AGENDA
21 October 2014
1:30 pm – 3:00 p.m.
Academic Senate Room A-211

I. Welcome

II. Order of the Agenda

III. Approval of Minutes
A. 7 Oct. 2014

IV. Public Comments (2 minute limit per person)

V. AS Executive Board Reports (15 minutes)
President, Vice President, Secretary/Treasurer, CIC Chair

VI. ASG Report (5 minutes)

VII. Summary Reports Discussion (5 minutes total)

VIII. Action (25 minutes)

First Reading
A. Resolution F2014.5: Joint Resolution Regarding RSCCD Participation in SB 850 (Block) Baccalaureate Pilot Program
B. Resolution F2014.6: Adoption of the 2014-2015 Student Equity Plan
C. Resolution F2014.7: Support for the Fall 2014 Revisions of the RSCCD Administrative Regulations 7120.1 & 7120.4

Second Reading

II. Discussion Items (30 minutes)
A. ASCCC Resolution Discussion: In preparation for the Oct.
25th Area D meeting to be held at SAC, Vice President Craig Rutan will lead a discussion regarding the plenary resolution packet. (1-10 +1) (10 minute discussion)

B. **Continuation of the SCC Faculty Forum Format Discussion:** AS President Corinna Evett will lead a discussion about the format of the SCC Faculty Forum. (1-10) (10 minute discussion)

C. **Continuation of the Equity and Diversity Discussion:** AS President Corinna Evett will lead the group in a discussion about equity and diversity. (1-10) (10 minute discussion)
Rancho Santiago Community College District BP2410 (previously BP9001)  
(Setting Policy)  
Adopted 03/17/97  
Revised March 28, 2011  
The Board may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction.  
The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to district activities. All district employees are expected to know of and observe all provisions of law pertinent to their job responsibilities.  
Policies of the Board may be adopted, revised, added to or amended at any regular board meeting by a majority.  
The RSCCD Board of Trustees believes that a major trustee role is to set policy for the District. In setting policy, the Board wants to create and work within a participatory environment with respect for students and all employee groups. For developing policies regarding the academic and professional matters numbered 1, 2, 3, 5, and 8, the Board will consult collegially with the faculty by relying primarily on the advice and judgment of the Academic Senate (per previous agreement with the Senate).*  
For developing policy regarding the other five academic and professional matters, the Board will consult with the faculty through the mutual agreement process previously agreed upon. At RSCCD, the mutual agreement process is the use of the shared governance structure consisting of councils, committees, and the District Council. Further, representatives of staff and student groups are encouraged to work within the established processes to address the issues of the District.  
The Board of Trustees values consensus building; however, it realizes its legal responsibility to make final decisions regarding policy.  
*For the following items the Board of Trustees will rely primarily upon the advice of the Academic Senate:  
1) Curriculum, including establishing prerequisites and placing courses within disciplines; 2) Degree and certificate requirements; 3) Grading policies; 5) Standard or policies regarding student preparation and success; 8) Policies for faculty professional development activities;  
For the following items, the Board of Trustees will come to mutual agreement with the Academic Senate:  
4) Educational program development; 6) District and college governance structures, as related to faculty roles; 7) Faculty roles and involvement in accreditation processes, including self study and annual reports; 9) Processes for program review; 10) Processes for institutional planning and budget development.  
Administrative regulations are to be issued by the Chancellor as statements of method to be used in implementing Board Policy. Such administrative regulations shall be consistent with the intent of Board Policy. Administrative regulations may be revised as deemed necessary by the Chancellor. The Board reserves the right to direct revisions of the administrative procedures should they, in the Board’s judgment, be inconsistent with the Board’s own policies.  
Copies of all policies and administrative procedures shall be readily available to District employees through the District website.  
Reference: Education Code Section 70902; Accreditation Standard IV.B.1.b & e.
I Welcome

II Order of the Agenda
Due to Professor Miller’s class schedule it was moved that once he arrives, current discussion would be suspended temporarily and resumed upon conclusion of his presentation (DeCarbo/Deeley).

III Approval of Minutes
September 16, 2014 (Rutan/Freidenrich) approved without dissent pending one correction.

IV Public Comments
1 Professor Canon has been asked by her constituents to place on the agenda as a discussion item the consideration of a vote of no confidence in RSCCD Chancellor Rodriguez.

V AS Executive Board Reports
A President
1 The PIE committee has agreed on definitions for the following two terms:
   a Legally mandated “that which is required to be in compliance with State, or local laws and regulations.”
   b Safety
      i Resource: A resource that will eliminate or prevent hazards to persons or property.
      ii Facility: An environment that will eliminate or prevent hazards to persons or property.
2 Senators were reminded of the hiring requests timeline:
   a Requests are due October 10
   b Packets will be distributed October 14
   c Rankings will be due October 28, 11 am
   d Results will be reported November 4
3 An earthquake drill will be held October 16 at 10:16 a.m. and 7:30 p.m.
4 Please save the date of November 19, from 1:30 to 3:00 p.m. for the Faculty Excellence Presentation in H 106, delivered by Professor Denise Foley.
The District senate is working on a joint resolution against participation in SB 850 Baccalaureate degree pilot program.
   a Both Senate presidents have been invited to discuss BP 4026 (regarding SB 850) at a special Board Policies committee meeting.
   b It has now come to light that not only were the Faculty not involved in the writing of BP 4026, neither were the students as dictated by AB 1725.
   C Board Member John Hanna expressed to the September 15, 2014 El Don “It’s not going to help if we’ve got an Academic Senate trying to deny our students”
      i President Evett reiterated that the Faculty at both colleges are doing their due diligence investigating the possibility of awarding a baccalaureate degree but are opposed to doing so until the impact upon current students is made absolutely clear.
SCC’s ranking on the LGBT Index was presented and discussed, while there is room for great growth, President Evett is pleased to see our progress given our size and amount of resources, the information can be found at http://www.campusprideindex.org/
Gratitude was expressed to all that attended the accreditation forums and/or specific meetings.

B Vice President
No report
C Secretary/Treasurer
1 For the first time in 15 years, thanks to Project Manager Sergio Rodriguez all data in the hiring packets will be uniform.
   a A few flaws in the system have been identified and remedies will be presented at a future meeting.
2 The Committee Assignment and Workload Task Force will be distributing a survey to all councils, committees, Task Forces, and groups; senators are asked to please assist in getting the surveys completed in a timely manner.
D CIC
1 The Council received training on Standard IIA and CTE at a recent meeting.
2 The SCC and SAC CIC chairs met and reviewed the shared curriculum policy.
   a Faculty are reminded that if a department offering has the same course number as one at SAC, the two courses must have the same title, units, hours, requisites, repeatability, family structure, and general education placement.
3 CIC has been discussing course capacity and will be presenting their conclusions forthwith.

V ASG Report President Hector Soberano
A The screening of UP on September 25 was a success.
B The Conjuring is on deck for the next outdoor movie screening date TBA.
C Vice President of Student Services John Hernandez gave an informative overview of accreditation at the last ASG meeting.

VI Summary Reports Discussion
A The EMP is going to change how they are going to hold reviews at their meetings.
   1 Program reviews will be examined by groups rather than by every member of the committee.
   2 Departments will present with others during a panel instead of individually.

VII Action
First Reading:
A Resolution F2014.4 (Nance/Cannon)
   Acceptance of the 2011-12 ESL/Basic Skills Allocation End-of-Year Expenditure Report for FY 2013-14 and Signature Page
President Evett charged all Senators with reviewing the resolution and document prior to the vote next week.

President Evett will invite a member from the BSI Task Force to answer questions at the next meeting.

Discussion:
None

Second Reading:
A Resolution F2014.3 (Umali Kopp/DeCarbo)
Adoption of New SCC Academic Senate/Castle Foundation Scholarship Criteria.

Discussion:
None
The resolution passes without dissent.

VIII Discussion Items
A SCC Art Gallery Update
1 Professor Miller presented the D-Building Art Gallery and Digital Media Lab proposal.
2 The renovation will satisfy 1) enclosed art gallery, 2) Permanent Digital Media Arts Lab and Classroom (used by multiple disciplines), 3) Finishing Room (a place to digitize work for portfolios), 4) Art office with storage.
3 Arts are now finding a place in STEM and has become STEAM, digital arts particularly, there is projected huge growth in this industry.
4 The architects say that the renovation will be relatively simple.
5 The Gallery will be monitored by volunteers and faculty teaching in the adjacent room.
6 The funding for the renovation is part of the D building renovations.

B Equity and Diversity Discussion
1 President Evett asked the Senate to discuss the difference between equality and equity.
2 Definitions from the current Senate Rostrum’s were presented and then discussed.
   a Equality refers to ensuring similar treatment and resources for all.
   b Equity means that all populations reach the same outcome, in our case, student success.

Discussion - The following are some of the salient points raised during a rich discussion that is the beginning of many conversations to come
1 Money from the State will be attached to the student equity plan and demands faculty buy in.
2 If we approach this with hope this may be more inclusive rather than something that is exclusive. The hope is to provide equal access to success for all without taking from others to do so.
3 Faculty are concerned that an effort to make things equitable may mean unfairly taking from others and giving to others.
4 Faculty think this conversation may allow for larger discussion regarding prerequisites.
5 The counselors cautioned that we must keep in mind that the SSSP is going to demand that students have an education plan.
6 Some faculty expressed that students should be awarded opportunity but not guaranteed success.
7 Some faculty expressed that while the State is holding the faculty responsible for Student Success what guarantees does the State make for student learning responsibilities?
8 Some asked if whether this is possible Affirmative Action in a new guise.
9 Many agreed that while service delivery for all students is a goal, that does not mean that we must provide services for one group that are not provided for others.
10 These discussions must include students.
11 Perhaps this will allow us to offer students more career technical education.
12 Perhaps this will allow us to frankly discuss that not all people need to attend college.
Some faculty feel that these new policies seem to indicate that our current practice is “BAD” or “WRONG”.

