



Los Angeles Valley College

ACADEMIC SENATE

Web site: <http://www.lavc.edu/senate>

SENATORS

2015-2017

Mr. Josh Miller- President

Dr. June Miyasaki- Exec VP

Dr. Rebecca Frank- Curriculum VP

Mr. Rick Murray- Treasurer

2014-2017

Dr. Zack Knorr

Dr. Michael C. Gold

Ms. Lynne Polasek

Mr. Kevin Sanford

Ms. Fay S. Dea

Ms. Monica Hang

Ms. Xiao Liu

2015-2018

Dr. Tyler Prante

Dr. Ron Mossler

Dr. William C. Wallis

Dr. Victorino M. Fusilero

Ms. Kathryn Queen

Ms. Dora Esten

Mr. Nicholas Wade

2016-2019

Mr. Jim Fenwick

Ms. Siu Chung

Dr. LaVergne D. Rosow

Dr. Ruby Christian-Brougham

Ms. Deanna Heikkinen

Ms. Eugenia Sumnik-Levins

Mr. George Caleodis

Ms. Ann Gee

Adjunct Senator 2016-2019

Mr. Jack Condon

Probationary Senators 2016-2017

Ms. Gjenaii Givhan

Dr. Wesley Oliphant

VISION STATEMENT

Los Angeles Valley College inspires, educates, and enriches our diverse community, developing critical and creative thinkers and lifelong learners.

MISSION STATEMENT

Los Angeles Valley College serves as a leader in student success, with pathways for certificates, degrees, transfer, and continuing education. We enable students to advance their education, personal development, and quality of life, empowering them to be productive and engaged members of the global community.

April 20, 2017

1:10 pm

Academic Senate Office

Agenda

1. **Call to Order**
 - a. Motion to approve Agenda
 - b. Motion to approve minutes of March, 2017
2. **President's Report - Miyasaki**
 - a. Adjunct hiring guide
 - b. Executive Election
 - c. Enrollment and budget update
 - d. Plenary
3. **Old Business/ Discussion items**
 - a. Motion to approve Hiring Handbook: "If a full-time faculty position is vacated anytime during the probationary period, the department will be allowed to replace the position without having to request it through the PEPC hiring process. The only exception would be if the President can demonstrate, through collegial consultation, that filling the position would be detrimental to the College."- Miller
4. **New Business / Discussion Items**
 - a. Paper motion- Mossler
5. **Senate/Campus Committee Reports**
6. **Public Agenda Speakers / Guests**
7. **Motion to adjourn**

Future Meeting Dates

5-18-17



**ACADEMIC SENATE MINUTES
MARCH 16, 2017 - 1:10 P.M.
STUDENT SERVICES MULTIPURPOSE ROOM**

Present: Mr. Josh Miller- President, Dr. June Miyasaki, Dr. Rebecca Frank, Mr. Rick Murray, Dr. Zack Knorr, Dr. Michael C. Gold, Ms. Lynne Polasek, Mr. Kevin Sanford, Ms. Xiao Liu, Dr. Tyler Prante, Dr. Vic Fusilero, Ms. Dora Esten, Mr. Jack Condon, Mr. Jim Fenwick, Ms. Siu Chung, Dr. LaVergne D. Rosow, Dr. Ruby Christian-Brougham, Ms. Eugenia Sumnik-Levins, Ms. Ann Gee, Ms. Gjenaii Givhan, Mr. Wesley Oliphant, Ms. Kathryn Queen, Ms. Fay S. Dea, Ms. Monica Hang, Mr. Nicholas Wade

Absent: Dr. Ron Mossler, Dr. William C. Wallis, Mr. Jack Condon, Mr. George Caleodis

Resources: Deborah Kaye

Guests:

Meeting Date: **March 16, 2017**

Recorded By: Ilene Sutter

AN = Action Needed

AT = Action Taken

D = Discussion

I = Information Only

DISCUSSION/DECISIONS

1. Call to Order

1:12 pm

a. Motion to approve Agenda AT

M/S/P Rosow/Miyasaki as amended.

Guests will be moved to the top of the agenda, and ICE will be added as item 3.D under Old Business. Agenda item 4.C will be “money talk,” reported by R. Murray.

b. Motion to approve minutes of February, 2017 AT

The minutes were posted to SharePoint but were not shared via email with adequate time; they will be approved at the next meeting.

2. President’s Report - Miller

a. Adjunct hiring guide I

- The adjunct hiring guide is still under revision. The latest version will include two faculty members on each hiring committee, and both must be trained as EEO representatives.
- A dean shall be invited; if they cannot attend, however,

interviews may continue. The voting position of the Deans is under discussion. The Chancellor has requested a vote from a Dean, while the District Academic Senate opposes it.

- | | | |
|---------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| b. Executive Election | I, AN, AT | <ul style="list-style-type: none">• Executive senate positions are up for re-election.• Claudette Bentley will be contacted to produce an online system allows for faculty voting. Senators are needed to coordinate the process, send emails, tally votes, etc.• T. Prante, K. Queen and N. Wade volunteered. |
| c. Nonpaying senators | I | <ul style="list-style-type: none">• Just one person has failed to pay their senate dues. |
| d. Enrollment and budget update | I, D | <ul style="list-style-type: none">• Enrollment has dropped significantly from one year to the next, and there is concern districtwide about not meeting base. The district has not identified the reason for the enrollment drop.• Senators noted that other colleges have more international students, and expressed that the College might benefit from increasing these enrollments. Campuses receive a lot of correspondence; a proactive response might improve international enrollments (note: international students do not count toward FTES).<ul style="list-style-type: none">○ More recruitment and infrastructure would need to be dedicated to accommodate such students. It was stated that the President does not support the pursuit of international students at this time.○ It was suggested that earlier deadlines would improve international recruitment efforts for Athletics.• Many students apply and never enroll, and retention is low. There are hopes that the L.A. College Promise will help because the College is engaging with high schools more and encouraging financial aid applications and awareness of how financial aid works.• Better technology and a stronger online presence were have been identified as needs by the district.• Both “A Day in the Life at LAVC” and the Guided Pathways initiatives aim to identify and remedy many of the barriers that students face. |
| e. Academic Technology | | <ul style="list-style-type: none">• An Academic Technology position for Canvas is under discussion.• The advertised position for DE coordinator will be raised from a .4 to a .6 (D Basis) position. |
| f. Campus wide issues/reports | | <ul style="list-style-type: none">• There were no campus-wise issues or reports. |

3. Old Business/ Discussion items

- a. Hiring Handbook: "Departments with probationary faculty are allowed to re-hire (without IPC re-requesting and re-ranking) if the probationary position is vacated anytime in the probationary period; notification must be made to IPC."- Miller
- I, D, AN
- The agenda item referring to this portion of the policy arose because of the handbook review and a tenure track vacancy created in December by departing Sociology faculty.
 - The policy was developed prior to the President's tenure during a different economic climate and assumes replacement and growth positions. If the Faculty Obligation Number (FON) is frozen, only replacements will occur, and in some years there may be no hires. The policy leaves no room for discussion.
 - E. Endrijonas respectfully requested that the senate consider adding language indicating that in most instances, if a tenure track faculty member vacated a position it would be replaced in consultation with the president.
 - E. Endrijonas expressed that she is aware of concerns that faculty who should be released will be held because of concerns related to their replacement.
 - A faculty hiring update was provided to the senate. The district is struggling to make base. Across the state, 40 of 72 districts have flat or declining enrollments. If all currently scheduled classes through the first summer session were filled as expected, the district would still be short by a 787 FTES (787 students taking 12 units).
 - Last year the district pushed to make base by incorporating summer; as a result the district began the academic year 1500 FTES short. The growth factor for this year was set at 1.67%; this number drives the Faculty Obligation Number (FON).
 - The College has held off on spending growth money to avoid debt, and attempts are underway to make base. The FTES number drives the FON, which in turn drives hiring numbers. As a result, the initial growth-based FON hiring number has decreased. The Chancellor requested that the College hire eight positions, and the President agreed to do so only if the positions were fully funded regardless of growth. However, later discussions included using reserves to fund positions, which was rejected as an option; the district additionally refused to draw from the payroll of colleges that did not hire. The College currently awaits an updated number, but there is a chance that some of the advertised positions will not result in hiring.
 - E. Endrijonas noted these challenges as a concern about the policy as it currently exists and respectfully requested amending the policy to include her in the discussion.
 - Supplemental Retirement Program positions will not be counted until fall 2018.

- If the College ends this year with a positive balance, which is currently possible, the President can request forgiveness of existing debt from the chancellor.
- b. One book one college- Lewis I
- Michelle Lewis announced upcoming events involving [One Book One College](#), including a Lacks Family event. The speaking engagement will be held in the Main Stage Theater and the Art Gallery will hold a reception, along with a student art show inspired by the book.
 - The event will be held on April 12. Doors open at 12:40 pm, and the event will be held from 1:00 pm-2:15pm, and 2:15-4:00 pm in the Art gallery.
 - A film screening of the HBO movie about Henrietta Lacks starring Oprah will be featured as well on April 27.
 - Submissions are now being collected for next year's book; the book nomination form may be found on the [web site](#). The deadline is April 1.
 - A review committee will look through the selections using a rubric; faculty who have not submitted a nomination are encouraged to participate. Two finalists will be chosen.
- c. Pathways update- Miller I
- The IEPI Pathways kick off will be Wednesday March 29th from 2:30-3:30 pm in LARC 100, following the Open Educational Resources workshop.
- d. ICE (R. Christian-Brougham) I ,D, AN
- R. Christian-Brougham addressed the senate. A document entitled, "What to do if ICE Agents Seek to Conduct an Enforcement Action at Your College or University?" was distributed to the senate.
 - The AFT1521 has been protesting at Board meetings for the past couple of months and has put together a workgroup to address the challenges facing some immigrants in order to help them feel that the campus is a safe place.
 - R. Christian-Brougham reported that if ICE were to approach a classroom door, they may not enter without a judicial warrant. Faculty members were instructed to refer these matters to the sheriff should they occur.
 - The AFT1521 also aims to protect financial aid documents, which in some cases may identify undocumented parents of students.
 - Z. Knorr stated that putting pressure on the Board of Trustees has resulted in action on their behalf. He encouraged attempts to build more of a community between faculty, students and family members.
 - A "know your rights" evening training with lawyers for faculty, students and family members is being planned.

- The two new Board members seem more committed to [SB54](#) and this cause in general.

4. New Business / Discussion Items

- a. Behavioral Intervention team- Reed I, D, AN
- Annie Reed addressed the committee.
 - She requested the help of the senate with the [behavioral intervention team](#), which she coordinates along with Dave Green. Faculty and staff, behavioral intervention on web site. A request was made to address entire opening day attendees, as the behavioral intervention team is crucial to campus safety.
 - The senate was asked to provide recommendations for required employee training so that all faculty will be prepared for student misconduct. If an incident occurs, even if the faculty member resolves it, A. Reed should be informed of the event so she is aware of it. Additionally, the campus has a psychiatric social worker who can intervene and prevent issues. Utilizing resources helps address issues before they become suspensions or other institutional action.
 - The senate was asked to consider how to implement online suspensions using Canvas, which requires a DE coordinator to execute. For face-to-face classes, a suspension generally involves they day of class and the next class meeting. The amount of time for online classes must be determined. The CDEC will also explore solutions.
 - J. Miller stated that we need a larger online/Canvas presence and suggested developing Canvas modules to facilitate training.
- b. Viability Triggers- Peter D, AT, AN
- **M/S Dea/Murray**
 - C. Peter, chair of PEPC stated that many of the triggers submitted align with the recently approved institution-set standards, which are a requirement of the ACCJC. No single trigger will be cause for a viability study, and multiple triggers may cause a self-study rather than a full viability study depending upon mitigating circumstances.
 - Fill rate is the percentage of the enrollment relative to the course limit. Because average class size is considered, fill rate itself is not a trigger. Fill rate is not considered a trigger because success and retention are already considered; however, fill rate could be a mitigating factor to prevent viability.
 - Previous viability without a sufficient outcome is now considered a trigger as a way of following up.
 - T. Prante motions an amendment: Minimum triggers for viability review should be changed to any combination of

four triggers rather than three.

- **M/S/P Prante/Knorr** Amendment passes with one Nay.
- Results of previous viability studies may be found on the [PEPC web site](#). No programs were recommended for discontinuance.
- **M/S/P L. Rosow/J. Miyasaki** Postpone the motion until the next meeting pending clarification of defining indicators (definition of “completion;” clear answer as to where the 66% was derived; and the reason for both triggers A and B). Motion passes with 12 votes.

c. Money Talk

- Over the past six or more years, the senate has carried significant additional funds each year. R. Murray proposed that unspent Senate funds should be spent on an endowment with the Foundation to offer scholarships. The return would depend upon the market.

d. College Hour

- Meghan Cason presented a proposal for the establishment of a College Hour as a way of improving student attendance. The Student Success Committee has been reviewing student engagement, and found that a College Hour might improve student attendance at events.
- The College Hour would provide one hour a week where students would have a featured activity on Wednesdays from 1:00 pm – 2:00 pm. The time was decided after a consultation with the ASU; faculty and department chairs would be discouraged from scheduling classes during this hour.
- The SSC is pursuing a more cohesive web presence on the LAVC web site. Student engagement coordinator Raquel Sanchez has been working on a web page and calendar for these events, along with the committee.
- Concerns were raised about limitations to participation caused by courses that must be scheduled during the College Hour time. It was proposed that the time/day change bi-weekly to accommodate those students.
- Faculty gatherings were suggested, including professional development opportunities.

5.

**Senate/Campus
Committee Reports**

- There were no campus committee reports.

6. Public

**Agenda Speakers /
Guests**

- The Open Educational Resources (OER) will be held on March 29 from 1:00-2:30 pm in LARC and will cover discovering and adopting OER for classes. Registration limited to 45 and a \$100 stipend and lunch will be provided. Info: www.lavc.edu/oer to register.

- During the summer there is the Teaching Innovations Academy focusing on course redesign over a two week period. Faculty are encouraged to consider adopting OER while redesigning courses. A \$2500.00 stipend is available. The academy will be held in the two weeks following the first summer session and will accept up to five faculty from each department.
- D. Kaye informed the senate that any faculty members considering retirement should speak to her about allowing the addition of adjunct years, and about issues involving benefits. There may also be opportunities to consult with a faculty member in the business department regarding financial planning decisions.

**7. Motion to adjourn
Future Meeting Dates**

3:32 pm

4-20-17, 5-18-17

VCCC Approved items from 3/8/17

- a. ANTHRO 101: SLO, DE, TAP, PreReq
 - i. PreReq (Y), SLO (Y), Catalog (Y), District (N)
 - b. CH DEV 53: SLO, PreReq
 - i. PreReq (Y), SLO (Y), Catalog (Y), District (N)
 - c. MATH 215: SLO, PreReq
 - i. PreReq (N), SLO (N), Catalog (N), District (N)
 - d. MATH 238: SLO, PreReq
 - i. PreReq (N), SLO (N), Catalog (Y), District (N)
 - e. SPANISH 35: SLO
 - i. PreReq (N), SLO (N), Catalog (Y), District (N)
 - ii. Requesting IGETC Area 6A
- B. Program Change
- a. French AA
 - i. Current: 18 – 20, New: 18 - 21
 - ii. No change to Core Courses
 - iii. Elective courses deleted: French 8
 - iv. Elective courses added: French 25, French 63, French 64, French 65
- C. Archive
- a. GEOG 31

LOS ANGELES VALLEY COLLEGE

HIRING HANDBOOK
FOR SELECTING
FACULTY

SPRING 2007

FALL 2016

TABLE OF CONTENTS

INTRODUCTIONS 1

VISION – MISSION – LEARNING GOALS STATEMENT 2

COLLEGE-WIDE STUDENT LEARNING OUTCOMES..... 3

FACULTY HIRING PROCEDURES..... 6

SUMMARY FACULTY HIRING PROCEDURES 12

TIME LINE FACULTY SELECTION PROCESS 13

LAVC HIRING REQUEST PROCESS DIAGRAM..... 14

INTERVIEW PROCEDURE 15

SAMPLE QUESTIONS..... 16

APPENDICES

APPENDIX A – LAVC HIRING PRIORITIZATION PROCESS & RATING SHEET 17

APPENDIX B –NOTICE OF INTENT TO FILL (NOI)..... 21

APPENDIX C –SEARCH COMMITTEE FORMATION 22

APPENDIX D –RECRUITMENT PLAN..... 23

APPENDIX E –SAMPLE POSITION ANNOUNCEMENT 25

APPENDIX F –SELECTION PROCEDURE UTILIZING LETTERS OF INTEREST 26

APPENDIX G –SAMPLE PAPER SCREENING EVALUATION FORM..... 27

APPENDIX H –SAMPLE LETTER TO INVITE THE CANDIDATES TO INTERVIEW . 28

APPENDIX I –SAMPLE LETTER TO CANDIDATES NOT SELECTED TO INTERVIEW 29

APPENDIX J –SAMPLE INTERVIEW RATING FORM..... 30

APPENDIX K –BOARD RULES GOVERNING FACULTY HIRING 31

APPENDIX L –SELECTION PROCESS REGULATIONS..... 36

OTHER FORMS

- Formatted: Highlight
- Formatted: Centered, Indent: First line: 0"
- Formatted: Highlight
- Formatted: Indent: First line: 0"

INTRODUCTION

Selecting the faculty ~~that~~ who teaches at Los Angeles Valley College remains one of the most significant processes performed by the college. It is through the hiring of faculty that we shape the institution. As we bring talented individuals into our learning community, we provide a vehicle for presenting new innovative ideas to students, creating and expanding our instructional offerings, and inspiring faculty already in residence to join in academic endeavors that strengthen the college's ability to respond to our community's needs.

