



NAPA VALLEY COLLEGE
Academic Senate Business Meeting

Minutes for May 10, 2011

12:30-1:20, Room 860

Members Present: Dave Angelovich, Amanda Badgett, Steve Balassi, Lauralyn Bauer, Andrea Bewick, Maria Biddenback, Stephanie Burns, Dianna Chiabotti, Dan Clemens, Michael Conroy, Emily Cosby, John Dotta, David Ellingson, Sheryl Fernandez, Donna Geiger, Ann Gross, Julie Hall, Fain Hancock, Betty Hopperstad, Jennifer King, Barbara Kraig, John Liscano, Tia Madison, Rob Miller, Bonnie Moore, Forest Quinlan, Denise Rosselli, Mary Salceda-Nunez, Marci Sanchez, Debbie Saunders, Mary Shea, Erik Shearer, Eileene Tejada, Randy Villa, Maria Villagomez, Nadine Wade-Gravett, Eve-Anne Wilkes, Lisa Yanover.

Guests: Sue Nelson, Faye Smyle.

- 1.0 Welcome and Call to Order -12:30 p.m.
- 2.0 General Announcements –
 - Thank You to Erik Shearer for stepping up and serving as Academic Senate President. His services are appreciated.
 - Faculty End-of-the-Year Party- next Friday night, hosted by Dave Angelovich.
 - Bake Sale Thursday- fliers distributed at meeting.
 - Nurse’s Week May 6-12: Hug a nurse!
 - Planning Committee: submit comments on Tentative Strategic Plan ASAP. Review bullet point addressing Shared Governance and submit any suggestions for improvement.
- 3.0 Public Comment- none.
- 4.0 Adoption of Agenda –msp with amendments (A. Gross, D. Chiabotti)
 - Addition of item 6.5 Tenure Accomplishments
 - Addition of item 7.3 Endorsement of Tenure Recommendations for BOT approval
- 5.0 Approval of Submitted Minutes for April 12, 2011 –msp with amendment (E. Tejada)
 - Minutes to reflect member’s request for Senate review of faculty appointment to hiring committees.
- 6.0 Information Items
 - 6.1 New Senate Officers Announced
Ann Gross (President), Nadine Wade-Gravett (1st Vice President), Dianna Chiabotti (2nd Vice President), Barbara Kraig (Secretary), and Julie Hall (Treasurer)
 - 6.2 ASCCC Technical Assistance
Jane Patton and Scott Lay will meet on Monday, May 16 with members from the Executive Committee, Classified Senate, Student Senate, Administrative Senate, Cabinet, and BOT to discuss shared governance. A written report will be composed following discussion with NVC members involved in shared governance.
 - 6.3 Learning Outcomes Assessment
E. Tejada presented a state of affairs regarding assessment of learning outcomes. We are currently at the developmental level with the requirement of proficiency in one year. For accreditation, we will be



evaluated on process + assessment + outcomes and additional information on how these are being used to drive decision making. If unable to demonstrate compliance with proficiency requirements for the 2012 midterm report, the district is subject to sanction. Levels of sanction include a warning, probation, and show cause. E. Tejada is recommending that each faculty member be given one class release time to address assessment. Evidence of assessment discussion/dialogue is critical.

6.4 Budget Report (D. Angelovich)

The budget process includes three steps: Preliminary, Tentative, and Final.

Preliminary forum is scheduled for Thursday, May 12 at 3:30 in room 2240.

Tentative forum is scheduled for Thursday, May 26 at 1p.m., location TBA

7.0 Action Items

7.1 Second Vote: Endorsement of Full-Time Faculty Hiring Procedures

–msp to open for discussion(S. Burns)

Proposed changes on behalf of Faculty Hour discussion and suggestions from Legal Counsel

8.0 Discussion Items

8.1 Strategic Enrollment Management (L. Bauer)

Presentation on SEM moved to next meeting agenda.