The plan provides an opportunity to create new interventions to help alleviate any identified achievement gaps in targeted groups.

If we spend time planning on the front end, we may be able to create practices and interventions that could be expanded to assist not only targeted groups students but also all students.

President Evett said that this work needs to be as meaningful for the faculty as for the students, so rather than approach it pro forma, let us embrace the possibility.

C **SCC Faculty Forum Format Discussion**

Professor Pimentel sent the following communication to the Senate:

“First, I think the FF should open up with, say, 20 minutes of “OMCT” (Open Microphone Catharsis Time). . . This OMCT would give faculty an opportunity to voice frustrations and problems. Part of the function of gathering as community is to grow and sustain connections that exist on the level of emotion and empathic identification. After the OMCT period, however, we would move toward a more critical and actionable activity.

The next phase of the FF could be devoted to analysis and trouble-shooting. Here, faculty would have to speak in terms of breaking-down a problem and setting forth feasible solutions to the problem.

The last phase of the FF could then be devoted to action items. If we want to formulate an argument that we could stand behind, then we would do that. We would thus leave the FF knowing what kind of argument to posit and share with others regarding some matter/problem. If the solution is not just creating an argument to hold onto and present when appropriate, but is rather, some sort of behavioral action item, then we talk about that and try to settle the logistics. For instance, one solution to a problem might be that we all agree to go do X on date Y.”

The Senate was then asked to review past Forums and consider whether and/or how Professors Pimentel’s suggestions could be incorporated.

IX Moved to adjourn (Cummins/Hovanitz)
Summary Report

Committee: Enrollment Management
Meeting Date: October 2nd, 2014

Content

1 Discussion items: The committee received additional information about student from the 2014 Winter Intersession. About 50% of the first time SCC students during the intersession enrolled again during Spring 2014. The overall success rates for intersession were higher than spring, but the courses offered in intersession do not represent all of the courses offered during the spring semester. The same students taking courses in the intersession had a higher GPA than they earned during spring. This is likely do to concentrating on a single course during the intersession, but could be because of the difference in courses being completed. The committee will be presented with success rates from fall in spring for the courses offered during the intersession to see if the success rates are measurably different.

The committee completed the table of contents for the first SCC Enrollment Management Plan:

- Purpose of Enrollment Management and EMC Committee
  - Mission, Vision, Values
- Guiding Principles
  - Goals and Activities
    - Strategic inputs (degree audit, SEP’s, etc.)
    - Who’s responsible?
- History of Enrollment Management at SCC…since 2008?
  - Trends (apportionment, course offerings, head count, external factors, cost)
  - Historical Data
  - Rationale for decision
- Data Element Section
  - Descriptive statistics of incoming students
  - Enrolled student profile
  - Exit student profile (outcomes)
  - Environmental Scan
- Strategies for growth, maintenance, reduction and creation
  - Student Equity
  - Grants
  - Outreach, Recruitment and Marketing
- Implementation of the plan
  - Timeline
- Framework for Assessment
  - Process
  - Goals/Outcomes

The committee will discuss the possible data elements to be included in the plan, work on a definition of efficiency in enrollment management and scheduling, and will assign the sections of the plan to committee members for writing at the next meeting.
2 **Duties met:**

- The committee continues to track enrollment data for SCC
- The committee continues to creating the SCC Enrollment Management Plan

3 **Actions proposed:**

None

4 **Events Planned:**

None

5 **Resources needed/acquired/allocated:**

None
III Public Comments
A The Business Division is pleased with the Faculty Work Room and the collaborative space.
B In the future Earthquake Drills notifications will occur earlier.
   Perhaps they could be placed on the master calendar.
C The Welding Thunder event was very successful last weekend.
D Facilities is aware that pavers need to be repaired during the construction areas.

V Reports
A President
1 Faculty priorities will meet October 24, 2014
   It seems that there will be a minimum of 18 hires at SAC, [13 for retirees, 5 for growth (and there
   may be 1 more retiree)] and 10 at SCC.
2 District Senate met last week to discuss SB 850 and AR 7120.1 and 7120.4
3 Board Policy committee will hold a meeting today at 5:15 with both AS presidents.
4 ASCCC Area D meeting will be held here at SAC on October 25.
5 Dr. Rodriguez was mentioned in the Orange County Register.
6 Omar Torres has been hired as the Vice President of Academic Affairs.
7 President Zarske asked whether a resolution should be created to have all reports that must be
   signed by the AS President be brought forth to the senate for approval.
8 TracDAT is a data processing tool used for SLO assessment and SAC faculty and administration
   are looking into whether it should be brought to the college and then into entire program review process.
9 Distinguished Faculty lecture will be October 21, 2014 at 3 p.m.

C Accreditation
1 Congratulations on completion; ASCJC report will be forthcoming in January.
2 Many feel very positive as a result of the exit interviews.

D Curriculum
1 Both CIC chairs met and discussed shared curriculum to ensure compliance with current Board
   Policy and has discovered that a minor change needs to be made with current process to ensure that
   consultation is occurring between the two colleges.

It is important that both colleges have the same language regarding repeatability and prerequisites.

2 The Senate approval of the OER policy was discussed.
3 There is a $5,000.00 grant for the Economic and Development of small course in business.

E Facilities
1 Next meeting is on October 21, 2014
2 Speeding in Lot 1 has been brought to the facilities attention.
3 Keying of the I building can be collaborative, design needs to be brought to the committees
   attention.

F Planning & Budget
1 None

G TAC
1 TAC Instructional Budget was approved.
2 The Web Work Group will begin work again and meet quarterly.
3 Inside SAC will be removed November 7 all data must migrate to Sharepoint.
4 Requests for Adobe suite must go through division deans.

H Student Success/BSI
The equity report has been completed and a draft can come forth to the Senate. The equity report is to be brought to the December 8, 2014 Board Meeting. There will be large sums of money attached to the equity plans and assessment. The work groups will meet on November 14, 2014.

BSI students can be directed to the various Learning Centers for supplemental instruction.

TLC (Teaching Learning Committee) has been reviewing assessments.

J  
SCC

Shared Curriculum discussion between the CIC chairs.

Secretary/Treasurer reported on the last SCC Senate meeting. A rich discussion was had on the differences between equality and equity.

K  
ASG

ASG Leadership Institute on Parliamentary and Brown Act was a success.

Latino Heritage celebration two weeks ago was a success.

Holding a special election for the $2.00 fee for ASG at the State level.

ASG will be attending the CCCSAW October 17-19 in Los Angeles.

Phi Theta Kappa met with the Board last night.

VI  
Action

A  
OER Task Force Recommendations

Resolution regarding SB 850 – First Reading

Administrative Regulations on Hiring (7120.1, 7120.4) – First Reading.
Resolution F2014.5: Joint Resolution Regarding RSCCD Participation in SB 850 (Block) Baccalaureate Pilot Program

Whereas, SB 850 (Block) has created a new community college baccalaureate program without addressing the funding necessary to research possible programs, to recruit students, or to create new curriculum;

Whereas, There are many significant questions that remain unanswered regarding the requirements for baccalaureate programs related to SB 850 as listed in Appendix A;

Whereas, Santa Ana and Santiago Canyon colleges are already struggling to meet the demands of their current student population with available resources, and it is unclear if additional start up and apportionment resources will be made available by the state;

Whereas, Any college participating in the pilot program will be required by accreditation standards to continue to offer the program until all students have graduated even if the program is not viable; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) Resolution 13.01 Spring 2014 mentions the need to do more research, the ASCCC Rostrum article titled “The Community College Bachelor’s Degree: Many Questions Still Unanswered” addresses faculty concerns, and ASCCC President Morse also raises concerns about unanswered questions in the EdSource 29 Sept. 2014 article titled “Community Colleges Can Offer Bachelor’s” listed in Appendix B, C, & D respectively;

Resolved, That the Academic Senates of Santa Ana and Santiago Canyon Colleges continue to research possible baccalaureate programs that might be offered when adequate information about such programs is readily available; and

Resolved, That without adequate answers to significant questions, Santa Ana and Santiago Canyon Colleges cannot support participation in the baccalaureate pilot program created by SB 850 until academic impact and funding issues can be evaluated.

