

**Academic Senate Agenda
October 23, 2008
BONH 330 3:00 p.m.**

I. ROUTINE MATTERS

1. Approval of Academic Senate summary for October 9, 2008 (page 2)
2. Approval of Curriculum summary for September 18, October 2, 2008

II. REPORT/UPDATE

3. Canyon Country Update
4. IRB update

III. DISCUSSION ITEMS

5. Multiple Majors
6. Legal Advisory on TBA courses (pages 3 – 6)
7. Advance Placement Equivalencies (pages 7-9)
8. Hiring Procedures: Transfer between departments (pages 10-11)

IV. ACTION ITEMS

9. Non-credit hiring Procedures (pages 12-14)

V. OPEN FORUM

10. Accreditation comments

V. Adjournment

NEXT MEETING: November 13, 2008
Agenda items due by Friday, November 7, 2008.

Academic Senate Summary October 9, 2008

Attendance: Joan Jacobson, Michael Dermody, James Lorigan, Stan Wright, David Andrus, Michael Sherry, Justin Bell, Jeff Hackbarth, Mickie Schuerger, Philip Marcellin, Dr. Capet, Deanna Riveria, Jennifer Brezina, Alto Benedicto, Ann Lowe, Fred D'Astoli, James Grossklag, Julie Lawson, Pamela Borrelli and Chris Blakey

The consent calendar was approved, which included the Senate summary for September 25, 2008; curriculum summary for September 4, 2008; discipline assignments for Michael Sanders; confirmation of Adjunct Senator Dave Thrasher and Tammera Rice. The Senate indicated that they would like to see the curriculum committee agenda attached to the Senate agenda, rather than relying on the web page.

Update on Smoking Policy: at the Board meeting on October 8 two students came forward asked the Board to reconsider the smoking policy, due to be implemented in January.

Update on Canyon Country campus was provided. Dena Maloney would like input from anyone who has previously worked on a multi-campus district.

Committee to review the Operational Rules for curriculum has been established. If you would like to participate on this committee, please contact Ann Lowe. The next round of updated courses will be brought forward on October 23.

Changes to Program Review suggested by the Senate are being implemented (except for the question of "user satisfaction" with the format). The Senate agreed not to delay implementation any further, and that missing question will be implemented in the next version.

Noncredit hiring procedures were discussed. There was question as to the impact that these procedures might have for Department Chairs. Pending final resolution of department chair workload through the negotiating process, it was suggested that the proposals be revised to indicate that the department has the "right of first refusal" as to participation in interviews, but that department chairs are not required to participate.

Bookstore committee survey was approved for distribution to all faculty members.

New Distance Learning Requirements of Higher Education Act will require additional steps to ensure academic integrity. The Senate will be kept informed as this issue begins to gain more form and substance.

Accreditation teams will be looking into on-line classes. While the Senate expressed some concern over possible privacy issues, it was brought up that the accrediting team has the right to look into these classes, just as they could stop by an on-ground class.

Revisions to the Hiring Procedures (Requests to be re-assigned to another department) was discussed in general terms. A draft proposal will be brought to the Senate at the next meeting.

Roster and Grad Forms – to print or not to print? Only 32% of the faculty use the hard-copy forms to turn in their grades. Unfortunately, our current system will only print out forms for ALL faculty or for NO faculty. There was some concern that going to a on-line only process for grade submissions might cause some problems for some adjuncts. We would like to get AFT input on this issue.

Attendance, grading and Title V. Can attendance be used to help determine a grade? This is an issue where the COC faculty could use some consistent guidelines that allow for as much academic freedom as possible, yet still be within the guidelines of Title V. Fred D'Astoli is setting up a committee to review this issue – contact Fred if you are interested in participating in this group.

Adjourned at 4:35 p.m.

Note: Provided, for general information, is an abridged version of Chancellors Office Legal Advisory 08-02. Please check with Michael for a complete copy.

