

Adjunct Faculty

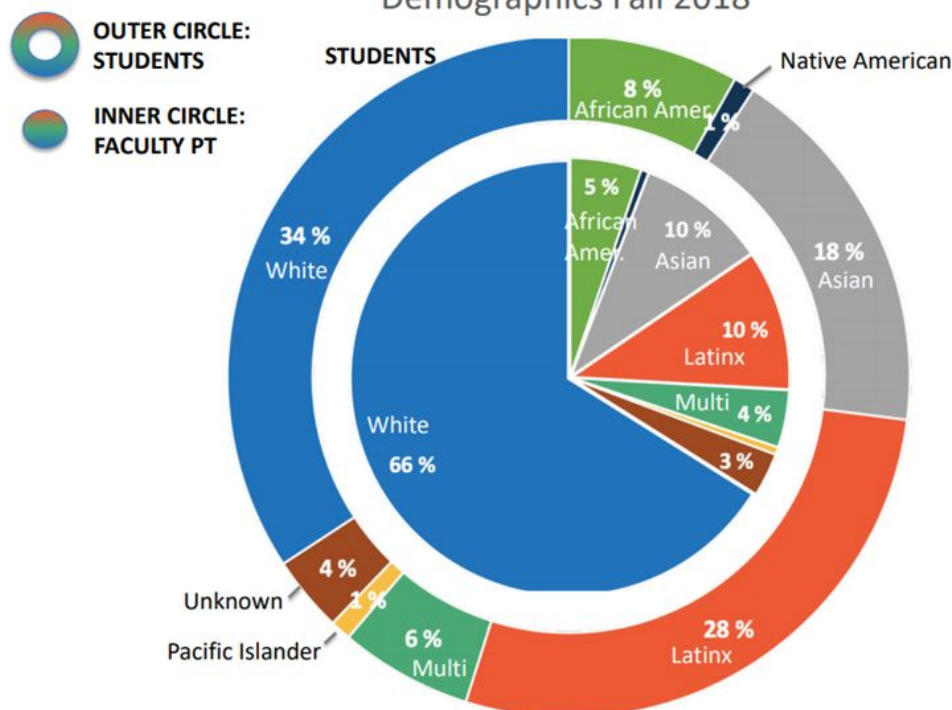
1. Introduction

The District (LRCCD), District Board of Trustees (BOT), and the District Academic Senate (DAS) are committed to developing a workforce reflective of the diverse communities the District serves to maximize student success. This commitment is exemplified by the District’s investment in training by the Center for Urban Education (CUE), subsequent research, and critical examination of each step of the hiring process through the lens of equity and inclusion. The District’s Equal Employment Opportunity Plan (2018), Faculty Hiring Manual (2019), and Hiring Practices Administrative Guide (2020) are tangible results of these efforts.

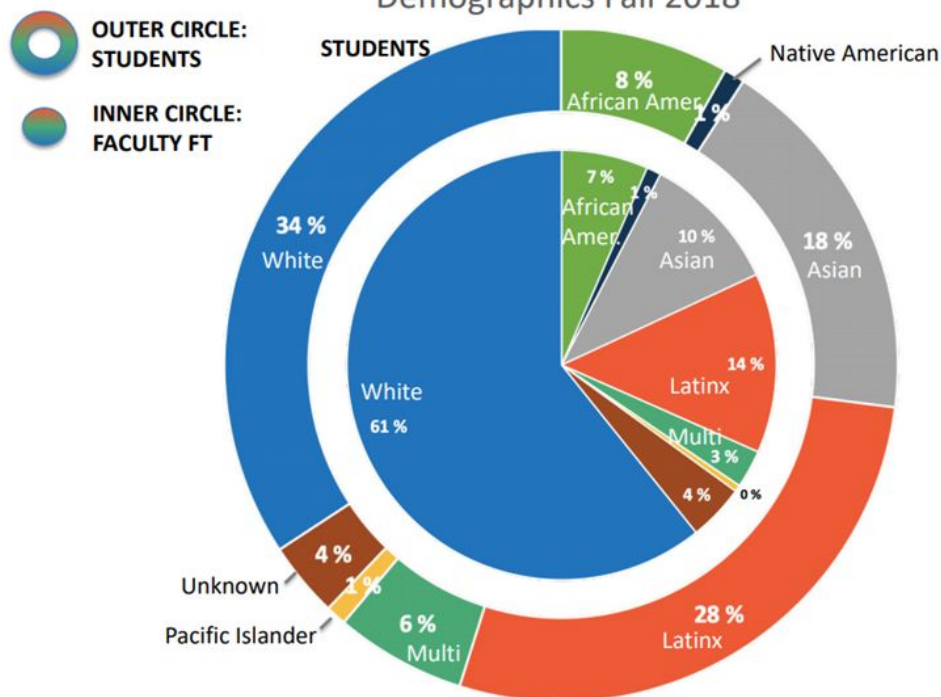
A. Background

District-wide data from Fall 2018 showed that adjunct (part-time) faculty demographics were less representative of LRCCD student body demographics than full-time faculty demographics (Figures 4 & 5).

