

# LOS RIOS COMMUNITY COLLEGE DISTRICT

## BOARD MEETING AGENDA Wednesday, March 20, 2019 5:30 pm

**MEETING LOCATION:**  
Cosumnes River College  
Winn Center Community Room  
8401 Center Parkway  
Sacramento, CA 95823

<b>1. CALL TO ORDER</b>	Board President
<b>2. ORAL COMMUNICATIONS</b> <i>The public may comment on any items within the Board's jurisdiction, even if the items are not on the agenda only during this portion of the meeting. However, the law prohibits action by the Board on non-agenda items. A yellow "Speaker's Card" must be submitted to the clerk of the board and comments are limited to three (3) minutes.</i>	
<b>3. CONSENT CONSIDERATIONS</b> <i>A member of the Board may request that an item be removed for further discussion and separate action.</i>	
A. Board Meeting Minutes: February 13 and 22-23, 2019 (page 3)	Brian King
B. Curriculum Proposals: ARC/CRC/FLC/SCC (page 17)	Jamey Nye
C. Cosumnes River College and Rex and Margaret Fortune Early College High School Memorandum of Understanding (page 44)	Ed Bush
D. Appointments: Citizens' Bond Oversight Committee (page 59)	Theresa Matista
E. Claim: Justin Briones (page 61)	JP Sherry
F. Disposition of Surplus Equipment (page 63)	Theresa Matista
G. Ratify: Bid Transactions (page 64)	Theresa Matista
H. Ratify: Grants and Contracts Awarded (page 66)	Brian King
I. Ratify: Affiliation and Other Agreements (page 67)	Theresa Matista
J. Purchase Orders, Warrants, Checks and Electronic Transfers (page 70)	Theresa Matista
K. Faculty Hiring Manual (page 72)	Theresa Matista
L. Regular Human Resources Transactions (page 138)	Theresa Matista
<b>4. ACTION</b>	
A. American River College: Naming the SAFE Credit Union Math Learning Space in the new STEM Building (page 157)	Thomas Greene
B. California Community Colleges Classified Employee of the Year (page 159)	Whitney Yamamura
C. Board Representatives to College Graduation Programs: May 22, 2019 (page 161)	Brian King
D. 2019 CCCT Board Election (page 162)	Brian King
E. Contract Awards: SCC Imron Access Control and SCC Door Hardware and Cylinder Upgrade (page 164)	Theresa Matista
<b>5. INFORMATION</b>	
A. Cosumnes River College: First Year Experience as Guided Pathway (page 165)	Ed Bush

**6. BOARD MEMBER REPORTS**

**7. FUTURE AGENDA ITEMS**

- 8. REPORTS and COMMENTS**
- Student Association
  - Classified Senate
  - Academic Senate
  - Other Recognized Constituencies
  - Chancellor’s Report

**9. CLOSED SESSION**  
*Closed session may be held as authorized by law for matters including, but not limited to collective bargaining (Rodda Act), Education Code provisions, pending litigation, etc.*

A. Pursuant to Government Code section 54956.9; Conference with Legal Counsel; Existing Litigation; Sacramento Superior Court # 34-2018-00237361

**10. OPEN SESSION: REPORT OF ANY ACTION TAKEN IN CLOSED SESSION, IF NECESSARY**

**11. ADJOURNMENT**

<b>LOS RIOS BOARD OF TRUSTEES</b>			
<b>John Knight</b> President ▪ Area 3	<b>Robert Jones</b> Vice President ▪ Area 2	<b>Dustin Johnson</b> ▪ Area 1 <b>Ruth Scribner</b> ▪ Area 4 <b>Pamela Haynes</b> ▪ Area 5	<b>Deborah Ortiz</b> ▪ Area 6 <b>Tami Nelson</b> ▪ Area 7 <b>Danny Thirakul</b> ▪ Student Trustee
Regular Board Meetings are generally held every second Wednesday of the month at 5:30 pm ▪ <i>Note:</i> Meeting times and locations are subject to change. For current information, call the District Office at (916) 568-3021.			
Next Meeting: April 10, 2019 ▪ Regular Board Meeting ▪ Location: District Office			
Public records provided to the Board for the items listed on the open session portion of this agenda are available at the District Office located at 1919 Spanos Court, Sacramento, CA, during normal business hours. The Board agenda is posted on the District’s website: <a href="http://www.losrios.edu">www.losrios.edu</a>			
<b>Help Us Help You</b>			
Los Rios Community College District strives to make reasonable accommodations in all of its programs, services and activities for all qualified individuals with disabilities. Notification (568-3021) 48 hours in advance will enable the District to make arrangements to ensure meeting accessibility. When you arrive, please contact a staff member if you need assistance (Pursuant to Govt Code § 54954.2).			

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**

**DATE:** March 20, 2019

<b>SUBJECT:</b>	Board Meeting Minutes: February 13 and 22-23, 2019	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item A	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	Brian King, Chancellor <i>Brian King</i>	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	Brian King, Chancellor <i>Brian King</i>	ACTION	
		INFORMATION	

**STATUS:**

The minutes of the Board of Trustees meetings held on February 13 and 22-23, 2019 are attached for Board review and consideration.

**RECOMMENDATION:**

It is recommended that the Board of Trustees approve the minutes of the meetings held on February 13 and 22-23, 2019.