Formatted: Highlight

Formatted: Highlight

This handbook is a compilation of our ~~tried-and-tested~~ learning methods. The handbook also includes the Los Angeles Community College Board of Trustees revised Rules on Faculty Selection Policy and a revised and expanded LAVC Faculty Hiring Procedures Document.

Formatted: Highlight

The inclusion of the College's Vision, Mission, ~~and Core Values~~ Learning Goals and college-wide Student Learning Outcomes is intended to be a constant reminder that as a community college, we do our educational work in the context of our surroundings. It is through our faculty that we are able to gauge our success. They in turn make a significant impact on each student that sets foot on the campus. One might say that the success of our students is directly linked to the success of our hiring process.

The Office of Academic Affairs and the Academic Senate have pledged our commitment to ongoing improvement of our faculty hiring processes. Any suggestions or enhancements to this process may be forwarded to either the Vice President of Academic Affairs or the Academic Senate President.

VISION – MISSION – CORE VALUES~~LEARNING GOALS STATEMENT~~

Vision Statement:

Los Angeles Valley College inspires, educates, and enriches our diverse community, developing critical and creative thinkers and lifelong learners, is a beacon for teaching and learning, research, creativity, collaboration, and the free exchange of ideas in a climate of openness and respect.

Mission Statement:

Los Angeles Valley College serves as a leader in student success, with pathways for certificates, degrees, transfer, and continuing education. We enable students to advance their education, personal development, and quality of life, empowering them to be productive and engaged members of the global community, the community by providing transfer, degree, vocational, transitional, and continuing education programs in an attractive and accessible learning environment that fosters student success. Embedded in these programs are the greater goals of critical thinking and life-long learning which are necessary for success in the work place and for furthering one's education and personal development.

Core Values~~Learning Goals:~~

Student Success and Innovation in Teaching and Learning

The college creates a learning-centered environment that offers a broad range of academic programs and services in an atmosphere of academic freedom and collaboration responsive to students, faculty, staff, and the community. Los Angeles Valley College encourages each student to successfully complete all courses attempted, persist from term to term, and fulfill his or her educational goals.

Mutual Respect, Diversity, and Access to Education

The college promotes access to educational opportunities for all in a welcoming, supportive, and respectful environment that provides a place for critical thinking, learning, and personal growth.

Resourcefulness and Environmental Stewardship

The college strives to be effective stewards of our physical, technological, and financial resources to maximize institutional effectiveness. The college fosters sustainability and pride in our vibrant and evolving campus.

The Los Angeles Valley College vision and mission are embodied in the learning goals of our College-wide Student Learning Outcomes which include:

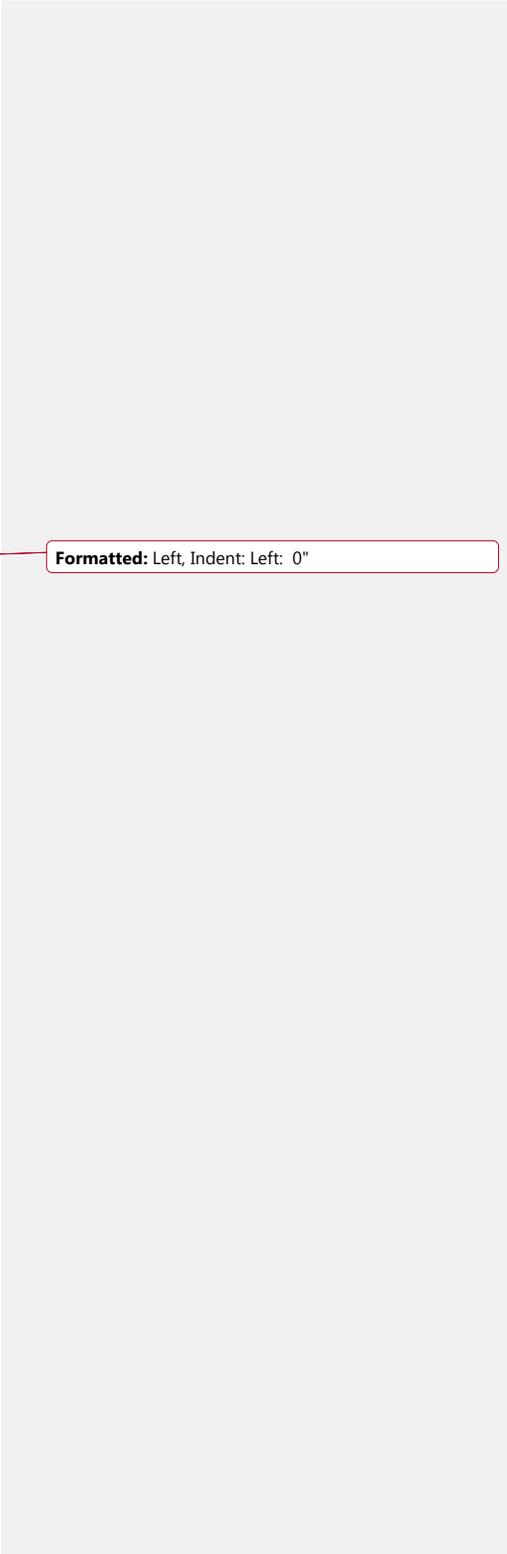
- (1) Communication Skills;
- (2) Information Competency;
- (3) Historical Perspectives, Diversity, and Cultural Awareness, (4) Reasoning Skills;
- (5) Aesthetic Responsiveness, (6) Civic Responsibility, and (7) Health and Wellness.

Formatted: Expanded by 0.05 pt

Formatted: Indent: Left: 0.07", Right: 0.17", Space Before: 0 pt, Line spacing: single

Formatted: Right: -0.01"

Formatted: Indent: Left: 0.57", Right: -0.01", Space Before: 0 pt, Line spacing: single, Tab stops: 0.97",



Formatted: Left, Indent: Left: 0"

College-wide Student Learning Outcomes

College-wide Student Learning Outcomes (SLOs) are broad-based and cut across the curriculum bringing coherence and connection to the learning experience. Program and Course SLOs explicitly state how discipline specific content is used to achieve the College-wide SLOs. Imbedded in all SLOs are the greater goals of critical thinking and life-long learning, both of which are necessary for success in the work place and for furthering one's education and personal development.

Communication Skills

Communication is interactive and involves the ability to clearly express, transmit, and interpret knowledge and ideas through writing, speaking, listening, and reading. Students will be able to:

Verbal:

- o Construct and deliver a clear, well-organized verbal presentation employing appropriate evidence to support specific arguments or conclusions.
- o Demonstrate comprehension through reading and listening.

Written:

- o Demonstrate mastery of basic written communication including the ability to read with understanding.
- o Organize thoughts and ideas effectively and express them clearly and correctly in writing.

Interpersonal:

- o Become effective members of a team by collaborating with others toward the accomplishment of common goals.
- o Develop rapport, demonstrate sensitivity, show respect for others, actively listen to others, convey feelings, provide support, and perceive feelings.

Information Competency

The amount of information available to the public has increased at an unprecedented rate since the emergence of the internet. Because of this, students need to know how to access accurate information, evaluate the quality of the information obtained, and analyze, synthesize, and organize the information. Students will be able to:

- Formulate and focus a research question or information need.
- Select appropriate information search tools for the information need.
- Access the needed information effectively and efficiently.
- Evaluate the quality and appropriateness of the search results.
- Differentiate between information and knowledge and incorporate information into one's knowledge base.
- Obtain the full text or images of the desired information sources.
- Synthesize, organize and use the information for a specific purpose and audience.
- Cite and/or properly acknowledge the information sources used to avoid plagiarism and infringement of copyright.

Historical Perspectives, Diversity, and Cultural Awareness

Living in one of the most culturally diverse cities in the world during the 21st century, it is crucial for students to have an understanding of both the history and current state of their society. This includes knowledge about different cultural and diverse groups, the ability to think critically about the contributions and challenges of those groups to our society, and assessment and appreciation of the effects of those different histories and cultural practices upon other groups. Students will be able to:

- Differentiate and examine diverse groups in society.
- Compare and contrast the contributions of diverse groups to society.

Commented [DKL1]: I don't think these need to be in the Handbook. If they are going to continue to be included, they need to be updated and a paragraph should be introduced to show how they are related to faculty hiring.

Formatted: Indent: Left: 0"

- Compare and contrast the current and past challenges for diverse groups in society.
- Recognize how cultural practices influence behavior historically and currently.
- Demonstrate sensitivity to cultural practices different from their own.

Reasoning Skills

Increasingly complex personal, societal, and natural world issues require today's students to go beyond the mere acquisition and retention of information and skills. The ability to apply different types of reasoning skills is the basis for one becoming a proficient problem solver. Problem solving refers to the skillful conceptualization, application, analysis, and evaluation of information in order to inform action, enhance decision making, and apply the acquired knowledge. Problem solving strategies include quantitative, qualitative, inductive, deductive, mathematical, and scientific reasoning. Students will be able to:

- Express and manipulate mathematical information, concepts, and thoughts in verbal, numeric, graphic and symbolic form.
- Solve multiple step problems through inductive, deductive, or symbolic means.
- Measure observable facts and relationships among variables and present such information by means of statistical analysis, tables, charts, graphs, maps, and mathematical formulas.
- Apply scientific principles to understand observations and employ mathematics to analyze data and communicate relationships and findings.
- Extract quantitative data from a given situation, translate the data, evaluate the data, make logical deductions, and arrive at reasonable conclusions.
- Discern the impact of science, mathematics, and technology on society and the natural world.
- Assess how the natural world has been shaped by chemical processes and physical and biological evolutionary processes, recognizing the significance of time and scale.
- Examine situations to understand how people view things and gain insight into their motives, reasons, and actions.
- Differentiate among facts, opinion, assumptions, and conclusions.
- Critically assess statements and arguments to discover facts, assumptions, and biases.
- Ask provocative questions in order to combine information in new and pertinent ways.

Aesthetic Responsiveness

Humans have always sought to depict our common experiences through the fine, literary, and performing arts. In fact, through aesthetic means we can more meaningfully understand various cultures. Students will be able to:

- Recognize, appreciate, and evaluate fine, literary and performing arts as tangible expressions of human nature and experience.
- Identify and assess art forms from various cultures.
- Discuss the impact and role of the fine, literary, and performing arts in social, cultural and political contexts.
- Acquire tools of creative expression.

Civic Responsibility

Some studies show that many Americans are disengaged from the communal life of our society and from the responsibilities of democracy. Students need to be connected to the larger purposes and aspirations of American democracy. The ability to understand one's role in society, take responsibility for one's actions, make ethical decisions in complex situations, and participate actively in a diverse democracy are the core ingredients of student civic responsibility. Students will be able to:

- Identify specific issues that call for social responsibility.
- Evaluate the complexity of social justice issues.
- Evaluate differing points of view on social responsibility and injustice and work for social change.

- Understand the rights and responsibilities of citizenship.
- Demonstrate the beginning of commitment to active citizenship.

Health and Wellness

The list of health issues confronting our country is serious and imposing. Students must acquire a better understanding of how to increase quantity and quality of life, and reduce the health disparities among segments of our population (age, gender, socioeconomic status and geographic location). Students will be able to:

- Evaluate, develop and maintain physical fitness as a key component of a healthy lifestyle.
Assume personal responsibility to reduce health risks associated with the leading causes of death and disability.
- Develop, maintain, and make healthy nutritional decisions to minimize health risks and promote wellness.
- Develop effective coping skills to manage stress.
- Develop and maintain a network of healthy social relationships.
- Advocate for themselves and others with regards to health and medical care.
- Demonstrate responsible behavior toward the environment.

LOS ANGELES VALLEY COLLEGE FACULTY HIRING PROCEDURES

The Board of Trustees adopted ~~significant~~ revisions to Board Rule Chapter X, Article III, Selection Policies, Section 10304, ~~Agreed to Policies and Procedures for the Hiring of Full-Time Faculty Member~~ Faculty Hiring. The following local hiring procedures have been agreed to by the Academic Senate and the College President of Los Angeles Valley College and are in keeping with the Board Rules. The College President and the Academic Senate hold joint responsibility for assuring that the District and local hiring policies and procedures are observed. Both parties retain the right to review and, if necessary, revise these procedures.

A. REQUESTING A TENURE-TRACK FACULTY POSITION

1. Departments, the College Academic Senate, and the College President or designee may submit proposals for faculty positions.
2. LAVC will use the following procedure for prioritizing academic department requests for hiring full-time faculty members.

Step 1: As part of the annual plan process, each department/area submits an Annual Staffing Plan module (see www.lavc.edu/pepc/annualplans.html.) by July 1st of each year.

Step 2: Area deans and the appropriate Vice President will validate Annual Staffing Plans. In validating the Annual Staffing Plans, the Deans and Vice Presidents will verify that the data submitted in the module is accurate, add relevant context, and have an opportunity to comment on the information submitted by the department/areas. The deadline for Deans to validate Annual Staffing Plans is September 1st.

Step 3: Faculty hiring modules will be forwarded to the faculty hiring workgroup under the college's Program Review and Effectiveness Committee (PEPC). The PEPC Chair will send out a call for volunteers to all full-time faculty to serve on the faculty hiring prioritization workgroup. PEPC, in consultation with the Academic Senate President, will select the workgroup members to create a faculty hiring prioritization list. The workgroup will consist of three faculty members from PEPC and eight at-large faculty members. The PEPC chair will serve as a nonvoting member of the workgroup and will ensure that the workgroup adheres to the process described here. Every effort will be made to select members from different academic areas so as to have as representative a group as possible in the workgroup. Not more than one faculty member from each department shall be allowed on the workgroup. Faculty from disciplines not requesting positions are especially encouraged to volunteer in order to maintain impartiality. The validated Staffing Modules with the Faculty Hiring Request forms will be distributed electronically to the members of the faculty workgroup for review. The Offices of Institutional Effectiveness and Academic Affairs will provide the workgroup with the appropriate data. This workgroup will be formed by September 15th.

Step 4: Using the rubric provided by PEPC, the workgroup will generate a faculty hiring prioritization list. The following criteria are considered in the ranking process:

- Program Review: The discipline must be current in its process.
- SLO Assessment: The discipline must be current in its process.
- Ratio of full-time to part-time faculty in the discipline.

Formatted: Right: -0.01", Line spacing: single

Formatted: Font: (Default) Times New Roman, 12 pt

Commented [DKL2]: Original said department. Shouldn't it be discipline?

Formatted: Font: (Default) Times New Roman, 12 pt

- Ability of the department to support a new full-time instructor if it currently has a full-time instructor with reassigned time.
- Fill rates in the discipline.
- Reasons for a hire not reflected in other data. (For example, the lack of a full-time instructor with the ability to teach a specific course or the pending retirement of a faculty member.)

Formatted: Font: (Default) Times New Roman, 12 pt

Formatted: Font: (Default) Times New Roman, 12 pt

Formatted: Font: (Default) Times New Roman, 12 pt, Highlight

Formatted: Highlight

Formatted: Font: (Default) Times New Roman, 12 pt, Highlight

Formatted: Highlight

Formatted: Highlight

Commented [DKL3]: I added the note since these positions are not referred to elsewhere. Perhaps the Senate or PEPC should document any additional criteria beyond SLO assessments and program review when considering these requests?

Formatted: Font: (Default) Times New Roman, 12 pt

Commented [DKL4]: Add appendix reference.

Formatted: Font: (Default) Times New Roman, 12 pt

Formatted: Font: (Default) Times New Roman, 12 pt

Note: Prioritization of Counseling, Librarian, and other non-teaching faculty positions will be based on criteria determined by the workgroup.

The specific importance assigned to each criterion is described in the Hiring Prioritization List Rubric.

The workgroup will meet on the last Friday in September to conduct a Question and Answer session with departments requesting hires. At the conclusion of the Question and Answer session, the workgroup will rank all requests according to the rubric, taking into consideration any relevant clarifications resulting from the Question and Answer session. The workgroup will forward the list to PEPC by the end of September.

Step 5a: PEPC will ratify the list and forward it to the Academic Senate for approval at the Senate's October Meeting, as well as to the Budget Committee for hiring cost considerations.

Step 5b: As an informational item, the Senate will forward the list to the IEC for discussion at the IEC's October meeting. In addition, the Budget Committee will review the proposed number of faculty positions from the District to fulfill the college's Full-time Faculty Obligation number (FON) and make a recommendation to the IEC regarding the number of full-time hires that the college should make during the IEC's November/October meeting.