LRCCD Part Time Faculty Racial/Ethnic Demographics Compared to Student Racial/Ethnic Demographics Fall 2018



LRCCD Full Time Faculty Racial/Ethnic Demographics Compared to Student Racial/Ethnic Demographics Fall 2018



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Further, adjunct faculty are more likely than other candidates to be hired into full-time, tenure track positions. Data from the Spring 2019 new faculty hiring season showed that adjunct faculty made up only 12% of the pool, but they constituted 53% of those hired into the full-time tenure-track positions. Thus, it is critical to review each step of the adjunct faculty hiring process, utilizing longitudinal data, and revise as needed to ensure fairness with an aim toward attracting and retaining diverse candidates. Given the statistics of disproportionate hiring of adjunct faculty for full-time positions, encouraging diversity in the pool of adjunct faculty applicants can increase diversity in the hiring of tenure-track faculty. The intent and philosophy of the adjunct faculty hiring processes and practices outlined in this section will serve as the vehicle by which we develop an adjunct faculty workforce that meets the diverse needs of the students we serve.

This spring 2020 revision of the Adjunct Faculty section of the Faculty Hiring Manual is a result of the collective work of the DAS and LRCCD Administration. New strategies embedded in this manual to promote equity include:

- 1) Educating through presentation of data highlighting the disparity in demographics between LRCCD students and adjunct faculty.
- 2) Updating lexicon to support a culture of equity and inclusion.

- 3) Deeming finalists for tenure-track faculty positions eligible for adjunct faculty assignments at the college in which they interviewed.
- 4) Inviting all interviewees for full-time faculty positions to have their applications added to the adjunct applicant pool.
- 5) Reviewing and clarifying understanding of the equivalency process and providing examples of eminence.
- 6) Considering Faculty Diversity Internship Program graduates for interviews.
- 7) Honing the application process to include only a complete application and transcript to prevent disqualification of applicants who write “see resume” on the application.

B. Legal Authority

Policy/Regulation 5122

Adjunct faculty hiring processes are governed by LRCCD policy/regulation 5122, Education Code 87360, and Title 5, § 53024. This handbook is designed to assist hiring committees and administrators to execute hiring practices in accordance with these policies, regulations, and laws through an equity lens. Nothing in this handbook should be considered as altering the content of the District’s hiring policies and administrative regulations or the law. Any recommendations for changes to the District’s policies and regulations to promote more equitable practices were forwarded through the appropriate processes. To the extent that any provision here directly conflicts with policies and administrative regulations or the law, the policies, regulations and law shall prevail.

C. Cultural Competence Training and Development

Being appointed to serve on a hiring committee is a privilege and responsibility. LRCCD has invested in substantial professional development for faculty and administrators and instituted mandatory training for all interested in serving on a hiring committee. Colleges are seeking individuals who demonstrate cultural competence, equity-mindedness, and represent the diversity of our student body to participate on hiring committees. Campus equity officers and college leaders review committee compositions carefully to ensure all involved have completed the requisite training and comprise a committee that would be welcoming to candidates from a variety of backgrounds. The goal of LRCCD is to provide students from underrepresented groups with faculty exemplars of their own race, ethnicity, cultural background and gender. All students achieve better educational outcomes when they are taught by faculty of color.

