend and participate in compulsory, rigorous EEO training. These trainings shall include diversity training, the mitigation of bias in hiring practices, federal regulations, understanding of practices that create barriers, deeper understanding of systematic racism within hiring practices, and our institution’s dedication to the protection of the categories of (race, color, national origin, religion, sex, disability, age, citizen status, genetic information, marital status, sexual orientation, gender identity, medical conditions, in collaboration with the Academic Senate of Columbia College (CC) or Modesto Junior College (MJC)<sup>3</sup>

All hiring procedures relative to faculty hiring shall be characterized by strict and enforced confidentiality, will conform to federal and state statutes and will further the goals of ensuring equal employment opportunity as well as staff diversity, equity, and inclusion.

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<sup>1</sup>. <https://asccc.org/content/our-obligation-equitable-hiring-practices-partnership-approach-ensuring-equity-minded>

<sup>2</sup> *Vision for Success Diversity, Equity, and Inclusion Task Force*

[https://www.cccco.edu/-/media/CCCCO-Website/Reports/CCCCO\\_DEI\\_Report.pdf?la=en&hash=69E11E4DAB1DEBA3181E053BEE89E7B\\_C3A709BEE](https://www.cccco.edu/-/media/CCCCO-Website/Reports/CCCCO_DEI_Report.pdf?la=en&hash=69E11E4DAB1DEBA3181E053BEE89E7B_C3A709BEE)

## II. Part-Time Faculty Hiring Procedure

Pursuant to the Faculty Contract the following hiring procedures apply to a part-time faculty assignment that exceeds nine (9) weeks in duration.<sup>3</sup>

- A. The instructional units/subject areas, in consultation with discipline faculty will determine what additional positions are needed for the part-time faculty in the next academic term. Search procedures shall include widespread local announcements and a focus on ensuring equitable and inclusive recruitment and employment opportunities that support a diverse workforce.
- B. A Request to Announce will be completed and routed for Academic Senate consent and college administration approval and will remain open for one year.
- C. The discipline faculty will nominate a minimum of two, full-time faculty and/or related discipline area faculty. The Division/School Dean will provide those nominations to the Senate President for consideration. The appointed faculty will be placed on the Columbia College or Modesto Junior College Academic Senate Consent Agenda.
- D. will seek participation from a minimum of two full-time discipline faculty and/or related discipline area and will send the names of the faculty to the CC or MJC Academic Senate for approval and appointment. Once appointed, the faculty will be placed on the CC or MJC Academic Senate consent agenda.
- E. The screening committee shall review all applications and shall select those applicants for an interview who best meet the preferred characteristics and desired qualifications, including educational preparation, study, work/equity and diversity experience and practices (See Part-time Job Description Template- Appendix). The screening committee will recommend a pool of candidates to the appropriate administrator. Hiring of part-time faculty will be done from the pool. EEO training is required to serve on part- time screening committees.
- F. In addition to the above contractual processes, each screening committee should follow these steps:
  1. All part-time screening committees should be diverse in alignment with the guidelines for full-time screening committees.
  2. Interview questions/processes need to be created using an equity lens and forwarded to HR for approval.
  3. At least one diversity and one equity question are mandatory—specifically a question that asks applicants to share a detailed strategy for improving success rates of minoritized students in the classroom. Teaching demonstration, or an equivalent skills demonstration for non-instructional faculty, will be mandatory and with an equity focus.

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<sup>3</sup>YFA Faculty Contract, Article 7: “Part-time Adjunct Faculty Assignment and Evaluation”

### III Equal Employment/Employee Diversity

We are strongly committed to achieving employee diversity through equal employment opportunity. We recognize that achieving staff diversity, equity, and inclusion (DEI) is a shared responsibility and requires the commitment of all faculty, staff, administrators, and the appointed administration of the Board of Trustees to “cultivate an inclusive ecosystem to recruit, retain and support a diverse workforce that is continually responsive to the needs of a diverse student population” (23).<sup>4</sup>

YCCD has adopted an Equal Employment Opportunity (EEO) Recruitment and Hiring policy and an Equal Employment Opportunity Plan in accordance with state and federal guidelines. Consistent with our Equal Employment Opportunity Recruitment and Hiring policy:

- A. In addition to tenure track vacancies being advertised broadly through profession specific publications, the District’s website, and the California Community College (CCC) Registry, we will seek to cast a wider net by also recruiting and advertising at schools that are committed to keeping education accessible and have diversity integrative into their identify. This can include Historically Black Colleges and Universities, Hispanic- Serving Institutions, and women’s colleges. The EEO advisory committee's most recent recommendations will be included in the recruitment process.
- B. Participants in the screening committee and selection process shall receive the most updated training on faculty selection procedures with a special emphasis on EEO policy and diversity, equity, and inclusion (DEI) goals. This training will seek to develop culturally responsive faculty and emphasize attention to helping faculty recognize and understand their own implicit biases and how to disrupt implicit biases.
- C. Screening committees shall be informed of federal, state and District guidelines on EEO and staff diversity and the Vice Chancellor, Human Resources, shall monitor application of EEO procedures including prior review/approval of:
  - 1. Job descriptions/vacancy notices
  - 2. Recruitment and advertising efforts
  - 3. Composition of screening committees
  - 4. Rating criteria
  - 5. Interview questions
  - 6. Committee documentation
  - 7. Diversity of the applicant pool
- D. The selection process shall be based upon job-related criteria and a fair and impartial examination of the candidates
- E. Human Resources will create a diversity contacts database and send an announcement to organizations such as but not limited to: African American, Latinx, Middle Eastern, Native American, Asian Pacific Islander, LGBTQ+, Women in Stem Alumni Groups, BIPOC alumni listservs at Stanislaus State, UC Merced, and University of the Pacific Career Services. Every effort should be made to search and recruit a diverse candidate pool with the ultimate goal of having the pool that reflects the demographics of the district.

## IV. Job Descriptions

Consistent with the comprehensive planning process, subject area needs shall be reviewed by the discipline administrator and faculty to determine strengths, weaknesses, Equal Employment Opportunity (EEO) and diversity goals, and the need for additional full-time faculty.