**LOS RIOS COMMUNITY COLLEGE DISTRICT**  
**Board Meeting Minutes**  
**Wednesday, February 13, 2019**

**1. CALL TO ORDER**

The board meeting was called to order by President Haynes at 5:30 p.m., in the Tiff Martinez Board Room at Los Rios Community College District, 1919 Spanos Court, Sacramento, California.

***Present:***

Mr. John Knight, President  
Mr. Robert Jones, Vice President  
Ms. Pamela Haynes (*arrived at 6:07*)  
Mr. Dustin Johnson  
Ms. Tami Nelson  
Ms. Deborah Ortiz  
Ms. Ruth Scribner

Mr. Danny Thirakul, Student Trustee

Dr. Brian King, Chancellor

**2. ORAL COMMUNICATIONS**

Carlos Perez addressed the Board of Trustees regarding the matter on the Closed Session agenda.

**3. CONSENT CONSIDERATIONS**

*A motion was made by Trustee Scribner, seconded by Trustee Thirakul, that the Board of Trustees approve Consent Consideration items A through M.*

*Roll Call Vote:*

*Aye: Haynes, Johnson, Jones, Knight, Nelson, Ortiz, Scribner*

*No: None*

*Absent: None*

*Student Trustee: Aye*

*Motion carried; 7:0*

A. *Board Meeting Minutes: January 16, 2019*

*That the Board of Trustees approve the minutes of the meeting held on January 16, 2019.*

B. Curriculum Proposals: American River, Cosumnes River, Folsom Lake and Sacramento City Colleges

That the Board of Trustees approve the curriculum proposals for American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College.

C. Statement of Legislative Principles

That the Board of Trustees approve the proposed statement of Legislative Principles.

D. District Quarterly Financial Status Report (311Q)

That the Board of Trustees receive the December 31, 2018 Quarterly Financial Status Report (CCFS-311Q) and the related financial statements.

E. Los Rios Foundation Quarterly Investment Report

That the Board of Trustees receive the Foundation Quarterly Investment Report for the quarter ended December 31, 2018.

F. Special Event Authorization

That the Board of Trustees approve or ratify the applications listed herein.

Date of Event	College	Location	Name of Event	Alcohol
March 13, 2019	FLC	Harris Center	Music Heals: A Benefit Concert for the Community Affected by the Camp Fire	Wine and Beer
March 12, 2019	FLC	Harris Center	Ron Paul Speaker Series	Wine

G. Disposition of Stale District Records

That the Board of Trustees approve the destruction of the documents referenced in the February board agenda packet.

H. Disposition of Surplus Equipment

That the Board of Trustees approve the disposal of the listed items per Education Code section 81452.

I. Ratify: Bid Transactions

That the Board of Trustees ratify and/or approve the bid transactions herein listed.

CHANGE ORDERS					
Bid No	Description	Change Amount	Change Number	Vendor	New Contract Total
17025	Multi-campus Year 4 Lighting Prop 39 Change Order #3-7 Minor items across all four colleges.	\$35,655.66	3-7	Big Valley Electric	\$919,651.62
17024	Ethan Way Renovation & Prop 39 EMS & Lighting (dry rot & termite issues)	\$71,698.57	4	Bobo Construction	\$2,328,748.57

J. Ratify: Grants and Contracts Awarded

That the Board of Trustees ratify and/or approve the grant and contract awards listed herein, pursuant to Board policy 8315.

Title, Description, Term, Project Administrator	College/Unit	Amount	Source
Deputy Sector Navigator – Advanced Transportation & Logistics <ul style="list-style-type: none"> <li>Funding to host and supervise the North / Far North Region Deputy Sector Navigator for Advanced Transportation and Logistics</li> <li>7/01/2018 through 12/31/2019</li> <li>Administrator: Frank Kobayashi / Dean, Natomas Center</li> </ul>	ARC	\$200,000	California Community College Chancellor’s Office
Deputy Sector Navigator – ICT / Digital Media <ul style="list-style-type: none"> <li>Funding to support the Community College system and high-quality public CTE IT Technology training with IT Technician pathway and BAS IT networking to increase employment among URM’s in IT jobs.</li> <li>7/01/2018 through 10/31/2018</li> <li>Administrator: Joel Powell / Dean, Business and Family Science</li> </ul>	CRC	\$70,000	California Community College Chancellor’s Office
Open Textbooks Pilot Program <ul style="list-style-type: none"> <li>Funding to support the creation of new open textbooks or expand the use of open textbooks while maintaining or improving instruction and student learning outcomes.</li> <li>5/01/2018 through 5/3/2022</li> <li>Administrator: Kevin Flash / Dean, Learning Resources</li> </ul>	SCC	\$100,090	California Department of Education
Mental Health Services <ul style="list-style-type: none"> <li>Funds to support mental health services including screening, referral services and related activities to ensure underserved and vulnerable student populations receive quality care.</li> <li>7/01/2018 through 6/30/2020</li> <li>Administrator: Melanie Dixon / Associate Vice Chancellor, Educational Services &amp; Student Success</li> </ul>	DO	\$350,000	California Community College Chancellor’s Office
Re-emerging Scholars Program (SOAR) <ul style="list-style-type: none"> <li>Funding will be used to provide Sociology 495, Independent Studies in Sociology, to inmates at the County of Sacramento Probation Department Youth Detention Facility through a re-entry lens. Upon successful completion, clients will be admitted to the full Re-emerging Scholarship</li> </ul>	SCC	\$50,000	County of Sacramento, Probation Department