Date Presented: 21 October 2014

Date Approved:

Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing accessible, transferable, and engaging education to a diverse community. (Approved 9/10/13)
Joint Resolution Against RSCCD Participation in Baccalaureate Pilot Program

Appendix A

Faculty Questions in Need of Answers

1. Will any additional funding be granted to establish new curriculum or to provide resources (monetary, equipment, and facilities) necessary to provide that curriculum?
2. Will upper division general education be required of the students?
3. If the program is not self-sufficient, how will the program be funded?
4. If student demand for the program drops, per the legislation, will the college still offer classes for few students despite increased costs?
5. Will the minimum qualifications for baccalaureate faculty be different from the minimum qualifications for associate faculty?
6. Will the baccalaureate faculty be under the same faculty agreement as associate faculty, or will there be a new faculty agreement?
7. How will offering a baccalaureate program impact the district’s and the colleges’ currently strained budgets?
8. How do we assure that baccalaureate program funding will not detract from associate program funding?
9. How much additional classified staff and administrative staff will need to be hired to support the baccalaureate program?
10. What impact will the offering of a baccalaureate program have on student services: tutoring, writing centers, math centers, science centers, and the library?
11. Will we need additional baccalaureate counselors? How do we hire additional counselors with the restrictions of the 50% law?
12. Does RSCCD have sufficient research staff to meet the research requirement related to tracking the employment of student participating in the pilot?
13. Will the baccalaureate faculty have different pay rates from the associate faculty?
14. What will the application process be for the baccalaureate program?
15. Are the baccalaureate programs open access?
16. Will these degrees be viewed as equivalent to baccalaureate degrees offered at the CSUs and UCs?
17. Will the community college baccalaureate pilot program be made permanent or end after 2022?
18. If the pilot program is not made permanent, what happens to the baccalaureate degrees students earn while participating in the pilot?
19. Will students want to remain in the same, small cohort of students for the entirety of the baccalaureate program, which could be more than four years?
Researching the Feasibility of the CCC Bachelor's Degree

Spring 2014

Resolution Number: 13.01

Contact: Dolores Davison (/directory/dolores-davison)

Assigned to: President (/directory/president)

Topic: General Concerns

Status: Assigned

Whereas, The California Community Colleges Chancellor’s Office recently released a report from the California Community Colleges Baccalaureate Degree Study Group[1] on the topic of expanding the mission of community colleges in the state to include the awarding of bachelor's degrees, and the report concludes with a recommendation that the topic "merits serious review and study;"

Whereas, The Academic Senate for California Community Colleges currently is opposed to adding bachelor's degrees to the mission of California community colleges, Resolution 6.01 S10[2], but given changes in the labor market and fewer spaces available for transfer students at California State University campuses, faculty may want to reconsider this position; and

Whereas, Any comprehensive change to the mission of the California community colleges should include comment and input from many California State University and the University of California colleagues, and the composition of the California community college study group that produced the report included no faculty representation from these two segments;

Resolved, That the Academic Senate for California Community Colleges strongly recommend that, before any action is taken to change the mission of the California community colleges to include the awarding of bachelor's degrees, a comprehensive feasibility study and environmental scan by independent researchers be conducted and distributed to the
colleges for information, deliberation, and further recommendations to the Legislature.

MSC

[1] The full report is found at

http://californiacommunitycolleges.cccco.edu/portals/0/reportsTB/2014_01_BacDegree_StudyGroup_WEB.pdf

1 | WHERE WE HAVE BEEN, WHERE WE ARE NOW, AND WHERE WE ARE GOING

4 | DATA AT YOUR FINGERTIPS

7 | IT’S TIME TO SUBMIT DISCIPLINES LIST REVISIONS

8 | IN APPRECIATION OF JOHN VASCONCELLOS

10 | REMEMBERING AN EDUCATIONAL ADVOCATE

11 | INFUSING CULTURAL COMPETENCY, DIVERSITY, AND EQUITY

12 | ACADEMIC SENATE EVENTS

13 | BUILDING FACULTY PROCESSES FOR STUDENT SUCCESS AND EQUITY

15 | A CHALLENGINGLY GOOD YEAR

17 | THE CONCEPT OF CREDIT COURSES: ANOTHER LOOK AT COURSE REPETITION AND REPEATABILITY

20 | THE ONLINE EDUCATION INITIATIVE

25 | THE COMMUNITY COLLEGE BACHELOR’S DEGREE

27 | A TRIBUTE TO A FRIEND OF THE SENATE

SENATE ROSTRUM
ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES NEWSLETTER

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

President: David Morse | Executive Director: Julie Adams | Design and Layout: Rita Sabler, Creative Director
The Rostrum is a quarterly publication of the Academic Senate for California Community Colleges, 555 Capitol Mall, Suite 525, Sacramento, CA 95814. The Rostrum is distributed to all faculty through college academic senate presidents and by individual mailing. For deadline information call (916) 445-4753 or email us at julie@asccc.org

Note: The articles published in the Rostrum do not necessarily represent the adopted positions of the Academic Senate. For adopted positions and recommendations, please visit our website at www.asccc.org

You can find this and the previous issues of this publication online at: www.asccc.org
On August 21, 2014, Senate Bill 850 (Block) formally passed out of the legislature and was sent to the governor for his signature. This bill would create a pilot program in which fifteen community colleges in fifteen different districts could each offer one bachelor’s degree in one discipline. The options for these degrees are limited to disciplines in which the California State University and the University of California do not offer degrees unless the CSU or UC agrees to waive this provision.

The Academic Senate for California Community Colleges has opposed this legislation in specific and the concept of community college bachelor’s degrees in general through several resolutions. In Spring of 2010 resolutions 6.01 S10 and 6.09 S10 were written to both oppose the idea and to research the feasibility of offering Baccalaureate degrees. Specifically, resolution 6.01 addressed proposed legislation at the time that would have established community college bachelor’s degrees and resolved that

the Academic Senate for California Community Colleges oppose any expansion of the California community college mission as proposed in AB 2400 (Anderson, March 2010).

More recently, the Academic Senate passed resolution 13.01 S14, again asking for research prior to implementing the development of such programs.

However, with the passage of SB 850, the creation of community college bachelor’s degrees is now seemingly inevitable. The governor is expected to sign the bill, and some districts are already planning for the creation of these degrees. Local academic senates may choose to continue opposing the CCC bachelor’s degree at their own colleges, but faculty in many areas have already endorsed the concept. At the state level, the Academic Senate may continue to urge caution and ask for more research before any expansion of the pilot can take place. At this time, however, a limited implementation of the CCC bachelor’s degree seems a certainty at least for the immediate future, and thus faculty must engage in a conversation to address the many outstanding questions that remain regarding these programs.

One important topic for discussion will be the economic model on which the degrees will be constructed. The legislation’s funding formula would have the students paying the same base rates for lower and upper division courses, with an additional $84 per unit for their upper division courses. Lower division coursework for the degrees would be delivered under the same
rules and funding that currently exists for all CCC students. This funding system may give rise to many questions, including the definitions of upper and lower division courses and the extent to which these tuition rates will truly offset the full cost of offering a bachelor’s degree program.

The Academic Senate has maintained throughout discussions of SB 850 that any proposal for bachelor’s degree programs should not divert resources away from our existing lower division mission. Supporters of the bachelor's degree have readily conceded this point, noting that the primary mission of the California community colleges will remain unchanged and that any new bachelor’s degree programs will be supplemental to that mission. Yet SB 850 offers no language that would protect existing programs or ensure that the bachelor's degrees will not supplant the primary mission. Faculty must continue to work at both the state and the local level to guarantee that resources for established programs will not be diminished by the pilot programs.

Minimum qualifications are another issue that must be addressed before the bachelor's degrees can be offered. Some have suggested that upper division coursework will require a different set of minimum qualifications. Such a discussion falls directly within the purview of the Academic Senate, and the results of this debate may raise additional questions, such as union issues regarding different pay rates for different qualifications, common or separate union representation for upper and lower division faculty, and faculty service areas.

Various other questions also remain to be answered in areas such as admission requirements, registration priorities, financial aid, and others. Clearly, engaging in the enterprise of offering bachelor’s degrees will force us to examine nearly every aspect of the ways we currently serve our students. Many of these topics are local issues, and colleges that offer these degrees will need to establish answers before the programs can be offered. Other issues will be a matter of statewide debate and potential regulation changes, and the Academic Senate will therefore need to engage in these conversations in order to ensure outcomes that are acceptable to faculty.

While the number, scope, and scale of issues regarding the community colleges bachelor's degree may be daunting, faculty must insist on appropriate consultation and decision-making processes at both the state and local level, and we must be willing to invest our time and energy in these difficult discussions. With the passage of SB 850, the CCC bachelor’s degree is no longer a concept that academic senates can simply oppose. Indeed, through appropriate implementation we may make these new programs beneficial to many students, but such a positive outcome can only happen if faculty assume our proper role in helping to guide the process and answer the many questions that remain.

Local academic senates may choose to continue opposing the CCC bachelor’s degree at their own colleges, but faculty in many areas have already endorsed the concept.
More than a dozen community colleges will be able to offer bachelor’s degrees in the next few years under newly signed legislation that opens the door to a shift in the state’s higher education landscape.

Senate Bill 850, signed Sunday by Gov. Jerry Brown, creates a pilot program allowing up to 15 community colleges to offer upper division degrees in specialized, vocational occupational fields.
The bill represents a significant change for California community colleges, whose mission has been to provide lower-division coursework, vocational certificates and two-year associate degrees. Four-year degrees have been the purview of the University of California and California State University under the state’s Master Plan for Higher Education, the 54-year-old document that maps the roles of the state’s postsecondary sectors.

The community college degree program could also translate to significant savings for students. Community college officials estimate base student fees could run about $11,000 for the bachelor’s degree programs, not including books or other costs. That’s compared to about $22,000 for base student fees over four years at CSU, and upward of $48,000 at UC, not including additional costs.

“It’s good for our students and secondarily good for our state,” said California Community Colleges Chancellor Brice Harris, citing research suggesting the state will need to produce more than 1 million more college-educated workers by 2025 to meet workforce demands. “We’re going to be part of that solution.”

With the bill’s passage, California becomes the 22nd state to allow community colleges to offer bachelor’s degrees.

The bill, by Sen. Marty Block, D-San Diego, does not stipulate subject areas, but says the diplomas may only be offered if they do not duplicate diplomas already offered by CSU or UC campuses.

The degrees are expected to be offered in vocational fields such as automotive technology, industrial and health technology, and other fields where an associate degree is no longer considered sufficient to guarantee employment.

Only one campus in a district – up to 15 campuses statewide – may offer a bachelor’s degree and the new degree programs must be in place no later than the 2017-18 academic year. The nonpartisan Legislative Analyst’s Office will conduct an interim evaluation of the programs in 2018, with a final evaluation by July 2022. The pilot program would end in 2022-23, unless extended by the Legislature.