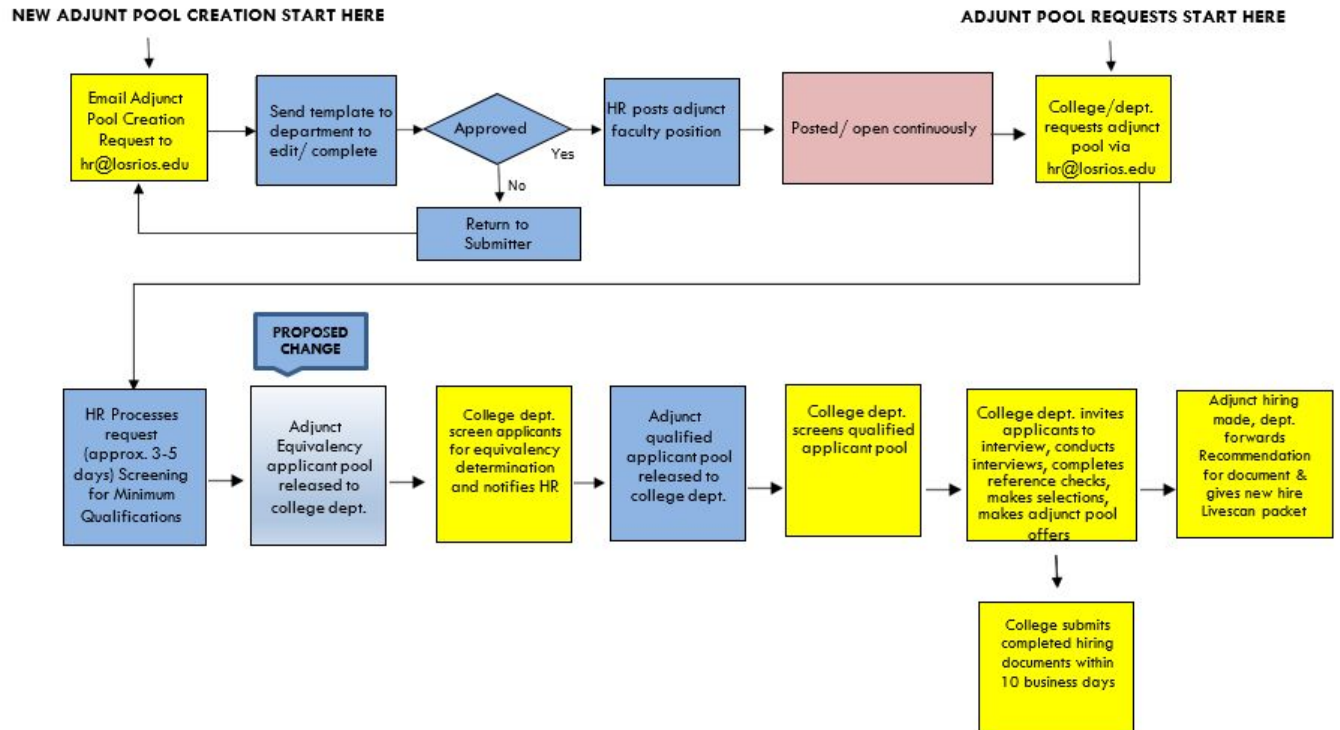
D. Designees

When the President, Vice President, or Academic Senate President is unavailable and/or unable to carry out their responsibility as noted in this manual, their designee shall carry out the responsibility

on their behalf. Designee is not noted throughout this manual, but is implied in all instances by this section.

E. Hiring Manual Review

The Adjunct Faculty section of the Faculty Hiring Manual shall be reviewed and revised at least once every three years and more frequently, as necessary. The New Adjunct Pool Hiring Process diagram (Figure 6) below provides an overview of the hiring process for adjunct faculty:



KEY:

- Yellow - College Action
- Blue - Human Resources Action
- Rose - Process Information

2. Recruitment

Recruitment's goal is to help college administration and managers find qualified applicants as quickly as possible, while continuing our progress toward providing a hiring process that ensures nondiscrimination and equal opportunity to all qualified individuals.

A. Professional Recruitment

- 1) Faculty and managers are encouraged to use their own professional and affinity group networks and associations to advertise open positions and recruit prospective applicants.
- 2) Faculty and managers are especially encouraged to seek out qualified members of historically underrepresented groups and encourage them to apply for open positions.
- 3) Special recruitment requests can be directed to HR.
- 4) Additional recruitment efforts can be requested by the department.

B. Development of Job Posting

Recruitment and Application Procedures for Adjunct Temporary Assignments

- 1) When the initiating department and the office of the Vice President of Instruction develop the job posting, attention shall be given to ensure that the posting is written from an equity-minded perspective and that faculty diversity is reflected as a priority. The Institute on Equity in Faculty Hiring at Community Colleges Toolkit (Center For Urban Education, 2017, Institute on Equity in Faculty Hiring at Community Colleges Toolkit. Los Angeles, CA: Rossier School of Education, University of Southern, CA) provides resources on how to conduct an analysis of job announcements from an equity perspective.
- 2) Adjunct faculty job descriptions are not customized by college. They are intended to be generic in nature.
- 3) The department shall identify a listing of recommended advertising sources and outreach to promote a diverse candidate pool.
- 4) The department shall identify if the optional two letters of recommendation are required.

- 5) The department shall ensure the job posting reflects equity-minded, inclusive and culturally sensitive language. The department may consult with the college equity officer for assistance on this.
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- 6) The college administration shall forward to HR the details of the proposed faculty assignment/job posting and the proposed qualifications via PeopleAdmin.
- 7) HR shall review the job posting for clarity of proposed assignment, appropriateness of education requirements, accreditation, collective bargaining, retirement system, and equity implications. Suggested edits are returned to the college for review and approval by the department chair and the appropriate administrator.
- 8) The final job posting shall be approved by the department chairs and appropriate administrator before it is formally posted and distributed by HR. If there are subsequent changes, both the department chair and appropriate administrator must approve the change(s).

C. Distribution of Announcement

- 1) Adjunct faculty positions will typically be continuously open.
- 2) Job postings will be posted on the District's website in accordance with board policies and regulations.
- 3) To ensure that members of historically underrepresented groups are notified of available positions, the District may:
 - a) Consult with originating departments and managers on suggested advertising sources to ensure an inclusive and diverse candidate pool.
 - b) Share with known college affinity groups.
 - c) Advertise in journals and newspapers with focused audiences as well as in newspapers having wide general circulation.
 - d) Participate in industry-related community outreach events and employment job fairs.
 - e) Utilize webinars and social media outlets (e.g, Indeed, Craigslist, CCC Registry).
 - f) Contact members of historically underrepresented groups seeking work in education.