9.0 Reports- were submitted electronically via e-mail

10.0 Next Meeting:

Tuesday, May 17, 2011

12:30-1:20, room 860

11.0 Meeting adjourned 1:20 p.m. (msp A. Gross)

NVC Academic Senate
Committee Reports for May, 2011

1. Officer Report from Treasurer:

- Academic Senate Dues Fund Balance: \$752.38
- Academic Senate Scholarship Current Fund Balance: \$1,450.00 (We held back funds on reserve and issued three \$500 scholarships for a total of \$1500 for Spring Semester 2011.

I will solicit for more contributions at the beginning of the fall semester.

Thanks,

Julie

2. Academic Standards & Practices

The committee will meet on May 5, 2011 at 12:40 in the McCarthy Library, Room 1738. The committee will hold elections for a new faculty chair.

3. Basic Skills Initiative –none.

4. Curriculum Committee

The CC has no report since we did not meet last month. May 6th will be our final meeting of the year and we are not voting on anything major. There will be a Curricunet demo at the meeting!
Dr. Steven J. Balassi

5. Faculty Coach Committee (FCC)

The FCC held their final meeting and approved that the following evaluations have successfully met all requirements for completion: Dianna Chiabotti, Rick Donohoe, Michael Dow, Dean Ehlen, Julie Hall, Christy Kling, Robert Millay, Mary Shea, Tom Smeltzer, and Cliff Zyskowski. Professional development activities and interest were main points of discussion as critical focus areas for future evaluation processes.

Mary Shea, 2nd Vice President

6. Faculty Standards & Practices

The committee held their final meeting of the semester and finalized the Full-Time Faculty Hiring Procedures to reflect Legal Counsel suggested amendments. The procedure will go to the full Senate for approval. The committee discussed ongoing projects and items to be addressed next year.

Ann Gross, Chair

7. Learning Outcomes and Assessment

Following administrative input and review, the memo discussing SLO assessment and the ACCJC/WASC 2012 deadline was submitted to the Executive Committee for endorsement. The memo has since been distributed to the entire campus.

The meeting has been postponed to accommodate for faculty and administrative Chair schedule changes. The next meeting date will be announced.

Eileene Tejada, Chair

8. Professional Development Committee

Committee focuses on finalizing Flex Day agendas, workshops, volunteers, and room reservations. A draft for each day was submitted to the Instruction Council for approval . Meeting discussion centered on procedural improvements for planning Flex Days and developing a clear understanding of delegation for planning responsibilities. The committee is interested in incorporating a "Feature Faculty" component for fall Flex Days in order to recognize contributions and accomplishments of faculty members. The next meeting is scheduled for May 12 at 12:30 in the Library Conference Room 1767.

L. Lee, Senate Secretary for M. Hobbs (Chair)

9. Social Committee- none.

10. Student Standards and Practices

Committee Report for 4/20/11 meeting

Information item, 6.1 on the Agenda, **Textbook Rental Program**

Per the student representatives on the committee, Omar Pena and Ben Quesada, Betty H. reported back to the committee, her conversation with Sherri Melton. In brief, the following was reported.

- Textbook rental program will be effective for fall, 2011
- Advertisement for the program is in process of being planned
- Book cost will be approximately 50% of a new book
- Cost will be only slightly higher than online book rental vendors
- Approximately, 25% of courses will have a rental option for the book
- Bundled book packages and online books will not have a rental option
- Rented books will have a return deadline, or additional fees will be added.