“I am absolutely so confident that we’re going to be so wildly successful that actually sooner than the sunset date the people of California will be demanding more of these degrees,” said Linda Thor, chancellor of the Los Altos Hills-based Foothill-DeAnza Community College District.

“I think it’s an idea whose time has come,” said California Community Colleges Chancellor Brice Harris.

UC and CSU campuses don’t offer bachelor’s degrees in the fields that will be targeted under SB 850, Thor said. For example, Foothill College offers a popular lower-division respiratory therapy program, Thor said, but the closest campus that offers a bachelor’s degree is Loma Linda University in Southern California – presenting a geographical and potential financial barrier to some students.

The bill doesn’t stipulate the number of degrees that will be awarded, but Thor said most vocational occupational programs covered by the legislation enroll between 25 and 50 students.

http://edsource.org/2014/community-colleges-can-offer-bachelors/67925#.VDW5ZhaBXnc
vocational occupational programs covered by the legislation enroll between 25 and 30 students. “We’re not talking about thousands of students statewide,” she said, “we’re talking hundreds of students statewide.”

The bill sets up a two-tier fee structure for students in the baccalaureate programs. Lower-division coursework will cost the standard systemwide fee of $46 per class unit, while the upper-division coursework will cost an additional $84 per unit; most courses are three or four units.

Base student fees for a baccalaureate program are estimated to run about $10,560, based on a 120 credit-hour program. The estimated fee is calculated by assuming students will complete 60 units of lower-division coursework at $46 per unit, followed by 60 units of upper division work at $130 per unit.

Legislators, including Block, had tried several times over past years to grant community colleges the authority to offer bachelor’s degrees. This attempt had broad support, Harris said, including from California State University and other groups that helped modify the legislation to address areas of concern and opposition.

“Then the other thing is, I think it’s an idea whose time has come,” Harris said.

The legislation was opposed by the Academic Senate for California Community Colleges, ......... said more research is needed on potential impacts of the new degree program.

The senate, which represents faculty at the state’s 112 community colleges, had too many unanswered questions about the bill. Among them are concerns over how the upper-division component of the degree programs would be handled, questions about teacher qualifications and contracts, as well as potential impacts on the colleges’ mission and on other programs, said Academic Senate Chair David Morse.

“There’s some real skepticism around the cost of the program,” Morse said. “Can we really offer these programs at a lower rate than, say, they are being offered at a CSU? One of our concerns all the way along has been can we do this without draining resources away from the programs we already have to serve students?”

Harris acknowledged lingering questions over the baccalaureate offerings, but said he expects many of those will be addressed at the campus level, as administrators pull together their applications to be considered for the degree programs.

The new offerings will be good for students, said Omar Paz Jr., a Santa Rosa Junior College student who chairs the systemwide Student Senate for California Community Colleges.

“It’s really focusing on meeting the workforce demand and need, due to the fact that the community colleges are a lot more flexible and can meet those needs at a much faster pace than CSU and UC,” he said.
Resolution F2014.7

Support for the Fall 2014 Revisions of the RSCCD Administrative Regulations 7120.1 & 7120.4

Moved:

Seconded:

Whereas, The Academic Senate of Santiago Canyon College values administrative regulations that reflect up-to-date standards and practices; and

Whereas, In order to provide current and future college community members clear guidance related to standards and practices, it is beneficial to formalize common practice through documented policy, such as administrative regulations;

Resolved, That the Academic Senate of Santiago Canyon College approve the fall 2014 revised version of RSCCD Administrative Regulations 7120.1 (Appendix A) & 7120.4 (Appendix B); and

Resolved, That the Academic Senate of Santiago Canyon College forward the faculty approved fall 2014 revised version of RSCCD Administrative Regulations 7120.1 (Appendix A) & 7120.4 (Appendix B) to the Rancho Santiago Community College District Human Resources Committee for district-wide deliberation.

Date Presented: 21 October 2014

Date Approved:

Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing accessible, transferable, and engaging education to a diverse community. (Approved 9/10/13)
Appendix A:
AR 7120.1 Full-Time Faculty Recruitment & Employment (Draft Revisions)

Revised January 28, 2003

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SECTION 1
RECRUITMENT

The priority for hiring faculty shall be determined by the Academic Senate Priority process.

Announcement Procedures

The Executive Vice Chancellor of Human Resources & Educational Services or designee will review each Personnel Requisition prior to the preparation of the Job Announcement. When appropriate, the Executive Vice Chancellor of Human Resources and Educational Services or designee will meet with the requester to review and clarify special requests, job descriptions, minimum qualifications or other aspects of the opening.

The appropriate President’s designee shall consult with the department chair to determine if modifications to the desired qualifications portions of the brochure are desired. In the event there is no full time discipline faculty in the department, the appropriate President’s designee shall consult with the appropriate Academic Senate President.
There are three procedures by which equivalencies to minimum qualifications are chosen and approved:

I. When a department agrees that specific equivalencies to minimum qualifications exist, these equivalencies must be approved prior to the printing of the job announcement. Each time a department wishes to alter its agreed upon equivalencies, it must file a new “Request for Equivalencies to Minimum Qualifications” form. (Form I). In addition, the approved equivalencies will be printed on the job announcement with a clear statement that the applicant must provide proof with his/her application form.

II. When a department agrees to advertise a position without stating specific equivalencies, the job announcement will include “OR the equivalent” when listing the qualifications. Form II will then be used to document if a candidate has met the qualifications through equivalency.

III. When a department agrees to combine I and II procedures, they follow instructions for both processes. Any additions to the state minimum qualifications shall be addressed in the desired qualifications and shall require district discipline faculty to reach consensus. The Academic Senate Presidents at both colleges will certify that the district faculty have reached consensus on any additions to the State minimum qualifications.

The Human Resources Department will prepare the Job Announcement. The requester will be notified and provided three (3) working days to review the Job Announcement before it is sent for printing and distribution. Any substantive changes initiated by the Human Resources Department will be discussed with the requester prior to printing. Each Job Announcement will include the:

* job title
* department
* location
* special funding information
* desired starting date
* a description of the position (responsibilities)
* minimum qualifications
* other requirements
* salary information
* a brief description of benefits available
* screening criteria
* method of application
* the specific employment tests that will or might be used in the screening process

The final job announcement shall be approved by the appropriate department chair and both Academic Senate Presidents.

Following the review and approval process, the publication of the job announcement will be completed in order to take advantage of job fairs and other similar events that enhance the district’s recruitment efforts.

Special Requests

Special requests fall into several categories: however, most require additional handling and/or additional consideration. Some examples of special requests that should be noted on the requisition include, but are not limited to:

- requests for expanded job announcement distribution through professional organizations, targeting mailing lists, or listing provided by the department/division.
- requests for additional advertising resources for specific outreach in a discipline.
- requests for supplemental application materials beyond an application and resume.

The Human Resources Department will distribute the Job Announcement to a basic list of agencies, organizations and all RSCCD full-time faculty, board members and administrators. Additional distribution will be decided in consultation with the department dean and department chair or faculty representative, depending on available resources, time constraints and need. See Advertising and Outreach sections below.

The open application period is a minimum of 20 working days in order to provide adequate time for effective recruitment. The first workday following the closing date, the Equal Employment Opportunity Officer or
designee shall determine if an adequate applicant pool has been recruited. The closing date may be extended if an adequate pool is not achieved and additional recruitment efforts are required. In such cases, the division dean and/or co-chair of the screening committee will be consulted. If a priority date system is used, screening may begin after the Equal Employment Opportunity Officer determines that there is an adequate applicant pool. In some special cases (sudden resignation, death, special projects, etc.), the time line and selection process may need modification due to business necessity. In all such cases the appropriate President shall submit a recommendation and rationale to the Executive Vice Chancellor of Human Resources and Educational Services or designee for a decision. In cases of disagreement, the Chancellor shall consider the facts of the situation and provide direction.

Advertising

The Human Resources Department shall prepare all advertising and make arrangements for same. As indicated above, the requisition may be used a vehicle to make special requests for advertising. Advertising may include, but is not necessarily limited to:

* newspapers
* professional publications
* television
* movie theater screens
* radio
* computerized bulletin boards

Where and when advertising is placed will depend on several factors including resources available, lead time required for each publication, time constraints within the District, past experience within the discipline and past experience with the advertising type. The Human Resources Department shall develop, in conjunction with deans, department chairs and faculty a comprehensive recruitment program. That program will include:

- baseline advertising and job announcement distribution that is done for every out-of-district search.
- targeted advertising, job announcement distribution and other outreach activities as determined appropriate for each discipline.
- methods by which timely input can be made for specialties within disciplines at the time of specific openings, e.g., identifying sources for an electronic music specialty for a Music Instructor opening.

Outreach

Outreach is additional advertising or enlargement of job announcement distribution for the purpose of increasing the likelihood of a qualified and diverse pool of applicants.

Since resources are limited, a full-scale outreach search is impossible and inadvisable for each and every opening, particularly in those disciplines where past experience has yielded diverse and qualified pools through normal avenues. However, the District does want to pursue the widest possible outreach for every opening within time and resource constraints. Outreach, then, is following avenues identified through the processes identified above, and is done by the Human Resources Department in conjunction with department/division academic staff.

SECTION 2

APPLICATION PROCESS

District Application Form

All applicants, internal or external, must submit the current District Faculty Application Form, as prescribed by the Human Resources Department, to be considered for an opening. Applicants must submit a separate application form for each opening for which they apply, unless a special request for an exception has been created for a specific position, the applications of those who meet minimum qualifications will remain active for a six month period. Nevertheless, new positions will be advertised and new applicants may apply. Notice of this will be included in the job announcement.
District application forms should be filled out completely to be considered. References to the resume in the application may not be accepted as a complete application packet, at the discretion of the screening committee.