<p>program at SCC.</p> <ul style="list-style-type: none"> <li>• Contract date through 6/30/2019</li> <li>• Administrator: Kasey Gardner / Dean, Behavioral &amp; Social Sciences</li> </ul>			
<p>Certified Nursing Assistant Program – Folsom Lake College</p> <ul style="list-style-type: none"> <li>• Funding to establish a Certified Nursing Assistant Program at Folsom Lake College</li> <li>• 2/2019 through 6/2021</li> <li>• Administrator: Monica Pactol / Vice President, Instruction</li> </ul>	FLC	\$57,500	California Community College Chancellor’s Office
<p>Entrepreneurship</p> <ul style="list-style-type: none"> <li>• Funding to enhance the Entrepreneurship program at Cosumnes River College so that students can obtain “stackable certificates” and be prepared to launch and manage their own entrepreneurial ventures.</li> <li>• Through 6/30/2019</li> <li>• Administrator: Joel Powell / Dean, Business and Family Science</li> </ul>	CRC	\$7,500	Solano County Community College District
<p>Enrollment Growth Retention</p> <ul style="list-style-type: none"> <li>• Funding to address student attrition and retention and to increase the growth and capacity of the Associate Degree Nursing program.</li> <li>• 7/1/2018 through 6/30/2019</li> <li>• Administrator: Jan Delapp / Dean, Health and Education</li> </ul>	ARC	\$259,697	California Community College Chancellor’s Office
<p>Child Development Training Consortium Instructional and Coordination Agreement</p> <ul style="list-style-type: none"> <li>• Funding to designate a Campus Coordinator to implement the Child Development Training Consortium program at the local level to provide career and education guidance to child development students.</li> <li>• 9/01/2018 through 6/30/2019</li> <li>• Administrator: Brian Robinson / Dean, Rancho Cordova Center</li> </ul>	FLC	\$9,520	Yosemite Community College District and the State of California
<p>NFNRC Director Contract</p> <ul style="list-style-type: none"> <li>• Funding for the Regional Fiscal Agent of the North Far North Regional Consortium to dispense, monitor, and audit sub-grants developed with each community college within the region as authorized by the CTE Regional Consortia as stipulated in Strong Workforce legislation.</li> <li>• 9/1/2018 through 12/31/2019</li> </ul> <p>Administrator: Theresa Milan / Manager, Center of Excellence</p>	DO	\$150,148	Solano County Community College District
<p>Statewide Center of Excellence Grant</p> <ul style="list-style-type: none"> <li>• Funding for the Regional Fiscal Agent (Director) for the North Far North Regional Consortium.</li> <li>• 1/1/2018 through 6/30/2019</li> </ul> <p>Administrator: Tammy Montgomery / Associate Vice Chancellor, Instruction</p>	WEDC	\$150,000	California Community College Chancellor’s Office
<p>CCC Maker Grant</p> <ul style="list-style-type: none"> <li>• Additional funding for the Sacramento City College Makerspace</li> <li>• 12/12/2018 through 5/31/2019</li> </ul> <p>Administrator: Gabriel Meehan / Associate Vice President, Economic and Workforce Development</p>	SCC	\$10,000	California Community College Chancellor’s Office

K. Ratify: Affiliation and Other Agreements

That the Board of Trustees Ratify and/or approve the agreements as listed.

1. PPSP Recycling will remove all non-vehicle surplus items from LRCCD locations at no cost to LRCCD. Contract valid from October 8, 2018 for one year with automatic one-year renewals. Either party may terminate with 30 days written notice.
2. Below is a list of Allied Health Agreements for clinical placements and Internships for Los Rios students. While the District is obligated under these agreements to cooperate and provide educational services pursuant to these agreements, none of them require payment or receipt of funds.

**ALLIED HEALTH AGREEMENTS FOR CLINICAL PLACEMENTS**

Agency	Clinical Program	Campus	Contract Date	Term
Kaiser	All	All	11/01/2018	Evergreen
Destiny Dental	Dental Asst.	SCC	01/04/2019	Evergreen
Dignity Health	All	All	01/21/2019	EXP: 01/31/2021

3. Below is a list of Facility Use Agreements for events where the facilities are provided free of charge or events where the District has or will receive payment from the user.

**ON-CAMPUS FACILITY USE AGREEMENTS**

Campus	Type of Agreement	Permit Number
CRC	Facility Use	C19-0067
CRC	Facility Use	C19-0068
CRC	Facility Use	C19-0069
CRC	Facility Use	C19-0070
SCC	Facility Use	S19-0019
SCC	Facility Use	S19-0029
SCC	Facility Use	S19-0031
SCC	Facility Use	S19-0048
SCC	Facility Use	S19-0056
SCC	Facility Use	S19-0057
SCC	Facility Use	S19-0058
SCC	Facility Use	S19-0060
SCC	Facility Use	S19-0067
SCC	Facility Use	S19-0069
SCC	Facility Use	S19-0070
SCC	Facility Use	S19-0071
SCC	Facility Use	S19-0073
Harris Center	Facility Use	12960
Harris Center	Facility Use	13213
Harris Center	Facility Use	13240
Harris Center	Facility Use	13340
Harris Center	Facility Use	13444
Harris Center	Facility Use	13512
Harris Center	Facility Use	13537



Harris Center	Facility Use	13541
Harris Center	Facility Use	13555
Harris Center	Facility Use	13592
ARC	Facility Use	1021
ARC	Facility Use	1022
ARC	Facility Use	1023
ARC	Facility Use	1024
ARC	Facility Use	1025

L. Purchase Orders, Warrants, Checks and Electronic Transfers

That the Board of Trustees approve the numbered purchase orders, warrants, checks and electronic transfers that are reflected on schedule below.