Betty Hopperstad, Chair

**Faculty Hiring Procedures Revisions, Draft 5 With Suggested Amendments,
based on Faculty Hour Discussion and Legal Advice**

Faculty Standards and Practices Committee, April 26, 2011

April 14, 2011

Faculty Hiring Administrative Regulations for Full-time Contract and Full-Time Temporary Positions

- I. Overview
- II. Recruitment and Outreach
- III. Decision to Establish a Faculty Position
- IV. Job Announcement and Advertising
- V. Selection Committees
- VI. Selection Committee Member Training
- VII. Applicant Screening Process
 - a. Timelines
 - b. Process
 - 1. Initial Application Appraisal
 - 2. Selection Committee Meetings
 - 3. Final Selection
- VIII. Job Offer, Salary Placement, and Final Approval

I. Overview

These administrative regulations establish criteria and delineate procedures for hiring qualified contract (tenure-track) and full-time temporary faculty who demonstrate the ability to meet student and district needs. All components of the hiring process are designed to operate in conjunction with the college's Diversity Plan and Recommendations, district policies H4445: Minimum Qualifications and H4446: Equivalence to Minimum Qualifications for Academic Personnel, and the Napa Valley College commitments outlined in the Mission and Values Statement. All procedures are cooperatively established in compliance with California Education Code Section 87360 (b), which states that "hiring criteria, policies, and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the governing board, and the academic senate, and approved by the governing board." Additionally, all criteria and hiring procedures comply with and are subject to the Equal Employment Opportunity guidelines set forth in Title 5 of the California Code of Regulations, and AB 1725 (Section 4(t)(1)), which emphasizes "the responsibility of faculty to ensure the quality of their peers."

The Office of Human Resources (OHR) administers the hiring process to ensure application of technically sound hiring practices and compliance with legal mandates related to equal employment opportunity and non-discrimination, and the college's commitment to a diverse workforce. Throughout the process, OHR consults regularly with the Academic Senate, the Vice President of Instruction (VPI) or Vice President of Student Services (VPSS), the division chair and/or dean, discipline faculty, and selection committee members.

The Dean of Human Resources (DHR) supervises all hiring standards, procedures, and outcomes and, with reasonable cause, is authorized to recommend that the President immediately suspend or terminate the hiring process.

Hiring Philosophy - For all faculty hires, the goal of this procedure is to attract and hire student-centered faculty members who:

- Are highly qualified in their field and committed to extending their expertise through professional development

- Are skilled in teaching or counseling students with multiple learning styles, based on data-driven principles of instructional design and authentic assessment
- Expand the perspectives and expertise of their respective departments and the college as a whole
- Communicate effectively, both orally and in writing
- Demonstrate intercultural competence and sensitivity to community college students from diverse cultural, ethnic, and socio-economic backgrounds, as well those with different sexual orientations and those with disabilities
- Embrace their roles as collaborative partners in support of the mission of California Community Colleges in general and the specific values and goals of Napa Valley College

Napa Valley College values workforce diversity and recognizes the strengths that qualified, diverse faculty bring in serving the changing needs of our students and the community. In addition to following the legal guidelines for equal employment opportunity, this policy provides specific strategies for promoting inclusivity throughout the hiring process, as well as for eliminating unintended exclusivity.

“Diverse populations” or “diversity”, as used in this document, includes those monitored groups defined in Title 5, populations identified in the college’s Diversity Plan and Recommendations, as well as historically underrepresented groups across cultural, ethnic, and socio-economic backgrounds, sexual orientation, and persons with disabilities.

Each step of the faculty hiring policy is intended to support the goals listed in the hiring philosophy (above). To determine trends in developing faculty diversity, the OHR collects and assesses data annually. If the data do not demonstrate a trend of increasing faculty diversity, the hiring procedure **shall** **may** be revised to include additional measures to promote more inclusive hiring outcomes.