- g) Use professional registries, job boards, and data banks, specifically those whose listings include historically underrepresented group members.
 - h) Consult with local underrepresented groups' organizations and agencies regarding recruiting efforts (e.g. U.S. Consulate and Local Chamber of Commerce, Hispanic Chamber of commerce, etc.) (Appendix 11, "List of Outreach Resources").
- 4) The District shall be identified as an Equal Opportunity Employer.

3. Human Resources Screening for Eligibility for District Adjunct Pools

A. Application to Adjunct Pools

Adjunct pools are continuously open for applicants to apply to; there are no closing dates. The job postings for adjunct positions give general information about the nature of the adjunct assignment, and will list the minimum qualifications for the position, as the pool is listed by disciplines. If the department has a discipline specific to the college and the department finds it helpful to the applicant and department to have more detailed information in the announcement, HR will work with the department to modify the posting.

Applicants to an adjunct pool must submit the required materials as listed in the job announcement. Required materials typically include:

- 1) Los Rios application
- 2) Unofficial copies of college transcripts and/or required certificates

To be considered, individuals must have applied to the appropriate adjunct pool. It is paramount departments consider only applicants that have applied to the appropriate adjunct pool. To ensure fairness and equity, individuals must be in the pool to be considered for screening/hiring. Emergency hires must also have applied to the adjunct pool.

There is one exception to the rule that individuals must have applied to the appropriate adjunct pool to be considered for the pool. At the end of the hiring process for full-time positions, departments may move unselected full-time applicants who were interviewed into the discipline's approved adjunct pool, which would deem them eligible for future adjunct assignments.

B. Minimum Qualifications

A state wide disciplines list defines the degrees that are reasonably related to the teaching assignment or academic subject matter area. A comprehensive list of all of the disciplines in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* is maintained by the California Community Colleges Chancellor's Office. The list identifies the specific degree and professional experience requirements for each discipline. The list can be found here: [2018 Minimum Qualifications for Faculty and Administrators](#).

- 1) HR will contact applicants who do not provide the required unofficial copies of transcripts. These applicants are screened out of the active pool and sent an email that

transcripts are required. The applicant will remain inactive in that discipline until unofficial transcripts are received in HR.

- 2) HR will verify that applicants claiming an appropriate credential show evidence of the appropriate credential, or that applicants claiming the required minimum qualifications show the appropriate degrees on their transcript. If there is an experience requirement, HR will verify that the applicant has the required number of years of experience but makes no attempt to judge if the experience is appropriate.
- 3) If the applicant claims to possess the minimum qualifications, but the degrees are not exactly those listed in the Los Rios Community College District minimum qualifications, that application shall be considered under the Equivalency Verification (P-38) process even though the applicant did not claim equivalency. Applicants for adjunct positions and emergency hires needing Equivalency Verification are sent to the requesting department.
- 4) All adjunct and emergency hire applications which satisfy the LRCCD minimum qualifications requirement or credentials requirement are sent by HR to the requesting department.
- 5) HR will notify all applicants who do not meet the advertised minimum qualifications, equivalencies, or credentials via email. Any applicant who fails to provide evidence to support completion of minimum qualifications or a credential at time of application, or an equivalency, may be eliminated from the applicant pool.

C. Equivalency Verification Process

If an Area dean or department chair knows of an applicant who may meet minimum qualifications through an equivalency determination, then the applicant needs to go through the equivalency verification process. The process is as follows:

- 1) The Academic Senate president at the college appoints faculty members to an Equivalency Committee.
- 2) The Equivalency Committee consists of a manager and three discipline or discipline-related faculty members.
- 3) The ways an applicant may meet equivalency are outlined in the Equivalency Verification (P-38) form. Whether a discipline requires or does not require a Master's Degree, the equivalency process calls for Equivalency Committees to consider multiple ways a candidate may meet equivalency, all of which are broader than earning a specific degree:
 - a) course work in a discipline
 - b) advanced degree in a specific art
 - c) certification to practice or state licensure

- d) professional experience
 - e) teaching experience
 - f) accomplishments that demonstrate expertise and skill in a field that is typically outside of the scope of an academic degree
- 4) If the Committee determines that the applicant meets equivalency, the Dean must submit a P-38 form to HR. HR will post the P-38 form with the applicant's application.
 - 5) Once the applicant has met equivalency, the applicant has been determined to meet minimum qualifications in the district from that point forward.

D. Applicant Pool

As described above, applicants for adjunct faculty positions are screened for the adjunct faculty applicant pool for a particular discipline, not for a particular adjunct position. When an applicant meets eligibility requirements, they will be added to the adjunct faculty applicant pool for that discipline. When a department is ready to screen applicants for an adjunct position, the area dean will request log-in credentials to the adjunct pool for the discipline from HR.

HR will make a copy of the adjunct pool and email the log-in credentials to the area dean within three to five business days. Applications received after the pool copy is made do not automatically appear in the copy of the pool sent to the area dean. If someone applies after the copy is made, HR will need to add them to the area dean's copy. If the requesting area dean finds the pool to be lacking in qualified applicants, the dean will contact the HR Recruitment Officer to identify possible avenues that can be considered for expanding the available adjunct pool.