<b>PURCHASE ORDERS</b>		
General Fund	0001102754-0001103440 B119783-B119797	\$ 3,368,042.23
Capital Outlay Fund	0003018060-0003018132	
Child Development Fund	0006000855-0006000855	
Self-Insurance Fund	0009000421-0009000421	
<b>WARRANTS</b>		
General Fund	772949-773482	\$ 6,488,656.86
General Fund-ARC Instructional Related	009340-009424	
General Fund-CRC Instructional Related	023227-023254	
General Fund-FLC Instructional Related	031451-031464	
General Fund-SCC Instructional Related	47450-47498	
Capital Outlay Fund	833400-833487	
Student Financial Aid Fund	900377-900383	
Child Development Fund	954631-954637	
Self-Insurance Fund	976501-976501	
Payroll Warrants	418789-420878	\$ 8,479,231.26
Payroll Vendor Warrants	64962-65102	
December Leave Process	420879-422311	
<b>CHECKS</b>		
Financial Aid Disbursements (E-trans)	-	\$ 767,305.00
Clearing Checks	-	\$ 1,379,785.67
Parking Checks	-	\$ -
Bookstore Fund – ARC	33372-33446	\$ 677,835.66
Bookstore Fund – CRC	28370-28404	
Bookstore Fund – FLC	10518-10537	
Bookstore Fund – SCC	050767-050821	
Student Clubs Agency Fund – ARC	5746-5774	\$ 239,564.21
Student Clubs Agency Fund – CRC	4955-4985	
Student Clubs Agency Fund – FLC	2601-2619	
Student Clubs Agency Fund – SCC	4102-4126	
Foundation – ARC	6161-6179	\$ 119,273.61
Foundation – CRC	2647-2661	
Foundation – FLC	1697-1706	
Foundation – SCC	4820-4828	
Foundation – DO	1027-1037	
Associated Students Trust Fund – ARC	1002-1005	\$ 3,781.36

Associated Students Trust Fund – CRC	0877-0878	
Associated Students Trust Fund – FLC	0731-0732	
Associated Students Trust Fund – SCC	-	
Regional Performing Arts Center Fund	USI Check System 6308-6384	\$ 746,734.96
<b>ELECTRONIC TRANSFERS</b>		
Board of Equalization	-	\$ 5,212.00
PARS	-	\$
Vendors	-	\$
Backup Withholding	-	\$ -
Retiree Health Trust	-	\$ -
Self-Insurance	-	\$ 29,595.33
Bookstore	-	\$ 25,749.19
Payroll Direct Deposit Advices	947789-952817	\$ 13,586,918.95
Other Payroll Transactions	-	\$ 5,384.40

<b>STALE DATED WARRANT</b>					
Payee (Employee ID)	Date Requested	Original Date	Original No	Reissued No	Amount
41533	1/10/19	10/15/13	687975	774178	92.00

M. Human Resources Transactions

That the Board of Trustees approve the human resources transactions listed in the February board agenda packet.

**4. ACTION**

A. Naming of the Sue Lorimer and Bob Bruns Tennis Complex at Folsom Lake College

A motion was made by Trustee Scribner, seconded by Trustee Johnson, that the Board of Trustees approve the naming of the “Sue Lorimer and Bob Bruns Tennis Complex” in honor of the gifts jointly made by the donors.

Roll Call Vote:

Aye: Haynes, Johnson, Jones, Knight, Nelson, Ortiz, Scribner

No: None

Absent: None

Student Trustee: Aye

Motion carried; 7:0

B. 2019-19 Budget Revision No. 1

A motion was made by Trustee Jones, seconded by Trustee Nelson, that the Board of Trustees approve the revised budgets for the General, Instructionally Related Activities, Child Development, Capital Outlay projects, Self-Insurance, Bookstore, Student Financial Aid, Regional Performing Arts Center, Student Associations Trust, Scholarship & Loan Trust, and

Los Rios College Foundation funds shown on the schedules found in the February board agenda packet, and that the related documents be filed with the County Superintendent of Schools.

Roll Call Vote:

Aye: Haynes, Johnson, Jones, Knight, Nelson, Ortiz, Scribner

No: None

Absent: None

Student Trustee: Aye

Motion carried; 7:0

C. Accreditation Midterm Report for American River College

A motion was made by Trustee Scribner, seconded by Trustee Johnson, that the Board of Trustees approve the American River College Midterm Report for submission to the Accrediting Commission for Community and Junior Colleges

Roll Call Vote:

Aye: Haynes, Johnson, Jones, Knight, Nelson, Ortiz, Scribner

No: None

Absent: None

Student Trustee: Aye

Motion carried; 7:0

D. Accreditation Midterm Report for Cosumnes River College

A motion was made by Trustee Scribner, seconded by Trustee Johnson, that the Board of Trustees approve the Cosumnes River College Midterm Report for submission to the Accrediting Commission for Community and Junior Colleges.