The Division/School dean, and the applicable discipline faculty, will use the Faculty Job Description Template and develop desirable qualifications. In special cases faculty and/or administrators from other campuses of the district or faculty/administrators from other colleges/universities, or outside agencies may be part of this process. The Human Resources office will review the final draft for approval. An emphasis on diversity, equity, and inclusion will be used when determining desirable qualifications. (See item V below).

Approval of open positions and initiation of the hiring process shall occur early in the academic year to allow for all procedures to be undertaken in a thorough and thoughtful manner, ensuring that the hiring process is completed during the academic year, whenever possible, and well in advance of employment. The length of the advertising period shall be a minimum of 30 days. The preferred recruitment period will be sixty (60) days to allow for adequate distribution and response and to help obtain larger and more diverse pools of applicants.

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<sup>4</sup> [CCCCO Report "Vision for Success Diversity, Equity and Inclusion Task Force"](#)

## V. Hiring Criteria: Minimum and Desirable Qualifications

The minimum qualifications shall be the academic qualifications adopted by the Board of Governors of the California Community Colleges<sup>5</sup> Additional desirable/preferred qualifications will include a candidate's knowledge of and ability to appraise the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students. Further, a candidate should possess the ability to contribute to the diverse cultural and ethnic experience of community college students.

Desirable qualifications may include:

- A. Pedagogical skills will be measured by the screening committee's evaluations of a candidate's prior experience, education in pedagogy, or demonstrations of effectiveness as a teacher, counselor, librarian, or other faculty member.
- B. Teaching Preparation that provides the basis for better teaching:
  - a. Attending to the Affective Domain
    - i. Consistently assess student progress and use those assessments to inform students of progress and guide supportive, intrusive interventions for students who are struggling academically, socially, or emotionally
    - ii. Feel Have a deep sense of commitment and care to for students and the community that they are serving
  - b. Anti-Racist/Anti-Bias
    - i. See their teaching as part of the CCC Chancellor's Vision for Success eliminating barriers for success in their respective field/area; include anti- racist curriculum as part of their instruction
    - ii. Attend and actively participate in anti-racist/anti-bias professional development, team, and staff meetings
    - iii. Effectively implement community-responsive anti-racist/anti-bias curriculum design and assessments
    - iv. Advocate for anti-oppressive policies and procedures
  - c. Equity, Diversity, & Inclusion
    - i. Be ethnographers of our community to deepen understandings of challenges facing the students YCCD serves
    - ii. Recognize and utilize assets and community cultural wealth of all students, families, and staff
    - iii. Develop the necessary analytical, social-emotional, and academic skills so that students can effectively navigate their social conditions and mainstream culture in order to become socially, politically, and economically viable agents of social transformation;
  - d. Social
    - i. Respond to the academic and social-emotional needs of students in their respective field/area
    - ii. Create and share pedagogy that draws on students' lived experiences and cultural ways of knowing in a way that is socially transformative for the student, the school, and the community
    - iii. Utilize community responsive pedagogy to celebrate students' humanity and help them understand their historical, material, cultural, and social contexts in order to transform them;<sup>6</sup>

- e. Collegiality
  - i. Maintain a positive regard for colleagues while holding all employees to a high standard of professional behavior.
  - ii. Participate in shared governance at the department, college, and district levels
  - iii. Model life-long learning to students by participation in professional development.
  - iv. Consistently assess student progress and use those assessments to inform students of progress and guide supportive, intrusive interventions for students who are struggling academically, socially, or emotionally
  - v. Feel Have a deep sense of commitment and care to for students and the community that they are serving
  
- f. Anti-Racist/Anti-Bias
  - i. See their teaching as part of the CCC Chancellor’s Vision for Success eliminating barriers for success in their respective field/area; include anti- racist curriculum as part of their instruction
  - ii. Attend and actively participate in anti-racist/anti-bias professional development, team, and staff meetings
  - iii. Effectively implement community-responsive anti-racist/anti-bias curriculum design and assessments
  - iv. Advocate for anti-oppressive policies and procedures
  
- g. Equity, Diversity, & Inclusion
  - i. Be ethnographers of our community to deepen understandings of challenges facing the students YCCD serves
  - ii. Recognize and utilize assets and community cultural wealth of all students, families, and staff
  - iii. Develop the necessary analytical, social-emotional, and academic skills so that students can effectively navigate their social conditions and mainstream culture in order to become socially, politically, and economically viable agents of social transformation;
  
- h. Collegiality
  - i. Maintain a positive regard for colleagues while holding all employees to a high standard of professional behavior.
  - ii. Participate in shared governance at the department, college, and district levels
  - iii. Model life-long learning to students by participation in professional development.

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<sup>5</sup> See the latest version of the “Minimum Qualifications for Faculty and Administrators in California Community Colleges” published around every two years by the California Community Colleges Chancellor’s Office.

<sup>6</sup> Reference: “Classroom Teachers.” *Roses in Concrete Community School*, Dec. 2020, [rosesinconcrete.org/current-openings/Classroom Teachers](https://rosesinconcrete.org/current-openings/Classroom Teachers).



## **VI. Equivalency Policy and Procedures for All Faculty (See Appendix)**

### **VII. Recruitment & Search Procedures (Full-Time Faculty)**

The decision to proceed with staffing of tenure track faculty positions shall allow hiring procedures to take place in a thorough and timely manner. Recruitment and search procedures will be a cooperative effort between the screening committee, the Vice President of Instruction or Vice President of Student Services (as appropriate), and the District Human Resources Office.

1. Announcement of positions will be prepared by the Human Resources office in consultation with the Division/School Dean/Committee Chair and Academic Senate. A review of required MQ's for the position should be confirmed at this time
2. A checklist of hiring procedures will be provided to the Screening Committee Co-chairs by HR. This checklist must be approved annually by the CC and MJC Academic Senates.
3. The Human Resources/EEO Compliance Officer will ensure the Screening Committee meets the EEO guidelines and participates in Diversity and Implicit Biases training.
4. The Human Resources Office will broadly advertise positions to attract a diverse pool of qualified applicants. The Division/School Dean/Committee Chair will consult with the Human Resources Office throughout each phase of the recruitment process. If applicable, the committee should notify the Human Resources Office of specific publications, agencies, institutions or individuals who should be sent job announcements, in addition to HR's standard advertising sources.<sup>7</sup>
5. Every effort should be made to search and recruit a diverse candidate pool with the ultimate goal of having the pool that reflects the demographics of the district community. Including but not limited to the following recommendations:
6. Host a job fair focused on underrepresented/marginalized groups; likewise, attend Historically Black Colleges and Universities (HBCU's), Native American colleges, Asian American and Native American Pacific Islander Serving Institutions (AANAPISI) and Hispanic serving colleges' job fairs.
7. Colleges may target recruitment efforts towards local Master's degree programs focusing on final year candidates and establish partnerships with local higher education institutions that create a long-term pipeline of candidates.