To Be Arranged (TBA) Hours Compliance Advice Legal Advisory 08-02 Basic Requirements for “To Be Arranged Hours” or “TBA” as Part of a Course TBA Definition: Some courses with regularly scheduled hours of instruction have “hours to be arranged” (TBA) as part of the total contact hours for the course. The TBA portion of the course uses an alternate method for regularly scheduling a credit course for purposes of applying either the Weekly or Daily Census Attendance Accounting Procedures.

1. Conduct of Course.

b. Specific instructional activities, including those conducted during TBA hours, expected of all students enrolled in the course are included in the official course outline. All enrolled students are informed of these instructional activities and expectations for completion.

c. During TBA hours, there must be some kind of instruction provided (such as course content) and/or activity that is not an activity that should be done independently outside of class time. Pursuant to section 55002(a)(2)(C), students must still be required to study independently outside of class time.

d. A clear description of the course, including the number of TBA hours required, must be published in the official general catalog or addenda thereto AND in the official schedule of classes or addenda thereto.

e. There is a designated location, about which all enrolled students are informed, where the instructional activities will occur.

2. Immediate Supervision and Control.

a. An instructor who meets minimum qualifications in the discipline being taught is available, in physical proximity and range of communication to provide instruction and ensure the safety of students during the hours by arrangement. If the instructor responsible for the TBA hours is not the primary course instructor, follow-up is required by the primary course instructor (instructor of record) to ensure that students are meeting instructional objectives and fulfilling the TBA requirement.

b. As a general rule, faculty must be physically present in the classroom or lab or within line-of-sight of the students. Even when TBA and supplemental learning assistance are offered through a learning assistance center where [a learning center director & classified staff are] available at all times, the instructor who meets the minimum qualifications pertaining to the assigned TBA.. needs to observe the line-of-sight requirement (may be a different faculty member than the primary course instructor). This faculty member needs to be able to respond immediately when students are scheduled in the lab. If not in the lab, he/she needs to be in an area adjacent to the lab where the students are located.

3. Attendance Accounting and Reporting.

b. There are specific times, of which all enrolled students are informed, when the instructional activities will occur.

f. When arranging for TBA hour schedules at the start of each term or session, students shall be informed of their schedules or work with the instructor in determining their individual TBA schedules. In order to provide some scheduling flexibility for TBA hours, instructors could provide students specific windows of time and ask students to choose a time to complete TBA hours. If necessary, students could change those hours later and/or substitute other hours on an "emergency" basis. It is possible, however, that the number of stations/seats in the lab/learning center where these students will be accommodated may require general adherence to the hours initially selected by the students.... In order to inform students,

instructors should indicate in the syllabus or in another required assignment document both the objective and purpose of the TBA hours and the requirement that all enrolled students in the course must adhere to the designated TBA schedule. The syllabus or other document should be distributed in class so that all students have the information needed regarding TBA.

General Provisions Applicable To TBA

1. Definition of a Unit of Credit (Credit Hour).

b. If the scheduled or arranged hours are not in lieu of some homework and the total number of hours the student must fulfill as provided by the course outline of record are actually increased, it may be necessary to increase the unit value of the course. This part of the section 55002.5 is new and may affect the number of units awarded in some disciplines that offer courses with a number of contact hours mandated by professional certification requirements.

c. It is not permissible to approve credit courses with zero units of credit.

2. Technology Mediated Instruction.

a. Where TBA involves student use of college computers or interactive multi-media equipment (technology mediated instruction) some activity needs to occur which involves an instructor being present and facilitating student learning.

b. The computer or other equipment will serve as a tool for teaching and evaluating student work. For example, the instructor, rather than providing direct instruction, may complement interactive computer software or multi-media instruction by clarifying explanations and/or directions, checking for understanding of concepts and skills, keeping students on task, providing constructive feedback and answering questions.

c. The role of the instructor using technology mediated instruction should be well thought out and clear to the students.

d. Student use of college computers or equipment that is not for educational activities specified in the course outline of record and that does not require some level of interaction between an instructor and student *does not qualify* as hours by arrangement activity and is not eligible to be claimed for state apportionment.