**Supplemental Application Forms**

Supplemental application forms may be used to test job-related knowledge and ability. However, these are considered employment tests and must be approved by the Equal Employment Opportunity Officer or designee. See Section 4 for more information about EMPLOYMENT TESTS.

**Other Application Materials**

One unofficial copy of transcripts must be submitted with the District application form and resume; showing minimum educational qualifications are met. Transcripts may be made available to the screening committee for the purpose of determining whether a candidate meets the District minimum educational requirements that are beyond State requirements. A trained Academic Senate representative shall oversee the appropriate use of transcripts in the selection process.

**Recruitment**

Outreach will be conducted to develop an applicant pool that is qualified and diverse. See the Advertising and Outreach sections for more information. Faculty who attend professional organizations and conferences will be encouraged to take job announcements to recruit individuals to apply for openings for which they are qualified. When qualified candidates are identified, their names and complete addresses should be submitted to the department chair or division dean and to the Human Resources Department.

**Reopened Searches**

Reopened searches are those that have proceeded to the point of screening committee deliberations. Under usual circumstances, the decision to reopen a search signifies that the committee found no one in the pool meeting minimum qualifications, meeting established criteria for an interview or meeting established criteria for recommendation for final interview. In reopened searches the Human Resources Department should be able to advise appropriate former applicants that they were not selected and would not be included in the reopened search.

**SECTION 3**

**SCREENING COMMITTEES**

**Membership**

Screening committee membership is a vital part of every employee’s job within the District. It is a major factor in shaping the future of the institution.

Following the close of the application submission period, the President’s designee will review all applications to insure that possible committee members are not active applicants.

It is the responsibility of the designee to coordinate the development of the list of people to serve as committee members from the primary college. At least one member of the corresponding department/discipline at the sister college shall be invited to serve on the committee. In the credit program or the Continuing Education program, any contract faculty member within the discipline having a vacancy may serve on the committee. In the Child Development Center Program, one teacher from each center, selected by the teachers at the center, may serve on the committee. The area program administrator shall send a memo to contract faculty of the department or discipline soliciting participation.

The President of the Academic Senate or designee shall select one faculty member for the screening committee, who may work outside of the academic discipline under consideration. A faculty member who is a representative of Equal Employment Opportunity Advisory Committee shall be appointed by the chair or designee of that committee, in consultation with the senate president. The Senate President and Equal Employment Opportunity Advisory Committee Chair will be notified of faculty vacancies by job
announcement distribution. It shall be the designee’s responsibility to contact the Senate President and Equal Employment Opportunity Monitor in a timely manner. It will be the responsibility of the designee to insure that committee representative representation is complete and be the administrative support for the committee.

Prior to the first meeting of the screening committee, the President’s designee shall forward to the Human Resources Department and to each academic senate president the list of those members who will serve on the committee. The form shall certify which member of the committee is serving the sister college. In the event the sister college declined to serve on the committee, a certification from the President’s designee shall state who was contacted at the sister college.

In the event there is no contract faculty within the discipline and/or there is perceived a need to add members to the committee, the President’s designee shall recommend to the appropriate Academic Senate President membership in the committee. The Academic Senate President shall appoint those members he/she deems appropriate.

In the event faculty positions are being hired where the primary assignment is not a teaching assignment, such as a coordinator of a special project, even if the position is not initially a tenure track position, said position shall be hired following the procedures set forth in these administrative regulations. The president’s designee and the Academic Senate President shall reach consensus on the appropriate disciplines that will be represented on the hiring committee. The committee shall be open to all faculty in a department and composed primarily of faculty within the discipline; “Primarily” to be defined as, more than 50%. If prior to interviews, faculty resign from the committee and the number of faculty members drops below 50%, the department chair and appropriate senate president will be contacted to recruit more faculty for the committee. All counseling position hires outside of the counseling division shall be composed primarily of counseling faculty. The committee shall include counseling faculty from the counseling division.

The screening committee will have co-chairs. The administrative co-chair shall be appointed by the appropriate President and shall be responsible for convening the initial meeting of the screening committee and serving as the liaison with the Human Resources Department. The faculty co-chair shall be elected by the faculty on the committee and shall be responsible for leading the deliberations of the committee. The faculty co-chair should be a tenured faculty member with experience serving on screening committees. If there are no tenured faculty on the committee, the administrative co-chair will consult with the respective academic senate president.

The complete list of committee members is submitted by the designee to the appropriate President and Senate President for review and approval of the discretionary appointments and then forwarded to Human Resources.

The Equal Employment Opportunity Officer or designee will review the committee composition to insure compliance with District procedures. If modification of committee membership is required, the Equal Employment Opportunity Officer or designee will consult with the President and Academic Senate President.

Orientation

The screening committee shall be oriented in a manner approved by the Chancellor and the Academic Senate President.

The Equal Employment Opportunity Officer or designee shall address the screening committee before they actually begin the screening process. The purpose of this orientation is to familiarize the members with:

- The role of the Human Resources Department in the recruitment, selection and placement process.
- Resources available to the committee
- The role of the Equal Employment Opportunity Monitor
- The charge of the committee, as well as the legal obligations and liabilities
- Any other items of interest to the membership.
Responsibilities

Screening committees recommend finalists to the appropriate President or designee. As such, in the screening process, each is acting as an agent of the Board of Trustees. Therefore, it is important for members to know how screening processes work, to maintain the confidentiality of the deliberations and to follow equal employment opportunity guidelines. Should individual committee members be named as defendants in a complaint or lawsuit, the Board will indemnify those members, provided each has followed prescribed policy and processes in executing his/her committee responsibilities. Participants of the screening committee for hiring personnel should not meet outside of the scheduled meetings to discuss candidates being considered. All discussion of candidates should be with the entire group at a scheduled meeting.

Committee members should submit any notes, screening forms or other evaluative material to the chair for inclusion in the recruitment package. These will be maintained by Human Resources for three (3) years, the minimum requirement for retaining recruitment files. Should future complaints or lawsuits be filed, the notes, forms and/or other material will be returned to the committee members to assist them in their statements.

Persons service on screening committees shall participate in both phases of the screening tasks (application materials screening, i.e., paper screening, and the interview phase). Any exceptions should be based on factors that do not adversely affect equal employment opportunity, e.g., a subject matter expert is engaged to evaluate technical interview responses. Exceptions must be approved by the Equal Employment Opportunity Officer.

The role of the Equal Employment Opportunity Monitor on screening committees will include the following:

- serve as a participating member of the committee
- monitor the selection process for adherence to established procedures and sound personnel practices as an impartial, nonvoting member of the committee
- serve as a resource in the areas of equal employment opportunity
- serve as liaison, as necessary, between the committee and the Human Resources Department and the Equal Employment Opportunity Officer to address issues and concerns as related to the screening process

If a committee member has concerns about the screening process. Those concerns should be brought to the EEO Officer. If the EEO Officer is unable to address the concerns, the committee member should bring the concerns to the administrative co-chair, Senate President and Assistant Vice Chancellor of Human Resources.

Sequence of Events

1. The appropriate President’s designee shall consult with the department chair to determine if modifications to the desired qualifications portions of the brochure are desired.
2. The Academic Senate President at both colleges will certify that the district faculty have reached consensus on any additions to the State minimum qualifications.
3. The final job announcement shall be approved by the appropriate department chair and both Academic Senate Presidents.
4. The President’s designee shall forward to Human Resources and to each academic senate president the list of those members who will serve on the committee and the required certification of membership.
5. The Administrative co-chair will convene the committee and the faculty.
6. The Equal Employment Opportunity Officer or designee will provide an orientation, as described above. This must be done before any further steps can be taken.
7. The committee will then establish the screening process, calendar, screening criteria, interview questions, and any other employment tests.
8. Employment tests and screening criteria must be submitted to Equal Employment Opportunity Officer or designee Human Resources for review and approval.
9. The committee will then use the approved screening criteria to evaluate applicant’s qualifications. Screening at this point in the process must be based solely on the
1. **Application Materials Submitted.** The committee may ask the Human Resources Department to screen for minimum qualifications if they are clear and unambiguous.

10. The committee will choose those it wishes to evaluate further. Such evaluation will be made by on-site testing, e.g., interviews, teaching demonstrations, or other approved means (employment tests).

11. The committee should attempt to reach consensus regarding those who will/will not be considered for final interview. Consensus is defined as unanimity. Prior to paper screening, the committee must agree on a procedure to follow if consensus cannot be reached. Some suggestions for the committee to consider are:
   - written ballot
   - raised hands
   - rating chart with point system

12. The committee will provide job-related reasons for the non-selection of applicants it does not wish to evaluate further.

13. The committee will conduct interviews and other assessments with those candidates chosen for further consideration.

14. The committee will attempt to recommend up to 5 finalists. The committee will recommend the finalist(s) to the appropriate College President. If the committee cannot recommend at least two finalists, it will provide the President with a written rationale for its recommendation.

15. The co-chairs will be responsible for conducting reference checks on all finalists. If a finalist is or has been a District employee, at least one of the references should be a non-District source. This is the appropriate point for screening committee members to provide first-hand knowledge they may have about a candidate, if that information did not come out during the screening or committee interviewing process. This information will be submitted as a part of the reference checking process. Reference checks will be conducted on all candidates prior to their being sent forward for final interview. If reference checks do reveal that any proposed candidate is not satisfactory, the committee will reconvene to deliberate further. At this point, the committee can decide to send the remaining names forward or to reconsider the other candidates or to extend/reopen the search.

16. The appropriate President shall contact the recommended finalists and set up interview appointments with the final interview team. A schedule of appointments will be sent by the President to the Human Resources Department.

17. The final interviews will include the appropriate President, the President’s designee to the screening committee and the faculty co-chair, a faculty member selected by the faculty on the screening committee.