Commented [DKL5]: I added this phrase to the original narrative. The Budget Committee is going to have to consider the district's numbers before making a recommendation.

Formatted: Font: (Default) Times New Roman, 12 pt

Formatted: Font: (Default) Times New Roman, 12 pt

Step 6: Taking into consideration current college plans, priorities and commitments, college budget, and other factors, the College President determines how many and which requests, if any, are in the best interests of the college. To ensure that departments can announce positions early enough, the College President will announce this decision within one month of receiving the list from the IEC.

The Senate President and the PEPC Chair shall present the President's hiring approvals to the Senate at the next meeting. Departments with approved positions shall be duly informed, and training begins for department chairs on hiring procedures.

All requests for faculty positions will be submitted to the Vice President of Academic Affairs no later than the third week of the fall semester. The Vice President of Academic Affairs shall forward requests for faculty positions to the Instructional Programs Committee (Hiring Prioritization Committee). (Appendix A) IPC will prioritize requests at its October meeting.

3. The Instructional Programs Committee (Hiring Prioritization Committee) shall make a recommendation on the proposals for faculty positions to the Senate at the meeting in October. The Senate will forward the recommended list to the College President for final approval.
4. The Budget Committee will recommend the number of positions to be filled.

Formatted: Indent: Left: 0.34", Hanging: 0.25", Right: 0.13", Space Before: 0 pt, Line spacing: single

B. BEGINNING THE SEARCH PROCESS

1. If the College President accepts the Senate and Budget Committee recommendation, the President or his/her designee shall forward an LACCD Form 902 Notice of Intent to Fill Academic Position (NOI) to Fill form for each position to the appropriate district official for approval. (Appendix B)

Commented [DKL6]: Need to check all references to appendices when we are finished editing the document

2. All search committees will be formed under the direction of the appropriate Vice President. As mandated under Title 5 Section 53003(c)(4)The Senate and Office of Academic Affairs will ensure ~~conduct~~ each search committee participant completes training in diversity and equal employment opportunity principles pursuant to the district's Equal Employment Opportunity (EEO) PlanHiring Workshop training sessions, which include a comprehensive review of the process, goals and objectives.

Commented [DKL7]: Add as an appendix the plan and/or the training PowerPoint?

3. All search committees will be formed under the direction of the appropriate Vice President and will participate in the Hiring Workshop training session held in the fall or early spring. (Appendix C)

Formatted: Right: 0.42", Line spacing: single

34. In keeping with LACCD Board Rule 10304.1, section 2.2, each search committee shall have a minimum of three voting members, to be selected as follows: two from the discipline where the vacancy exists (or, if the Academic Senate deems appropriate, closely related disciplines) and one from the administration (usually the area dean). The voting faculty members on the committee must be tenured or tenure-track. The chair of the committee shall be elected by the voting members of the committee. When a discipline has only one full-time member, then that full-time member would act as the chair of the committee. No member of the committee may be related to any of the applicants; if that is the case, that committee member must be excused from the committee and a replacement committee member must be appointed. A non-voting Equal Employment Opportunity compliance officer (EEO) or designee will participate in all aspects of the search to ensure uniformity in the selection process and an equal opportunity to all applicants for employment. Should the discipline where the vacancy exists consist of only one faculty member, the department may choose one of the following options in selecting the second required faculty member:

Commented [DKL8]: Appendix?

Commented [DKL9]: This came from HR R-120

Commented [DKL10]: You still ok with this? Or could the department chair do it if agreed on by the committee?

Commented [DKL11]: Also from HR R-120

a. Select a colleague from the same discipline who works at another community college;

Formatted: Left

Formatted: Indent: Left: 0.55", Right: 0.7", Space Before: 0 pt

- b. Select a colleague from a related discipline at the college; or
- c. Consult with the Academic Senate to determine how to meet the two-faculty minimum.

Commented [DKL12]: What is the Academic Senate's position on using retired faculty members or including those going to retire that year serving as voting members on the committee? Can they be used as non-voting advisory members?

Commented [DKL13]: Reminder--HR R-120 says that all voting faculty must be tenured or tenure track.

Commented [DKL14]: Appendix?

Commented [DKL15]: What if someone is sick the day of the interviews?

5. Additional members may be added to the committee if agreed to by the department where the vacancy exists. The department will agree upon the voting status of any additional committee members before the search process begins. Additional members may include but are not limited to representatives from the same or related discipline, ~~and~~ instructional aides or other classified staff members who work with the department where the vacancy exists, and members of industry or professional groups or organizations or transfer institutions related to discipline where the vacancy exists. If additional voting members are added to the committee, the majority of the voting members must be tenured or tenure-track faculty. If the department explicitly requests a member from AFT Local 1521A to serve on the committee, the supervising administrator will follow the notification procedure described in HR R-112.
6. Search committee members who serve as part of a faculty selection process will need to participate in reviewing all applications in order to have input to that portion of the process. Selection committee members will need to participate in all interviews in order to have input into that portion of the process. The committee's composition will ~~should~~ remain the same throughout the process, but specific individuals may be substituted as deemed appropriate by the area dean and committee chair.

C. RECRUITING FOR THE POSITION

1. The Selection Committee will develop a recruitment plan in conjunction with the area dean. The plan shall include at minimum posting the position on the LACCD "Employment Opportunities" webpage, the California Community Colleges Registry, and on the LAVC "Jobs at Valley College" webpage. In addition, the announcement may be distributed to area colleges and professional organizations related to the field where the vacancy exists, and in display ads in the Chronicle of Higher Education, Community College Week, Hispanic Outlook and Black Issues in Higher Education, and/or other similar professional publications for the purpose of reaching the broadest range of potential applicants. The position will be advertised for a minimum of six weeks on the district's website and California Community Colleges Registry. If the President determines that the size or diversity of the pool of candidates who responded to the college's job announcement is not satisfactory, an extension of the recruitment period shall be required.

~~A general recruitment campaign will be conducted by the college in the fall semester for all probationary positions to be filled for the next academic year. This process may include but not be limited to placing display ads in the Chronicle of Higher Education, Community College Week, Hispanic Outlook and Black Issues in Higher Education, and/or other similar professional publications for the purpose of reaching the broadest range of potential applicants. The position openings will also be posted on the college web site, district website and the State registry.~~

Formatted: Right: 0.04", Line spacing: Multiple 0.93 li

- ~~2. The Selection Committee will develop a recruitment plan in conjunction with the area dean. The plan shall include contacting all potential eligible candidates in the LACCD Interest Pool and the State Chancellor's Registry, and distributing the announcement to area colleges and professional organizations related to the field where the vacancy exists. The position will be advertised for a minimum of 6 weeks (Appendix D)~~

23. The search committee will draft a position announcement. The announcement will follow the guidelines stated in Board Rule 10304.1. At a minimum the announcement shall include (Appendix E):

- a) The duties and responsibilities of a contract faculty member.
- b) A statement of the Minimum Qualifications (as defined by the Board of Governors of the California Community Colleges Statewide Minimum Qualifications document).

Commented [DKL16]: Should link onto the Minimum Qualifications Handbook

- c) The knowledge, skill and ability a successful candidate should possess.
- d) Any other desirable academic preparation, experience and other characteristics sought in a candidate essential to the position being filled.
- e) A statement of sensitivity to individuals who come from diverse academic, socioeconomic, cultural and ethnic backgrounds, including those with disabilities and understanding of diverse populations served by the Los Angeles Community Colleges.
- f) The relationship of the position to the college's mission.
- g) The ability to communicate and work effectively with people of diverse cultures and language groups. [Put in box?]

After review, the announcement will be forwarded by the appropriate Vice President to the District Office's Human Resources. [space]

D. ACCEPTING APPLICATIONS/USING THE DISTRICT FACULTY INTEREST POOL

1. ~~1.~~ The position announcement will direct potential applicants to submit their materials through the district's CornerstoneOnDemand (CSOD) recruitment portal to the college's Office of Academic Affairs during a designated filing period. The supervising administrator, in conjunction with the hiring committee chair, Office of Academic Affairs will conduct the preliminary paper screening of each applicant's transcripts for conformance with minimum qualifications. However, every member of the selection committee is responsible for ensuring that candidates selected to interview meet the minimum qualifications of the position. (See LACCD Board Rule 10304.1 section 2.6) Applicable rules include the following:
 - a) Degrees and credits generally must be from a postsecondary institution accredited by the American Council of Education.
 - b) Postsecondary transcripts must be evaluated by any of the agencies approved by the California Commission of Teaching and Credentialing.
- An occupational certificate and license may be required to meet certain qualifications.

Formatted: Indent: Left: 0.82"

Formatted: Indent: Left: 0.82", Line spacing: Exactly 12.6 pt

Commented [DKL17]: Accreditation expectation.

Formatted: Highlight

Formatted: Indent: Left: 0"

Formatted: Highlight

Formatted: Font: (Default) Times New Roman, 12 pt

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.32" + Indent at: 0.57"

Commented [DKL18]: From HR R-120

Formatted: Font: (Default) Times New Roman, 12 pt

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.57" + Indent at: 0.82"

Formatted: Font: (Default) Times New Roman, 12 pt

Formatted: List Paragraph, Right: 0.03", Line spacing: Multiple 0.92 li, Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.57" + Indent at: 0.82"

Formatted: List Paragraph, Space Before: 0 pt, Line spacing: single

Formatted: List Paragraph, Left, Indent: Left: 0", Right: 0", Space Before: 0 pt

~~2. The area dean will request the appropriate LACCD Interest Pool mailing list from the District Division of Human Resources and, in conjunction with the hiring committee chair, send a letter to all those listed, inviting them to apply for the position. (Appendix F)~~

~~3. The area dean will request the appropriate State Chancellor's Registry list from the District Division of Human Resources and, in conjunction with the hiring committee chair, send an announcement of the position opening to the State Chancellor's Registry for posting statewide.~~

42. The position announcement will direct all potential applicants to submit through the CSOD recruitment portal the following items ~~to the college's Office of Academic Affairs for purposes of creating the applicant file:~~

- a) Cover letter of interest and current resume expressing how the candidate meets the qualifications of the position as announced.
- b) A completed application for employment on a form specified by the District, Los Angeles Community College job application (see other hiring forms).
- c) ~~A list of 3~~ Three current references - name, position title, relationship to applicant, address, phone number or other appropriate contact information.
- d) ~~Copies of 4~~ Transcripts from accredited institutions (official transcripts are required at the time of hiring).
- e) ~~Any o~~ Other relevant information or documents as requested by the search committee, such as work products or portfolios.

E. SELECTING THE INTERVIEW CANDIDATES

1. ~~All selection committee members are required to sign Form C589 Campus Review Committee Members' Agreement. The supervising dean will send the form to the appropriate Vice President and confirm that all selection committee members have undertaken the EEO Faculty Hiring Training. The Vice President will inform the college's SPOC to release applications to committee members after the position closes. The supervising administrator will ensure that any tenured faculty members listed on the district transfer list and who have designated interest in an open position at LAVC is invited for an interview. applicant files, including inviting hourly (for probationary positions only) and those on the district transfer list, will be compiled and collected by the Office of Academic Affairs. The files will be held in a confidential manner until the committee is ready to review them.~~
2. The Equal Employment Opportunity Officer/compliance officer or designee will notify the College President or appropriate Vice President whether the pool's diversity is satisfactory to continue the search. A satisfactory standard is one that recognizes the diversity of the student population and community served by the college and acknowledges the Board of Trustees policy on enhancing the faculty ranks with individuals who are representative of our service area.
3. The supervising area-dean assigned to the committee will arrange for reviewing of the files at an agreed upon time and location on the campus. No screening committee can meet without an EEO representative present.
4. The selection committee will create/develop an application rating sheet, prior to reviewing the candidates' application materials, based on the description of the position. ~~Each committee member shall complete a rating sheet for each applicant. (Appendix G for examples) After a full discussion of their ratings, selecting candidates to interview by consensus, the committee will establish the interview schedule. The selection committee shall endeavor to interview a minimum of five applicants for the position. A fewer number of candidates can be interviewed upon approval of the College President. Per the 2014-2017 AFT Agreement, Article 16, Section H, at least two adjunct faculty on a LACCD college seniority list who also meet any additional local requirements adopted for the~~

Formatted: Indent: Left: 0.34", Hanging: 0.25", Right: 0.06", Space Before: 4.7 pt, Line spacing: Multiple 0.92 li

Formatted: Right: 0.06", Space Before: 4.7 pt

Formatted: Indent: Left: 0.34", First line: 0"

Formatted: Line spacing: Exactly 12.85 pt

Formatted: Line spacing: Exactly 12.85 pt

Formatted: Indent: Left: 0.82"

Commented [DKL19]: Is this expected? Not sure if there is rule on this.

Formatted: Indent: Left: 0.34", Hanging: 0.25", Right: 0.67", Space Before: 0 pt, Line spacing: Exactly 12.8 pt

position and other criteria established by the selection committee must be invited to interview. The selection committee must also sign a "Interview of Candidates Holding Hourly Assignments form. Form C336. (Appendix H)

Commented [DKL20]:

Formatted: Font: Italic

Formatted: Right: 0.09", Line spacing: Multiple 0.92 li

Formatted: Indent: Left: 0.34", Hanging: 0.25", Right: 0.67", Space Before: 0 pt, Line spacing: Exactly 12.8 pt

5. The supervising administrator area dean will work with the committee chair to draft an invitation email letter to invite the candidates for interviews. This letter will give the candidates an overview of how the process will be conducted which may include a classroom presentation, what he/she should bring to the interview, and what, if any, reasonable accommodation is necessary. space (Appendix H)

Commented [DKL21]:

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

6. Interviews will be arranged by the assistant of the appropriate Vice President who will also inform the college SPOC to send an email to those candidates who are not invited to interview. A letter should be sent to all candidates not considered for an interview (Appendix D).

7. The compliance officer or designee will be present at all hiring committee meetings.

F. CONDUCTING THE INTERVIEW PROCESS

1. The committee will convene prior to the start of the interviews to accomplish the following tasks:

Commented [DKL22]: Does the Senate have a position on having the first meeting to review the applications remotely?

a. Develop a set of interview questions and/or activities that address the qualifications advertised in the position announcement.

Formatted: Left, Indent: Left: 0"

(1) The same questions will be asked of each candidate and appropriate follow-up questions should be asked when deemed necessary during each candidate's interview.

(2) Activities could include teaching demonstrations, performances of skills, or other simulated or real job duties relevant to the position. Candidates will be notified in advance about the nature and content of this portion of the process.

Commented [DKL23]: May?

b. Provide a copy of the interview questions and related activities to the EEO representative compliance officer or designee for review

Formatted: Highlight

before the interviews commence. Note: All questions must be job-related. Questions about religious beliefs, sexual preferences, financial condition, or family relationships can violate anti-discrimination laws and constitutionally protected privacy rights.

c. Agree on the schedule and format to conduct the interview process, including: process to escort the candidates to the interview locations; how to respond to requests for SKYPE interviews; arrangements for a campus tour if desired; and considerations to treat all candidates in a professional and respectful manner.

2. Each selection committee member is to complete and sign an evaluation form for each candidate interviewed using Form C594 Campus Interview Committee Evaluation. The completed forms will be forwarded to the President and Vice President to be used as part of the final interview and selection process. (See Appendix J)

All C594 forms shall be signed and kept in the selection file in the District Office Human Resources. All supplemental notes made by the selection committee members are to be destroyed when the interview process has been completed. committee will use a rating process and forms agreed upon before beginning the interviews.

The completed forms will be forwarded to the President and Vice President to be used as part of the final interview and selection process. (See appendix J)

Formatted: Left, Indent: Left: 0.59", Right: -0.01", Line spacing: Exactly 12.8 pt

3. The committee will be reminded by the EEO compliance officer or designee prior to the start of the interviews of the confidential nature of the task at hand and the need to adhere to affirmative action principles and guidelines in asking questions and evaluating candidate qualifications. All selection committee members are required to sign Form C306 Campus Interview Committee Members Agreement before interviewing the first candidate. (Appendix)

Formatted: Font: Italic

G. SELECTING THE FINALISTS

1. The committee will forward the names of at least up to two three -finalists for further consideration by the College President and appropriate Vice President. Each candidate forwarded will be deemed able and capable of performing the job at the level of excellence expected of all faculty at the college. The number of candidates recommended by the committee shall exceed three at the direction of the college president. The committee may elect to not forward any names and extend the search. If only one candidate is deemed able and capable of performing the job, the search must be extended. The committee chairperson is responsible for completing Form C193 Campus Interview Committee Report (Appendix).

Formatted: Highlight

Formatted: Highlight

Commented [DKL24]: Still agree? Could a committee provide a rationale for sending only one name for the president to consider?

Formatted: Font: Italic

2. The selection committee chair, when forwarding names of recommended candidates to the College President, is permitted to include an in-depth summary of the perceived strengths and weaknesses of each candidate and to indicate the preferences of the committee, but the names will be unranked.