II. Recruitment and Outreach

In conjunction with the hiring process, the OHR, working with the Academic Senate, supports on-going outreach and recruitment efforts designed to develop a pool of well-qualified, diverse potential candidates for faculty positions. These approaches are based on developing professional relationships through personal

contacts and/or targeted approaches. Recruitment and outreach activities include, but are not limited to:

- Providing faculty and staff members with brochures for distribution at conferences and other gatherings which highlight the strengths of working at NVC and the mission and values of the college, as well as contact names and numbers for individuals within specific departments
- Attendance or presentations at conferences or professional groups promoting the advancement of historically underrepresented groups
- Regular targeted mailings and/or campus visits to graduate schools and colleges, particularly targeting those with significant new majority student populations and/or a demonstrated emphasis on inclusivity and global awareness
- Development of an email data base of prospective faculty members, for use when applicable job openings are announced
- On-going mentoring of part-time faculty members to develop their teaching expertise and knowledge of NVC policies, and to strengthen the overall connection of part-time faculty to the students, college, and community

III. Decision to Establish a Faculty Position

The need for contract and full-time temporary faculty positions is determined cooperatively through a criteria-based process involving college administrators, the Academic Senate, and faculty in the subject area programs.

The total number of new hires per year is determined by the President's cabinet, taking into account the needs of students, availability of funds, potential impact on the district budget, and the full-time faculty obligation as designated by the Chancellor's Office.

Division chairs and deans develop hiring proposals based on input from the faculty members in their respective divisions, and may justify their requests using data and information including:

- PEP reports
- FT/PT ratios in specific departments
- Faculty load
- Enrollment growth
- Current or projected student needs
- Current or projected community and/or labor needs
- Emerging program needs

- Accreditation recommendations
- Legal requirements, mandated ratios, etc.
- College mission
- Difficulty staffing classes with part-time faculty
- Facilities improvements
- Effect on other programs
- Vacancies resulting from resignations
- One-person programs
- Academic Senate for California Community Colleges (ASCCC) recommendations

During the spring semester of each academic year, the Vice President of Instruction (VPI), or Student Services (VPSS) for counseling positions, reviews proposals from division chairs and deans for specific faculty positions. After developing tentative hiring recommendations, the respective Vice President meets to discuss these with the President and the First Vice President of the Academic Senate. The VPI/VPSS's recommendations are then sent to the president, who makes the final recommendations for new faculty hires to the Board of Trustees.

IV. Job Announcement and Advertising

Once the Board of Trustees has approved advertising a vacancy, the OHR works with the ad hoc job announcement committee, consisting of the Vice President, division chair or dean, faculty members within the discipline, and other interested selection committee members, to develop the job announcement and supplemental questions. The announcement includes campus information, including the college's mission and values, plus the responsibilities of the position, minimum qualifications, and desirable professional qualifications.

Minimum qualifications are designated by the Board of Governors of California Community Colleges. Pursuant to Section 53022 of Title 5 of the California Code of Regulations, applicants must have a demonstrated sensitivity to and understanding of the diverse academic socioeconomic, cultural, disability, [gender identity, sexual orientation](#), and ~~racial~~/ethnic backgrounds of community college students. In order to maintain as inclusive an applicant pool as possible, any additional minimum qualifications will be limited only to those absolutely necessary to fulfill the job assignment.

Desirable professional qualifications are developed by the job announcement committee, based on the requirements of the position and the college values and goals listed in this document.

Supplemental questions address both minimum and desirable qualifications for the position. In addition to the applicant's transcripts and resume information, answers to the supplemental questions will be used by the selection committee to determine the extent to which applicants meet the qualifications for the position. Supplemental questions must be approved by the Dean of Human Resources.

In order to draw a diverse pool of applicants, positions are advertised with the California Community College Registry, multiple employment websites, and in specialized publications ~~such as Black Careers Now, Hispanic Hotline, and Asian Pacific Careers~~. Discipline and other faculty members may recommend inclusion of additional advertising venues, list serves, and career and/or trade publications.

In addition, the vacancy announcement is emailed to individuals registered with the California Community College Registry Database, the college list of placement offices, career centers and EEO departments at various colleges, agencies and businesses, as well as to NVC's list of potentially interested individuals.

Announcements are posted on the OHR bulletin board and the NVC Human Resources website.