3. Procedures, Guidelines, and Training.

a. The district should establish procedures, guidelines, and faculty/administrator training necessary for the proper provision of TBA, with a special emphasis on attendance accounting and retention of related support documentation that would enable an independent determination regarding the accuracy of contact hour tabulations and FTES claimed for state apportionment.

b. Faculty should receive as much detailed guidance as possible, either through these guidelines or through "faculty handbooks" or other official documents, that speaks to faculty responsibilities related to course scheduling rules, documentation of student TBA attendance, and record retention requirements. The district should assure that it provides ongoing training for new and current faculty relative to these and other important attendance accounting topics.

Common Questions & Answers
Related to the Proper Application of TBA Course Scheduling

Question 1. If a course has hours by arrangement (TBA) attached, are there certain activities that the student must do in order for the TBA requirement to be appropriately fulfilled and hours claimed for state apportionment?

Answer. Students assigned TBA hours must participate in some instruction and/or activity that involves objectives and related instructional activities that are specified in an approved course outline of record and that are required of all students enrolled in the course.

Question 2. If a course has TBA attached, is it expected that all of the students enrolled in the class will be required to fulfill the TBA hours requirement or can the TBA hours be optional for students?

Answer. If utilized, TBA is a required component of a course for all students in that course. If a district wishes to provide learning assistance that is *optional*, title 5, permits learning assistance to occur in *separate* open entry/open exit courses that offer optional enrollment, without requiring the participation of all students enrolled in the primary/parent course or courses.

Question 3. Could TBA be claimed for state apportionment under the auspices of individual student tutoring?

Answer. No. Title 5 permit districts to claim (noncredit) apportionment for student tutoring only if the [specific] conditions are met (others may apply):

For additional requirements and information regarding tutoring, please see the “Supplemental Learning Assistance and Tutoring Regulations and Guidelines” available at the following web address:

<http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/Title5Guidelines/tabid/1330/Default.aspx>

Question 4. Can TBA hours be used for homework assistance?

Answer. No. Districts may not claim TBA hours for student activities that should be done outside of class time. See Question 1 for the kinds of activity that the student must do in order for the TBA to be appropriately claimed for state apportionment purposes.

Question 5. What are some examples of circumstances when TBA hours might be appropriate?

Answer.

1. For some math courses, there are excellent software programs that provide students additional explanation/clarification and enhance student learning and success in the course. This software could be made available to students in a math lab at no additional cost to the student. In completing the software instructional program, students do need the support of those available in the lab and because of the students’ varied class schedules and limited lab space and stations, the students *taking* the course need to schedule TBA hours at different days and times in the lab. In such circumstances, it would be acceptable to add a TBA hour or two a week (depending on the student objectives) to the course’s scheduled classroom hours.

2. Another example might be including TBA hours in a course such as Early Childhood Education (ECE) when students need an out of classroom experience in a specific lab environment. As part of an ECE course, it might be most advantageous to require student participation in the Child Development Center, an area, however, which can accommodate a limited number of students per hour. In such situations, ECE students may need to schedule the TBA hour(s) with the Child Development Center after the term begins.

3. Another example is one that could apply to a number of instructional areas for which a shared computer lab has been created but one which is limited in size and number of stations. In a life sciences division, for example, creating a computer lab that could make a number of software programs available **to** students enrolled in different life science courses could be very advantageous to student learning. Such software, which would be cost prohibitive for students to purchase, provides additional instruction and engages students in learning activities that cannot be made available in the classroom. Students engaged in such activities may need some assistance or related instruction to successfully complete the programs. In order to accommodate students with very different course schedules in a space limited in size, adding a TBA hour(s) would be appropriate.

Question 6. In terms of minimum qualifications, could a learning center coordinator/director who meets minimum qualifications for a specific discipline(s) offered there, serve as the instructor for TBA hours in various general education courses, such as chemistry, psychology, music, etc.?

Answer. If you have a learning center where you include TBA hours for courses from a variety of general education areas, it is **not** correct to assume that an instructor who meets the minimum qualifications for supervising the learning center itself or who meets minimum qualifications for a specific discipline would necessarily meet the minimum qualifications for all general education courses. As such, it is required that an instructor who *meets minimum qualifications in the discipline being taught is available*, in physical proximity and range of communications to provide instruction and ensure the safety of students during the hours by arrangement.