3. The College President will conduct the final interview with the participation of the appropriate Vice President, the chair of the selection committee, and/or the department chair invite the committee to designate one committee member to participate in the final interview process. Search committee members who serve as part of a final interview process will need to participate in all such interviews for a particular selection process. The role of these committee members participants will be to ask questions where appropriate during the final round of interviews and advise the President, recognizing fully that the ultimate decision rests with the College President.

Formatted: Highlight

4. The College President, while sensitive to the recommendations of the search/selection committee, may choose for compelling reasons, to extend or abandon the search due to budget cuts or other exceptional circumstances.

5. In the event that the College President does not accept any final candidate ~~the~~ **recommendations of** the hiring committee ~~or changes the recommendations from hiring a probationary instructor to a limited status instructor~~, the President will provide a written statement to the committee, with a copy to the Academic Senate President, with the compelling reason(s) for making such a change. It is understood that the compelling reason(s) for making such decisions would be rare and unusual.

Formatted: Left, Indent: Left: 0.34", Hanging: 0.25", Right: 0.24", Line spacing: Multiple 0.92 li

Formatted: Highlight

Commented [DKL25]: We can't do this anymore per district HR.

Formatted: Left, Indent: Left: 0"

H. FINALIZING THE HIRING SELECTION

1. At the conclusion of candidate interviews, reference checks may be performed for all candidates recommended to the college president. Any reference checks will be performed by the ~~The President~~ or appropriate Vice President, ~~will communicate with the chair of the search committee to determine how to conduct the reference checks on the finalists.~~
2. Every effort will be made to make the final selection within two weeks of the final interview. It is understood by all that once a selection is made, the name of the preferred candidate will be forwarded to the District Office~~Division~~ of Human Resources for final clearance.
3. Once final clearance is received, the President or appropriate Vice President will notify the candidate of the job offer.
4. ~~The offer will be confirmed in writing by the Office of the Vice President of Academic Affairs instructing the candidate how to begin the hiring process.~~
5. The Vice President's Office ~~candidates not selected~~ will also inform candidates not selected by the College President~~be informed~~ in writing at this point as to the outcome of the process.
6. The office of the Vice President of Academic Affairs will collect the following documents and forward them in the order listed to the District Division of Human Resources to officially conclude the search:
 - > Campus Interview Committee Report (Form C193) signed by College President
 - > Copy of approved and signed Notice of Intent to Fill Academic (Certificated) Position (LACCD Form 902)
 - > Evidence of Effort form, signed by selection committee chair, EEO representative, and College President.
 - > Campus Review Committee Members' Agreement (C589)
 - > Campus Interview Committee Members' Agreement (C306)
 - > Interview of Candidates Holding Hourly Assignments (C336) Only for Probationary Positions
 - > Campus Interview Committee Evaluation Form (C594), all forms for each candidate interviewed; original form
 - > Copy of interview Questions, writing sample questions
 - > Complete application packet for each~~the 2~~ finalists
 - > ~~Writing samples and any search materials required of the applicants as part of the process~~
 - > ~~List of names and addresses provided by the Selection, Evaluation, and Salary Unit~~
 - > ~~Sample of the announcement or letter sent to applicants~~

Formatted: Indent: Left: 0.34", Hanging: 0.25", Right: 0.24", Space Before: 0 pt, Line spacing: Exactly 12.8 pt

I. HIRING TEMPORARY FULL TIME FACULTY (LT/LTS/ISA/CI)

The same procedures used for hiring full-time tenure track faculty will be used for hiring temporary full-time faculty with the following exceptions:

1. The position may be requested at any time during the year on an as-needed basis.
2. The department requesting the position will do so via a letter to the Chair of PEPC and the appropriate Vice President~~PC~~.

Formatted: Indent: Left: 0.84", Right: -0.01", Space Before: 0 pt, Line spacing: Exactly 12.8 pt, Tab stops: 1.19", Left

3. ~~PEP~~The Instructional programs Committee will make a recommendation to the Senate and ultimately the College President regarding filling the position.

4. ~~During the summer requests go to Chair of IPC who will confer with VPAA and Senate President who will make a recommendation to the President.~~

45. The position request may address the reasons for filling the position in a temporary status; i.e.: full time faculty leave replacement, unexpected resignation or departure of a full time faculty member, unexpected program growth necessitating expansion of department.

~~6. The District Faculty Interest Pool will be used to identify eligible and interested candidates for hire. Other recruitment activities may be conducted as time permits.~~

67. The position announcement will be sent to other colleges in the District for posting ~~and to all those listed in the District Faculty Interest Pool~~. A minimum period of ~~three~~3 weeks will be allowed for interested candidates to respond to the announcement.

87. The finalists may be interviewed by the appropriate Vice President and, with consent of the President, an offer will be made once clearance of the assignment is received from the District.

J. HIRING TEMPORARY HOURLY RATE FACULTY

1. All faculty and staff are asked to encourage potential applicants to file with the District Faculty Interest Pool. Applications are accepted on an ongoing basis.
2. Departments are encouraged to use the District Faculty Interest Pool of eligible candidates to contact possible applicants when they need to hire a part time faculty member.
3. The process for hiring temporary hourly rate faculty will be conducted on an as needed basis, based on staffing and budget allocations.
4. The department chair responsible for staffing the class or program will conduct the interview process. If time allows, the department is encouraged to form a search committee to conduct the process
5. The department chair will review the results of the search with the area dean. The minimum qualifications and other eligibility factors of the final candidates must be reviewed before an offer of employment can be made.

K. ADHERING TO THE DISTRICT AFFIRMATIVE ACTION GOALS

1. Colleges are encouraged to use web sites and other continuous means of recruitment to build the quality and diversity of the District Faculty Interest Pool of eligible faculty candidates.
2. In the conduct of any search, should the ~~EEO representative college compliance officer or designee~~ determine that the procedures for hiring are improper or the hiring pool lacks sufficient diversity, he/she shall notify the College President. The College President may take appropriate action to remedy the situation.

Copies of these *Faculty Hiring Procedures*, signed by the College President and the College Academic Senate President, shall be ~~posted on the college's website on file in the College Office of Academic Affairs.~~

COLLEGE PRESIDENT ~~Tyree Wieder~~ Erika Endrijonas DATE February 9, 2007
SENATE PRESIDENT Shannon Stack Joshua Miller DATE February 9, 2007

SUMMARY - FACULTY HIRING PROCEDURES

The Los Angeles Valley College hiring procedures are in keeping with the Contract Faculty Hiring Policy and Procedures adopted by the Board of Trustees on Feb. 14, 2001, *Chapter X, Article III. Selection Policies, Section 10304, Agreed to Policies and Procedures for the I-firing of Full-Time Faculty Members.*

Activity	Full Time Tenure Track Faculty	Full-Time Temporary Faculty (Limited Substitute)	Part-Time Temporary Faculty (Hourly Rate)
Requesting a Faculty Position	At the beginning of each fall semester for a fall start date. File request with VPAA and IPC	On an as needed basis. File request with VP/IPC	On an as needed basis
Beginning the Search Process	Get approval from college president to begin process. VP to coordinate overall process with area dean. Form search committee minimum of 3 members	Get approval from College President to begin process. VP to coordinate overall process with area dean. Form search committee, minimum of 3 members.	Chair to interview. Encourage committee formation
Recruiting for the Position	Develop announcement and distribute to potential candidates. Announce for minimum of 6 weeks	Develop announcement and distribute to potential candidates. Announce for a minimum of 3 weeks	Continually encourage candidate filing in district interest pool
Selecting the interview candidates	Review application material with consideration for department and college needs.	Review application material with consideration for department and college needs	Review application material with consideration for department and college needs
Conducting the Interview Process	Formulate questions and method for evaluating candidates	Formulate questions and method for evaluating candidates	Formulate questions and method for evaluating candidates
Selecting the Finalists	Forwarding a minimum of 2 finalists to president. All finalists are unranked and deemed acceptable for hire	Forward 2 finalists to VP. All finalists are unranked and deemed acceptable for hire	Consult with area dean. Insure selected finalists meet district and state qualifications
Finalizing the Hiring Selection	VP to check references. Once president makes selection, all paperwork is forwarded to D.O. for clearance. Offer is made and all candidates informed of outcome	VP to check references. Once selection is made, all paperwork is forwarded to D.O. for clearance. Offer is made and all candidates informed of outcome	Dean to check references and forward RPA to D.O. for clearance. Offer is then made

TIME LINE - FACULTY SELECTION PROCESS

Week 1

Position is approved

President signs "intent to fill form. Vice President of Academic Affairs files form with the district office.

Selection Committee is formed

Committee includes department members, department dean and compliance officer. Committee members participate in hiring workshop training. Committee meets to agree on required and desirable qualifications, draft position announcement and design recruitment plan.

Week 2

Position is announced

Recruitment activities begin; the position is advertised for 6 weeks.

Week 3

Committee schedules tentative dates

Dates needed to review applicant files and conduct interviews.

Week 9

Committee meets to formulate file review criteria and interview questions [based on position announcement, and review selection process steps

Compliance Officer and/or dean verify applicant pool diversity to determine recruitment process effectiveness—decision to proceed with search or extend recruitment is made,

Committee meets to review applicant files

Applicants are invited to Interview on campus

Invitation is made via telephone with follow up letter

Week 10

Interviews are conducted

Committee identifies 2-3

finalists to forward to the

President

Week 12

Dean forwards names of finalists and completed search packets to Vice President of Academic Affairs

Week 13

President, VP and Committee Chair conduct final interviews in keeping with approved Faculty Hiring Procedures

References are checked, committee is consulted regarding finalists, and selected candidate's names are forwarded to the ~~district~~ District office. Final qualifications are reviewed and the District notifies college of candidate's clearance for hiring VP offers position to finalist

Week 16

Announcement of selected candidate after clearance is received.

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Strikethrough, Highlight

Formatted: Strikethrough

Formatted: Strikethrough, Highlight

Formatted: Highlight

Formatted: Highlight

LAVC Hiring Request Process Diagram

(1st Tue — Sept) DEPARTMENT COUNCIL distributes Hiring Request Forms (Mon before last Fri in Sept) DEPARTMENTS Submit position request(s) to Academic Affairs

(Last Fri - Sept) Academic Affairs sends copies of all requests to IPC members for review

(2nd Fri – OCT) IPC prioritization & ranking of position Requests

(3rd Th – OCT) SENATE motion to approve IPC rankings

(2nd Tue – Nov.) CONSULTATION recommends xx positions to hire

(2nd Mon- NOV) BUDGET receives *Senate* report on rankings

PRESIDENT approves xx positions to hire

(3rd Th — NOV) SENATE receives report from Senate President & IPC Chair on President's hiring approvals Training begins for Department Chairs on hiring procedures

INTERVIEW PROCEDURE

The same committee member will ask all questions in the same order. Questions must be asked as written. Prejudicial questions are forbidden, e.g., explain the gap of time on your resume; instead, ask, "Is there anything else you have to tell us?"

When a demonstration is part of the interviewing process, notify the candidates in advance. The interview could include:

Teaching demonstration- May be scheduled so that the candidate can teach in front of an actual class that reflects the diversity of the college.

Writing demonstration- Can reflect a coherency of the usage of the language and an understanding of and sensitivity to cultural diversity - content based upon a "situational question."

Counseling/Library demonstration- Should reflect the specialized knowledge and currency of the specific academic area.

An interview question, which addresses a diversity issue, should be included.

Examples

How would you deal with a student who made an obvious racial/ethnic slur against another student in your classroom?

How would you handle cultural patterns and learning styles that are cooperative and may be perceived as cheating? For example, students who openly help one another in the classroom during an exam or quiz.

No discussion of the applicants may take place unless the compliance officer representative is present. However, the Compliance Officer Representative does not vote.

The committee should not discuss the candidates before the rating sheets are completed. Voting will be conducted with an agreed upon point system that will rank candidates.

The committee will forward the names of two unranked candidates to the Vice President of Academic Affairs. The Vice President of Academic Affairs and/or the President may interview the two finalists.

The committee is to maintain the confidentiality of the entire selection process.

All candidates forwarded should be fully acceptable to the committee and the department.

SAMPLE QUESTIONS

A wide variety of questions can be used to gain information about a candidate's job skills. Use these questions as a guide to help you develop questions that target specific job skill requirements.

1. Please tell us briefly about your past work experience and education which relate to this position.
2. Why are you interested in this position? (joining the faculty) (working in a college)
3. How would you accommodate a student who has difficulty with the English language?
4. Describe a time when you were faced with problems or stresses in the classroom that tested your teaching skills. What did you do?
5. Give us an example of how you were able to build or would build motivation in your students.
6. Give us an example of a problem you faced in the classroom, and tell us how you solved it.
7. Tell us about a situation in the past year in which you had to deal with a very upset student or coworker.
8. Give us an example of how you would deal with a student who made an obvious racial/ethnic slur against another student in your classroom?
9. Give us an example of an important goal for your program or classes you had to set and tell us about your progress in reaching that goal.
10. Give us an example of a time when you had to go above and beyond the call of duty for your students, program or department.
11. Describe the most creative classroom or department project you have completed.
12. What did you do in your last job to contribute toward a teamwork environment? Be specific.
13. Tell us about your experiences using computers.
14. Describe the worst student or coworker you have ever had and tell us how you dealt with him or her.
15. Is there anything else you would like to tell us about yourself relating to the position?
16. Do you have any questions for us?

APPENDIX A

LOS ANGELES VALLEY COLLEGE
Probationary Faculty Hiring Prioritization Request

As per the Los Angeles Valley College Faculty Hiring Procedures, adopted Fall 2006 by the Academic Senate and the College President: *Are these the same procedures as in this Hiring Handbook?*

Formatted: Highlight

Formatted: Font color: Red

All requests for faculty positions will be submitted to the Vice President of Academic Affairs no later than the end of September of each academic year. The Vice President of Academic Affairs shall forward requests for faculty positions to the Instructional Programs Committee (Hiring Prioritization Committee) by the first week in October.

The Instructional Programs Committee (Hiring Prioritization Committee) shall make a recommendation on the proposals for faculty positions to the Senate by the third week of October. The Senate will forward the recommendation to Consultation and the College President for final approval.

Complete the following and submit it (electronically) to the Office of the Vice President of Academic Affairs by Monday of the last full week in September of each academic year. Do NOT unlock the form; save the file with a new name, e.g., department and year "Math2006".

Date of Request:

Date Position to begin:

Discipline:

Chair:

Department:

Completion Date of the last Program Review:

Justification for request to hire probationary faculty member:

1. What expertise will this position bring to the college and your department and what specific classes will the probationary instructor teach?

2. What will be the impact on the college and your department's program(s) if a probationary instructor is NOT hired?
 - a. Curriculum integrity (relevant expertise, programmatic requirements matched with academic preparation, etc.)

 - b. Program (Number of courses for certificate, AA/AS, transfer)

 - c. Completion by students

 - d. Other:

3. What issues do the college and your department typically encounter in staffing classes hourly rate in this discipline?

- a. Available expertise:
- b. Number of hours per class:
- c. Other:

4. What portion of the FTE in this discipline's program is taught by hourly rate instructors?

1. This discipline's base FTE Fall semester allocation:	0.00
2. The number of full time faculty members in this discipline:	0.00
3. If the Chair teaches in this discipline, the FTE for reassigned time for the Chair assignment	0.00
4. The FTE for any other faculty reassignments in this discipline	0.00
5. Add together #3 & #4	0.00
6. Subtract #5 from #2 (this is the amount of FTE taught by 'salaried' full time faculty as part of their regular load)	0.00
7. Subtract #6 from #1 (this is the amount of FTE taught by hourly rate faculty)	0.00
8. Divide #7 by #1 and multiply this by 100 (this is the percent of courses taught by hourly rate instructors)	0.00

Has this discipline been given growth FTE in the last two years?

Has this discipline made use of growth FTE in the last two years?

Has this discipline not used its FTE allocation in the last two years? Why?

5. What has been the average class size within the discipline over the last six semesters (excluding summer sessions)? For help in obtaining this information, contact your area dean. (Attach the Classtracks, BW, or Excel printout.)

Are there any limiting factors upon your department class size, i.e. number of workstations, other factors?

6. What is the vacancy and hiring history in this discipline?

- a. How many fulltime position vacancies has this discipline had during the last six semesters?
- b. How many of these vacancies have been filled?
- c. How many full time position vacancies do you anticipate in this discipline in the next year?