HR updates adjunct faculty pools annually. Counseling faculty adjunct pools are refreshed quarterly. When HR refreshes a pool, they contact applicants for updates and request applicants affirm their intention to remain in the adjunct pool, or remove the applicants from the pool, as necessary. If HR does not receive a response from an applicant, the application is removed from the pool.

Although an applicant may indicate on the application one or more colleges where they prefer to work, applicants often do not go back to modify their application if their situation changes. It may benefit the adjunct hiring process to consider all applicants regardless of college preference.

4. College Interview Committee/Screening Committee

A. Composition of the Interview/Screening Committee

The interview committee consists of 4-5 people who have completed Hiring the Best training within the last two years and who reflect the gender and racial/ethnic demographics of the District's service area as follows:

- 1) Faculty (2-3): two to three discipline, related-discipline, or outside discipline faculty members appointed by the College Academic Senate President after consultation with the department chairperson and appropriate administrator. Discipline faculty should represent the majority of members on the committee and may include preferenced adjunct faculty.
- 2) Administrator (1): The administrator of the department or area (usually the Division/Area Dean) appointed by the appropriate College Vice President, serves as chair of the committee.
- 3) Equity Representative (1): The equity representative, a full-time faculty member from outside the hiring area affirmed by the College EEO Officer and appointed by the college Academic Senate President after consultation with the department chairperson and appropriate administrator from a list of faculty who have been trained within the last two years in equity and diversity matters.

The screening committee is a subset of the interview committee. At least two discipline faculty, the equity representative, and the chair of the committee must screen applications.

B. Committee Duties

- 1) The committee chair convenes the committee, participates in the development of screening criteria and interview questions, requests the application pool from HR, establishes timelines for completion of screening, serves as one of the raters, and coordinates the final selection of interviewees. The chair must be present at all committee meetings. The chair completes and submits to HR all hiring forms.
- 2) The equity representative ensures that throughout the entire screening and interview process there is no discrimination against any individual on the basis of race, color, gender, religion, national origin, age, sex, gender identity, sexual orientation, political orientation or belief, disability, or marital status; minimizes implicit bias during the hiring process; serves as one of the raters; completes the EEO Checklist and all other equity representative hiring forms at the conclusion of the entire hiring process and submits them

to the college equity officer. The equity representative must be present at all committee meetings.

- 3) All committee members participate in developing equity-minded screening criteria that are based on the job posting and reflect matters of diversity and equity as a means to objectively assess a candidate's ability to foster and enhance cultural competencies and to support and promote equitable outcomes in and outside of the classroom. Criteria may include:
 - a) Discipline preparation
 - b) Communication and other interpersonal skills
 - c) Experience teaching racially minoritized students
 - d) Expertise with culturally relevant pedagogy
 - e) Educated in social justice and equity
 - f) Community service and/or leadership potential
 - g) Experience working with people of varying abilities, ages, and cultures
 - h) Experience with technology to support student learning
- 4) All committee members prepare equity-minded questions that aim to provide candidates with the opportunity to demonstrate the extent to which they exemplify the characteristics of equity-minded competence; the same questions are to be asked consistently of each candidate.
- 5) All committee members agree upon the parameters of the interview: timing, rating system for the interview, writing sample, teaching demonstration, whether follow-up questions will be allowed.
- 6) The committee will select and interview a sufficient number of applicants to allow for fulfillment of department needs and equity goals and to allow subsequent employment offers to be made to successful candidates.
- 7) To maximize the chances of achieving a diverse interview pool, if participants in the FDIP are in the applicant pool, at least one intern will be included in the interview pool.

5. The Interview

A. Purpose of the Interview

- 1) The primary purpose of the interview is to:
 - a) Obtain information about candidates to determine if they should be added to the pool of adjunct faculty that can potentially be hired within the department.
 - b) Project a positive image of the district, college, and the department.

B. Qualities of an Effective Interview

- 1) Timing
 - a) It is recommended that the interviews be scheduled at least 45 minutes apart. This allows approximately 30 minutes with each candidate, plus time to review the material presented and complete the Evaluation of Oral Interview form. If the committee has decided to allow the candidates to ask questions at the end of the interview, care should be taken not to exceed the allotted interview time.
 - b) The committee chair shall advise the candidate of the time limits that have been established by the committee at the start of the interview. The committee chair should conclude the interview within the allotted time, so all candidates have the same amount of time to complete the interview.
 - c) The committee chair shall appoint a timekeeper and/or give a time-check during the interview. Giving regular time-checks will help mitigate the effects of anxiety on a candidate's ability to keep track of time.
- 2) Establish Rapport
 - a) Candidates are naturally tense; it is the responsibility of the committee to put them at ease as much as possible. Smiles, introductions, and a cordial atmosphere are appreciated and appropriate.
- 3) Demeanor of Interviewers
 - a) Interviewers shall be attentive towards candidates.
 - b) Smiles, body language indicating interest, positive and friendly disposition and demeanor, and nods of appreciation all help a candidate feel well received.
- 4) Confidentiality

- a) Assurance of confidentiality is critical to any successful hiring process.
 - b) All discussions regarding questions, interview processes, and candidates should be kept confidential.
 - c) Confidentiality should be maintained throughout and after the hiring process.
- 5) Impartiality
- a) Impartiality is the foundation of a good interview.
 - b) It is important not to discuss information about a candidate until the final stage of the interview process to avoid development of implicit bias [30].
 - c) In the interview process, the candidate is determined to be accepted or rejected from the pool of available adjunct faculty. There is no comparison between or ranking of the candidates.