18. The President will make the final recommendation to the Chancellor. All candidates not recommended as finalists shall be promptly notified in writing by the Human Resources Department after the selection is made.

19. If the screening committee reconvenes following the final interview process, the following will apply:
   1. Options available to the screening committee, if no candidate is acceptable, include but are not limited to the following:
      a. Go back to the pool of candidates;
      b. Extend or open the search
   2. If all candidates are rejected at any point in the process, the particular position will remain open and viable unless redefined by the department. The position will not be withdrawn because of budgetary or other considerations as the department moves forward to define excellent candidates or to redefine the position and conduct a search.

**Scheduling**

Screening committees are responsible for scheduling their own meetings for the purposes of planning, screening, interviewing and deliberations. Every effort shall be made to schedule screening committee meetings to accommodate faculty teaching schedules.

When establishing the calendar, all meetings should not be scheduled outside the regular Fall/Spring faculty work schedule. Faculty will be compensated for meetings scheduled outside of normal contract time.
Paper screening will normally be scheduled no earlier than five (5) working days following the priority date or close of the application period. It is the responsibility of the designee to schedule a room for the screening committee meetings. Following consultation with the screening committee members regarding time schedules, the co-chairs will notify committee members of room locations and meeting times. This information will be communicated to Human Resources by the co-chairs when submitting the Screening Certification Form.

Application packets may be picked up from Human Resources by the designee no sooner than the day of the screening. Any other arrangements must be arranged by one of the co-chairs with the Human Resources Department.

Upon completion of the review process, the committee co-chairs will complete and submit the Screening Review Form indicating those recommended for interviews. In addition the co-chairs will submit the Screening Certification Form. Those not selected for interviews will be promptly notified in writing by the Human Resources Department after the selection is made.

Interviews will normally be scheduled no earlier than five (5) working days following the receipt of the screening materials in the Human Resources Department. It is the responsibility of the Human Resources Department to contact applicants, set up interview times and notify the committee chair of confirmations.

**Reporting**

The administrative co-chair of the screening committee is required to provide the following reports to the Human Resources Department:

1. Screening Review Form at the completion of application materials screening (paper screening).
2. Screening Certification Form at the completion of application materials screening (paper screening).
3. Proposed interview questions, employment tests and descriptions of any demonstrations at the completion of application materials screening (paper screening).
4. Interview Report Form within one working day of selecting finalists.
5. Narrative descriptions of each finalist, indicating strengths, competencies and other relevant information, e.g., statements about committee process or consensus.
6. Recommendations of the committee for those to be contacted as references.

**SECTION 4**

**EMPLOYMENT TESTS**

**Paper Screening**

All requirements set for applicants can be viewed as employment tests by the courts, e.g., application forms, minimum application material requirements, written samples, transcripts, etc. Therefore, it is imperative that everything requested of applicants be directly relevant to the position and be a reliable predictor of success in the position. If there are qualifications required or preferred that are not addressed by the application form, consideration should be given to using a supplemental application form.

Departments will designate from the following authorized list, the selection criteria appropriate for the screening process and the oral interview for each authorized position.

**Screening and selection criteria**

In addition to the requirement and responsibilities listed, the following criteria will be considered in selecting candidates:

1. Educational experience breadth and depth
2. Working experience breadth and depth
3. Demonstrated leadership capabilities
4. Curriculum development
5. Program development
6. Community involvement
7. Demonstrated experience in working with a diverse socioeconomic community
8. Credential or minimum qualifications authorizing service in other areas of need
9. Demonstrated ability to work cooperatively with others
10. Bilingual ability2 (if needed)

Applicants selected for an interview may be required to take additional tests or assessments and will be notified of such prior to the date of the interview.

During the interview session, those selected may, in addition to the above, be evaluated on the following factors.
1. Oral communication skills
2. Presentation
3. Problem solving skills
4. Successful teaching, problem solving or performance demonstration
5. Writing skills/demonstration

Interviews

Interviews may also be viewed by the courts as employment tests. The Human Resources Department will review all interview questions to help assure reliability and validity, as well as conformity to equal employment opportunity guidelines.

Sufficient time should be provided to allow a proper assessment of the candidate’s qualifications (a minimum of a 30-minute time period should be allocated for each candidate). The co-chairs or designee may pick up interview packets from the Human Resources Department on the first day of the interviews, unless prior arrangements have been made.

Interview questions shall be job related and should be tests of a candidate’s knowledge and abilities, as well as being reflective of minimum, required and preferred qualifications. During the actual interviews by the screening committee, the same questions shall be asked of all candidates. Follow-up questions are discouraged, but maybe asked if a response is unclear or the candidate obviously misunderstood the questions. Consistency across candidates is of utmost importance in defending the screening process. Committee members shall sign the Interview Report Form which indicates specific reasons for not recommending candidates as finalists.

Writing Samples

In most faculty positions, the ability to write well is a critical ability. Requiring a writing sample can be an effective means of evaluating this ability and can be accomplished in one of three ways:

1. Requesting a writing sample as part of the original application requirements.
2. Requesting a sample prepared and brought to the interview, e.g., a lesson plan or lecture outline.
3. By incorporating a written exercise as part of the interview process, e.g., immediately preceding or following the oral questions.

Bi-lingual Requirements

Some faculty positions may have a bi-lingual requirement, based on bona fide position needs. When such a requirement exists, specific mention of the requirement must be made in the job announcement and advertising. Additionally, methods of screening for this requirement must be built into the process.

The current Faculty Application form may include a way to assess this requirement during the materials screening phase. If not, the dean, department chair or faculty representative should devise a method of getting this information in the application process so the committee can evaluate before the interview phase.

During the interviewing phase, at least one question (written or oral) shall be devoted to assessing a person’s foreign language proficiency. Under these circumstances, it would be imperative that a committee member be fluent in the required foreign language.

Assessment Center Techniques
Employment tests can also take the form of assessment center techniques. Typically, these techniques approximate working situations the candidates would encounter in the job for which they are applying. Examples include counseling a troubled student, grading a written exam or researching a publication article in the library.

The Human Resources Department can help screening committees design job-related assessment techniques. Such techniques are effective means of evaluating actual work performance, and therefore are usually more defensible than interviews as a screening method. If such techniques are employed, candidates will be notified by the Human Resources Department at the time of invitation for interviews.

Presentations

For teaching faculty presentations are an important evaluation technique for the screening committee. Screening committees are encouraged to require presentations of teaching faculty applicants.

Paper and Pencil Tests

Paper and pencil tests must have both reliability and validity, as well as job relatedness.

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1 The committee should attempt to reach consensus regarding those who will/will not be considered further. Assistance in this process may be requested from Human Resources.

2 If bilingual ability is required, then it should be listed as a job requirement under the selection criteria, and as part if the criteria for the interview. In addition, the interview should include some form of language testing.
Appendix B:  
AR 7120.4 Administrative Recruitment and Employment Regulations (DRAFT Revisions)  
Revised Spring 2006

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SECTION 1

RECRUITMENT

Requisitions:

New and replacement administrative positions require the line administrator to initiate a Personnel Requisition Form. The line administrator is responsible for obtaining all authorizing signatures, up to and including the College President, or when hiring a district Administrator the Chancellor’s signature. If the position is supported in whole or in part by special funding, the authorized staff from the Resource Development Department must also sign the requisition. All new positions will be reviewed and recommended by the College President's Council and authorized by the President, or if applicable by the Chancellor's Council and the Chancellor.

An approved position description shall be attached to the requisition, listing the responsibilities, minimum qualifications, equivalencies, selection criteria to be used, and any special requests.

Special Requests:

Special requests fall into several categories; however, most require additional handling and/or additional consideration. Some examples of special requests that would be noted on the requisition include, but are not limited to:

- requests for expanded job announcement distribution through professional organizations, targeting mailing lists, or listings provided by the department/division.
- requests for additional advertising resources for outreach efforts.
- requests for supplemental application materials beyond an application and resume.
- requests for limited in-district search.

Announcement Procedures:

The Executive Vice Chancellor of Human Resources and Educational Services or designee will review each Personnel Requisition form prior to the preparation of the Job Announcement. When appropriate, the
Executive Vice Chancellor of Human Resources and Educational Services or designee will meet with the requester to review and clarify special requests, job descriptions, minimum qualifications, or other aspects of the opening.

Position qualifications will be submitted to the Human Resources Department by the College President or Chancellor following approval by the College President’s Council, or when hiring a district administrator the District’s Coordinating Board and the Chancellor. (In cases where the highest ranking administrator is the Chancellor or the Vice Chancellor, they will submit position qualifications to Human Resources. This applies throughout the document.)

The Human Resources Department will prepare the Job Announcement. The requester will be notified and provided three working days to review the Job Announcement before printing and distribution. Any substantive changes initiated by Human Resources Department will be discussed with the requester prior to printing. Each Job Announcement will include the:

- job title
- department
- location
- special funding information
- desired starting date
- a description of the position (responsibilities)
- minimum qualifications
- other requirements
- salary information
- a brief description of benefits available
- screening criteria
- method of application
- the specific employment tests that will or might be used in the screening process

The Human Resources Department will distribute the Job Opportunities List to a basic list of agencies, organizations and all RSCCD full-time faculty and staff, board members and administrators. Additional distribution will be decided in consultation with the appropriate President, or when hiring a district administrator, the Chancellor depending on available resources, time constraints, and need. See Advertising and Outreach sections.

If an unexpected vacancy should occur at a time that makes it impractical to follow the regular selection process, an interim appointment not to exceed one year may be made while the regular selection process is being initiated. Such appointments shall be made by the College President or if a district appointment, the Chancellor in consultation with the appropriate line administrator. Regular hiring procedures must be completed within one year after the interim appointment has been made.