7. Other information that the committee might use to evaluate your department request.

- a. Student demand
- b. Changing workplace needs
- c. Changing skill level of students
- d. Other

8. To accommodate this hire into your department:

a. Where will the office space for this position be located? Please contact your area dean for assistance with this question.

b. What will be this faculty member's schedule next Fall? (List their classes and the days/times of those classes)

Time	CLASSES					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

9. Other justifications for this position (e.g., Department Goals, Program Review, Accreditation)

IPC * Hiring Prioritization Request * Rating Sheet

Position Requested: _____

Department: _____ Position to begin: _____

Topic	Assessment of Need and Comments		
1. Statement of Need	<input type="checkbox"/> (-) Unclear, vague <input type="checkbox"/> (-) (+) Clear and Compelling	<input type="checkbox"/> (-) (0) Not compelling	
2. Impact on Program if no compelling	<input type="checkbox"/> (-) Unclear, vague	<input type="checkbox"/> (-) (0) Not compelling	<input type="checkbox"/> (-) (+) Clear and compelling
3. Hourly rate staffing issues	<input type="checkbox"/> (-) (+) Clear and compelling	<input type="checkbox"/> (-) Unclear, vague	<input type="checkbox"/> (-) (0) Not compelling
4. FTE ratio compelling	<input type="checkbox"/> (-) Unclear, vague (75 Fulltime/25 Part time)	<input type="checkbox"/> (-) (0) Not compelling	<input type="checkbox"/> (-) (+) Clear and compelling
5. Average Class Size compelling	<input type="checkbox"/> (-) Unclear, vague	<input type="checkbox"/> (-) (0) Not compelling	<input type="checkbox"/> (-) (+) Clear and compelling
6. Hiring History compelling	<input type="checkbox"/> (-) Unclear, vague	<input type="checkbox"/> (-) (0) Not compelling	<input type="checkbox"/> (-) (+) Clear and compelling
7. Other information (+) Clear and compelling	<input type="checkbox"/> (-) Unclear, vague	<input type="checkbox"/> (-) (0) Not compelling	<input type="checkbox"/> (-)
8. Program Review clear, time faculty	<input type="checkbox"/> (-) U (-) Not and compelling evidence for hiring full time faculty	<input type="checkbox"/> (-) U (0) Completed but completed within last 5 yr. cycle	<input type="checkbox"/> (-) U (+) Completed, not compelling need to hire full
9. Overall Rating			

APPENDIX B

INTER-OFFICE CORRESPONDENCE

Los Angeles Community Colleges

To: Division of Human Resources Date: _____

From: _____ College _____
Signature of President

Subject: NOTICE OF INTENT TO FILL ACADEMIC (CERTIFICATED) POSITION

Directions: Complete sections A, B, and C. Section D is for PACE only. Use E, F, & G for compliance with District Board Rule (Chapter X, Article III, 10301 - www.laccd.edu/board_rules); Ed. Code, Title 5; and College hiring procedures.

A. Administrator in Charge: _____ Position Type: Faculty Administrative
Class Code _____ Position Title (Discipline): _____ Assignment Basis _____
Position Status:

B. Faculty: Probationary/Tenure track Long Term Sub (LTS) Limited (LT)
Administrative: Continuing (permanent) Acting Interim selected candidate cannot be considered for permanent position.

C. Position is: New ____ If not new, provide name of person being replaced: _____
Recruitment start and end dates (6 week minimum for probationary and continuing positions):
From _____ To _____
(3 week minimum for LTS and LT)

Date to be filled (EXPECTED HIRE DATE): _____
Note: Provide end date only if position is for Limited, Long Term Sub, Acting, or Interim status.

Budget Program No. _____ SFP: Yes _____ No _____

D. PACE position? Yes _____ No ____ Will you be selecting from the PACE faculty roster? Yes _____ No ____

E. MAILING LIST - provide an email address where list is to be sent: _____

F. WEBSITE POSTING - email your announcement or job description to jobpostings@laccd.edu

G. TRANSFER LIST

Faculty - MANDATORY INTERVIEW
Administrative - OPTIONAL INTERVIEW

Division of Human Resources:

() Approved for Processing
____ Direct appointment by Chancellor

____ Selection procedures

() Not Approved
() See Comments Below

Signature _____

Date _____ Division of Human Resources

MAILING LIST
Sent by _____
Date _____

SEARCH COMMITTEE FORMATION

The search committee will be formed under the direction of the appropriate Vice President as follows:

- The committee's composition will remain the same throughout the process but specific individuals may be substituted as deemed appropriate by the area dean and committee chair.
- The committee shall include members of historically underrepresented groups whenever possible.
- All committee members will participate in the Hiring Workshop training session, generally held in the late fall and early spring of each academic year.
- All committee members who serve as part of a faculty selection process will need to participate in reviewing all application materials in order to have input to that portion of the process.
- All committee members will need to participate in all interviews in order to have input into that portion of the process.

Selecting Committee Members

Each search committee shall have a minimum of three voting members, to be selected as follows:

- Two from the discipline where the vacancy exists. (If there is only one faculty member in the discipline where the vacancy exists, follow college hiring procedures to select the second faculty member).
- One from the administration (usually the area dean).
- The voting members of the committee shall elect the chair (when a department has only one full time member, then that full time member would act as the chair of the committee).
- A non-voting compliance officer or designee will participate in all aspects of the search.
- Additional members may be added to the committee if agreed to by the department where the vacancy exists (follow college hiring procedures).

Formatted: Highlight

APPENDIX D

RECRUITMENT PLAN

The recruitment process is designed to enhance and enlarge the pool of eligible and qualified candidates to be considered by the search/selection committee. In keeping with the LACCD Board Rule and college procedures for faculty hiring, recruitment efforts will be ongoing for 60 days prior to the interview stage of the search process.

In developing the recruitment plan the goal is to reach out to the widest range of potential candidates possible. The position announcement will clearly state the minimum qualifications and desirable characteristics for the vacant position. These same criteria will be used in evaluating the applicant files and formulating the interview questions. When the selection committee begins the search process with a clear understanding of the knowledge, skills and abilities needed in the position, then the likelihood that the selected candidate will best meet the college and department needs is greatly strengthened.

Complete the following and provide a copy signed by the area dean to the Office of the Vice President of Academic Affairs.

1. Department Name
2. Search committee chair
3. Area Dean

(Signature and date designates beginning of 6-week recruitment period)

4. Equal Opportunity Representative
5. Position Title — to be advertised
6. Position Description
7. Position Minimum Qualifications (knowledge, skills and abilities required)
8. Position Desirable Qualifications (knowledge, skills and abilities desired)
9. Date Position to begin
10. Department Description:
 - o Mission and goals of department

 - o Programs offered

- Special facilities

- Unique accomplishments

- Other

11. List Professional Journals or Publications where position advertising will appear

12. List other activities used to advertise the position

- Mailed to District Interest Pool

- Mailed to State Chancellor's Diversity Registry

- Mailed to surrounding 4 year colleges and universities

- Mailed to surrounding 2 year colleges

- Other

Los Angeles Valley College
Seeks a
French Instructor – Fall 2005
Closing date: April 29, 2005

Description: Instructor, full-time probationary (tenure track). All instructors are required to teach 15 hours per semester. Evening, or split assignment, may be included in the assignment.

Minimum qualifications: Master's degree in French or the equivalent. (Applicants wishing to be considered under District equivalency standards must submit supporting documentation.)

Desired qualifications:

- Teaching experience at the college level (community college level preferred)
- Native or near-native fluency in French and English
- Knowledge of computer-based language programs and the use of technology in the classroom
- Interest and skill in helping to expand our language lab facilities
- Familiarity with Student Learning Outcomes
- Ability to teach another foreign language highly desirable
- Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students

Responsibilities:

- Teach sequential courses in French, including literature, culture and civilization, as needed
- Participate in student advisement
- Assist in curriculum and program development
- Serve on college committees
- Be available to students through scheduled office hours

Salary and benefits: The Los Angeles Community College District determines placement on the Academic Salary Schedule, depending on education and experience. District benefits include: Health, Dental, Vision, and Term Life Insurance.

Application procedure: Interested persons should submit a letter of interest, a resume, and the names of three references and their phone numbers and addresses to:

Dr. Carmen Salazar
Chair, Department of Foreign Languages
Los Angeles Valley College
5800 Fulton Avenue
Valley Glen, CA 91401

Note: Hiring will depend on available funding. The District does not provide expense reimbursement for those invited to interviews.

About the College: *Los Angeles Valley College is one of nine colleges in the Los Angeles Community College District and is located in Valley Glen, in the San Fernando Valley. With an enrollment of approximately 18,000 students, LAVC offers a wide range of academic and vocational programs and transfers its students to nearby California State University, Northridge, UCLA, and USC.*

APPENDIX F

Selection Procedure utilizing

Letters of Interest

For openings where the campus has sent letters to applicants in our pool listing the specific special requirements, the procedure for the Selection Unit and Committee will be as follows:

1. The Administrator in Charge will submit a Notice of Intent for approval. On this form, indicate that you would like a mailing list.
2. The Selection Unit will print a list (formatted 3 across by 10 down, 30 per page) of all of the names and addresses of applicants currently in the pool. This list will be sent to the campus to have labels printed. The campus will write and mail a job announcement (The Administrator in charge must retain the list with phone numbers. This must be returned with the recommendation documents.) The date on the announcement will be considered the 'closing date' for that selection process. The closing date is the date that all applications must be received by the selection unit. The closing date must be at least 5 working days before the committee expects to pick up the pool.
3. For Probationary Positions, letters must also be sent to those in the State Diversity Registry.
4. The applicants will respond with a letter of interest to the college.
5. The campus committee will review the letters of interest. They can choose to interview everyone who responded or may narrow the pool further. Whenever the pool is narrowed, the diversity reported on the Evidence of Effort form is that of the final pool of applicants, not the original larger pool.
6. The college President and Affirmative Action Office will be responsible for reviewing the diversity of the pool to be considered. As long as a sufficient number of applicants responded, and that group is diverse, then the process will proceed. The College President makes this decision. If the pool is not diverse, then the campus must do additional recruitment.

APPENDIX G

PAPER SCREENING EVALUATION FORM

Position Title: _____
 Candidate: _____

Criteria	Strong	Moderate	Little	None
MA or higher degree from an accredited institution (doctorate preferred)				
Experience - previous faculty experience - experience in community colleges				
Leadership talent - commitment to academic excellence - strong vision - personal qualities/skills needed to develop & promote the college and its programs - energy and stamina - sense of humor				
Governance skills - commitment to shared governance - skills needed to develop and promote effective governance				
Sensitivity to diverse cultural and socio-economic backgrounds of students, staff and Community				

Summary Evaluation

Definitely Interview
 Probably Interview
 Probably do not interview
 Definitely do not interview

Circle Your Recommendation

4
 3
 1
 0

Comment on your summary evaluation, especially if your recommendation does not reflect your assessment of the criteria:

 Evaluator

 Date

APPENDIX H

December 12, 2005

Dear

You have been selected to interview for the Men's Head Basketball Coach/Men's Physical Education instructor position at Los Angeles Valley College. Your interview will be held on Friday, December 16, 2005 at 9:00 a.m. in the President's Conference Room located in the Administration Building. Enclosed please find a job application, a campus map and a parking permit.

Please report to Roxy Zamora in the President's Office fifteen minutes before your scheduled interview to give you an opportunity to review the questions you will be asked by the Selection Committee. You will be required to present a ten-minute lecture/demonstration. The lecture/demonstration is to describe the difference between Isometric, Isotonic and Isokinetic exercises. A dry erase board will be made available. A laptop, LCD projector and overhead projector will be available upon request.

Please bring your completed application to the interview and a copy of your unofficial transcripts for the Committee to review as part of the interview process. If you are selected as one of the final three candidates, you will be asked to provide the names and current telephone numbers of three references and the description of their professional relationship. You may include these in your application packet at the initial interview.

If you have further questions or need special accommodations, contact Chuck Ferrero at 818-947-2508.

Sincerely,

Chuck Ferrero
Athletic Director

Enclosures: application, parking permit, campus map

APPENDIX I

May 31, 2005

Dear

The Committee has completed its review of the letters and resumes for the French Instructor position at Los Angeles Valley College

Regretfully, you were not selected for an interview. However, we hope you will consider Los Angeles Valley College as an institution that may become a part of your professional experience in the future.

Much success in your future endeavors.

Sincerely,

Carmen Salazar, Ph.D.
Chairperson
Foreign Languages Department

APPENDIX J

Confidential Interview Rating Form
Position: African American Studies
June 2005

Name: _____

Outstanding	5
Strong	4
Average	3
Weak	2
Not acceptable	1

Rate the interviewee on the following criteria using the scale:

Criteria	Rating	Comments
Communication Written, verbal and non-verbal communication skills	5 4 3 2 1	
Knowledge Verbal expression, depth of response, analytical thought process	5 4 3 2 1	
Enthusiasm Animated, positive, spontaneous	5 4 3 2 1	
Decisiveness & Assertiveness Gets to the point, Emphasizes achievement, Relevant responses to interview objective, Lets you know where they stand, Takes charge, forceful, convincing, persuasive	5 4 3 2 1	
Maturity & Self-Presentation Poise, self-confidence, dress, relaxed	5 4 3 2 1	
Openness Responses are not canned and superficial	5 4 3 2 1	
	5 4 3 2 1	
	5 4 3 2 1	
	5 4 3 2 1	
	5 4 3 2 1	

REVISED BOARD RULES GOVERNING FACULTY HIRING

10301. Selection and Assignment of Faculty

It is the policy of the District to employ faculty members who are expert in their subject areas, who are skilled in teaching and serving a diverse student population, and who can foster overall educational effectiveness. Those individuals must be sympathetic and sensitive to the racial and cultural diversity of the populations the colleges serve, and they should generally reflect that diversity themselves. In addition, they must be well prepared to respond to the educational needs of all the special populations served by the District's colleges.

Selection and assignment of faculty shall be based on job-related factors which include qualifications and capabilities. The use of any degree of personal, political, or social influence to secure selection or assignment to a faculty position, or the urging of any consideration other than fitness for the work as a ground for selection or assignment is unprofessional conduct and is strictly forbidden.

10302. Evaluation of Eligibility for Employment of Faculty.

Faculty shall be employed on the basis of competitive evaluation conducted under the general oversight of the Division of Human Resources and the president where the position to be filled exists. The process of evaluating individuals for eligibility for employment as faculty members shall be in accordance with hiring procedures that meet the standards and requirements set forth in Board Rule 10304, applicable provisions of the Education Code, Title 5 of the California Administrative Code, and relevant Personnel Guides adopted under these Board Rules.

10303. Maintenance of Continuous Faculty Recruitment; Creation of a District Recruitment Pool of Potential Applicants.

The Division of Human Resources shall develop and maintain a District recruitment pool consisting of a diverse group of potential applicants for faculty positions as a resource for faculty searches. The Division shall also assist the colleges in making effective use of the pool whenever the colleges seek to fill a faculty position.

10304. Faculty Hiring.

The Board and the faculty, represented by the Academic Senate, share the responsibility for developing and implementing policies and procedures governing the hiring process. This policy, developed and agreed to jointly by representatives of the Board of Trustees and the District Academic Senate, shall govern the selection of faculty at the colleges within the District. For the purposes of this policy, the term "President" means the President of a college or his or her designees, and the term "Academic Senate" means the college Academic Senate.

The Board has the primary legal and public responsibility for ensuring an effective hiring process. As reflected in State law, faculty have an inherent professional responsibility in the development and maintenance of the quality of the District's and colleges' educational programs and services. For that reason, significant and meaningful faculty participation in the hiring process is essential, and it is the Board's expectation that faculty recommendations regarding the qualifications, experience, and desirability of candidates for faculty positions will normally be accepted. Nevertheless, the President shall exercise formal decision-making authority in the

hiring process, and all recommendations regarding faculty hiring shall be advisory to the President. No one may be hired as a probationary, long-term substitute, limited status, or hourly rate faculty member unless he or she possesses

- A. the minimum qualifications for that assignment specified by the Board of Governors of the California Community Colleges (the State Qualifications), or
- B. qualifications that are at least equivalent to the relevant State Qualifications. The colleges shall conduct faculty hiring in a way that takes into account the District's equal employment opportunity obligations, its goal to employ a diverse faculty, and its commitment to affirmatively recruit individuals from groups that are historically under-represented among the faculty at a college or within a discipline. Search/selection committee participants shall complete appropriate training in equal employment opportunity and affirmative action principles.

10304.1 Probationary (Contract) Faculty Hiring

1.0 Position Identification and Prioritization

The need to consider filling a faculty position can arise under many circumstances as determined by the college. To provide a means by which those needs will be addressed at a college, the President working in collaboration with the Academic Senate shall develop college procedures specifying how proposals to fill contract faculty positions at the college will be prepared, the criteria that will be used to evaluate the proposals, and the process by which proposals will be reviewed and approved. The procedures adopted by each college should be designed and implemented in a way that will permit a thorough and deliberate search to be completed, and a hiring decision to be made, well before the beginning of the academic term during which the new contract faculty member will begin work.