CCCCO can partner with HBCU's, Native American colleges, professional associations/organizations, mentorship or coalitions, and other affinity groups for underrepresented minority groups (e.g. Latina Leadership Network, Asian Pacific Islanders in Higher Education, etc.) to facilitate recruitment and advertising for districts and colleges. The partnerships may leverage CCC Registry as a vehicle for streamlining recruitment more systematically to those audiences.

8. Faculty recruitments will be posted for a minimum of four weeks to a maximum of eight weeks

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<sup>7</sup>See "A" under III. Equal Employment/Staff Diversity

## VIII. Screening Committees (Full-Time Faculty)

### A. Membership

The screening committee shall consist of at least four faculty members, tenured when feasible, approved by the Academic Senate in consultation with the faculty of the discipline or subject area. Screening committees should also contain diverse membership to provide a variety of perspectives in selecting candidates, as per Title 5, 53024 (f). A rationale must be provided to the Academic Senate for the recommendation of a non-tenured faculty member for screening committee membership (see possible reasons below).

The Division/School Dean will co-chair the screening committee for Full-Time Faculty with a Full-Time Tenured Faculty member co-chair and together will make recommendations to the CC/MJC Academic Senate President for faculty appointments. The screening committee shall consist of:

- a. Division/School Dean
- b. Faculty Co-Chair (See below for duties)
- c. At least three Faculty Discipline Experts (one of whom is designated as Co-Chair)
- d. One Faculty Outside of the Discipline who brings a valuable expertise
- e. One Classified Professional.

Screening committees may also include the following non-voting members:

- a. One HR/EEO Representative
- b. One Student Representative
- c. One Community Member
- d. Additional Classified Professional Representatives as requested by co-chairs.
- e. Ex-officio Resource

The committee will include a majority of faculty and a minimum of three discipline experts. A discipline expert will be a faculty member who has an approved Faculty Service Area designation for the subject matter as adopted by the Yosemite Community College District's Board of Trustees. The School (MJC) or Division (CC) shall select one member who is outside the discipline or department (as appropriate). If there are fewer than three (3) faculty discipline experts at the hiring college, related discipline experts within the hiring division/school will assist in the process of proposing faculty to serve on the screening committee. The Co-Chairs at the hiring college will determine what constitutes a related discipline.

The proposed faculty should include tenured faculty. When it is **not** feasible to only have tenured faculty the screening committee should include (prioritized order) fourth, third-, and second-year contract faculty who are experts in the discipline or related disciplines. The decision to recommend non-tenured faculty on screening committees will be the responsibility of the screening committee Co-Chairs.

If there are no discipline experts at the hiring college, experts from the other district college will be sought. In the event that no tenured or fourth, third- or second-year contract discipline experts are available within the district, then a contract (first year) discipline expert can be proposed to serve on the committee. If no full-time faculty members are available, a part-time faculty member may serve as the discipline expert on the committee with at least two successful faculty evaluations. If a part-time faculty is not available an invitation may be extended to individuals in the private sector. If no discipline experts are available within the district, the committee may seek experts from other colleges.

#### **Faculty Co-Chair Duties (see attached workflow)**

1. Prescreen all applications for minimum qualifications along with co-chair and other designated discipline experts on the committee.
2. Serve on the 1st level screening committee
3. Serve on 2nd level interviews with the college president as a resource and process monitor.
4. Faculty Co-Chair is appointed by the Academic Senate in consultation with the Division/School Dean.

#### **B. Training/Orientation of Screening Committees**

The screening committee Co-Chairs shall arrange the initial meeting of the committee.

Each year, participants in the screening and selection process must have received training before the first meeting on faculty selection procedures with a special emphasis on Diversity, Equity, Inclusion and EEO policy and goals. Pursuant to the District's current EEO Plan, Human Resources will provide the EEO online annual training to specifically address the subject matter referenced in Article II. Sections B. & C. of the Contract Faculty Hiring Procedures (District Policy 7120), other articles therein and additional topics deemed appropriate. All members of the Screening Committee will receive orientation at the beginning of the process that will include the following types of information:

1. The District commitment to equal employment opportunity, including procedures and techniques to assure equity and objectivity, the recognition of implicit bias and the avoidance of adverse impact, and the inclusion of qualified candidates regardless of race, ethnic group identification, color, national origin, age, gender, sexual orientation, religion, physical or mental disability, and/or marital status (Title IX).
2. The importance of confidentiality throughout the process and beyond.
3. The respective roles, contributions and responsibilities of each screening Committee Member in assuring fair, objective and equal treatment of all candidates.
4. Review of the selection process, its steps, projected timelines, and requirements for legal documentation of the committee application screening, interview ratings, and selection of candidates.
5. Technical aspects of the screening process, including review of the job description knowledge, desirable qualifications that will be used to pre-determine committee online screening criteria, procedures, interview questions and skills demonstrations; evaluative criteria template relevant to the job description, appropriate forms and documentation (the Human Resources-Recruitment Office) provides technical assistance to the screening Committee in all aspects of the process).