V. Selection Committees

The faculty selection committee is responsible for establishing the qualifications criteria for the assessment of all candidates, determining the standards necessary to advance at each successive step in the selection process, assessing all candidates, and recommending finalists to the final selection committee.

Each faculty selection committee is composed of trained individuals who are responsible for promoting the college's commitment to high quality instruction and to equal employment opportunity. All selection committee members, in concert with the OHR, reinforce workforce diversity and equal employment opportunity principles by:

- Conveying the educational benefits of workforce diversity and the value of ~~having a campus community that has a broad variety of ethnicities, cultural/demographic diversity, and diverse backgrounds and diverse~~ perspectives among its members
- Strengthening their understanding of cultural differences and demonstrating positive appreciation of such differences
- Understanding the legal definitions of discrimination based on cultural and racial differences, nationality, gender, age, religion, disability, sexual orientation or marital status
- Developing their self-awareness of preferences and biases that could influence their perceptions of applicants
- Implementing specific strategies and techniques for promoting inclusivity in the application appraisal and interviewing processes, as well as for reducing the effects of bias

Selection committees require representation of subject matter expertise as well as campus-wide constituencies. Every committee member must be committed to serving through all phases of the selection process, and must have completed all aspects of the hiring committee training within the 24 months immediately prior to serving on the committee. The OHR is responsible for providing trainings regularly, notifying faculty, and maintaining records of those qualified to serve on selection committees.

Selection committee composition is as follows:

- Committee Chair – Vice President of Instruction (or Student Services, for counseling positions) or designee
- Division Chair or Dean – Chair or dean of the hiring division, or, when the division chair or dean serves as committee chair, designee. Appointment is made by the Vice President. If the division is administered by a dean, who is thus designated management, the Academic Senate will appoint an additional faculty representative
- Academic Senate Representatives – At least four tenured or, if necessary, tenure-track faculty, two in or as near to the discipline as possible and at least one from outside the division. Appointment is made by the Academic Senate, subject to review by the DHR
- Classified Representative – One regular, non-probationary classified employee, whenever possible, working in a job related as closely as possible to the faculty subject area, appointed by the Association of Classified professionals, after review by the DHR

- Student Representative – One student representative, whenever possible pursuing a course of study related as closely as possible to the faculty subject area, appointed by the Associated Students of Napa Valley College (ASNVC) in collaboration with discipline faculty, after review by the DHR
- Equal Employment Opportunity Representative – To support, facilitate and monitor the process, the DHR will appoint a non-voting Equal Employment Opportunity representative to each hiring committee from a list of trained volunteers
- Additional Members - The committee may be augmented, as long as faculty comprise the majority of members. Possible additional members may include community members, program coordinators or deans, or subject matter experts from outside the college, as determined by the [faculty representatives and the](#) chair of the committee, in consultation with the DHR

The OHR works with each constituent group to promote committee diversity and to ensure that every member supports the hiring goals of the college. [Whenever possible, screening committees shall include a diverse membership which will bring a variety of perspectives to the assessment of applicant qualifications. If the OHR determines that the committee membership should be more inclusive, the Academic Senate may appoint additional faculty representatives as needed.](#) ~~Diversity representation will consider gender, ethnicity, sexual orientation, disabilities, and age. If the OHR determines that the proposed members of a selection committee do not represent sufficient diversity, the process will be suspended until the committee membership can be adjusted accordingly.~~

IV. Selection Committee Member Training

Phase I: Initial Training

All selection committee members must have completed two mandatory components of training before serving on the committee. Both components must have been completed within the 24 months preceding appointment to the committee. The OHR is responsible for all aspects of the training.

The first component consists of the legal aspects of hiring, as well as the basic process and committee members' responsibilities, and it is offered on-line.

The second component focuses on the [educational benefits of workforce diversity](#), [value of a diverse workforce](#), the principles of cultural competence, [bias awareness](#), [the elimination of bias in hiring decisions](#), and [cultural self-knowledge](#) [best practices for selection committees](#). It includes a minimum of three hours of in-person training.