C. Developing the Interview Questions

- 1) The hiring committee will prepare the interview questions which are to be asked consistently to all applicants invited to the interview. The questions are typed onto an Evaluation of Oral Interview form (P-106).
 - a) Space for ratings of the work sample(s) and the writing sample should also be provided on the Evaluation form.
 - b) Once agreed upon by the committee, questions shall not be altered without the consent of the committee.
- 2) Question Guidelines
 - a) A bank of potential questions will be available as a resource to the committee as well as prospective applicants at the HR website. Candidates will be directed to this resource through the job posting and through the college's notification to those candidates who have been selected to interview.
 - b) The goal of the interview questions is to help the committee know more about the ideas, values and knowledge of the candidate.
 - c) Effective equity-minded questions aim to provide candidates with the opportunity to demonstrate whether and how they exemplify the characteristics of equity-minded competence, recognizing that there is no guarantee that the question will elicit the intended response (Center for Urban Education, (2017), pp. 49-51). Some of these competencies may include:
 - i) Possesses cultural competence

- ii) Engages in critical self-reflection to ensure ongoing improvement
 - iii) Focuses on instructor/institutional responsibility
 - iv) Positively uses position and knowledge to support student success
 - v) Conveys a belief that students are capable
 - vi) Ability to effectively work with colleagues
- d) They are open-ended, allowing candidates to reveal more about their lived experience.
- e) The desired "right" answer should not be apparent from the question. Don't ask leading questions.
- f) Even though the topic or problem may be complex, the language of the question should be clear and easy to understand.
- g) Performance based / behavioral based questions are encouraged as they represent a "best practice." A key indicator of future performance is past performance.
- h) To provide as much objectivity as possible, the same questions should be asked of each candidate by the same committee member and in the same sequence.
- i) The committee should decide in advance how much assistance will be offered to a candidate who appears to have misunderstood the intent of a question or who answers only part of a multi-part question. If it is decided to rephrase or restate the question, the same assistance must be provided to other candidates, if needed.
- j) The committee should decide in advance whether the interview questions are to be provided to the candidate in advance of the interview.
- 3) Generally, 4-6 questions plus a demonstration of professional skills (teaching, counseling, etc.) can be completed in the 30-minute interview. If the questions are broad and follow-up questions are planned, fewer questions might be asked.

4) Sample Questions

Every interview will contain questions that attempt to assess the candidate's subject matter competence and current knowledge of the field. In addition, it is suggested that each interview also contain variations of the following questions:

- a) A background question, e.g., "Tell us about your educational background and work experience, and how they have prepared you for the position of ..."

- b) A question aimed at determining the candidate's concern for students, e.g., "If you were teaching a 9:00 class and a student routinely arrived 10 minutes late, would you consider this to be a problem? If yes, how would you handle the problem? If no, why wouldn't this be a problem for you?"
- c) A question about their enthusiasm, intellectual curiosity, and commitment to the profession and/or job opening, e.g., "What is there about this position that is of particular interest to you at this time?"
- d) Equity-mindedness is embedded throughout the interview questions (required). However, the interview committee may also include more explicit equity-minded questions such as the following, proposed by CUE (Center for Urban Education, (2017), pp. 49-51):
 - i) What can instructors do to create a classroom culture that intentionally welcomes and supports students from different racial/ethnic and socio-economic backgrounds?
 - ii) As a faculty member, you may have students in your classes that are diverse in their abilities. For example, students may have physical challenges, learning disabilities, or communication challenges. How will you balance the needs of these students in your instruction?
 - iii) How have your past experiences prepared you to be effective in an environment that values diversity and equity?
 - iv) What do you feel are two or three teaching strategies that you use to ensure that your students have an enriching learning experience in your classes?
- e) A final opportunity for the candidate to make a statement and/or ask a question(s).

D. Demonstration

A demonstration of professional skills (teaching, counseling, etc.) provides very valuable information regarding the probable future performance of the candidate and is to be included in all part-time interviews. Demonstrations may include:

- 1) Advance Preparation
 - a) Topic(s) are provided to the candidate in advance of the interview. The letter confirming the appointment for the interview would contain information that a demonstration will be part of the interview process and would tell the candidate the equipment that will be provided. Candidates should also be reminded that technology is imperfect.

Therefore, the candidate should prepare accordingly. The demonstration would measure the ability to prepare and deliver a demonstration or presentation when an assignment or scenario is known in advance.