## C. Requirements, Duties, and Responsibilities of Screening Committee Members

### 1. Pre-Interview Stage: During Recruitment

1. EEO/Diversity training is required to serve on a screening committee and is good for one semester.
2. Review job description and minimum, desirable, and preferred qualifications. Minimum qualifications are mandated, and can be found in the latest version of the “Minimum Qualifications for Faculty and Administrators in California Community Colleges.” NOTE: See section V for desirable qualifications.
3. Based on the job description:
  - a. Develop rating instruments such as application/interview score sheets to be used for documenting the paper screening and interview process.
  - b. Develop interview questions that infuse an equity focus throughout.
4. Prior to receiving access to any application materials from candidates, interview questions and skill demonstrations will comply with current law; will be based solely on bona fide, job-related knowledge, skills and abilities (desirable skills and abilities) as stated in the job announcement; and will be appropriate to the subject matter. Each screening committee member shall document the quality of the candidates’ responses using a pre-determined set of key response elements.
5. Interview questions and skill demonstrations should be job-related, based on the required knowledge, skills and abilities, unbiased, and should have the following characteristics:
  - a. Be open ended in order to prompt full and complete responses from the candidate.
  - b. Area content experts will develop and include pre-determined key response elements that can be used by the Screening Committee to evaluate the quality of the candidate’s responses. “Key Response Elements” (KRE) are lists of desired responses that the screening committee can listen for in order to guide their rating and documentation of candidate responses to each interview question. “KREs” are derived from the knowledge, skills and abilities being “tested” by each interview question.
  - c. Interview questions related to candidates’ knowledge of subject matter
  - d. Interview questions related to candidates’ experience with, and sensitivity to diversity of cultures, language groups and abilities within the student body and staff as a measure of preparedness to work in a multi-cultural, multi-lingual environment
  - e. Assessment of supplemental information such as examples of job-related, professional work that may be requested of, and provided by each candidate
  - f. Skill demonstration(s): a practical, job-related test of professional competence (e.g., teaching demonstration, role-playing such as for a counseling session; written composition exercise; demonstration on job-related use of technology).

## **2. Pre-Interview Stage: Immediately Following the Closure of Open Recruitment Period**

1. Human Resources- Recruitment Office will provide Co-Chairs with the applicant list and will release applications for minimum qualifications prescreening to Committee Co-Chairs and two to four committee discipline experts.
2. Committee Co-Chairs will submit the applicant list with the results of the minimum qualifications prescreening (meets/not meets minimum qualifications) to Human Resources- Recruitment Office. Human Resources Recruitment Office will remove applications not meeting minimum qualifications.
3. Human Resources- Recruitment Office will release applications for Search Committee online application scoring process.
4. Independently review read and score applications.
5. As a group, tabulate scores and select pool of qualified applicants to move forward to the interview phase of the recruitment process.
6. Prior to the scheduling of interviews, the screening committee chair forwards individual and composite scores to Human Resources, for review and approval.
7. The screening committee administrative co-chair shall be responsible for all direct communication with semi- final and final candidates.

The screening committee administrative co-chair will send final candidates invitations for an interview along with a package of materials and information relating to the skills demonstration, the college, the division or department, and the community at a minimum of 7 days before the interview

## **3. First-Level Interviews**

1. The interview process shall be reasonable, fair and equitable, respectful and thorough and shall include:
  - a. Formal interview with Human Resources Recruitment Office approved questions
  - b. Skill demonstration of job position-related competencies
    - i. At the discretion of the screening committee, a tour of campus and/or discipline area may be conducted.
2. Search Committee to score each interviewee on interview score sheet.

## **4. Selection of Final Candidates for Second-Level Interviews**

1. Appropriate reference checks will be conducted by the screening committee chair according to guidelines set by the Human Resources Department and covered in the required training.
2. Discuss and select final candidate(s). Under normal circumstances, a minimum of three acceptable final candidates shall be submitted to the President, or designee. More than three acceptable final candidates may be submitted. The President or designee will interview all final candidates.
3. If the screening committee is unable to identify three acceptable final candidates, the committee co-chairs shall provide a written rationale to the President. Copies shall be sent to the Vice President of Instruction or Vice President of Student Services (as appropriate) and Vice Chancellor, Human Resources. At the request of any of the aforementioned parties, discussion shall ensue.
4. The screening committee may indicate candidate preference ranking and it is expected that the committee recommendation regarding the hiring of faculty will be accepted, unless there is a compelling reason not to do so.
5. In the event of disagreement between the President and the screening committee, the President will consult collegially with the committee and attempt to reach consensus.
6. In the event no acceptable final candidate can be selected, the position shall be reopened.

## **5. Second-Level Interviews**

1. President or designee and the appropriate Vice President along with First-Level Committee Co-Chairs
2. The interview process shall be professional, reasonable, fair and equitable throughout, and shall include:
  - a. Formal interview with Human Resource – Recruitment Office approved second level interview questions
3. Presidents are provided with CC/MJC Academic Senate approved guidance and checklist from HR for appropriate steps.
4. Submit name of final candidate recommended for the position, along with all second level interview documents to HR/Recruitment Office for review and approval prior to conducting reference checks
5. The President retains responsibility for recommending the appointment of the final candidate who, in his/her/their judgment, best meets the educational needs of the college.
6. In the event of disagreement between the President and the screening committee, the President will consult collegially with the committee and attempt to reach consensus. Absent timely consensus, the President is authorized to proceed with his/her/their recommendation to the Chancellor.
7. In the event no acceptable final candidate can be selected, the position shall be reopened.

## **IX. Notification of Candidates/Offer of Employment (Full-Time Faculty)**

After consultation with the Vice President of Instruction or Vice President of Student Services (as appropriate) and with the approval of the President, the administrative co-chair of the screening committee may notify the successful final candidate by telephone and indicate that his/her/their name has been submitted to the District chancellor as the recommended appointee for the position and that this recommendation is subject to approval by the Chancellor and the Board of Trustees prior to an official offer of employment. The administrative co-chair of the screening committee will then inform the President of the outcome of this discussion.

In the event the successful applicant accepts the position, a Board Agenda Item will be completed and submitted for approval on the next Board Agenda. Upon Board of Trustees approval, a written offer shall then be mailed to the finalist for acceptance.

The Chancellor and Senior Director of Human Resources are the only persons authorized by the Board of Trustees to make an official offer of employment.

In the event that the finalist declines the position if offered, another recommended finalist may be notified if deemed appropriate by the President.

All candidates not selected for first level interviews will be notified by email through the online application program by the Human Resources Department upon receipt of the 1st level interview schedule. The candidates interviewed by the Screening Committee but not selected for submission to the President will be notified within two (2) days by the administrative Co- Chair.