Phase II: Continuing Education:

After completing Phase I of the training, individuals who wish to serve on a selection committee must participate in additional training every three years. The first component is completed in the form of an on-line review. The second component consists of three additional hours of training focusing on the value of a diverse workforce, the principles of cultural competence, bias awareness, and cultural self-knowledge.

In addition to the required selection committee training listed above, committee chairs and EEO representatives receive additional training specific to their roles.

V. Applicant Screening Process

a. Timelines

A priority list for faculty hiring is developed during the spring semester of each year. This list is subject to change due to unanticipated needs. Requests to advertise for faculty positions are sent to the Board of Trustees in September of each year.

Upon BOT approval to advertise, selection committees are formed to allow all members to complete mandatory training in October, prior to the development of the vacancy announcement. Full-time contract positions remain open for a minimum of eight weeks; full-time temporary positions remain open for a minimum of four weeks, except in emergencies.

The entire selection committee holds its initial meeting prior to the closing of the position. The second meeting (application appraisal) is held as soon as is practical after the closing date for the position, allowing time for the OHR to process applications and for individual

review by selection committee members. Interviews and any additional assessments occur approximately two weeks after the second meeting, with the final selection committee decisions being made as soon as possible after interviews and additional assessments are completed.

Except in unavoidable circumstances, references for finalists are checked before the final interview takes place. Final interviews are scheduled for as soon after initial interviews as is practical.

b. Process

i. Initial Application Appraisal

Once the application period for a specific position has closed, the OHR reviews all applications to determine whether the pool reflects sufficient representation from monitored groups. If the applicants in the pool do not reflect sufficient diversity, the selection process is may be suspended to allow for additional outreach and recruitment activities targeting diverse populations, and-in which case the application period is-will be extended.

Once a sufficiently diversified pool is established, only complete applications are forwarded to the Office of Instruction (OI). The OI is responsible for the initial screening and determines whether or not the applicants meet the minimum education requirements in accordance with Chancellor's Office guidelines. Minimum qualifications related to experience are verified by the chair of the committee, in consultation with the DHR. Applications from applicants requesting equivalencies are reviewed by the Faculty Standards and Practices Committee. Only complete applications which demonstrate that the applicant meets all the minimum qualifications or equivalency requirements are submitted for appraisal by the selection committee.

ii. Selection Committee Meetings

All selection committee meetings are mandatory for all members except for preliminary meetings to develop the job announcement.

The DHR may remove any selection committee member who misses a meeting. After the loss of any member, the DHR re-evaluates the resulting composition of the committee to determine whether there is sufficient subject area expertise and overall diversity among the remaining committee members.

If a new member must be added, the process will be suspended to allow time for the new member to review the application evaluation criteria with the committee chair, and individually evaluate all applications. At that point, the selection process will resume, starting with the Second Meeting.

Initial Meeting – The first meeting of the selection committee occurs before the application deadline for the position. The purpose of the meeting is to:

- Articulate the district's view of the position, including the scope, need, short- and long-term challenges and opportunities
- Review the college's commitment to diversity in hiring and the committee's role in that process
- Emphasize that outside information cannot be brought into the process and that members may not discuss the applicants without the entire committee present
- Ensure all members read and sign the confidentiality statement
- Discuss the minimum and desirable qualifications and methods, criteria and standards for evaluating the characteristics (e.g., develop a rubric)
- Identify topics for interview questions
- Develop teaching demonstrations and/or other authentic assessments of relevant skill/knowledge sets
- Establish dates for future meetings/interviews

Second Meeting – Prior to the second meeting, each selection committee member reviews applications individually and with no discussion. All application ratings must be completed before the second meeting, and any notes must remain in the individual member's folder.