2.0 College Procedures for Hiring Probationary (Contract) Faculty

The President and Academic Senate at each college shall develop mutually acceptable written procedures governing the search and selection process for contract faculty that comply with the following minimum requirements and any relevant Personnel Guides adopted under this Board Rule:

- 2.1 The procedures shall incorporate provisions that ensure that the responsibility for recruiting and selecting well-qualified faculty is a joint responsibility of the faculty and the administration. The procedures shall also require all those involved in the hiring process to adhere to the following fundamental criteria when reviewing application materials, conducting interviews, or otherwise evaluating candidates:
 - A. the extent to which the candidate has command of, or brings expertise in, the discipline or subject area in which he or she will be employed;
 - B. the candidate's demonstrated ability as, or potential to become, a skilled teacher, counselor, librarian or other support professional; and
 - C. the degree to which the candidate will contribute, directly and indirectly, to the diversity of the college, division, and discipline in which he or she will be employed.
- 2.2 Under the college procedures, the first step in initiating a search shall be the formation of a search/selection committee composed of at least three members, a majority of whom shall be faculty members in the discipline (or, if the Academic Senate deems it appropriate, closely related disciplines) of the position to be filled, and a non-voting affirmative action

representative. Working with the members of the discipline, the search/selection committee shall prepare a job announcement to be used in announcing the job opening for approval by the President. The job announcement shall describe at a minimum:

- A. the duties and responsibilities the contract faculty member will be expected to assume;
- B. the minimum qualifications for the position established by the Board of Governors of the California Community Colleges (the "State Qualifications");
- C. the knowledge, skill and ability a successful candidate should possess; and
- D. other characteristics the college determines to be desirable including, but not limited to, a sensitivity to and understanding of the special populations the college serves.

2.3 While the job announcement shall fully describe the desirable academic preparation, experience and other characteristics sought in a candidate, the minimum qualifications specified in the announcement shall be the

same as the State Qualifications. The committee may, however, add to the State Qualifications any appropriate language requiring evidence of a) the ability to communicate and work effectively with people of diverse cultures and language groups and b) sensitivity to individuals who come from diverse academic, socioeconomic, cultural and ethnic backgrounds, including those who have disabilities.

2.4 The recruitment period for each search should be several months long (preferably beginning in the early spring for positions that are anticipated to be filled for the subsequent fall term, or at least a full semester in advance of the start of the assignment for other positions) but the procedures shall specify a recruitment period of no fewer than six weeks.

2.5 The procedures shall identify decision points at which the overall size and diversity of the pool will be reviewed to determine if they are satisfactory based on availability data, diversity goals, and other relevant factors. Following such a review, if the President determines that the size or diversity of the pool of candidates who responded to the college's job announcement is not satisfactory, the procedures shall require an extension of the recruitment period. In that event, the procedures shall also require the search/selection committee to initiate additional recruitment efforts.

2.6 To be considered as a candidate for a faculty position, all applicants must submit to the college a cover letter summarizing the candidate's qualifications for the position along with a completed application for employment on a form specified by the District; transcript(s) from an accredited institution; the names, addresses and telephone numbers (or other appropriate contact information) of at least three references; and any other relevant information specified in the job announcement.

2.7 The procedures shall identify the manner in which the search/selection committee will review application materials and invite candidates to meet with the committee for an interview or participate in any other skills demonstration or evaluation process required by the committee. The invited candidates will be those who, as determined by the search/selection committee, best meet the qualifications for the position; possess the highest degree of knowledge, skill and ability relevant to the position; and most closely match the desirable characteristics specified in the announcement for the position. Meeting the State qualifications will not guarantee an interview.

- 2.8 Under the procedures, the search/selection committee shall be charged with recommending finalists to the President. The number of candidates the search/selection committee is expected to recommend as finalists, and the manner in which those finalists will be reviewed and considered shall also be set forth in the procedures. The college procedures shall include background and reference checks before a finalist is selected for hire.
- 2.9 The procedures shall address the manner in which candidates will be kept informed of the progress of the search and the status of their candidacy throughout the selection process. The goal shall be to ensure that communication with candidates occurs in a timely and professional manner. This responsibility rests primarily with the President.
- 2.10 An offer of employment cannot be extended to a candidate until the request to appoint the recommended candidate is approved by the Chancellor or, if appropriate, by the Board.

10304.2 Temporary Faculty Hiring: Long Term Substitutes and Limited Status Faculty

The President and Academic Senate at each college shall develop written procedures governing the search and selection process for long term substitutes and limited status faculty that comply with the minimum standards set forth in Section 2.0 of Board Rule 10304 regarding Faculty Hiring (and any relevant Personnel Guides adopted under those sections), with the exception that the recruitment period for long term substitute and limited status faculty positions may be fewer than six weeks, but no fewer than three weeks.

10304.3 Temporary Faculty Hiring: Hourly Rate Faculty

The President and Academic Senate at each college shall develop written procedures governing the search and selection process for hourly rate faculty. The procedures should be designed and implemented in a way that will permit a thorough and deliberate search to be completed, and a hiring decision to be made, well in advance of the starting date of the hourly rate assignment for which the faculty member is being employed. However, the procedures also need to provide for the fact that early recruitment and selection of hourly rate faculty is occasionally impractical. For that reason, the procedures need to provide appropriate flexibility to those involved in the hiring process so that they are able to identify and hire hourly rate faculty in a timely manner when that is necessary.

10304.4 Acknowledgements

Nothing in this rule shall be construed as impinging upon the due process rights of faculty, or as detracting from any negotiated agreement between the faculty's collective bargaining representative and the Board of Trustees

10304.5 Amendments and Revisions

- 1.0 The Board shall consult with the District Academic Senate before adopting any amendment to or revision of this Board Rule and in acting on any proposed amendment or revision, the Board shall rely primarily on the advice of the Academic Senate.
- 2.0 The Chancellor or his or her designee shall consult with representatives of the Academic Senate in developing any Personnel Guides or similar administrative regulations

implementing this Board Rule. The Chancellor or his or her designee shall also consult with representatives of the District Academic Senate before amending or revising any such Personnel Guide or administrative regulation.

10305 The Equivalence Policy for Faculty Qualifications.

No one may be hired as a probationary, long-term substitute, limited status, or hourly rate faculty member unless he or she possesses:

- A. the minimum qualifications for that assignment specified by the Board of Governors of the California Community Colleges (the State Qualifications), or
- B. qualifications that are at least equivalent to the relevant State Qualifications.

It is the expectation of the Board that nearly all faculty members will be able to establish their qualifications to perform a faculty service by demonstrating possession of the exact degree or experience specified in the State Qualifications, and that only rarely will candidates need to establish their qualifications through the equivalence process. The equivalence process is not intended to raise or lower State Qualifications, nor is it a means to waive State Qualifications.

The Chancellor, in consultation with the District Academic Senate, will establish procedures under which current and prospective faculty members may seek a determination that they possess qualifications that are at least equivalent to the relevant State Qualifications. A determination reached through the procedures shall be deemed to be a determination of the Board unless, on appeal, the Board itself chooses to review the decision and, after receiving written recommendations from the District Academic Senate and the Chancellor, render a decision on the matter itself. If, for compelling reasons, the Board's decision is contrary to the DAS recommendation, the Board will provide a written explanation to the DAS.

APPENDIX L

CALIFORNIA EDUCATION CODE SECTION 53024

SELECTION PROCESS REGULATIONS

- (a) All screening or selection techniques, including the procedure for developing interview questions, and the selection process as a whole, shall be:
- (1) provided to the Chancellor upon request;
 - (2) designed to ensure that for faculty and administrative positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students;
 - (3) based solely on job-related criteria, except as authorized by Section 53006 and
 - (4) designed and monitored to ensure that they do not have an adverse impact, as defined in Section 53001(m), on any group defined in terms of ethnicity, gender, or disability.
- (b) If monitoring pursuant to subsection (a)(4) reveals that any selection technique or procedure has adversely impacted any such group, the chief executive officer or his/her designee shall suspend the selection process and timely and effective steps shall be taken to remedy the problem before the selection process resumes. The affirmative action officer, or other official charged with responsibility for monitoring selection procedures, may assist the screening committee by discussing the overall composition of the applicant pool and the screening criteria or procedures which have produced an adverse impact, provided that confidential information about individual candidates is not disclosed. Where necessary, the position may be re-opened at any time and a new selection process initiated in a way designed to avoid adverse impact.
- (c) A district may not designate or set aside particular positions to be filled by members of any group defined in terms of race, ethnicity, gender, age, or disability, or engage in any other practice which would result in discriminatory treatment prohibited by state or federal law. Nor may a district apply the goals, if any, set forth in the district's faculty and staff diversity plan in a rigid manner which has the purpose or effect of so discriminating.
- (d) Seniority or length of service may be taken into consideration only to the extent it is job related, is not the sole criterion, and is included in the job announcement consistent with the requirements of Section 53022.
- (e) Selection testing for employees shall follow procedures as outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures."
- f) Selection committees shall include members of historically underrepresented groups whenever possible.
- (g) Notwithstanding any other provision of this Division, the governing board or its

designee shall have the authority to make all final hiring decisions based upon careful review of the candidate or candidates recommended by a screening committee. This includes the right to reject all candidates and order further review by the screening committee or reopening of the position where necessary to further achievement of the goals, if any, established in the faculty and staff diversity plan. However, consistent failure to select qualified candidates from historically underrepresented groups who are recommended by screening committees shall constitute a violation of Section 51010 of this Division

LAVC Academic Senate Motion/Resolution Form

Motion # :

(Assigned by Senate President)

Date Presented to Senate: 04.21.2017

Revision of a previous motion? Yes

Initiator: Ron Mossler

Statement of Motion/Resolution: *(Use separate form for each issue.)*

Prohibit paper handouts to be distributed at Academic Senate meetings. (Excludes single use forms like sign-in sheets and resolutions, and widely distributed advocacy material, like postcards.)

Guest presenters will be informed prior to meetings that materials should be distributed electronically in advance of the meeting.

Rationale for Motion/Resolution: *(Address how the motion supports the Educational Master Plan.)*

Last year the senate resolved to dispense with paper handouts for Academic Senators. However, guest presenters continue to use campus resources to deliver (often trivial) information that is easily projected digitally or more efficiently delivered electronically. There are few organizations on campus that model sustainability; someone has to start. The drain on campus and environmental resources is self-evident.

LAVC/LACCD still sets a poor example with regards to 21st century sustainability goals. The Senate can model more progressive and ethical behavior for students, faculty, the district, and the community.

Goal 1: Increase student retention, persistence and success

Goal 2: Increase student access

Goal 3: Enhance academic programs and services to meet student needs

Goal 4: Enhance institutional effectiveness

Data Considered & Source(s): *[Specify specific data considered (e.g. efficiency, success, service trends) and attach a summary report where applicable.]*

II. Status of Recommendation:

Accepted by Senate

Modified by Senate

Statement of Modification:

Reason for Modification of Recommendation:

Rejected by Senate

Reason for Rejection of Recommendation:

Returned for Revisions

Reason for Returning Recommendation:

Date of Action:

Senate President Signature: _____

III. College President's Response (if needed):

Accepted as Recommended

Implementation Date:

Modified Recommendation

Implementation Date:

Statement of Modification:

Reason for Modification of Recommendation:

Denied Recommendation

Reason for Rejection of Recommendation:

LAVC Academic Senate Motion/Resolution Form

Date of Action:

President's Signature: _____

LAVC Academic Senate Motion/Resolution Form

Motion # :

(Assigned by Senate President)

Date Presented to Senate: 4/20/17

Revision of a previous motion? Yes

Initiator: Josh Miller

Statement of Motion/Resolution: (Use separate form for each issue.)

Motion to approve the hiring handbook

Rationale for Motion/Resolution: (Address how the motion supports the Educational Master Plan.)

It has not been updated in many years.

Goal 1: Increase student retention, persistence and success

Goal 2: Increase student access

Goal 3: Enhance academic programs and services to meet student needs

Goal 4: Enhance institutional effectiveness

Data Considered & Source(s): [Specify specific data considered (e.g. efficiency, success, service trends) and attach a summary report where applicable.]

II. Status of Recommendation:

Accepted by Senate

Modified by Senate

Statement of Modification:

Reason for Modification of Recommendation:

Rejected by Senate

Reason for Rejection of Recommendation:

Returned for Revisions

Reason for Returning Recommendation:

Date of Action: Senate President Signature: _____

III. College President's Response (if needed):

Accepted as Recommended

Implementation Date:

Modified Recommendation

Implementation Date:

Statement of Modification:

Reason for Modification of Recommendation:

Denied Recommendation

Reason for Rejection of Recommendation:

Date of Action: President's Signature: _____



49th SPRING SESSION RESOLUTIONS
FOR DISCUSSION ON
THURSDAY, APRIL 20

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Academic Senate Spring Plenary Session held April 20 – 22, 2017.

Resolutions Committee 2016-2017

John Randy Beach, Executive Committee, Chair
Julie Adams, ASCCC, Executive Director
Virginia May, ASCCC, North Representative
Carrie Roberson, Butte College, Area A
Eric Thompson, Santa Rosa Junior College, Area B
Rebecca Eikey, College of the Canyons, Area C
Donna Greene, College of the Desert, Area D

RESOLUTIONS PROCESS OVERVIEW

In order to assure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the Pre-Session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- After all Session presentations are finished each day, members meet during the resolution breakouts to discuss the need for new resolutions and/or amendments. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, or amending resolutions.
- New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session.
- All appendices are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities
- Plenary Session Resolution Procedures
- Resolution Writing and General Advice

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning prior to the first breakout session.

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolution Procedures for the Plenary Session*.

Consent calendar resolutions in the packet are marked with a *
Resolutions submitted at pre-session area meetings are marked with a +

- *3.01 S17 Revise the Paper *A Re-Examination of Faculty Hiring Processes and Procedures*
- *6.01 S17 Support for AB204 (Medina, January 23, 2017)
- *7.01 S17 Improve the Basic Skills Funding Formula
- *+7.03 S17 CCCApply and Adult Education Schools
- *9.02 S17 Adopt the Revised Paper *The Course Outline Of Record: A Curriculum Reference Guide*
- *10.01 S17 Disciplines List – Public Safety
- *10.02 S17 Faculty Internship Minimum Qualifications in Disciplines Not Requiring a Master’s Degree
- *10.03 S17 Review Experience Definitions for Disciplines Not Requiring A Master’s Degree
- *10.04 S17 Review Experience Requirements for Disciplines Not Requiring A Master’s Degree
- *10.05 S17 Equivalency Resources for Local Senates
- *+13.01 S17 Support for Federal Funding of Arts and Humanities Programs

Table of Contents

TABLE OF CONTENTS.....	1
3.0 EQUITY AND DIVERSITY.....	2
*3.01 S17 REVISE THE PAPER A <i>RE-EXAMINATION OF FACULTY HIRING PROCESSES AND PROCEDURES</i>	2
3.02 S17 SUPPORT FOR MARGINALIZED STUDENTS	2
3.03 S17 SUPPORT FOR STUDENTS WITH DEFERRED ACTION FOR CHILDHOOD ARRIVALS (DACA) STATUS.....	3
5.0 BUDGET AND FINANCE.....	4
5.01 S17 SUSTAINABLE FUNDING FOR INMATE EDUCATION PROGRAMS.....	4
6.0 STATE AND LEGISLATIVE ISSUES	4
*6.01 S17 SUPPORT FOR AB 204 (MEDINA, JANUARY 23, 2017).....	4
7.0 CONSULTATION WITH THE CHANCELLOR’S OFFICE	5
*7.01 S17 IMPROVE THE BASIC SKILLS FUNDING FORMULA	5
7.02 S17 ONLINE TRAINING FOR COLLEGE STAFF TO SUPPORT FORMERLY INCARCERATED STUDENTS	6
*+7.03 S17 CCCAPPLY AND ADULT EDUCATION SCHOOLS.....	7
9.0 CURRICULUM.....	7
9.01 S17 UPDATE TO THE EXISTING SLO TERMINOLOGY GLOSSARY AND CREATION OF A PAPER ON STUDENT LEARNING OUTCOMES	7
*9.02 S17 ADOPT THE REVISED PAPER <i>THE COURSE OUTLINE OF RECORD: A CURRICULUM REFERENCE GUIDE</i>	8
10.0 DISCIPLINES LIST	8
*10.01 S17 DISCIPLINES LIST – PUBLIC SAFETY.....	8
*10.02 S17 FACULTY INTERNSHIP MINIMUM QUALIFICATIONS IN DISCIPLINES NOT REQUIRING A MASTER’S DEGREE	9
*10.03 S17 REVIEW EXPERIENCE DEFINITIONS FOR DISCIPLINES NOT REQUIRING A MASTER’S DEGREE	10
*10.04 S17 REVIEW EXPERIENCE REQUIREMENTS FOR DISCIPLINES NOT REQUIRING A MASTER’S DEGREE.....	10
*10.05 S17 EQUIVALENCY RESOURCES FOR LOCAL SENATES.....	10
11.0 TECHNOLOGY	11
11.01 S17 USING SAVINGS FROM ADOPTING CANVAS	11
11.02 S17 EXPANSION OF THE ONLINE COURSE EXCHANGE	12
13.0 GENERAL CONCERNS.....	13
*+13.01 S17 SUPPORT FOR FEDERAL FUNDING OF ARTS AND HUMANITIES PROGRAMS.....	13
17.0 LOCAL SENATES	13
17.01 S17 ACADEMIC SENATE INVOLVEMENT IN AND SIGN-OFF ON GRANTS AND INITIATIVE PLANS.....	13
17.02 S17 ADEQUATE SUPPORT AND A DESIGNATED POINT PERSON FOR FORMERLY INCARCERATED STUDENTS...	14

3.0 EQUITY AND DIVERSITY

3.01 S17 Revise the Paper A *Re-examination of Faculty Hiring Processes and Procedures

Whereas, The most recent Academic Senate for California Community Colleges paper on faculty hiring, *A Re-examination of Faculty Hiring Processes and Procedures*¹, was adopted in Fall 2000, and it is good practice to regularly review and reevaluate professional standards regarding the hiring processes and procedures for all faculty;

Whereas, Awareness of the importance of developing faculty hiring processes to increase the diversity of candidates applying and being interviewed for full-time faculty positions has become more significant throughout the system, including the drafting and recent release by the Chancellor's Office of the *Equal Employment Opportunity (EEO) and Diversity Best Practices Handbook*,² which provides an explanation of the recently-adopted, multiple methods allocation model for EEO funding and model practices for addressing the nine multiple methods described in the allocation model; and

Whereas, The report from the Board of Governors' Task Force on Workforce, Job Creation, and a Strong Economy included recommendations to expand the pool of potential career and technical education (CTE) faculty with industry experience, and subsequent efforts by the ASCCC and the Chancellor's Office CTE Minimum Qualifications Task Force have been made to assist colleges to be more flexible when hiring CTE faculty while maintaining high academic and professional standards;

Resolved, That the Academic Senate for California Community Colleges update the paper *A Re-examination of Faculty Hiring Processes and Procedures* and bring it to the Spring 2018 Plenary Session for discussion and possible adoption.