## **APPENDIX**

It is the policy of Yosemite Community College District that faculty hiring procedures and guidelines be established to provide for a diverse college faculty of highly qualified people: (a) who are expert in their subject areas; (b) who are skilled in teaching and serving the needs of a varied student population; (c) who can foster overall college effectiveness; and (d) who are sensitive to the racial, ethnic, geographical, and cultural diversity of the population of the state of California.

The governing board, represented by the administration, has the principal legal and public responsibility for ensuring an effective hiring process, including action on the equivalency as part of its subsequent hiring action. The faculty, represented by the respective Academic Senate of Modesto Junior College and Columbia College, has an inherent professional responsibility in the development and implementation of equitable policies and procedures governing the hiring process, which ensure the quality of faculty peers.

One part of the process needed to fulfill these responsibilities is a procedure for determining when an applicant for a faculty position, though lacking the exact degree or experience specified in the Disciplines List as minimum qualifications, nevertheless does possess qualifications that are at least equivalent.

The procedure will require that the decision to grant equivalency be the responsibility of discipline faculty working through the Minimum Qualifications and Equivalency Committee created by the Academic Senate. The Academic Senate will be responsible for establishing and monitoring the process to assure its fairness, efficiency, and consistent adherence to standards.

### **QUALIFICATIONS**

The equivalency process provides a specific and comprehensive way to determine if a candidate meets the requirements to be granted equivalency. Candidates who have completed all the appropriate coursework for a particular degree but do not possess the specific degree named on the Disciplines List may possess equivalent qualification. An applicant who claims equivalent qualifications will have to provide conclusive evidence, as clear and reliable as the college transcripts being submitted by the other candidates, that they have qualifications that are at least equivalent to what is required by the minimum qualifications. Specifically, an applicant making the claim must provide conclusive evidence in regard to the following:



## FOR APPLICANTS IN DISCIPLINES REQUIRING A MASTER'S DEGREE

1. The applicant should review the “Minimum Qualifications” section of the job posting, which should match those listed in the LATEST edition of the Chancellor’s Office “Minimum Qualifications for Faculty and Administrators in California Community Colleges” handbook (known as the **Disciplines List**).
2. If an applicant does not directly meet minimum qualifications, they must apply for equivalency. “Directly” means that the title or degree of the applicant exactly matches that in the Disciplines List.
3. Equivalency is a local decision, meaning that equivalency granted in a different community college district does NOT guarantee equivalency being granted in the Yosemite Community College District.
4. The burden of proof belongs to the applicant.
5. Only formal education shall be considered the equivalent of a discipline that requires a master’s degree. If the applicant has previously taught in the discipline for which they are seeking equivalency, that experience DOES NOT COUNT toward equivalency.
6. The Yosemite Community College District Minimum Qualifications and Equivalency process does not grant equivalency through Eminence in disciplines requiring a master’s degree.
7. Denial of equivalency through this process is final and cannot be re-opened unless the applicant provides new and additional information.
8. Applicants who are completing a master’s degree, including those in the last semester of their master’s degree program, ARE NOT eligible for equivalency review, except through the process provided in Section 2.
9. **Incomplete applications will NOT be considered.**

### PROCEDURE

1. The applicant must attach a narrative to the official application that supports the request for equivalency **BASED ON ONE SPECIFIC SECTION BELOW** (1, 2, or 3). By including this narrative to their application, they attest that the statements contained therein are complete, true, and correct.
  - a. **Formatting:** The narrative must include at the top of each page:
    - i. The applicant’s name.
    - ii. Title of the position for which the applicant is applying.
    - iii. The discipline for which the applicant is requesting equivalency
    - iv. The number of the section below under which they are requesting
    - v. equivalency (for example: Section 2).
2. The applicant must provide copies of all transcripts and supporting documentation.
3. If the applicant possesses a foreign degree, they must submit a credential evaluation done by a United States foreign credential evaluation service approved by the YCCD Human Resources office.
4. If other evidence is presented in a language other than English, applicant must provide translated documents by using a United States document translation and verification service approved by the YCCD Human Resources Office.

**SECTION 1:** If the applicant holds a related **Master's degree that is not specifically listed** for that discipline under the Chancellor's Minimum Qualifications handbook, but is a comparable degree with a different title from the applicant's granting institution; **OR** the applicant holds a Master's degree that is on the Minimum Qualifications list, but the title of the applicant's **bachelor's degree is not the exact title** of the degree listed within the Minimum Qualifications list, but is the comparable degree with a different title from the applicant's granting institution, the applicant **MUST** provide the following documentation:

1. Table comparing (1) coursework from any accredited institution awarding a degree title on the minimum qualifications list, and (2) coursework from the applicant's accredited granting institution awarding a comparable degree with a different title.

**SECTION 2:** If the applicant holds a Master's degree in another field, but the applicant has at least 24 semester units (3 quarter units = 2 semester units) of discipline-related graduate-level coursework that would typically be required in a Master's degree for which equivalency is being requested, the applicant **MUST** provide the following documentation:

1. Table listing institution(s), discipline-related graduate-level course number, title, description, and number of semester units (must total at least 24 semester units).

**SECTION 3:** If the applicant holds a master's degree that is on the Minimum Qualifications list, but **the applicant lacks the required bachelor's degree** identified on the Minimum Qualifications list, they must have at least 30 semester units of discipline-related upper division coursework that would typically be required for a bachelor's degree in the discipline for which equivalency is being requested. The applicant **MUST** provide the following documentation:

1. Table listing institution, discipline-related upper division course numbers, titles, description, and number of semester units (3 quarters = 2 semester).