Roll Call Vote:

Aye: Haynes, Johnson, Jones, Knight, Nelson, Ortiz, Scribner

No: None

Absent: None

Student Trustee: Aye

Motion carried; 7:0

E. Accreditation Midterm Report for Folsom Lake College

A motion was made by Trustee Ortiz, seconded by Trustee Nelson, that the Board of Trustees approve the Folsom Lake College Midterm Report for submission to the Accrediting Commission for Community and Junior Colleges.

Roll Call Vote:

Aye: Haynes, Johnson, Jones, Knight, Nelson, Ortiz, Scribner

No: None

Absent: None

*Student Trustee: Aye*  
*Motion carried; 7:0*

F. Accreditation Midterm Report for Sacramento City College

*A motion was made by Trustee Thirakul, seconded by Trustee Scribner, that the Board of Trustees approve the Sacramento City College Midterm Report for submission to the Accrediting Commission for Community and Junior Colleges.*

*Roll Call Vote:*

*Aye: Haynes, Johnson, Jones, Knight, Nelson, Ortiz, Scribner*

*No: None*

*Absent: None*

*Student Trustee: Aye*

*Motion carried; 6:0*

## **5. BOARD MEMBER REPORTS**

Trustee Thirakul congratulated the new California Online Community College CEO, Heather Hiles.

Trustee Knight attended the Cosumnes River and Folsom Lake College Convocations.

## **6. FUTURE AGENDA ITEMS**

Trustee Nelson requested a report on student housing and food insecurities.

Trustee Haynes requested a presentation at a regular open board meeting on the Implementation of AB 705.

Trustee Jones requested a report Los Rios' institutional research process at districtwide and college level.

Trustee Thirakul requested more information on the procedures and protocols for school closures.

## **7. REPORTS AND COMMENTS**

The following constituency representatives presented reports to the Board:

Arianna Livingston, President, American River College Student Senate

Lindsey Campbell, President, Folsom Lake College Classified Senate

Carlos Lopez, President, Districtwide Academic Senate

Chancellor's Report:

**ARC:** ARC is hosting a Symposium on Research to Practice, "Addressing Inequities in Higher Education" on Friday, March 8, from 12 noon to 3 pm. The event will feature guest speakers on a variety of topics, including Dr. Ira Young, Director of Diversity Programs for Mathematical, Physical & Social Sciences, UC Berkeley, discussing "Men of Color and Mentoring in Higher Education" and Dr. Lyndon Huling, Senior Talent Acquisition Partner for Sourcing, Diversity and Outreach, UC Davis and UC Davis Health, discussing "African American Student Leadership."

**CRC:** On February 5, author Doug Abrams spoke to an audience of almost 300 students, faculty and staff about his experiences writing CRC's OneBook, *The Book of Joy*, a book that is organized around a weeklong meeting between Desmond Tutu and the Dalai Lama. Abrams linked his work to his personal history as an author and confessed profound doubts about his role facilitating a conversation between the two iconic leaders. Abrams reviewed key concepts from this book such as the Nature of True Joy and how we might confront each of the Obstacles of Joy. He also shared stories, wisdom, and science related to compassion and lasting happiness. Finally, Abrams gave the audience a sneak peek at videotaped portions of a soon-to-be-released documentary based on *The Book of Joy*.

**FLC:** Folsom Lake College Social Work/Human Services Professor Kalinda Jones is featured with her students from the C yard at Mule Creek State Prison on the cover of the recently released California Community Colleges 2018 report to Governor Newsom, *Inmate Education: Encouraging Results from Pilot Program*. Since launching in Spring 2016, FLC's prison education program has held 60 courses at Mule Creek State Prison, Folsom State Prison, and Folsom Women's Facility, with a total of over 750 underserved students participating. 15 students have completed the coursework towards a Social Work/Human Services certificate, which includes creating internship projects aimed to improve the quality of life for other inmates, with another 25 on track to complete this spring. The program is estimated to have removed over 2,600 hours from sentences, at an estimated savings of \$2.5 million to taxpayers. FLC is currently developing a mentor program for incarcerated and formerly incarcerated students to support reentry and reintegration into college and the workforce.

**SCC:** Sacramento City College is one of four colleges from four states to join the 2019 cohort of the national Achieving the Dream network! Achieving the Dream leads a growing network of community colleges across America committed to helping their students, particularly low-income students and students of color, achieve their goals for academic success, personal growth, and economic opportunity. Joining the network gives SCC new tools and resources to continue our work in student equity and guided pathways. Teams from each of the four colleges will join other cohorts at the annual three-day ATD Kickoff Institute, which will help colleges pinpoint their strengths and areas for improvement. The other three colleges to join the 2019 cohort so far are College of Lake County (IL), Hudson County Community College (NJ) and Pitt Community College (NC).