ADVANCE PLACEMENT EQUIVALENCY

Background material

1. State Academic Senate Resolution 4.04/S08: CCC GE Advanced Placement (AP) Equivalency.

Whereas, Title 5 §55063, Minimum Requirements for the Associate Degree outlines specific general education area requirements that each college must include for the associate degree;

Whereas, The only way for a California community college student to receive associate degree General Education area credit for an AP score is if an equivalency has been locally established;

Whereas, Many students attend more than one California community college campus and AP course equivalencies may not exist or may vary greatly among the California community college campuses; and

Whereas, AP GE area course equivalencies exist system-wide for students completing IGETC or CSU GE breadth;

Resolved, That the Academic Senate for California Community Colleges develop a California community college General Education area Advanced Placement equivalency list for local consideration and potential adoption.

There are two different areas: General education and Course-to-Course.

Course-to-course AP equivalency is the responsibility of local faculty to determine and is actually required in Title 5 section 55052 (attachment #5) that it be local faculty that do so

However, there is a discussion on the feasibility of requiring a system wide standard for “general education” AP Equivalencies.

Proposal for GE AP Equivalencies

<i>AP Examination</i>	<i>AP Score</i>	<i>CCC GE</i>	<i>CSU GE</i>	<i>IGETC</i>
<i>Art History</i>	<i>3,4,5</i>	<i>3 semester units towards Humanities</i>	<i>3 semester units towards Area C1</i>	<i>3 semester units towards Area 3A or 3B</i>
<i>Biology</i>	<i>3,4,5</i>	<i>4 semester units towards Natural Science</i>	<i>4 semester units towards Area B2 & B3</i>	<i>Area 5A w/lab</i>
<i>Calculus AB</i>	<i>3,4,5</i>	<i>3 semester units towards Language and Rationality</i>	<i>3 semester units towards Area B4</i>	<i>3 semester units towards Area 2A</i>
<i>Calculus BC</i>	<i>3,4,5</i>	<i>3 semester units towards Language and Rationality</i>	<i>3 semester units towards Area B4</i>	<i>3 semester units towards Area 2A</i>
<i>Chemistry</i>	<i>3,4,5</i>	<i>4 semester units towards Natural Science</i>	<i>4 semester units towards Area B1 & B3</i>	<i>Area 5A w/lab</i>
<i>Chinese Language and Culture</i>	<i>3,4,5</i>	<i>3 semester units towards Humanities</i>	<i>3 semester units towards Area C2</i>	<i>3 semester units towards Area 3B</i>
<i>Computer Science A</i>	<i>3,4,5</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Computer</i>	<i>3,4,5</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