The purpose of the second meeting is to:

- Review and discuss each member's appraisal of the applicant's qualifications in order to determine which candidates to forward to the next stage of the process. Candidates to be interviewed will be listed in unranked order on the form provided to the chair
- Select a committee member with subject area expertise to sit in the second interview. This person's role is to reflect the thinking of the selection committee as a whole and to provide subject area perspective
- Finalize the interview questions and other assessments, including setting time limits and any other requirements for each, and complete the Interview Setup form, which the chair forwards to the OHR
- Determine what additional performance assessment will be required of each finalist, including rating criteria. This may include a teaching or counseling demonstration in front of students, presentations of professional work, or other demonstrations of expertise that provide a broader understanding of finalists' qualifications. The selection committee also will decide who will be involved in evaluating finalist performance assessments. Evaluators may include members of the selection committee and/or the final interview committee, and may include feedback from students or other participants in final performance assessment

The EEO representative monitors the process to ensure that the group's discussion and decision making follow both legal guidelines and the values of the college. Any illegal or inappropriate discussions are reported to the DHR, who determines whether the committee may continue the process with additional guideline clarification, or whether the seriousness of the violation calls for a suspension of the process until a new committee can be formed. At the request of the EEO representative, the DHR may attend subsequent meetings to ensure that the committee members adhere to EEO and college guidelines.

The DHR reviews the interview questions and assessments, making sure that they comply with all legal mandates and college guidelines, and may suggest changes or additions as needed.

The DHR reviews the pool of applicants selected for interviews to monitor overall diversity before candidates are invited to interview. In some cases, the DHR may ask the committee to reconsider additional applicants to broaden the pool. If the pool lacks sufficient diversity, the DHR may elect to suspend the process and re-open the position.

Interview and Performance Assessments –In addition to the time needed for applicants to complete the interview and any additional assessments, the committee allows some time for the interviewees to make final statements and/or ask questions. Applicants also are given time to preview the questions immediately prior to the interview itself. Applicants are notified of any teaching demonstrations or other assessments when they are invited to interview, to allow time for advance preparation. Interview protocol is outlined in HR Procedures #4455455.

The selection committee may elect to discuss individual applicants' strengths and weaknesses immediately following each interview, but must not compare applicants' relative performances until all interviews have been completed.

After deliberations are complete, the chair of the committee forwards an unranked list of final candidates to the DHR. Upon approval by the DHR, second interviews and performance assessments are scheduled.

All applicants not forwarded as finalists are sent a letter advising them of such.

iii. Final Selection

The VPI/VPSS and/or President conduct confidential reference checks using a standard set of questions (developed through mutual agreement with the Academic Senate). Whenever possible, references are checked prior to the final interview. If a reference check raises issues or concerns, the DHR or respective vice president may pursue additional reference checks and forward that information to the final selection committee.

The final selection process includes an interview and a performance assessment. The interview is conducted by the President, Vice President, and the selection committee representative, and generally is scheduled for shortly after the initial interviews. The selection committee representative is expected to add various perspectives and evaluations of the initial selection committee to the discussion, as opposed to advocating for any particular applicant based on personal preferences.

Final performance assessments and standards for evaluation are determined by the selection committee.

VI. Job Offer, Salary Placement and Final Approval

The final decision and job offer are made by the President.

Once a job offer is made, the candidate is directed to the OHR for salary placement. Salary placement is determined by the Office of Human Resources or the President, using established guidelines. Once notified of the proposed salary, the candidate may accept or decline the offer. The Office of Human Resources then notifies the President and respective Vice President of the finalist's decision.

Upon acceptance of the position, including salary placement and start date, the recommendation to hire is submitted to the next scheduled Board of Trustees meeting for approval. After board approval, a contract is issued.

As soon as possible after board approval, the new employee is directed to contact the Office of Instruction to set up an appointment to complete the necessary payroll paperwork and receive information on fingerprinting, TB tests, and college policies. Once completed, all paperwork, including official transcripts, are forwarded to the OHR for further processing and inclusion in the new faculty member's personnel file.