Chancellor King announced the following retirements:

Retirement			Years of Service
Terrie Spritzer	Learning Disabilities (DSPS) Assistant Professor	SCC	2
Laura Kelly	Printing Services Operator II	FLC	11
Julie Klier	Reading Professor	ARC	17+
Shelly Lloyd	Administrative Assistant I	ARC	20
Frankie Johnson	Student Personnel Assistant – Counseling	ARC	25
Douglas Lawson	Theatre Arts Professor	SCC	26
Viviane Ritzi-Marouf	Foreign Language Professor	FLC	30
Theresa Matista	Deputy Chancellor	DO	32+

## 8. CLOSED SESSION

General Counsel Sherry announced closed session as listed below. The following board members went into closed session at 6:35 pm: Ms. Haynes, Mr. Johnson, Mr. Jones, Mr. Knight, Ms. Ortiz, Ms. Nelson and Ms. Scribner.

- A. Under Government Code section 54956.9, subd. (a); Conference with legal counsel; Existing Litigation; Case No. 34-2017-00213009
- B. Under Government Code section 54956.9 subd. (a); Conference with legal counsel; Existing Litigation; Case No. 34-2017-00219544
- C. Under Government Code section 54957: Public Employee Discipline/Dismissal/Release (1 employee)

*Closed Session Adjourned: 7:05*

*Open Session: 7:06*

## 9. OPEN SESSION: REPORT OF ANY ACTION TAKEN IN CLOSED SESSION

In the closed session matter identified as Item 8.A, the Board of Trustees voted unanimously by a vote of 7:0 to ratify the filing of litigation. In the matter identified as Item 8.B, the Board of Trustees voted unanimously by a vote of 7:0 to approve the settlement in the amount of \$165,000.

## 10. ADJOURNMENT

*A motion was made by Trustee Scribner, seconded by Trustee Ortiz, that the meeting be adjourned.*

President Knight adjourned the meeting at 7:08 p.m.

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### **BRIAN KING**

Chancellor and Secretary to the Board of Trustees

*Draft minutes presented to the Board of Trustees: March 20, 2019*



## LOS RIOS COMMUNITY COLLEGE DISTRICT

### **Board of Trustees Retreat**

Friday, February 22, 2019 - 5:30 pm

Saturday, February 23, 2019 - 9:00 am

### **FRIDAY, February 22, 2019**

#### **1. CALL TO ORDER**

The board retreat was called to order by President Knight at 5:40 p.m., in the Main Conference Room at Los Rios Community College District, 1919 Spanos Court, Sacramento, California.

#### ***Present:***

Mr. John Knight, President  
Ms. Pam Haynes  
Mr. Dustin Johnson  
Ms. Deborah Ortiz  
Ms. Tami Nelson

Brian King, Chancellor

#### ***Absent:***

Mr. Robert Jones, Vice President  
Ms. Ruth Scribner

#### **2. ORAL COMMUNICATIONS**

There were no oral communications.

#### **3. FUTURE DIRECTIONS DISCUSSION**

- A. State and Los Rios Budget & Enrollment Update
- B. Future Bond Measure
- C. Succession Planning
- D. Board Requested Information Items and Future Agenda Items
- E. Strategic Timeline for Student Access/Success: Major Initiatives for LRCCD
- F. Board and Chancellor Midyear Achievements Update
- G. Board Self-Evaluation

#### **ADJOURNMENT**

President Knight adjourned the meeting at 8:22 p.m. until Saturday, February 23, 2019 at 9:00 a.m.

### **SATURDAY, FEBRUARY 3, 2019**

President Knight called the meeting to order at 9:00 a.m.

#### **4. UPDATE AND DISCUSSION OF DISTRICT STRATEGIC PLAN:**

The Board of Trustees reviewed information and discussed items related to the District Strategic Plan as follows:

**Goal 1: Establish effective pathways that optimize student access and success /**

**Goal 2: Ensure equitable academic achievement across all racial, ethnic, socioeconomic and gender groups.**

1. AB 705 Update
2. Districtwide Guided Pathways Design Principles

**Goal 3: Provide exemplary teaching and learning opportunities.**

1. Recruitment and Hiring Statistics

**Goal 4: Lead the region in workforce development.**

1. Resource Development Update

**Goal 5: Foster an outstanding working and learning environment.**

1. Building/Bond Program Update

#### **5. OPEN BOARD DISCUSSION**

The Board discussed a number of issues related to the future of the District and asked staff to provide information on those items at future meetings.

#### **6. ADJOURNMENT**

President Knight adjourned the meeting at 1:02 p.m.

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Brian King  
Chancellor and Secretary to the Board of Trustees



*Minutes approved by the Board of Trustees: March 20, 2019*  
*jd*



# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**

**DATE:** March 20, 2019

<b>SUBJECT:</b>	Curriculum Proposals: American River, Cosumnes River, Folsom Lake and Sacramento City Colleges	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item B	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	 Jamey Nye, Vice Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	 Brian King, Chancellor	ACTION	
		INFORMATION	

**STATUS:**

The District Curriculum Coordinating Committee reviews college proposals for new, modified, or deleted courses and programs; general education guidelines, graduation competencies, grading policies, course placement into disciplines, and discusses and acts on other curriculum related issues. The attached curriculum was approved at the February 22, 2019 meeting.