Contact: Randy Beach, Equity and Diversity Action, and John Freitas, Standards and Practices

3.02 S17 Support for Marginalized Students

Whereas, The Academic Senate for California Community Colleges (ASCCC) embraces equity principles for all in its Values Statement³ which states that the ASCCC “works to empower faculty from diverse backgrounds and experiences in order to promote inclusiveness and equity in all of their forms” and supports this same principle as applied to all students and staff;

Whereas, Recent actions and rhetoric by federal government officials and the president of the United States have resulted in escalating concerns and fears on the part of students who identify with traditionally marginalized identities including, but not limited to, LGBTQIA+ students, students who may belong to targeted religious groups, undocumented immigrant students, or students with Deferred Action for Childhood Arrivals (DACA) status; and

¹ <http://asccc.org/papers/re-examination-faculty-hiring-processes-and-procedures>

² <http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2016-EEO-and-Diversity-Handbook-ADA.pdf>

³ <http://www.asccc.org/about/values-statement>

Whereas, College and local senate leaders who wish to address the concerns of students but are uncertain as to the impact of passing local resolutions declaring their campuses to be “sanctuary” campuses including consideration of the liabilities and restrictions that self-designation may cause;

Resolved, That the Academic Senate for California Community Colleges support the guiding principles set forth by Chancellor Eloy Ortiz Oakley in the December 6, 2016, press release “California Community Colleges Chancellor’s Office Provides Guidance Related to Undocumented Students”⁴ that states that “California Community Colleges are open to all students who meet the minimum requirements for admission, regardless of immigration status”;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office to provide legal guidance to colleges considering passing resolutions expressing support for marginalized student populations including, but not limited to, LGBTQIA+ students, students belonging to targeted religious groups, undocumented immigrant students, and Deferred Action for Childhood Arrivals (DACA) students; and

Resolved, That the Academic Senate for California Community Colleges encourage local senates to engage in dialog with other constituent groups in order to best show support for all students and to promote the ASCCC goals of inclusiveness and equity by supporting equal opportunities and equal human dignity for all.

Contact: Martin Ramey, Mt. San Antonio College, Equity and Diversity Action

3.03 S17 Support for Students with Deferred Action for Childhood Arrivals (DACA) Status

Whereas, Faculty throughout the country are concerned about the reported potential ending of the Deferred Action for Childhood Arrivals (DACA) program, which has allowed undocumented immigrants who were brought to the United States before their 16th birthday prior to June 2007 to remain in the United States under specific conditions and to apply for renewal of this program every two years;

Whereas, To be eligible for the DACA program, applicants must have demonstrated lawful conduct, and must be either currently enrolled in school, be a high school graduate, or be honorably discharged from the military⁵;

Whereas, Significant numbers of DACA students have attended and continue to attend California community colleges; and

⁴<http://californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/DEC2016/PR-Principles-12-5-16-FINAL.pdf>

⁵ <https://www.uscis.gov/humanitarian/consideration-deferred-action-childhood-arrivals-daca#guidelines>

Whereas, DACA students are representative of the students on whom the future of the State of California depends, and their removal from California and the United States would be a devastating loss;

Resolved, That the Academic Senate for California Community Colleges affirm its support for students with Deferred Action for Childhood Arrivals status in the California community college system, the other segments of education in California, and across the nation and convey this affirmation to the Chancellor of the California Community Colleges, the Board of Governors, and other interested stakeholders both in the State of California and nationally.

Contact: Executive Committee

5.0 BUDGET AND FINANCE

5.01 S17 Sustainable Funding for Inmate Education Programs

Whereas, SB1391 (2014, Hancock) waives the open course requirement for community college courses offered in state correctional facilities;

Whereas, As of Academic Year 2016-17, 16 pilot colleges began delivering face-to-face courses inside 32 of the state's 35 correctional facilities;

Whereas, Pilot colleges that are delivering instruction in support of academic programs in state correctional facilities express concern that the courses they are offering might be vulnerable during budgetary cuts or when the colleges are at or exceeding growth caps; and

Whereas, The current practice of categorically funded programs mitigates the impact of budget cuts and local budgetary decisions on the most vulnerable special populations of students;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to recognize that serving incarcerated students within the college's service area is a part of the college's mission and should be valued and prioritized as other student populations;

Resolved, That the Academic Senate for California Community Colleges acknowledge that incarcerated students are among the most disenfranchised of the California community college student populations; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to establish a plan for sustaining the provision of in-person community college courses inside the state's correctional facilities independent of economic fluctuation.

Contact: Cleavon Smith, Equity and Diversity Action, Executive Committee

6.0 STATE AND LEGISLATIVE ISSUES

***6.01 S17 Support for AB 204 (Medina, January 23, 2017)**

Whereas, The implementation of the Seymour-Campbell Student Success Act in 2012, enshrined in California Education Code §76300, called for a process that revokes a student's Board of Governors fee waiver in certain instances where the student fails to meet adequate markers of

progress toward completion;

Whereas, The Seymour-Campbell Student Success Act of 2012 requires colleges to afford students an appeals process when the fee waiver is revoked but the due process procedures of colleges vary widely across the state;

Whereas, Students in urban centers of the state may elect to enroll at a different community college district and re-apply for a fee waiver to start anew, an opportunity that is not readily available to students in rural areas of the state; and

Whereas, AB 204 (Medina, January 23, 2017) seeks to amend California Education Code §76300 that defines the due process considerations when a Board of Governors fee waiver is revoked as:

(C) To ensure that students are not unfairly impacted by the requirements of subparagraph (A) of paragraph (1):

(i) At least once every three years, the board of governors shall review and approve any due process standards adopted to appeal the loss of a fee waiver under this section.

(ii) At least once every three years, each community college district shall examine the impact of the requirements of subparagraph (A) of paragraph (1) and determine whether they have had a disproportionate impact on a specific class of students. If a disproportionate effect is found, the community college district shall include steps to address that impact in a student equity plan.

(iii) If the board of governors adopt any due process standards to appeal the loss of a fee waiver under this section, those standards shall also require a community college district to allow for an appeal due to hardship based on geographic distance from an alternative community college at which the student would be eligible for a fee waiver,

Resolved, That the Academic Senate for California Community Colleges support AB 204 (Medina, January 23, 2017) and communicate that support to the legislature and other constituents as appropriate.

Contact: Wendy Brill-Wynkoop, College of the Canyons, Legislative and Advocacy

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

***7.01 S17 Improve the Basic Skills Funding Formula**

Whereas, Assembly Budget Bill 1602 (2016, Committee on Budget) established the Student Success for Basic Skills Program, which establishes new basic skills funding formulas, replacing those in place for the Basic Skills Initiative;

Whereas, The basic skills funding formula legislated by AB 1602 (2016, Committee on Budget) includes the following weighted factors:

- a. "The percentage of students receiving a Board of Governors fee waiver who first enrolled in a course below transfer level in English, mathematics, or English as a second language, or any combination of these, and subsequently completed a college-level course in the same subject within one year and within two years. This factor shall comprise 50 percent of the allocation formula.

- b. The percentage of students receiving a Board of Governors fee waiver. This factor shall comprise 25 percent of the formula.
- c. The percentage of basic skills full-time equivalent students in courses offered by that community college district using evidence-based practices and principles [as specified]. This factor shall comprise 25 percent of the formula”;

Whereas, The legislated funding formula excludes the ability of a college to count noncredit students because noncredit students, who generated 38% of system FTES in basic skills⁶ between 2013-2016, do not apply for financial aid and cannot be determined eligible to receive the Board of Governors fee waiver; and

Whereas, The formula also excludes many noncredit and credit basic skills students who may be seeking literacy skills rather than pre-collegiate skills, and are not, therefore, completing a college-level course in the same subject within either one year or within two years, and the formula necessitates a measurement of courses utilizing evidence-based practices, something that likely varies between sections of the same course, and that this discrepancy is not currently measured;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office to propose an alternate funding formula that includes college efforts to improve basic skills for students through noncredit courses and for student goals that differ from the goals of college degree attainment and transfer.

Contact: Cheryl Aschenbach, Executive Committee

7.02 S17 Online Training for College Staff to Support Formerly Incarcerated Students

Whereas, The Student Mental Health Program, a partnership between the California Community Colleges’ Chancellor's Office and the Foundation for California Community Colleges, offers online training courses that simulate interactions in real situations between students and staff for any community college employee or student in order to improve the mental health outcomes for individuals, families, and communities;

Whereas, The online training courses currently available to community college employees and students consist of modules that simulate encounters with veterans, LGBTQIA+ students, and students broadly identified as “At Risk”, but do not provide simulations specifically designed to work with formerly incarcerated students; and

Whereas, Formerly incarcerated students face serious mental health challenges when re-entering society and attempting to navigate through the California’s community colleges;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor’s Office and the Foundation for California Community Colleges, mental health providers, and relevant service providers who work specifically with formerly incarcerated populations to

⁶ http://datamart.cccco.edu/Students/FTES_Summary.aspx

develop online training courses that include simulated interactions between students and staff to help the college community be responsive to and supportive of the mental health of formerly incarcerated students and improve their success outcomes.

Contact: Cleavon Smith, Diversity and Action Committee, Executive Committee

***+7.03 S17 CCCApply and Adult Education Schools**

Whereas, The California Community Colleges System uses a common application tool known as CCCApply which serves all new students applying to the colleges;

Whereas, CCCApply has capability to indicate the high school(s) that prospective students have attended which facilitates data collection that is used in increasing student success statewide;

Whereas, AB 104 (2015, Committee on Budget) created the Adult Education Block Grant, which mandates alignment between California community colleges and adult education schools throughout the state, yet the two systems do not yet share a common data system which would facilitate tracking and data collection that could support student success; and

Whereas, Lack of such common data system results in the inability to track accurately the movement of students between adult education schools and California community colleges;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to modify CCCApply to include the capability to indicate the specific adult education school(s) that a prospective student has attended; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to use this modification to improve the data collection of students transferring between the California community colleges and adult education schools.

Contact: Leigh Anne Shaw, Skyline College, Area B

9.0 CURRICULUM

9.01 S17 Update to the Existing SLO Terminology Glossary and Creation of a Paper on Student Learning Outcomes

Whereas, The Academic Senate for California Community Colleges (ASCCC) approved at its Spring 2016 plenary session resolution 9.06, which states that the ASCCC should "urge local senates to ensure that institutional decisions regarding student learning outcomes assessment are understood to be a curricular matter and therefore institutions should consult collegially with local senates;"

Whereas, The development of student learning outcomes (SLOs) is a potentially useful tool for faculty to develop educational programs and course outlines of record, as well as an important part of accreditation requirements, including the requirement that colleges review disaggregated SLO data; and

Whereas, The creation and assessment of SLOs have curricular implications that are not always understood by faculty, lead to confusion and reservations toward collecting and using SLO data, and go beyond the goal of compliance with accreditation standards;

Resolved, That the Academic Senate for California Community Colleges update its white paper *SLO Terminology Glossary: A Resource for Local Senates* (2009)⁷; and

Resolved, That the Academic Senate for California Community Colleges create a paper on effective practices for student learning outcomes assessment and present that information to the field at the Fall 2018 plenary session.

Contact: Dolores Davison, Curriculum Committee, Executive Committee

9.02 S17 Adopt the Revised Paper *The Course Outline of Record: A Curriculum Reference Guide

Whereas, Resolution 9.06 S14 directed the Academic Senate for California Community Colleges to “update *The Course Outline of Record: A Curriculum Reference Guide* to more accurately reflect the current curriculum processes, guidelines, and requirements and present it for adoption at the Spring 2016 Plenary Session.”;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *The Course Outline of Record: A Curriculum Reference Guide* and disseminate the paper to local senates and curriculum committees upon its adoption.

Contact: Dolores Davison, Curriculum Committee, Executive Committee
Appendix A: *The Course Outline of Record: A Curriculum Reference Guide*⁸

10.0 DISCIPLINES LIST

***10.01 S17 Disciplines List – Public Safety**

Whereas, Oral and written testimony given through the consultation process used for the review of minimum qualifications for faculty in the California community colleges, known as the “Disciplines List,” supported the following addition of the Public Safety discipline:

Any bachelor’s degree and two years of professional experience, or an associate’s degree and six years of professional experience; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the “Disciplines List Revision Handbook” was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the “Disciplines List” for Public Safety.

⁷ <http://www.asccc.org/papers/slo-terminology-glossary-resource-local-senates>

⁸ http://www.asccc.org/sites/default/files/Appendix%20A_COR%20Paper%20.docx

Contact: John Freitas, Standards and Practices Committee, Executive Committee

See Appendix B: Disciplines Summary Report⁹

***10.02 S17 Faculty Internship Minimum Qualifications in Disciplines Not Requiring a Master's Degree**

Whereas, Faculty internship programs provide valuable opportunities for prospective community college faculty to gain experience teaching or providing service to students while simultaneously completing the requirements for meeting the minimum qualifications for faculty;

Whereas, The Board of Governors Task Force on Workforce, Job Creation and a Strong Economy recognized through its recommendations the importance of faculty internships as a means to expand opportunities for industry professionals to teach in Career and Technical Education programs, specifically recommendation 14(e), which states:

Develop and promote guidelines to implement Title 5 §53502, Faculty Internship Minimum Qualifications, for those disciplines for which a master's degree is not expected or required; and

Whereas, The current minimum qualifications for faculty interns in disciplines not requiring a master's degree stated in Title 5 §53502(b) are not fully aligned with the minimum qualifications for credit faculty in disciplines not requiring master's degrees stated in Title 5 §53410, such as the use of the term "industry experience" instead of "professional experience" and the lack of a provision for interns who are completing or who have completed baccalaureate degrees, and this lack of alignment may present difficulties in developing the guidelines on faculty internship minimum qualifications recommended by the Strong Workforce Task Force;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to review, clarify, and develop as needed possible revisions to the minimum qualifications for faculty interns as stated in Title 5 §53502(b) for disciplines not requiring a master's degree in order to promote the expansion of faculty internship opportunities for industry professionals and report its findings by Fall 2017.

Contact: Stacey Searl-Chapin, Mt. San Jacinto College, Standards and Practices Committee

See Appendix C: Comparison of the language in Title 5 §53410 and §53502(b).

⁹http://www.asccc.org/sites/default/files/Disciplines%20List%20Revision%20Proposals%20Summary2_3_2017.docx

***10.03 S17 Review Experience Definitions for Disciplines Not Requiring a Master's Degree**

Whereas, Title 5 §53404 (last amended in 1994) defines experience, as required for faculty minimum qualifications, solely in terms of years of full-time experience; and

Whereas, The current requirement of basing the required experience in disciplines not requiring a master's degree on years of full-time experience emphasizes quantity of experience over quality of experience and excludes applicants who may be well-rounded in their fields but who have not worked full-time for the number of years required to meet the minimum qualifications stated in Title 5 §53410, thus reducing the pool of otherwise qualified applicants for faculty positions in those disciplines;

Resolved, That the Academic Senate for California Community Colleges work with discipline faculty to investigate applications of the current definitions of professional and occupational experience and report its findings by Fall 2017.

Contact: Eric Narveson, Evergreen Valley College, Standards and Practices Committee

***10.04 S17 Review Experience Requirements for Disciplines Not Requiring a Master's Degree**

Whereas, The professional experience components of the minimum qualifications for faculty in disciplines not requiring a master's degree are identical regardless of whether or not the degree earned is in the discipline; and

Whereas, The lack of any credit from earning an associate's or bachelor's degree in the discipline directly related to the faculty member's teaching assignment towards the professional experience requirement disregards the expertise gained by completing a degree in that discipline;

Resolved, That the Academic Senate for California Community Colleges work with discipline faculty to explore the potential of revising the minimum qualifications for disciplines not requiring a master's degree in order to allow for appropriate credit for years of professional experience when an associate's or bachelor's degree is completed in the specific discipline and report its findings by Fall 2017.