## **FOR APPLICANTS IN DISCIPLINES IN WHICH A MASTER'S DEGREE IS NOT GENERALLY EXPECTED OR AVAILABLE BUT WHICH REQUIRES A SPECIFIC BACHELOR'S OR ASSOCIATE DEGREE**

This category applies largely to noncredit education. *It is strongly suggested that the applicant look up their discipline minimum qualifications in the Disciplines List.*

1. The applicant should review the "Minimum Qualifications" section of the job posting, which should match those listed in the LATEST edition of the Chancellor's Office "Minimum Qualifications for Faculty and Administrators in California Community Colleges" handbook (known as the Disciplines List).
2. If the applicant does not directly meet minimum qualifications, they must request equivalency. "Directly" means that the title or degree of the applicant exactly matches that in the Disciplines List. If it does not, they must apply for equivalency. Equivalency is a local decision, meaning that equivalency granted by a different community college district does NOT guarantee equivalency being granted in the Yosemite Community College District.
3. The burden of proof belongs to the applicant.
4. Only formal education from accredited institutions shall be considered the equivalent of a discipline that requires a bachelor's or associate degree.
5. Denial of equivalency through this process is final and cannot be re-opened unless the applicant provides new and additional information.
6. Professional experience required MUST be directly related to the faculty member's teaching assignment.
7. **Incomplete applications will NOT be considered.**

### **PROCEDURE**

1. The applicant must attach a narrative to the official application that supports the request for equivalency **BASED ON ONE SPECIFIC SECTION BELOW**. By including this cover letter to the application, they attest that the statements contained therein are complete, true, and correct.
  - a. The narrative must include, at the top of each page:
    - i. The applicant's name.
    - ii. Title of the position for which the applicant is applying.
    - iii. The discipline for which the applicant is requesting equivalency
2. The applicant **must provide copies of all transcripts and supporting documentation**, including, but not limited to, work experience verification that shows the applicant's broad command of the major subjects in their field or discipline, their general education, their writing skill, and other work products or publications that show the applicant's command of the major or occupation in question.
3. If the applicant possesses a foreign degree, the applicant must submit a credential evaluation done by a United States foreign credential evaluation service approved by the YCCD Human Resources office.
4. If other evidence is presented in a language other than English, applicant must provide translated documents by using a United States document translation and verification service approved by the YCCD Human Resources office.

**SECTION 1: A BACHELOR'S DEGREE IS ALWAYS REQUIRED:** To be considered for equivalency in a discipline in which the applicant holds at least a **bachelor's degree not specifically listed** for that discipline under the Chancellor's Minimum Qualifications handbook, but the applicant has at least 30 semester-units of discipline related coursework to the **specifically** named degree for which equivalency is being sought, **AND** possesses **TWO YEARS** of professional experience in a field reasonably related to the discipline for which the applicant is applying, **AND** has other specifications noted in the Disciplines List if applicable, then, the applicant **MUST** provide the following documentation:

1. Table listing institution(s), discipline-related upper division-level course number, title, description, and number of semester units. **Please note:** 30 semester-units is a minimum for consideration of equivalency.
2. All transcripts and supporting documentation (reference letters, certificates, licensures, any specifications noted in the Disciplines List, etc.).

**SECTION 2: A BACHELOR'S DEGREE MAY NOT BE THE ONLY QUALIFICATION** (e.g., Associate Degree, Certificate of Training, etc.): To be considered for equivalency in a discipline in which the applicant holds **AT LEAST** an associate degree not specifically listed for that discipline under the Chancellor's Minimum Qualifications handbook, but the applicant has at least 15 semester-units of discipline coursework related to the specifically named degree for which equivalency is being sought, **AND** possesses **SIX YEARS** of professional or occupational experience in a field reasonably related to the discipline for which the applicant is applying, **AND** has other specifications noted in the Disciplines List if applicable, then the applicant **MUST** provide the following documentation:

1. Table listing institution, discipline-related course numbers, titles, description, and number of semester units. Fifteen semester-units is a minimum for consideration of equivalency.
2. All transcripts and supporting documentation (reference letters, certificates, licensures, any specifications noted in the Disciplines List, etc.)

## **FOR APPLICANTS IN DISCIPLINES IN WHICH A MASTER'S DEGREE IS NOT GENERALLY AVAILABLE**

1. The applicant should review the "Minimum Qualifications" section of the job posting, which should match those listed in the latest Chancellor's edition of the "Minimum Qualifications for Faculty and Administrators in California Community Colleges" handbook (known as the **Disciplines List**).
2. If the applicant does not directly meet minimum qualifications, they must request equivalency. "Directly" means that the applicant's title or degree exactly matches that in the Disciplines List. If it does not, the applicant must apply for equivalency.
3. Equivalency is a local decision, meaning that equivalency granted by a different community college district does NOT guarantee equivalency being granted in the Yosemite Community College District.
4. The burden of proof belongs to the applicant.
5. Denial of equivalency through this process is final and cannot be re-opened unless the
6. applicant provides new and additional information.
7. Professional experience required **MUST** be directly related to the faculty member's teaching assignment.
8. Follow the instructions below to submit your application.
9. **Incomplete applications will NOT be considered.**

### **PROCEDURE**

1. The applicant must attach a narrative to the official application form that supports the request for equivalency **BASED ON ONE SPECIFIC SECTION BELOW** (1, 2, or 3). By including this cover letter to their application, they attest to the best of their knowledge that the statements contained therein are complete, true, and correct.
  - a. The narrative must include, at the top of each page:
    - i. The applicant's name.
    - ii. Title of the position for which the applicant is applying.
    - iii. The discipline for which the applicant is requesting equivalency.
2. The applicant **must provide copies of all transcripts and supporting documentation**, including, but not limited to, work experience verification; publications that show the applicant's command of the major questions in their field or discipline, their general education, or their writing skill, and other work products that show the applicant's command of the major or occupation in question.
3. If the applicant possesses a foreign degree, the applicant must submit a credential evaluation done by a United States foreign credential evaluation service approved by the YCCD Human Resources office.
4. If other evidence is presented in a language other than English, applicant must provide translated documents by using a United States document translation and verification service approved by the YCCD Human Resources office.

**SECTION 1:** If the applicant holds a related **bachelor's degree from an accredited institution not specifically listed** for that discipline under the Chancellor's Minimum Qualifications handbook, but is a comparable degree with a different title from their accredited granting institution, **AND** possesses **TWO YEARS** of professional experience in a field reasonably related to the discipline for which the applicant is applying, **AND** has appropriate certification to practice or licensure or its equivalent, then the applicant **MUST** provide the following documentation:

1. Table comparing (1) coursework from any accredited institution awarding a degree title on the minimum qualifications list, and (2) coursework from the applicant's accredited granting institution awarding a comparable degree with a different title.
2. All transcripts and supporting documentation (reference letters, certificates, licensures, etc.).