2) Extemporaneous

- a) A short list of common topics or a topic would be presented to the candidate during the interview with directions to explain or demonstrate. This work sample measures the candidate's ability to think and organize quickly.

3) Role Play

- a) Member(s) of the committee engage the interviewee in a short (five minutes or less) role play appropriate to the position. To the extent possible, the role play element should be provided consistently and fairly.

E. Writing Sample

- 1) The inclusion of a writing sample as part of the hiring process for adjunct faculty will be at the discretion of the hiring committee. If the hiring committee determines a writing sample is required, the assessment of the writing sample should be made independently by each committee member, and the rating should be added to the ratings of interview questions and work samples.

F. Rating of Candidates

- 1) Committee members should take notes during the interview regarding the content and clarity of answers. Notes should not include mention of racial/ethnic or gender identity or other physical attributes or observations. A rating should be given for each answer, but in such a way that the candidate cannot see it. For example, a dot could indicate when a later check mark will be made, or the interviewer can hold note-taking materials out of the view of the candidate.
- 2) Following the completion of each interview, the committee chair shall provide an opportunity for identified faculty interviewer(s) who have experience in the target discipline to make brief, factual comments regarding the candidate's accuracy on the content. Examples: Is the content correct? Is the content complete? Is the content appropriate to the level of the class or audience?
- 3) At the conclusion of each interview, the committee decides whether to add the individual to the college adjunct pool. The interview process for the Adjunct Faculty Pool does not include a ranking of candidates. A "yes" or "no" determination will be made for each candidate who is chosen for hiring to the Adjunct Faculty Pool.

G. Follow-up After the Interview

- 1) Following interviews, the Chair of the interview committee will forward the rating sheets and other related documents, including the name of the recommended candidate through appropriate administrative channels to HR. The committee will note those candidates approved for adjunct assignment as “commendable.”
- 2) The Interview Committee Chair will notify each candidate that they have been accepted into the college hiring pool.
- 3) Emergency Hires. If the department has a vacant position/assignment within twenty (20) working days of the beginning of such assignment, and is unable to conduct in a timely manner the adjunct hiring process described above, the area dean may fill that assignment once they have consulted with the department chair. The manager can fill the position without completing the screening and interview process, utilizing applications currently on file at HR. After the emergency hire has completed the assignment, the adjunct faculty will then be required to complete the hiring process prior to placement in the Adjunct Faculty Pool.

6. Reference Checks

A. Checking References

Checking references of the candidates is a vital and required step in the selection process. It is important to obtain objective, detailed, accurate, and thorough reference check information to inform the hiring decision for adjunct faculty. The LRCCD Reference Check form (P-123), available on the HR intranet website, shall be utilized for each reference check.

- 1) The President (Dean/Department Chair) contacts the references supplied by the finalists. If necessary, additional references may be requested.
- 2) If the interview committee considers it appropriate, one discipline-related faculty member from the committee may be recommended by faculty on the committee to conduct faculty-to-faculty reference checks. The individual shall be appointed by mutual agreement between the President and the Academic Senate President and shall be provided guidance in how to conduct reference checks. The President may appoint a designee. The faculty member selected to conduct reference checks shall use the LRCCD Reference Check form and shall report findings to the President confidentially.

7. Next Steps

Once the committee has completed the hiring process and has determined which adjunct faculty to add to the college's pool for future assignments, this section outlines the next steps the college administrator/ hiring committee chairperson should take to notify the selected candidate and complete the hiring paperwork.

A. Candidate Notification

Within three days of completing the interview process, the adjunct faculty hiring committee chair/administrator should contact the candidates interviewed to inform them of the outcomes of their interviews.

- 1) The following is an example of an email that can be sent to a successful candidate who is being added to the college's eligible adjunct faculty pool for future assignment:

Dear Dr. Growswell,

Congratulations! On behalf of the horticulture adjunct hiring committee, I am pleased to inform you that you are now part of the eligible adjunct faculty pool at Cosumnes River College. Although we do not have an open position to offer you at this time, we will certainly keep you in mind for future assignments.

The Department Chair is Nancy Flowers and her contact information is flowern@crc.losrios.edu 916) 691-7200. The administrative assistant for the department is Ethan Way and his contact information is waye@crc.losrios.edu, 916) 691-7391. Ethan will be sending out availability forms for me for the next semester; please complete this form so we know of your interest and availability. fFeel free to reach out to him, the chair or me with any questions you may have. Thank you again for interviewing with us today and welcome to CRC!

Dr. Rosemary Beckett

Dean of Horticulture

Cosumnes River College

becketr@crc.losrios.edu

916) 691- 7667

- 2) The following is an example of an email that can be sent to a successful candidate whom the dean is recommending for an assignment:

Dear Dr. Growswell,

Congratulations! On behalf of the horticulture adjunct hiring committee, I am pleased to inform you that you are now part of the eligible adjunct faculty pool at Cosumnes River College. In order to be assigned a class you must pick up a Livescan packet from the division office in Winn 111 to have your fingerprints taken. You will also want to contact our college nurse at 916) 691-1234 to schedule a time to have a TB test. Once you have completed these steps, please contact your Human Resources representative, at 916) 568-3112 at the District Office to make your orientation appointment. Once these steps have been completed I will be able to submit your name to the scheduling office so that you can be assigned a class.