The District Curriculum Coordinating Committee membership includes the following representatives: American River College –Joe Gilman, Valerie Rose, Al Ahmadi, Lisa Lawrenson; Cosumnes River College –Brian Noel, Amanda Wolcott-Paskey, Torrence Powell; Folsom Lake College – Eric Wada, Carlos Lopez, Monica Pactol; Sacramento City College – Dyan Pease (Chair), Richard Yang, Don Button, Renee Medina, Albert Garcia; District Senate – Alisa Shubb; Articulation Officer – Lynn Fowler; District Office – Tammy Montgomery; and Student Representative: TBA.

**RECOMMENDATION:**

It is recommended that the Board of Trustees approve the curriculum proposals for American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College.

# Los Rios Community College District

## Recommendation for Adoption by the Board of Trustees

Feb 22, 2019

### COURSE PROPOSALS

#### Course Deletions

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#### *American River College*

1. **ELECT 210 Electrician Trainee I (4.00 units)**

**Justification:** This course has been moved into another course identifier; ELTRN 110: Electrician Trainee I.

2. **ELECT 211 Electrician Trainee II (4.00 units)**

**Justification:** This course has been moved into another course identifier; ELTRN 111: Electrician Trainee II.

3. **ELECT 220 Electrician Trainee III (4.00 units)**

**Justification:** This course has been moved into another course identifier; ELTRN 120: Electrician Trainee III.

4. **ELECT 221 Electrician Trainee IV (4.00 units)**

**Justification:** This course has been moved into another course identifier; ELTRN 121: Electrician Trainee IV.

5. **ELECT 230 Electrician Trainee V (4.00 units)**

**Justification:** This course has been moved into another course identifier; ELTRN 130: Electrician Trainee V.

6. **ELECT 231 Electrician Trainee VI (4.00 units)**

**Justification:** This course has been moved into another course identifier; ELTRN 131: Electrician Trainee VI.

7. **ELECT 280 Electrical Workers State Certification Preparation (4.50 units)**

**Justification:** This course has been moved into a different course identifier; ELTRN 180: Electrical Workers State Certification Preparation.

8. **MATH 330 Trigonometry (3.00 units)**

**Justification:** The ARC Mathematics Department considered a number of options going forward to comply with mandates of AB705. The department currently offers two trigonometry classes (MATH 330 [3 units] and MATH 373 [4 units]). Rather than creating two trigonometry support courses for AB705 purposes, the Department voted to streamline its trigonometry offerings and only have one trigonometry course/pathway (MATH 373) and one trigonometry support course (MATHS 73).

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*Cosumnes River College*

1. **HONOR 360 Honors Seminars in Humanities (1.00 unit)**

**Justification:** The CRC Honors Program has formally shifted away from a 1-unit “value added” course-offering model to a 3-unit IGETC-satisfying course-offering model. The Honors Program has no intention of offering HONOR 360/HUM 486 again in the foreseeable future.

2. **HUM 486 Honors Seminars in Humanities (1.00 unit)**

**Justification:** The CRC Honors Program has formally shifted away from a 1-unit “value added” course-offering model to a 3-unit IGETC-satisfying course-offering model. The Honors Program has no intention of offering HONOR 360/HUM 486 again in the foreseeable future.

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*Sacramento City College*

1. **JOUR 430 Journalism on the Web I (3.00 units)**

**Justification:** The course content has been folded into other offered courses.

2. **JOUR 431 Journalism on the Web II (3.00 units)**

**Justification:** The course content has been folded into other offered courses.

3. **JOUR 432 Journalism on the Web III (3.00 units)**

**Justification:** The course content has been folded into other offered courses.

4. **JOUR 433 Journalism for the Web IV (3.00 units)**

**Justification:** The course content has been folded into other offered courses.

## New to College Courses

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### *Sacramento City College*

#### 1. **CISS 316 Cisco Networking Academy™: CCNA Cybersecurity Operations (3.00 units)**

*Prerequisite:* None.

*Advisory:* CISN 340 and CISS 310 with grades of "C" or better

*45.00 hours lecture, 27.00 hours laboratory*

This course equips students with the knowledge and skills needed by today's organizations that are challenged with rapidly detecting cybersecurity breaches and effectively responding to security incidents. The CCNA Cybersecurity Operations curriculum provides an introduction to the knowledge and skills needed for a Security Analyst working with a Security Operations Center team. CCNA Cyber Ops covers core security skills needed for monitoring, detecting, investigating, analyzing and responding to security events, thus protecting systems and organizations from cybersecurity risks, threats, and vulnerabilities.

**Justification:** This course covers a required skill set for advancement in information security careers. It will be a mandatory course for the Cybersecurity and Information Assurance A.S. Certificate and Degree), and can lead to an industry IT security certification.

## New to District Courses

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### *American River College*

#### 1. **DCDT 280 Professionalism in the Industry (3.00 units)**

*Prerequisite:* None.

*45.00 hours lecture, 27.00 hours laboratory*

This course introduces students to the professionalism and soft skills in the heavy duty clean diesel workplace. It provides an in-depth review of skills needed, ranging from applying for jobs, interviewing by panel, professional behavior, proper diesel technology phrases used in the workplace, how to communicate professionally with clients and other employees, and many other topics for the professional diesel technician work etiquette.

**Justification:** This course offers students the opportunity to prepare themselves for the professional aspects of a career in the heavy duty clean diesel repair industry and how to prepare for obtaining gainful employment. It is also part of several certificates.

## 2. LA 336 Immigration Law (3.00 units)

*Prerequisite:* None.