The regular application period is a minimum of 20-working-days in order to provide adequate time for effective recruitment. The first work day following the closing date, the Equal Employment Opportunity Officer or designee shall determine if an adequate applicant pool has been recruited. The closing date may be extended if an adequate pool is not achieved and additional recruitment efforts are required. In such cases, the College President, Chancellor and/or chair of the screening committee will be consulted, and applicants on file will be notified of the extended filing period. In some special cases (sudden resignation, death, special projects, etc.), the time line and selection process may need modification due to business necessity. In all such cases the College President, or when hiring a district administrator, the Chancellor or designee shall submit a recommendation and rationale to the Executive Vice Chancellor of Human Resources and Educational Services.
A ten-working-day time period is required following the receipt of the Personnel Requisition in order to obtain input from the requestor and to prepare, reproduce and distribute the job announcement. Announcements will be processed within a ten working day time period. This includes the three-working-day opportunity for the requester to review the prepared announcement before reproduction.

Position openings will normally require distribution of the job announcement outside the District. Exceptions require written request and justification. Exceptions shall be approved by the Equal Employment Opportunity Officer of designee. The open application period for in-district positions is a minimum of ten working days. Job announcements will be posted in specified areas and distributed to all administrative units for posting.

Advertising:

The Human Resources Department shall prepare and make the necessary arrangements for all advertising. As indicated previously, the requisition may be used as a vehicle to make special requests for advertising. Advertising may include, but is not limited to:

- newspapers
- professional publications
- television
- movie theater screens
- radio
- computerized bulletin boards

Where and when advertising is placed will depend on several factors including resources available, lead time required for each publication, time constraints within the District, past experience with similar positions and past experience with the advertising media. The Human Resources Department shall develop a comprehensive recruitment program in conjunction with the appropriate College President or Chancellor that includes:

- **baseline** advertising and job announcement distribution common for every out-of-district search.
- targeted advertising, job announcement distribution, and other outreach activities as determined appropriate for each vacancy.

Outreach:

Outreach is additional advertising or enlargement of job announcement distribution for the purpose of increasing the likelihood of a qualified and diverse pool of applicants. The District wants to pursue the widest possible outreach for every opening within time and resource constraints. Outreach, then, is following avenues through the processes identified above and is conducted by the Human Resources Department in conjunction with the College President, or when hiring a district administrator, the Chancellor, or designee.
SECTION 2

APPLICATION PROCESS

District Application Form:

All applicants, internal or external, must submit the current Faculty/Administrator Application form as prescribed by the Human Resources Department, to be considered for an opening. Applicants must submit a separate application form for each opening for which they apply, unless a special request for an exception has been made by the College President or Chancellor and approved by the Executive Vice Chancellor of Human Resources and Educational Services. If a pool has been created for a specific position, the applications of those who meet the qualifications will remain active for a six month period. Nevertheless, new positions will be advertised and new applicants may apply. Notice of this will be included in the job announcement.

Applications must be filled out completely to be considered.

Supplemental Application Forms:

Supplemental application forms may be used to test job-related knowledge and ability. However, these are considered employment tests and must be approved by the Equal Employment Opportunity Officer or designee. See Section 4 for more information about employment tests.

Other Application Materials:

Other application materials may be requested as appropriate for the position.

Applicant Pool Diversity:

A pool of qualified applicants which is diverse is a primary focus of the Human Resources Department during the recruitment phase of the employment process.

Outreach will be conducted to assure an applicant pool that is qualified and diverse. See the Advertising and Outreach sections for more information.

Extended Searches:

Final filing dates (closing dates) may be extended if the pool is inadequate. Inadequacy may mean that the pool is not diverse or that there is an insufficient number of applicants possessing minimum qualifications. In any case, the decision to extend a search shall be made in consultation with the Human Resources Department and the College President or Chancellor. Such consultation and deliberation would include a discussion and resolution of what additional recruitment measures are available to improve the pool.

Reopened Searches:

Reopened searches are those that have proceeded to the point of screening committee deliberations. Under usual circumstances, the decision to reopen a search signifies that the committee found no one in the pool meeting minimum qualifications, meeting established criteria for an interview, or meeting established criteria for recommendation for final interview. In reopened searches when no one in the pool meets
minimum qualification, the Human Resources Department will advise former applicants that they were not selected and will not be included in the reopened search.

SECTION 3
SCREENING COMMITTEES

Membership:

Screening committee membership is a vital part of every employee's job within the District. It is a major factor in shaping the future of the institution.

The screening committee chair will be the College President, Chancellor or designee. The Chair or designee will determine the composition of the screening committee and may include appropriate administrators, appropriate campus group representation, area specialists, students, and community members. If community members are included on the screening committee, the Chair or designee will identify name(s) of the community representatives.

The name(s) of community member(s) will be kept on file in the Human Resources Department. It will be the responsibility of the Chair to insure that committee representation is complete.

Campus groups appointing representatives to the screening committee will be notified of Administrative vacancies by job announcement distribution. The President of the Academic Senate or designee may select one faculty member for every administrator for a minimum of three faculty members; with one of the faculty members serving as a faculty co-chair. All faculty members chosen to be on the committee, regardless of their role, will be done in consultation with the academic senate as per Title 5 section 53203. The Classified Senate CSEA President may select one representative for the screening committee. An Equal Employment Opportunity Advisory Committee representative shall be appointed by the Chair or designee of that committee. The Chair will appoint an Administrative Representative.

The complete list of committee members will be submitted by the Chair to the College President or Chancellor for review and then forwarded to the Human Resources Department within 10-working-days.

The Equal Employment Opportunity Officer or designee will review the committee composition to insure compliance with District procedures. If modification to committee membership is required, the Equal Employment Opportunity Officer or designee will consult with the screening committee chair.

Orientation:

The Equal Employment Opportunity Officer or designee shall address the each screening committee before they actually begin the screening process. The purpose of this orientation is to familiarize the members with:
The role of the Human Resources Department in the recruitment, selection and placement process.

- resources available to the committee
- the role of the Equal Employment Opportunity Monitor
- the charge of the committee, as well as the legal obligations and liabilities
- any other items of interest to the membership.

Responsibilities:

Screening committees recommend finalists to the appropriate College President or Chancellor or designee. As such, in the screening process, each is acting as an agent of the Board of Trustees. Therefore, it is important for members to know how screening processes work, to maintain the confidentiality of the deliberations, and to follow appropriate equal employment opportunity guidelines. Should individual committee members be named as defendants in a complaint or law suit, the Board of Trustees will indemnify those members, provided each has followed prescribed policy and processes in executing his/her committee responsibilities. Participants of the screening committee for hiring will not meet outside of the scheduled meetings to discuss candidates being considered. Any discussion of candidates will be with the entire group at a scheduled meeting.

Committee members will submit any notes, screening forms, or other evaluative material to the Chair for inclusion in the recruitment/selection package. These will be maintained by the Human Resources Department for three years - the minimum requirement for retaining recruitment files. Should future complaints or law suits be filed, the notes, forms, and/or other material will be returned to the committee members to assist them in their statements.

Persons serving on screening committees shall participate in both phases of the screening task (application materials screening, i.e., paper screening, and the interview phase). Any exceptions should be based on factors that do not adversely affect equal employment opportunity, e.g., a subject matter expert is engaged to evaluate technical interview responses. Exceptions must be approved by the Equal Employment Opportunity Officer.

The role of the Equal Employment Opportunity Monitor on screening committees will include the following:

- serve as a participating member of the committee
- monitor the selection process for adherence to established procedures and sound personnel practices as an impartial, nonvoting member of the committee
- serve as a resource in the areas of equal employment opportunity
- serve as liaison, as necessary, between the committee and the Human Resources Department and the Equal Employment Opportunity Officer to address issues and concerns as related to the screening process.

If a committee member has concerns about the screening process. Those concerns should be brought to the EEO Officer. If the EEO Officer is unable to address the concerns, the committee member should bring the concerns to the Committee Chair, Assistant Vice Chancellor of Human Resources and, if faculty have the concern, the Senate President.

Sequence of Events:

1. The Equal Employment Opportunity Officer or designee will provide an orientation as described above. This must be done before any further steps are taken.
2. The committee will then establish the screening process, calendar, screening criteria, interview questions, and any other employment tests.

3. Employment tests and screening criteria must be submitted to Equal Employment Opportunity Officer or designee Human Resources for review and approval.

4. The committee will then use the approved screening criteria to evaluate applicants' qualifications. Screening at this point in the process must be based solely on the application materials submitted. (The committee should attempt to reach consensus regarding those who will/will not be considered further. Assistance in this process may be requested from the Human Resources Department, if needed.) The committee may ask the Human Resources Department to screen for educational qualifications to determine if they are clear and unambiguous.

5. The committee will choose those it wishes to evaluate further. Such evaluation will be made by on-site testing, e.g., interviews, or other approved means (employment tests).

6. The committee will attempt to reach consensus regarding those who will/will not be considered for final interview. Consensus is defined as unanimity. If unanimity cannot be obtained, then there needs to be agreement by a majority within each constituency group. Prior to paper screening, the committee must agree on a procedure to follow if consensus cannot be reached. Some suggestions for the committee to consider are:

- written ballot
- raised hands
- rating chart with point system

7. The committee will provide job-related reasons for selection of applicants it does not wish to evaluate further.

8. The committee will conduct interviews and other assessments with those candidates chosen for further consideration.

9. The committee will recommend a minimum of two unranked finalists for further consideration. In the event that at least two finalists cannot be recommended, the position will be reopened. If the committee cannot recommend at least two finalists, it will provide the President with a written rational for its recommendation.