AP Examination	AP Score	CCC GE	CSU GE	IGETC
<i>Science B</i>				
<i>English Language and Composition</i>	3,4,5	3 semester units towards Language and Rationality	3 semester units towards Area A2	3 semester units towards Area 1A
<i>English Literature and Composition</i>	3,4,5	3 semester units towards Language and Rationality or Humanities	6 semester units towards Area A2 & C2	3 semester units towards Area 1A or 3B
<i>Environmental Science</i>	3,4,5	3 semester units towards Natural Science	4 semester units towards Area B1 & B3	3 semester units towards Area 5A w/lab
<i>European History</i>	3,4,5	3 semester units towards Social/Behavioral Sciences or Humanities	3 semester units towards Area D6	3 semester units towards Area 3B or 4F
<i>French Language</i>	3,4,5	3 semester units towards Humanities	3 semester units towards Area C2	3 semester units towards Area 3B and 6A
<i>French Literature</i>	3,4,5	3 semester units towards Humanities	3 semester units towards Area C2	3 semester units towards Area 3B and 6A
<i>German Language</i>	3,4,5	3 semester units towards Humanities	3 semester units towards Area C2	3 semester units towards Area 3B and 6A
<i>Government and Politics: Comparative</i>	3,4,5	3 semester units towards Social/Behavioral Sciences	3 semester units towards Area D8	3 semester units towards
<i>Government and Political: United States</i>	3,4,5	3 semester units towards Social/Behavioral Sciences	3 semester units towards Area D8	3 semester units towards Area 4H
<i>Human Geography</i>	3,4,5	3 semester units towards Social/Behavioral Sciences	3 semester units towards Area D5	3 semester units towards Area 4E
<i>Italian Language and Culture</i>	3,4,5	3 semester units towards Humanities	3 semester units towards Area C2	3 semester units towards Area 3B and 6A
<i>Japanese Language and Culture</i>	3,4,5	3 semester units towards Humanities	3 semester units towards Area C2	3 semester units towards Area 3B and 6A
<i>Latin Literature</i>	3,4,5	3 semester units towards Humanities	3 semester units towards Area C2	3 semester units towards Area 3B and 6A
<i>Latin: Virgil</i>	3,4,5	3 semester units towards Humanities	3 semester units towards Area C2	3 semester units towards Area 3B and 6A
<i>Macroeconomics</i>	3,4,5	3 semester units towards Social/Behavioral Sciences	3 semester units towards Area D2	3 semester units towards Area 4B
<i>Microeconomics</i>	3,4,5	3 semester units towards Social/Behavioral Sciences	3 semester units towards Area D2	3 semester units towards Area 4B
<i>Music Theory</i>	3,4,5	3 semester units towards Humanities	3 semester units towards Area C1	N/A
<i>Physics B</i>	3,4,5	4 semester units towards Natural Science	4 semester units towards Area B1 & B3	4 semester units towards Area 5A w/lab
<i>Physics C: Electricity and Magnetism</i>	3,4,5	3 semester units towards Natural Science	4 semester units towards Area B1 & B3	3 semester units towards Area 5A w/lab
<i>Physics C: Mechanics</i>	3,4,5	3 semester units towards Natural Science	4 semester units towards Area B1 & B3	3 semester units towards Area 5A w/lab
<i>Psychology</i>	3,4,5	3 semester units towards Social/Behavioral Sciences	3 semester units towards Area D9	3 semester units towards Area 4I
<i>Spanish Language</i>	3,4,5	3 semester units towards Humanities	3 semester units towards Area C2	3 semester units towards Area 3B and 6A

<i>AP Examination</i>	<i>AP Score</i>	<i>CCC GE</i>	<i>CSU GE</i>	<i>IGETC</i>
<i>Spanish Literature</i>	3,4,5	<i>3 semester units towards Humanities</i>	<i>3 semester units towards Area C2</i>	<i>3 semester units towards Area 3B and 6A</i>
<i>Statistics</i>	3,4,5	<i>3 semester units towards Language and Rationality</i>	<i>3 semester units towards Area B4</i>	<i>3 semester units towards Area 2A</i>
<i>United States History</i>	3,4,5	<i>3 semester units towards Social/Behavioral Sciences or Humanities</i>	<i>3 semester units towards Area D6</i>	<i>3 semester units towards Area 3B or 4F</i>
<i>World History</i>	3,4,5	<i>3 semester units towards Social/Behavioral Sciences or Humanities</i>	<i>3 semester units towards Area D6</i>	<i>3 semester units towards Area 3B or 4F</i>

Proposed revisions/addition to faculty hiring policy
Full-time Faculty transfers

Occasionally, a contract faculty member may wish to transfer from one assignment to another assignment.

1. Transfers are only available for full time positions that are the result of retirements, resignations or for new positions established through the academic staffing process. Positions cannot be created by accumulating adjunct teaching loads to establish a new full-time position. This would be against the spirit and intent of the Academic Staffing Committee's recommendations on new and replacement positions.

2. QUALIFICATIONS

A faculty member must meet the following criteria to be eligible for transfer:

- a. When the request is submitted, the faculty member must have completed the entire tenure evaluation process and be a "regular" (tenured) faculty member.
- b. The faculty member must meet the appropriate Minimum Qualifications for the position.
- c. The faculty member must have successfully taught at least three class courses offered by the targeted discipline within the last five years.
- d. The faculty member must have received an evaluation of "satisfactory" during their most recent evaluation.