The Department Chair is Nancy Flowers and her contact information is flowern@crc.losrios.edu 916) 691-7200. I have copied her on this email as she will be a tremendous resource for you. We have a vacancy in our Horticulture 303: Integrated Pest Management course this fall, which is scheduled M/W 10:30 - 11:50 AM. We hope that you can accept this assignment.

The administrative assistant for the department is Ethan Way and his contact information is waye@crc.losrios.edu, 916) 691-7391. Feel free to reach out to him, the chair or me with any questions you may have. Thank you again for interviewing with us today and welcome to CRC!

*Dr. Rosemary Beckett
Dean of Horticulture
Cosumnes River College
becketr@crc.losrios.edu
916) 691- 7667*

- 3) The following is an example of an email that can be sent to an unsuccessful candidate:

Dear Dr. Growsell,

Thank you for taking the time to interview with our horticulture adjunct faculty hiring committee today. The committee enjoyed learning more about your experiences and qualifications. At this time, the committee has decided not to add you to the college's eligible adjunct faculty pool for assignment. We do encourage you to keep Los Rios in mind for the future and to keep your application materials updated in our system. A list of hiring resources can be found on our District website at <https://losrios.edu/community/jobs-at-los-rios> .

Thank you for your time.

Dr. Rosemary Beckett
Dean of Horticulture
Cosumnes River College
becketr@crc.losrios.edu
916) 691- 7667

B. Completion of Hiring Paperwork

After the candidates have been notified of their status, the hiring committee chair/administrator must ensure all the associated paperwork is completed and submitted to the office of instruction. These forms include:

- Equivalency Form - P-38 (if needed)
If District Human Resources indicated an equivalency determination is needed, an Equivalency Committee, duly appointed by the Academic Senate President, must complete and sign the P-38.
- Equal Opportunity Employment Checklist - P-130
This form should be completed and signed by the committee's equity representative.
- Interview Summary Adjunct Faculty Form - P-132
This form should be completed by the hiring committee chair/administrator.
- Signed Interview Ranking Forms
The committee chair/ administrator should ensure all of these forms have been signed by the interviewers.
- Signed Screening Sheets
The hiring committee chair/ administrator should ensure all these forms have been signed by the interviewers.

C. Adjunct Faculty Assignment

- 1) Once the hiring process is complete, the department or area dean can fill any staffing vacancies according to preference procedures outlined in Article 4 of the LRCFT Contract found at <http://lrcft.org/what-we-do/contract/>.
- 2) After notification of placement in the College Adjunct Faculty Pool, adjunct faculty will be considered for assignment to classes each semester based on class availability and level of preference. Adjunct faculty who are assigned classes but choose to decline can do so for a period of 3 years. At such time, if the adjunct faculty continues to be unavailable for assignment, the department or area dean will have the discretion to either keep the

adjunct in the Adjunct Faculty Pool or remove the inactive adjunct faculty from the available pool.

D. Creating an Inclusive Environment

Adjunct faculty should be made aware of professional development opportunities available at the beginning of each semester and committees that may be open for their participation. Inviting participation will go a long way to create an inclusionary environment at the college and sense of cohesiveness in the department. The activities offered during Convocation and Flex can really help part-time faculty members understand operational procedures and professional expectations to better prepare them for success.

8. Adjunct Faculty Hiring Checklist

This check-list is provided to assist departments in the equitable hiring of adjunct faculty members.

- Only those persons having an application on file at the District will be considered as applicants.
- Planning for adjunct faculty needs and scheduling needs are to occur in a timely fashion. Area Deans and Department Chairs are encouraged to plan for adjunct hiring panels / interviews during the preceding semester.
- “Emergency Hire” adjunct faculty hire conditions: A vacant position that becomes known within twenty (20) working days of the beginning date of employment may be filled without benefit of a screening and interview committee by appropriate management utilizing applications currently on file in District Human Resources (HR). Adjuncts hired under this “emergency hire” process may not be rehired for subsequent assignments unless they successfully complete the adjunct interview/hire process.
- Maintain compliance with all District policies and procedures governing the hiring processes.
- Maintain confidentiality of all application materials and the interview process. Confidentiality exists for adjunct faculty hiring processes just as it does for full-time hiring.
- Discuss the importance of professional ethics and confidentiality with the screening and interview committee prior to conducting interviews.
- Avoid conflict of interest situations (for example, personal/family relationships that exist between faculty committee members and the applicant being interviewed should be disclosed).
- Support for diversity and equity awareness for adjunct faculty hiring mirrors that for full-time faculty hiring. Please refer to the *Faculty Hiring Manual (2019)*.

¹ Administrative Regulation 5122

- Equity representative reports allegation(s) of noncompliance to the campus equity officer or HR.