**SECTION 2:** If the applicant holds a **bachelor's degree from an accredited institution in another field**, but has at least 24 semester units (3 quarter units = 2 semester units) of discipline- related upper division coursework that would typically be required in a bachelor's degree for which equivalency is being requested, **AND** possesses **TWO YEARS** of professional experience in a field reasonably related to the discipline for which the applicant is applying, **AND** possesses appropriate certification to practice or licensure or its equivalent, the applicant **MUST** provide the following documentation:

1. Table listing institution(s), discipline-related upper division-level course number, title, description, and number of semester units (must total at least 24 semester units.).
2. All transcripts and supporting documentation (reference letters, certificates, licensures, etc.)

**SECTION 3:** If the applicant holds an **associate degree from an accredited institution not specifically listed** for that discipline under the Chancellor's Minimum Qualifications handbook, but has at least 15 semester units (3 quarter units = 2 semester units) of discipline coursework reasonably related to the requested assignment, **AND** possesses **SIX YEARS** of professional experience in a field reasonably related to the discipline for which the applicant is applying, **AND** possesses appropriate certification to practice or licensure or its equivalent, then the applicant **MUST** provide the following documentation:

1. Table listing institution, discipline-related course numbers, titles, description, and number of semester units (must total 15 units.).
2. All transcripts and supporting documentation (reference letters, certificates, licensures, etc.).

## **FULL-TIME FACULTY SEEKING TO SERVE IN AN ADDITIONAL DISCIPLINE OR TO QUALIFY FOR ADDITIONAL FACULTY SERVICE AREAS**

Faculty who are already employed under a contract may acquire new assignments or additional faculty service areas only if they meet the requirements specified in the Disciplines Lists, possess qualifications that are at least equivalent to those specified in the Disciplines Lists, or possess an appropriate credential. Those who lack both the specified qualifications or credential, but believe they possess the equivalent shall be subject to the most current equivalency review process. The process shall begin when a faculty member submits a request together with the documents required by the equivalency committee. At MJC, a committee of discipline faculty, the same as that established for screening committees in the hiring policy, shall review that material and make a recommendation to the Academic Senate equivalency committee. At both MJC and CC, the Academic Senate Equivalency committee will make its recommendations to the governing board directly, since no interview or selection is involved.

## **ACADEMIC SENATE EQUIVALENCY COMMITTEE RESPONSIBILITIES**

The Academic Senate Minimum Qualifications and Equivalency Committee shall review the documentation of evidence and the signed *Determination of Faculty Equivalency* form. The equivalency committee's oversight of this information is to determine if the applicants seeking equivalency are eligible for an interview.

The application and supporting materials for any candidate who does not meet the minimum qualifications or equivalency shall be forwarded to the equivalency committee of the academic senate for review prior to any candidate receiving an interview.

No applicant shall receive an interview unless the minimum qualifications or the equivalent of the minimum qualifications as specified in the current Chancellor's Office Minimum Qualifications are met. If any screening committee has chosen applicants for interview who do not meet these minimum qualifications and are requesting that equivalencies are granted, then the Academic Senate Equivalency Committee shall evaluate these applicants' claims of equivalency according to the most current equivalency committee procedures.

## **EQUIVALENCY COMMITTEE STRUCTURE**

Due to the significant difference in size and scale between Columbia College and Modesto Junior College, the procedures for completing the equivalency process vary. Modesto has chosen to have a discipline-based equivalency pre-screening committee which will send its recommendations on to a permanent Academic Senate Minimum Qualifications and Equivalency Committee. Columbia College has chosen to create discipline focused Equivalency Committees, chaired by the Academic Senate President, as needed.

**Part-Time Job Description Template**

Request to Announce Request to Announce

**Site: Modesto Junior College**

	<p>Modesto Junior College (MJC) is seeking a part-time _____insert discipline_ faculty member. The ideal candidate will share MJC’s commitment to educating its racially and socio-economically diverse student population. MJC currently serves about 24,000 students annually, the majority of whom are from racially minoritized populations, with the following breakdown: 53.5% Hispanic, 35.1% White, 4.9% Asian, 3.4% African-American/Black, 1.4% Filipino, 0.5% Native American, 1.1% Pacific Islander, 0.2% Multi-racial/Other (MJC Office of Institutional Effectiveness: <a href="https://www.mjc.edu/general/research/demographics/index.php">https://www.mjc.edu/general/research/demographics/index.php</a>).</p> <p>MJC is a designated Hispanic-Serving Institution, reflecting the great responsibility that the college has to the educational attainment and economic well-being of the surrounding community. The successful candidate will join a college already fully engaged in exploring new wrap-around student support services and innovative pedagogical techniques to improve equity and overall student success.</p> <p>The successful candidate will join a/an _____department that continues to create curriculum responsive to student needs, increasing student completion through the implementation of strategies geared to increase student equity. (Can add gear ed toward the discipline)</p> <p>APPLICATION CLOSE DATE: by 11:59 p.m.</p>
<p>Salary Range / Other</p>	<p>Placement on the Yosemite Community College District salary schedule dependent upon education and experience. 2018 – 2019 Salary Schedule – \$59,926 to \$112,199 per year, plus an annual \$2,568 stipend for an earned doctorate. New personnel limited to a maximum tenth step initial placement based on previous experience – maximum equals \$93,028.</p>
<p>Benefits Summary</p>	<p>The District currently pays for a number of health options for the employee and dependents. Employees may elect to pay a premium for a higher health option. Vision care and dental insurance premiums for the employee and dependents is District paid. Income protection and life insurance premiums for the employee are also District paid.</p>

**Position Information**

<p>Job Title</p>	<p>Part-Time _____Instructor</p>
<p>Position Summary Information</p>	