Contact: Stacey Searl-Chapin, Mt. San Jacinto College, Standards and Practices Committee

***10.05 S17 Equivalency Resources for Local Senates**

Whereas, The Academic Senate for California Community Colleges has long asserted that all faculty must exemplify what it means to be an educated person through the attainment of depth and breadth of knowledge and experience that is at least equal to the discipline-specific and general education requirements of a college degree;

Whereas, Applicants for faculty positions in the California community colleges who do not meet the minimum qualifications may demonstrate that their qualifications are equivalent to the minimum qualifications through a variety of means, depending on local policies, including

through demonstrated completion of academic coursework in the discipline and in general education, through work experience, and through eminence; and

Whereas, Local senates often struggle with determining whether or not the qualifications of applicants with significant years of professional experience but with little or no formal academic preparation are equivalent to the minimum qualifications, particularly in the CTE disciplines, and would benefit from the availability of expanded resources for determining equivalencies to the minimum qualifications;

Resolved, That the Academic Senate for California Community Colleges work with faculty and other entities as appropriate to develop and disseminate resources that empower local senates to evaluate and assess, more effectively and with greater flexibility, the qualifications of applicants for faculty positions who have significant professional experience in the field but who have not completed formal academic work in the discipline and/or in general education and report the outcomes by Spring 2018.

Contact: Executive Committee

11.0 TECHNOLOGY

11.01 S17 Using Savings from Adopting Canvas

Whereas, Resolution 12.04 F14 “Using Anticipated Savings from Adopting the Common Course Management System to Support Online Faculty Professional Development Needs” urged “local senates and bargaining units to work with their administrations to ensure monetary savings from a district or college transitioning to a Common Course Management System (CCMS) be used primarily to support the professional development needs of distance education faculty making the transition to the new CCMS;”

Whereas, The Online Education Initiative (OEI) has adopted the Common Course Management System (CMS) Canvas for all distance education course offered though the OEI course exchange, OEI Exchange colleges are able to adopt Canvas at no cost for their Exchange and non-Exchange online course offerings, and colleges that are not participating in the OEI Exchange are able to adopt Canvas at a significant cost savings with 75% of the cost of Canvas paid for by the OEI;

Whereas, The governor’s January 2017 budget proposal included \$8 million annually and ongoing to fund Canvas as the CMS for the entire California Community College System; and

Whereas, Even though the State of California may pay for Canvas in its entirety for the foreseeable future, the ongoing funding for professional development as well as the maintenance, improvement, and expansion of the technology infrastructure needed to support Canvas remains as required ongoing funding;

Resolved, That the Academic Senate for California Community Colleges strongly urge local senates to advocate to their administration that monetary savings resulting directly from the adoption of Canvas be utilized to fund faculty professional development, as well as the ongoing

maintenance, improvement, and necessary technology infrastructure for quality distance education programs.

Contact: LaTonya Parker, Moreno Valley College, Online Education Committee

11.02 S17 Expansion of the Online Course Exchange

Whereas, The 2013-2014 Budget Act enacted the governor's Online Education Initiative to expand access to online education in the California Community College System and allocated \$16.9 million for that purpose, and furthermore the Chancellor's Office established the California Community College Online Education Initiative to realize this legislation through the creation of the Online Course Exchange ("Exchange");

Whereas, The Exchange promises to allow students to enroll in high quality online courses from colleges across the state through a centralized exchange, with potential for great benefit and opportunities for our students by providing additional access to courses needed for transfer and degree completion, and the 2016-2017 Budget Act (AB 1602) appropriated an additional \$20,000,000 to "expedite and enhance the adaptation and development of courses that are available through the online course exchange of the Online Education Initiative";

Whereas, It is important that efforts to expand the courses offered and colleges participating in the Exchange not compromise course quality or instructional integrity and that practices and policies focus on increasing student access and success across the system; and

Whereas, The Academic Senate for California Community Colleges is the collective faculty voice on academic and professional matters statewide and has long provided leadership for faculty on distance education matters through its position papers, resolutions, *Rostrum* articles and presentations;

Resolved, That the Academic Senate for California Community Colleges remind the Online Education Initiative (OEI) that faculty primacy in academic and professional matters applies to curriculum and academic standards, which includes the academic standards for development and offering of courses for the Exchange, and that any decisions directly impacting courses need to be made in consultation with the OEI Steering Committee and with input from the OEI Consortium;

Resolved, That the Academic Senate for California Community Colleges insist that high standards, including review of courses by trained faculty reviewers and determination of alignment with the OEI Course Design Rubric by those same faculty reviewers, remain in place to ensure that courses offered on the Exchange are of superior quality, of appropriate rigor, and offered and supported locally prior to being offered on the Exchange; and

Resolved, That the Academic Senate for California Community Colleges work with the Online Education Initiative to develop enrollment management criteria for managing the number of courses individual colleges have on the Exchange and managing the selection of courses offered on the Exchange.

Contact: Cheryl Aschenbach, Executive Committee

13.0 GENERAL CONCERNS

***+13.01 S17 Support for Federal Funding of Arts and Humanities Programs**

Whereas, Open access to the arts and humanities allows students of all backgrounds to acquire a broad awareness of history and cultural diversity, develop critical thinking skills, and learn empathy for human experiences of all kinds;

Whereas, Inherent in the mission of the California community colleges is the preparation of students for a rich, meaningful, and engaged life that goes beyond transfer and career preparation to helping students develop qualities of responsible citizenship;

Whereas, Federal funding for programs in the arts and humanities encourages diversity, creativity, and innovation; provides educational opportunities for underserved populations; provides oversight and accountability; and reduces barriers to public access to the arts and humanities due to income, disability, age, ethnicity, geographic location, and level of education; and

Whereas, The proposed federal budget that includes eliminating programs such as the National Endowment for the Arts (NEA) and the National Endowment for the Humanities (NEH), which constitute less than .01% of the federal budget¹⁰, will not only adversely affect United States cultural leadership in the world, but also result in a less enlightened civil society;

Resolved, That the Academic Senate for California Community Colleges affirm, in the strongest possible terms, its support for federal funding of programs in the arts and humanities as vital public goods and work with the Chancellor's Office, the Board of Governors, and other interested stakeholders to convey this message to California's state and federal elected leaders.

Contacts: Alex Immerblum, East Los Angeles College and Dan Wanner, Los Angeles City College, Area C

17.0 LOCAL SENATES

17.01 S17 Academic Senate Involvement in and Sign-off on Grants and Initiative Plans

Whereas, The Governor of California and state legislature have been instrumental in producing legislation that has transformed and continues to transform educational standards in the California Community College System, such as the Institutional Effective Partnership Initiative (IEPI), Strong Workforce Program (SB 66, 2016/Leyva), Adult Education/Non-Credit Initiative (AB86, Education Omnibus Trailer Bill, 2013-2014) and Student Success and Support Programs (SSSP) Initiative (SB1456, 2012/Lowenthal), and other special grants such as Zero Cost Textbook Degree (AB798, 2012/Bonilla);

¹⁰ The Washington Post, https://www.washingtonpost.com/lifestyle/style/with-elimination-of-nea-and-neh-trumps-budget-is-worst-case-scenario-for-arts-groups/2017/03/15/5291645a-09bb-11e7-a15f-a58d4a988474_story.html

Whereas, These state initiatives, programs, and grant proposals involve many academic and professional matters under faculty purview including student success, processes for program review, curriculum development, institutional planning, budget development and more;

Whereas, Districts and colleges have well-established processes for ensuring that decision-making is a participatory process and that faculty have primacy in making recommendations related to academic and professional matters; and

Whereas, The timeline for participation in these initiatives, programs, and grants are frequently hurried and do not allow for the collegial consultation process to occur;

Resolved, That the Academic Senate for California Community Colleges urge local senates to remain vigilant in their contributions to and review of grants, programs, and initiatives that fall under the purview of academic and professional matters; and

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to include mechanisms, including a local academic senate signoff, that ensure local senate involvement in and approval of all state grants, programs, and initiatives that fall under the purview of academic and professional matters.

Contact: Wendy Brill-Wynkoop, College of the Canyons, Legislative and Advocacy

17.02 S17 Adequate Support and a Designated Point Person for Formerly Incarcerated Students

Whereas, SB1391 (2014, Hancock) increased the California community college course offerings inside state prisons so that California community colleges are now teaching in-person in 32 of the state's 35 correctional facilities;

Whereas, Proposition 57 (2016) will increase the number of individuals being released from state correctional facilities, and will prioritize those individuals who are pursuing college courses while incarcerated;

Whereas, Individuals being released are encouraged to continue their pursuit of higher education when they return to their communities; and

Whereas, Formerly incarcerated students, like other special populations of students, face dramatic obstacles to accessing college service and academic programs without intentional direct support and outreach;

Resolved, That the Academic Senate for California Community Colleges recommend that local senates work with their college administrators to designate and publicize a point of contact responsible for supporting formerly incarcerated students and helping those students connect with appropriate support services at the college; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to assist colleges in their efforts to support formerly incarcerated students to access college programs and to achieve their academic goals at the college.

Contact: Cleavon Smith, Equity and Diversity Action, Executive Committee

LACCD ADJUNCT HIRING GUIDE

District Academic Senate Recommendation Approved Unanimously on 3/9/2017

The Board Policy statement about the LACCD commitment to diversity and equity inserted here.

The Adjunct Pool

The District's established pool refers to a group of applications that have been submitted by applicants to the LACCD Part-Time (adjunct) Faculty Employment portal. The pool shall be considered for each part-time vacancy or possible future vacancy within a twelve month period and includes all currently and previously employed adjunct faculty (internal candidates) and all applicants who have never been employed as adjunct faculty by any college in the LACCD (external candidates). To be entered into the pool, all applicants meet Minimum Qualifications or the equivalent for the discipline in which they are seeking to teach and must have submitted a *complete* adjunct application. Part of the application will include a check box so faculty can indicate if they are already working in the District and another check box so faculty can indicate the college or colleges at which they would consider working.

An adequate pool is one that contains three or more candidates who meet Minimum Qualifications or the equivalent. The LACCD Human Resources Department (HR) shall keep applications from all candidates on file for a minimum of one year and will annually notify all candidates to request an update of their information should they wish to remain in the pool. Department chairs will be granted access to the pool on an as-needed basis. Adjunct faculty who are already-employed at one or more colleges in the District may be hired at another college within the District without going through an interview, although it is recommended that such an interview is conducted.

The Selection Committee

A selection committee must form when applicants new to the District are considered for an assignment. This ensures that more than one faculty member takes part in the interview process to select new faculty members. The division or department chair or his/her designee serves as the committee chair and selects at least one additional faculty member in the discipline to serve. If no other faculty in the discipline at the college are available to serve on the committee, then the chair of the committee may take the following progressive steps to fill the committee vacancy: (1) seek out a colleague in the discipline from another campus in the district, (2) a colleague on campus in a related discipline, or (3) a colleague in the discipline from a college outside the district. -Committee members must be contract or regular faculty full time. The supervising dean of the department shall be invited to attend the adjunct selection committee meetings as a non-voting member, but the absence of the dean shall not prevent the selection process from moving forward.

It is strongly recommended that an EEO representative, possibly from the same department, be present as a non-voting member. Furthermore, all committee members

43 must have participated in EEO hiring committee training or EEO rep training within the
44 previous three years. Other faculty members may be added to the committee as non-
45 voting resources with the approval of the committee chair. The composition of the
46 selection committee is reported to the supervising dean. All members of the committee
47 will review the applications and transcripts for appropriate minimum qualifications.
48

49 **Note:** Equivalency determinations will not be conducted for the selection of adjunct
50 faculty.

51 **The Committee Chair Responsibilities:**

52 1. Guides the selection committee through the adjunct faculty hiring procedure according
53 to the guidelines as presented in this document.

54 2. Facilitates committee discussions.

55 3. Facilitates the review of applications for minimum qualifications.

56 4. Leads committee dialog about handling of incomplete applications, paying special
57 attention to equivalency, and the handling of extraneous application materials that were
58 not specifically requested.

59 5. Coordinates the screening process, schedules committee meetings, manages the
60 logistics of the process (rooms, times, dates), and facilitates the development of questions
61 and demonstration topics.

62 6. Informs the appropriate administrator of the committee's decision to send a candidate's
63 name forward so that HR can confirm the candidate meets MQs.

64 7. When HR confirms the MQs have been met, contacts the top candidate to inform
65 him/her of the committee's decision to offer him/her an assignment and sets up an
66 orientation meeting with the candidate.

67 8. Via emails, informs remaining interviewees of the decision.

68 9. Performs all other committee duties as outlined in the "Selection Committee Members'
69 Responsibilities" section below.

70

71

72 **The Selection Committee Members' Responsibilities:**

73 1. Work in partnership with the other participants throughout the process and at its
74 conclusion to reinforce the importance of confidentiality, fairness, understanding
75 individual biases, eliminating unlawful bias, equal employment opportunity, and respect

76 and sensitivity to all cultures, language groups, genders, and other protected classes under
77 the law. *(HR will provide more appropriate language here.)*

78 2. Sign confidentiality agreement for selection committee members and comply with its
79 guidelines.

80 3. Screen applications and participate in the process to select interviewees.

81 4. Attend all interviews, rate interviewees, and participate in dialog to select the top
82 candidate.

83 5. Act as agents of the District and obey all laws and regulations related to hiring
84 processes.

85 6. Observe and monitor the interview/selection process for compliance with district hiring
86 procedures and equal opportunity laws to provide a fair and impartial process.

87 7. Alert the chair and vice president of any concerns regarding confidentiality, bias, or
88 fairness.

89 **Prior to the Interview**

90 The committee is not required to review incomplete applications. The committee shall
91 review and rate complete applications using a rating form developed by the committee.

92 The size and complexity of the rating form shall depend on the number of applications
93 and the discretion of the committee. A minimum rating form that consists of rating
94 categories for sensitivity to diversity and the overall quality of the applicant is available
95 from HR. More complex rating forms could identify categories for work experience,
96 education, training, experience working with diverse groups, etc. The committee shall
97 meet as a group to discuss the candidates' qualifications. The discussion shall be strictly
98 confined to each candidate's qualifications and serves to ensure that no candidate is
99 overlooked by committee members who may have missed important qualifications of a
100 candidate during their individual review. The committee will invite the number of
101 candidates that ensures the most qualified group of applicants is interviewed. There is no
102 minimum or maximum number of candidates who must be invited to interview. When
103 deciding who to interview, the committee shall err on the side of inclusiveness.

104 **Interviews**

105 The committee chair shall invite selected applicants for an interview. The same questions
106 must be asked of each applicant, and each applicant must be rated on the same criteria.
107 HR, the supervising dean, or the committee chair may provide a list of example questions
108 that serve as a starting point for committees to develop their own questions to ask each
109 interviewee. Follow up questions that serve to clarify responses or probe further into
110 answers are encouraged. Each committee member shall individually rate candidate
111 responses to each of the interview questions.

112 Teaching positions may require a teaching demonstration during the interview process.
113 Committees for non-teaching positions may decide to require a demonstration showing
114 how the applicant would provide appropriate services such as a counseling session.
115 Instructions for the demonstration shall be given to the applicant at the time he/she is
116 invited to interview. The instructions should specify the topic to be taught or service to be
117 provided, the kinds of student who will be the intended audience, and the kinds of
118 technology that are available. If a demonstration is conducted, each committee member
119 shall rate the demonstration as part of the evaluation.

120 **Reference Checks**

121 The committee chair or designee or supervising dean is strongly encouraged to conduct
122 reference checks, including former employers. Reference checks shall be limited to
123 position-related criteria.

124 **Finalizing the Selection**

125 The committee considers all of the information it has collected and then selects a finalist.
126 The supervising dean and committee chair will fill out LACCD Form HR R-130N and
127 submit it to the local campus personnel office who will forward it to HR after final
128 approval by the vice president. Once form HR R-130N has been submitted along with
129 official transcripts to HR and the candidate is cleared, the candidate may visit the local
130 campus personnel office to fill out additional paperwork.

131 At the completion of the process, all of the committee's paperwork, including paper
132 screening forms and interview rating forms, are turned in to the supervising dean and
133 kept on file.

134 **Emergency Hire Procedures**

135 In the event that, as determined by the committee, there are no district applicants or there
136 is an inadequate pool, or no suitable candidate has been found within the pool, or if the
137 vacancy and subsequent need to hire a new adjunct faculty member is the result of an
138 emergency (i.e. loss of instructor, added course section, etc.), and the time to conduct
139 formal interviews/find a suitable candidate is prohibitive, a department chair can use
140 her/his best judgment to hire the best available candidate. The department chair will need
141 to consult with the supervising dean to ensure that the candidate meets the minimum
142 qualifications for the position prior to making a job offer. District HR will subsequently
143 verify the candidate does meet MQs.