3. APPLICATION PROCESS

A faculty requesting a transfer in faculty assignment must follow these steps:

- a. No request for transfer may be submitted prior to the position being authorized by the Board of Trustees.
- b. Since the District will incur expenses to advertise any position, a request for transfer must be made within *[to be determined]* after the Board has authorized the hiring of the position.

4. DEPARTMENTAL REVIEW

Since this faculty member is already a regular ("tenured") faculty member, the department will not be able to conduct an evaluation of the candidate through the regular tenure process. However, the department needs to review the potential candidate's appropriateness to the department.

- a. The department will conduct an interview of any current faculty member requesting a transfer. This interview will focus on the teaching skill and content expertise of the faculty member requesting a transfer.

- b. Following the interview, the Senate will conduct a secret ballot vote among the members of the department.
- c. The ballot will have two choices:
 - i. I endorse [*nomine*] becoming a member of the department;
 - ii. I would prefer to view all possible candidates, so I do not endorse [*nomine*] becoming a member of the department at this time.
- d. If a majority of the entire department endorses the candidate, his/her name will be sent to the Superintendent-President, who will forward the candidate's name to the Board of Trustees for ratification.
 - i. If the Superintendent-President objects to the candidate being forwarded to the Board, he/she will meet with the Department to explain his/her objection.
 - ii. If there are two or more current faculty members requesting a transfer to the same position, then any and all members who receive a majority vote of the entire department will be forwarded to the Superintendent-President.
- e. A candidate who does not receive the endorsement from the department may still apply through the regular (open) hiring process.

College of the Canyons
Academic Hiring Procedures
Noncredit Adjunct Positions

1. Preface.

In general the same underlying philosophy for the hiring of full-time faculty members also applies to the hiring of adjunct faculty. There are, however, additional issues and concerns that need to be addressed when selecting adjunct faculty members.

- 1.1 The necessity of ensuring quality and high levels of teaching excellence is not incompatible with the recognition that flexibility and speed may be needed when filling adjunct positions. With care, the two issues can be complimentary.
- 1.2 We should recognize the practical fact that a vast majority of successful applicants for full-time faculty positions start as adjunct, so we must be sure that we do not inadvertently “narrow the gate” by having too restrictive of a procedure for hiring adjunct.
- 1.3 However, since our primary concern should be the educational experience of our students, who should not have to worry whether an adjunct or Full-time faculty member is teaching them, we should ensure that the professional qualities of ALL faculty members are of the highest caliber.

1.4 This is an “academic and professional” issue, subject to the guidelines of Board Policy 345

2. ~~Department Chair and Designee~~

- ~~2.1 For the purposes of efficiency, any references to “Department Chair” may be read as “Department Chair or designee”. In the absence of a department chair and/or fulltime faculty, the dean may serve as designee if appointed by the Academic Senate.~~
- ~~2.2 During the summer, or when the college is in recess, if the Department Chair will not be available he/she should identify a designee. If there is no designee, the Academic Senate President may appoint a designee.~~

3. Recruitment

- 3.1 The Human Resources department will establish a schedule for publishing generic announcements for adjunct positions. Inclusion of academic departments on these announcements and all other related college-recruitment materials will be in coordination with the Instruction Office and the Department Chairs.
- 3.2 Before conducting any supplemental recruiting, departments should notify the Human Resources Office. Human Resources will assist the department in ensuring that all legal requirements as well as the overall goals of the college recruiting processes are met.
- 3.3 The Human Resources Office will keep applications for a period of two years.

4. Minimum Qualifications

- 4.1 Students are entitled to the best possible instruction regardless of whether it is being delivered by an adjunct or a full-time faculty member. As such, the procedures for determining Minimum Qualifications and Equivalencies are the same for both adjunct and full-time hires.

- 4.2 If an individual satisfies the equivalency for a particular discipline, he/she retains his/her status as meeting the equivalent minimum qualifications for that discipline for as long as he/she maintains continual academic employment with the college. He/She retains equivalency for that discipline, and may continue to use that equivalency to qualify for any future adjunct and full-time hires within that discipline.
- 4.3 However, if an individual is not employed for two consecutive regular semesters, he/she must undergo a new application process and must meet the minimum qualifications and equivalency procedures that are in effect at that time.