<p>Required Qualifications</p>	<p>Minimum Qualifications: (Discipline Specific)</p> <p>Determined by California State Chancellors Office. Click link below for discipline applicable Minimum Qualifications: <a href="http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2016- Minimum-Qualifications-Report-ADA.pdf">http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2016- Minimum-Qualifications-Report-ADA.pdf</a></p> <p>EQUIVALENCY:</p> <p>District has adopted equivalency procedures which enables applications by individuals who may not meet the qualifications listed above. If the applicant does not directly meet for minimum qualifications, the equivalency form must be included with application. For more information on equivalency, go to <a href="https://www.yosemite.edu/recruitment/equivalency_policy_and_procedures">https://www.yosemite.edu/recruitment/equivalency_policy_and_procedures</a> Choose: Equivalency Policy and Procedures. When requesting equivalency, attach a completed “Determination of Equivalency” form along with the equivalency application documents required.</p> <p>Knowledge of and ability to appraise the diverse academic, socioeconomic, cultural and ethnic backgrounds of community college students. Sensitivity to the needs, problems and challenges associated with the diversity of the community college student population.</p>
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<p>Job Description</p>	<p>GENERAL JOB DUTIES AND RESPONSIBILITIES:</p> <p>Part of the teaching assignment may be online, in the evening, and/or on Saturdays. Duties and responsibilities include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Teaching lower division college courses in _____insert discipline_____.</li> <li>• Advancing equitable student learning through dedicated, exemplary instruction in accordance with established course outlines.</li> <li>• Informing students of course requirements, evaluation procedures, and attendance requirements.</li> <li>• Preparing and grading class assignments and examinations and informing students of their academic progress.</li> <li>• Maintaining attendance, scholastic, and other records and submitting them according to published policies and deadlines.</li> <li>• Developing, implementing, and assessing student-learning outcomes for courses and programs and using the results for improvement.</li> <li>• Engaging in data inquiry and self-assessment to develop strategies for student success, persistence, and equity.</li> <li>• Participating in professional development activities to fulfill mandatory FLEX requirements</li> <li>• Maintaining current knowledge in the subject matter area and effective teaching/learning strategies to meet the needs of all learning styles.</li> <li>• Maintaining appropriate standards of professional conduct and ethics.</li> </ul> <p>PHYSICAL AND MENTAL STANDARDS (Departments may add appropriate standards under this section if necessary to meet the requirements of the position. These standards must align with ADA rights and requirements.).</p>
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<p>Preferred Qualifications</p>	<p>Knowledge of and ability to appraise the diverse academic, socioeconomic, cultural and ethnic backgrounds of community college students. Sensitivity to the individual needs and requirements associated with successfully serving our diverse community college student population.</p> <p>PREFERRED QUALIFICATIONS</p> <ul style="list-style-type: none"> <li>• Education and/or experience in teaching in _____insert discipline_____at the community college level, with a particular emphasis in basic skills.</li> <li>• Current knowledge of the _____insert_____discipline.</li> <li>• Current understanding of assessment processes for improving student success at the course, program, and degree level.</li> <li>• Competent in new pedagogies, such as _____(Fill in with discipline specific examples) and other pedagogies/andragogies directed at improving student success and student equity.</li> <li>• Recent experience working with African American/Black, Hispanic, Latinx/a/o, Native American, Asian American and Pacific Islander, and other minoritized students in the classroom, and an understanding of how historical patterns of exclusion of these groups within higher education shape patterns of participation and outcomes;</li> <li>• Willingness to examine and remediate one’s instructional, relational, and classroom practices to more effectively engage and support racially minoritized students;</li> <li>• Experience and skill with addressing issues of equity in the classroom;</li> <li>• Experience and expertise in culturally responsive and trauma-informed teaching in the _____insert_____discipline, especially as it relates to the relevancy of students’ lives, interests, and communities;</li> <li>• Demonstrated ability to address equity gaps within coursework and the classroom;</li> <li>• Demonstrated knowledge of the Hispanic-Serving designation for institutional, departmental, and instructional practices.</li> </ul>
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<p>Desirable Characteristics</p>	<p>DESIRABLE CHARACTERISTICS (The below are suggestions)</p> <ul style="list-style-type: none"> <li>• Ability to develop curriculum or services that stress innovation and improve student equity.</li> <li>• Enthusiasm for the learning process.</li> <li>• Commitment to supportive relationships with students and colleagues.</li> <li>• Participate in professional growth and remain current in subject area and major state initiatives.</li> <li>• Ability to operate effectively in an environment of change and ambiguity.</li> <li>• Vision and energy to plan and organize programs to enhance student success.</li> <li>• Willingness to participate effectively in shared governance and to work collaboratively.</li> <li>• Personal qualifications such as effective interpersonal communication skills, participation in community affairs, ability to conduct effective public presentations.</li> </ul>
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<p>Additional applicant portal info (Appears above Position Description)</p>	
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<p>Special Instructions for this Posting</p>	<p>Applications are accepted online only at:  <a href="https://www.yosemite.edu/recruitment/employmentopportunities/">https://www.yosemite.edu/recruitment/employmentopportunities/</a> Select Job Openings, Select Search Jobs, Select Job Title, Create an account and Apply to this job.</p> <p>The District may hire more than one applicant with this applicant pool. Applications will be reviewed by a screening committee which will select candidates to be interviewed. Applicants selected for personal interview will be notified by email, letter or phone.</p> <p>After interviews, a recommendation will be forwarded to the President, Chancellor, and Board of Trustees.</p> <p>In accordance with Board policy official offers of employment will be made only by the Chancellor or Human Resources, YCCD. Final appointment is subject to confirmation by the Board of Trustees.</p> <p>At the time an offer of assignment is made, proper salary placement is contingent upon receipt of OFFICIAL (sealed) transcripts. Instructors with advanced degrees and coursework shall be placed on the appropriate salary column and step up to step 10. Initial salary placement will be at the first column/step until official transcripts have been submitted to Human Resources and placement processed.</p> <p>Federal law requires the District employ only US citizens and aliens authorized to work in the United States. Written verification of employment eligibility is required.</p> <p>NOTE: A background investigation of new employees is required, including reference checks and a state criminal history report. Employment will not begin until the history check has been cleared by Human Resources. The cost for the criminal history report will be the responsibility of the successful candidate. YCCD is an Equal Employment Opportunity Employer.</p>
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Approved by Columbia College Academic Senate March 22, 2024