10. The co-chairs will be responsible for conducting reference checks of finalists. If a finalist is or has been a District employee, at least one of the references will be a non-District source. This is the appropriate point for screening committee members to provide first-hand knowledge they may have about a candidate, if that information was not provided during the screening or committee interviewing processes. This information will be submitted as a part of the reference checking process. If reference checks do reveal that any proposed candidate is not satisfactory, the committee will reconvene to deliberate further. At this point the committee can decided to send the remaining names forward or to reconsider the other candidates or to extend/reopen the search.
11. The College President or Chancellor or designee shall contact the recommended finalists and set up final interview appointments. A schedule of appointments will be sent by the Vice Chancellor to the Human Resources Department.

12. The President will make the final recommendation to the Chancellor. Candidates not recommended as finalists shall be promptly notified in writing by the Human Resources Department.

13. Final interviews may include the College President or Chancellor or designee, and the appropriate Vice President(s) or Vice Chancellor(s) or designee, the faculty co-chair or designee, and the immediate supervisor.

14. If the screening committee reconvenes following the final interview process, the following will apply:
   1. Options available to the screening committee, if no candidate is acceptable, include but are not limited to the following:
      a. Go back to the pool of candidates;
      b. Extend or open the search
   2. If all candidates are rejected at any point in the process, the particular position will remain open and viable unless redefined by the department. The position will not be withdrawn because of budgetary or other considerations as the department moves forward to define excellent candidates or to redefine the position and conduct a search.

Scheduling:

Screening committees are responsible for scheduling meetings for the purposes of planning, screening, interviewing and deliberation. Every effort shall be made to schedule screening committee meetings to accommodate schedules of committee members. Classified staff should be encouraged by their supervisors to accept screening committee membership and serve as an Equal Employment Opportunity Monitor.

When establishing the calendar, all meetings should not be scheduled outside the regular Fall/Spring faculty work schedule. Faculty will be compensated for meetings scheduled outside of normal contract time.

Paper screening will normally be scheduled no earlier than five (5) working days following the close of the application period. It is the responsibility of the Chair to schedule a room for the screening committee meetings. Following consultation with the screening committee members regarding time schedules, the chair will notify committee members of room locations and meeting times. This information will be communicated to the Human Resources Department by the chair when submitting the Screening Certification Form.

Application packets may be picked up from the Human Resources Department by the chair or designee no sooner than the day of the screening. Any other arrangements must be arranged by the chair with the Human Resources Department.

Upon completion of the review process, the committee chair will complete and submit the Screening Review Form indicating those recommended for interviews. In addition, the chair will submit the Screening Certification Form. Those not selected for interviews will be promptly notified in writing by the Human Resources Department.

The Executive Vice Chancellor of Human Resources and Educational Services or designee shall review materials submitted by the committee to ensure consistency in application of screening criteria and reasons.
for recommending or not recommending applicants for interviews. Any identified concerns will be discussed with the co-chairs.

Interviews will normally be scheduled no earlier than five working days following the receipt of the screening materials in the Human Resources Department. It is the responsibility of the Human Resources Department to contact applicants, set up interview times, and notify the committee chair of confirmations.

**Reporting**

The administrative co-chair of the screening committee is required to provide the following reports to the Human Resources Department:

1. Screening Review Form at the completion of application materials screening (paper screening).
2. Screening certification Form at the completion of application materials screening (paper screening).
3. Proposed interview questions, employment tests and descriptions of any demonstrations at the completion of application materials screening (paper screening).
4. Interview Report Form within one working day of selecting finalists.
5. Recommendations of the committee for those to be contacted as references.

**SECTION 4**

**EMPLOYMENT TESTS**

**Paper Screening:**

All requirements set for applicants can be viewed as employment tests by the courts, e.g., application forms, minimum application material requirements, written samples, transcripts, etc. Therefore, it is imperative that everything requested of applicants be directly relevant to the position and be a reliable predictor of success in the position. If there are qualifications required or preferred that are not addressed by the application form, consideration should be given to using a supplemental application form.

In addition to the requirements and responsibilities listed, the following criteria (as appropriate) may be considered in selecting candidates:

1. Educational experience breadth and depth.
2. Working experience breadth and depth.
3. Demonstrated leadership capabilities.
4. Program development.
5. Community involvement.
6. Demonstrated experience in working with a diverse socioeconomic community.
7. Demonstrated ability to work cooperatively with others.

Applicants selected for an interview may be required to take additional tests or assessments and will be notified of such prior to the date of interview.

During the interview session, those selected may, in addition to the above, be evaluated on the following factors:

1. Oral communication skills.
2. Presentation.
3. Problem solving skills
4. Successful performance demonstration.
5. Writing skills/demonstration.

Interviews:

Interviews may also be viewed by the courts as employment tests. The Human Resources Department will review all interview questions to assure reliability and validity.

Sufficient time should be provided to allow a proper assessment of the candidate’s qualifications (a minimum of a 30 minute time period should be allocated for each candidate). The chair or designee may pick up interview packets from the Human Resources Department on the first day of interviews, unless prior arrangements have been made.

Interview questions shall be job-related and testing a candidate's knowledge and abilities, as well as being reflective of minimum, required and preferred qualifications. During the actual interviews by the screening committee, the same questions shall be asked of all candidates. Follow-up questions are inappropriate unless a response is unclear or the candidate obviously misunderstood the question. Consistency across candidates is of utmost importance in defending the screening process. Committee members shall sign the Interview Report Form which indicates specific reasons for not recommending candidates as finalists.

Writing Samples:

Requiring a writing sample can be an effective means of evaluating writing ability and can be accomplished in one of three ways:

1. Requesting a writing sample as part of the original application requirements.
2. Requesting a written report or hypothetical problem solving situation be prepared and brought to the interview.
3. By incorporating a written exercise as part of the interview process, e.g., immediately preceding or following the oral questions.

Other Assessment Techniques:
Employment tests can also take the form of other assessment techniques. Typically, these techniques approximate working situations the candidates would encounter in the job for which they are applying.

The Human Resources Department can help screening committees design job-related assessment techniques. Such techniques are effective means of evaluating actual work performance and, therefore, are usually more defensible than interviews as a screening method. If such techniques are employed, candidates will be notified by the Human Resources Department at the time of invitation for interviews.

Presentations:

Presentations can be an important evaluation technique for the screening committee. Screening committees are encouraged to require presentations of applicants. Presentations would reflect typical working situations the candidate would encounter in the job for which they are applying.

Paper and Pencil Tests:

Paper and pencil tests must have both reliability and validity, as well as job-relatedness.

SECTION 5

RECOMMENDATIONS

Following the interview process, the committee will consider the qualifications of those interviewed and will recommend a minimum of two unranked finalists to the Human Resources Department using the Interview Report Form. Within one (1) working day, the Executive Vice Chancellor of Human Resources and Educational Services or designee shall review the Interview Report Form and consult with the chair if there are any questions regarding committee recommendations. In the event that at least two finalists cannot be recommended (except in unusual circumstances), the position will be reopened.

If the recommendations cannot be supported based on hiring criteria and procedures, the Executive Vice Chancellor of Human Resources and Educational Services or designee shall review the matter with the screening committee chair. In cases of disagreement, the matter may be appealed to the College President or Chancellor.

The chair may proceed with the reference check process while the review is in progress. The chair and committee shall determine those to be contacted as references. The recommended finalists' application packets shall be submitted by the chair, along with the Reference Check Forms, to the appropriate College President, Chancellor or designee. Recommended finalists are to be submitted in unranked order. Under no circumstances shall applicants not on the recommended list be interviewed as a finalist.

SECTION 6

REFERENCE CHECKING

It is the responsibility of the Human Resources Department to ensure that reference checks are made on all recommended finalists using the current Reference Check Form, as prescribed by the Human Resources Department. Additional questions may be added to the form by the screening committee, provided the question(s) is/are asked of all finalist references. In such cases, additional questions shall be reviewed and approved by the Equal Employment Opportunity Officer or designee. Any proposed substantive changes to
the additions shall be reviewed by the screening committee. The chair shall be responsible for the reference check process.

Reference checks shall be completed and submitted with the applications of the recommended finalists to the College President, Chancellor or designee.

SECTION 7

FINAL INTERVIEWING AND SELECTION

The appropriate College President's, Chancellor or designee's office shall contact the finalists and schedule interview appointments with the final interview team. The final interview team may include the College President, Chancellor or designee and immediate administrator. A schedule of appointments is sent by the Vice Chancellor to the Human Resources Department. Candidates not recommended as finalists shall be promptly notified in writing by the Human Resources Department.

Following the final interviews, the final interview team will meet to discuss the finalists. The College President or Chancellor shall communicate in writing to the Human Resources Department the name of the individual who will be recommended to the Board of Trustees and will attach the application packet, reference checks, and a status change form.

The successful finalist will be personally informed by the College President, Chancellor, or designee. It is also the responsibility of the College President, Chancellor or designee to personally contact unsuccessful finalists.

Hiring documents should be completed on a timely basis to insure that the employee will be paid at the first eligible pay period. The employee shares responsibility for completing paperwork and employment requirements. Supervisors should refer to the payroll schedule for time-lines of form submission. The Human Resources Department provides new employees with an employment processing form that includes deadline dates and the first pay period of eligibility.

Following acceptance of the position, the Human Resources Department shall place recommended hires on the Board of Trustee's agenda for approval. Placement on the salary schedule will be based on the approved provisions in the Administrative Handbook, subject to review by the Executive Vice Chancellor of Human Resources and Educational Services or designee. The Human Resources Department will also notify the successful finalist in writing of favorable Board action.

The Executive Vice Chancellor of Human Resources and Educational Services will provide the selected candidate with an Administrative Handbook and other related materials.