5. Required documentation

All applicants are to complete the following:

- a. Appropriate district application,
- b. Unofficial copies of transcripts,
- c. Resume,
- d. Professional letters of reference are preferred but not required. ~~There must be a minimum of two letters, although three letters are preferred. The letters~~ **If letter are provided, they** must have been signed and dated within the last five years. (Student classroom evaluations are not considered professional letters of reference.)

Any required documentation must be submitted to the Human Resource Office prior to an interview being established.

6. Screening/Interviewing committee

- 6.1 All committees to screen and/or interview adjunct applicants must consist of at least two individuals.

6.2 Committee composition

- 6.2.1 **The first choice to chair a committee will be the department chair (or designee). However, the department chair is under no obligation to chair such a committee, and may choose to forgo participation in the hiring process.**
- 6.2.2 **If the Departmental faculty are not involved in the hiring process, there must be at least one full-time faculty member on the committee. That individual has the option of serving as chair if they so desire.**
- 6.2.3 **If no full-time faculty members are available to serve on the hiring committee, the Instruction Office and the Senate may authorize any instructional admisnirtator to serve on the hiring committee. This is for a case-by-case basis only; blanket approvals cannot be provided.**

~~The Department Chair will chair the committee. It is strongly encouraged that the second committee member should be a full-time faculty member with expertise in the subject area being hired; however another full-time faculty member or an educational administrator (if not already designated as Department Chair) may also serve as the second committee member. If there is not a full-time faculty member participating, then a part-time faculty member with expertise in the hiring area may be added as a third member. At least one member of the committee must be a full-time faculty member.~~

~~When hiring for the High School Summer Enrichment Program, a full-time Hart District faculty member employed as Coordinator for that program may chair the committee.~~

- 6.3 The Senate and the Instruction Office may agree to add additional members to the committee to provide for increased expertise and input.
- 6.4 To ensure institutional integrity in the hiring process, it is desirable that the Human Resource Office arranges the interviews.
- 6.5 However, in some cases it might be necessary for the committee chair to schedule the interviews. In these cases, the committee chair must contact and coordinate with the Human Resource office to complete any and all other arrangements for the interviews.

7. Eligibility List:

- 7.1 Candidates who have successfully completed the interview process will be placed on the eligibility list. However, no candidate will be placed on the eligibility list until the Human Resource Office has verified the minimum qualification of a potential faculty member, as determined by the Senate equivalency procedure.
- 7.2 The department chair will recommend to the Instruction Office a list of individuals who are best qualified to teach particular courses. For those classes that are offered in a non-traditional format (e.g., PACE, Distance-Ed), the Department Chair may consult with the appropriate coordinator/administrator of those programs to determine the best qualified for particular sections.
- 7.3 Only the Instruction Office, based on the recommendation list provided by the Department Chair, may make an official offer of employment.
- 7.4 Individuals who have not been employed at the College for two consecutive, regular semesters will be removed from the eligibility list and must reapply.

8. Emergency Hires

- 8.1 An “Emergency hire” is one that occurs when there are less than *two* working days prior to the scheduled start of a class session.
- 8.2 In emergency hires, a formal committee interview is not necessary. However, unofficial transcripts and completed District Application must be submitted prior to employment. All other required documentation (e.g., official transcripts, “new hire packet”, letters of recommendation) must be submitted prior to the first pay period.
- 8.3 Established minimum qualifications and equivalencies cannot be waived for “emergencies”.
- 8.4 If an emergency hire wishes to be placed on the eligibility list for future teaching assignments, the Department Chair and/or Division Dean must ensure that the faculty member completes the regular hiring procedures.
- 8.5 The Human Resources Office will provide the Instruction Office, Department Chairs, and Academic Senate with a list of all “emergency hires” each semester.

9. Follow-up Responsibilities

The Committee Chair is responsible to ensure that all committee materials and required committee documents are returned to the Human Resources Office.