*Corequisite:* LA 300

*54.00 hours lecture*

This course is an elective in the Paralegal Studies program and is designed to prepare students for work in an immigration law setting. Students will learn about the Justice Department, the Labor Department, and the State Department, and how these agencies administer immigration and naturalization laws.

**Justification:** This course offering will allow the program to reach students who are interested in working in immigration law for private employers or for the Federal Government. The advisory committee, employers, and students have requested the program add an immigration course to its class offerings.

## 3. LA 365 Legal Clinic (3.00 units)

*Prerequisite:* LA 300, 310, 320, and 321 with grades of "C" or better

*36.00 hours lecture, 54.00 hours laboratory*

This course is a study of the activities of a legal clinic, including conducting client interviews, participating in legal consultations, performing legal research, and carrying out tasks needed in clinic operations, all under the direct supervision of clinic attorneys. This course also covers research, examinations, and conduct according to the Professional Rules of Responsibility and Ethics.

**Justification:** The purpose of the paralegal program is to train practitioners that are ready to enter the work environment. This course will not only create an opportunity for students to work with clients in a supervised environment, but will also create relationships between students and attorneys making it easier for them to enter the profession and find employment upon graduation.

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### *Cosumnes River College*

## 1. ESLL 31 Listening and Speaking for College Readiness (3.00 units)

*Prerequisite:* ESLL 20 with a grade of "C" or better, or equivalent skills demonstrated through the assessment process.

*54.00 hours lecture*

English language learners at the novice-high level develop the listening and speaking strategies necessary for college and workforce readiness. Basic listening strategies include listening for main ideas and supporting details in a variety of situations. Basic speaking strategies include the utilization of appropriate learned vocabulary and continued development of the production of English sounds, stress patterns, and intonation patterns. Students will also develop effective

small group and class discussion strategies. This course is part of the ESL listening sequence, which is designed to prepare English language learners to take college courses leading to a certificate, degree, and/or transfer.

**Justification:** This course is part of our on-going ESL program redesign. While our program redesign began as part of the BSSOT grant, our continued efforts support the initial AB 705 guidance language for ESL. ESLL 31 is the entry level listening and speaking course for our two-semester foundations of English pathway. In addition to the listening/speaking course, this path includes an integrated reading and writing course, and a grammar course. The themes will be coordinated across the courses in this pathway in an effort to prepare students to fully engage in college-level courses. The acceleration and coordination of skills across this level requires the development of a new listening and speaking course at the ESLL 30 level.

## 2. **HORT 360 Introduction to Tree Care and Urban Forestry (3.00 units)**

*Prerequisite:* None.

*Advisory:* HORT 300 with a grade of "C" or better

*36.00 hours lecture, 54.00 hours laboratory*

This course is an introductory study and application of the principles and practices of tree care and urban forestry. This course will focus on tree biology, tree identification, plant health care, soils, plant nutrition, planting, worker safety, climbing, pruning, and the safe and effective use of tree-care tools and equipment. This course prepares the student to obtain a Certified Arborist designation through the International Society of Arboriculture. Field trips may be required.

**Justification:** This course was proposed by the horticulture industry through the 'Mapping Upward California' grant, under the California Community Colleges Agriculture, Water, & Environmental Technology Consortium. Working in partnership with industry to develop Accessible Pathways to Degree Completion. This course provides a missing component to the CRC Landscape Technology degree program. This course will provide students with knowledge and skills that the local and California state horticulture industry has identified as important for the next generation of industry professionals.

## 3. **MUSM 346 Audio and Music Production I (3.00 units)**

*Prerequisite:* None.

*36.00 hours lecture, 54.00 hours laboratory*

This course covers introductory concepts and skill development in audio and music production. Students will work with consumer grade software applications designed to produce music digitally that are either free or come bundled with their laptops. Students will learn how to control this software with consumer grade hardware, such as control surfaces and digital audio interfaces. Students will develop skills in songwriting, music composition, and learn how to prepare written music for a recorded performance.

**Justification:** This course is the first in a sequence of two courses that serves as a foundational class for both majors and non-majors to acquire knowledge, proficiency, and practical experience in producing music with personal computers.

4. **MUSM 347 Audio and Music Production II (3.00 units)**

*Prerequisite:* MUSM 346 with a grade of "C" or better

*36.00 hours lecture, 54.00 hours laboratory*

This course covers intermediate and advanced concepts and skill development in digital audio/music production. In Audio and Music Production II, students will build on knowledge acquired in Digital Music I, through their continual practice and work with key, industry-standard professional software environments, such digital audio workstation and music notation software. Students will continue to hone their skills in songwriting and music composition for other media such as film, gaming, and video. Students will complete original creative musical projects, promote their own work on web sites they create for themselves, place their music on social media platforms, and monetize their creativity on the internet.

**Justification:** This course is the second in a sequence of two courses in Digital Music (I & II) that serves as an intermediate class for majors and non-majors to gain practical experience with personal computers to produce professional-grade music alone or for film, video, and gaming.

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***Folsom Lake College***

1. **MATHS 80 Calculus I: Problem Solving (1.00 unit)**

*Prerequisite:* None.

*Corequisite:* MATH 400

*18.00 hours lecture*

This course provides additional problem solving practice, theory practice, and study skills support for students concurrently enrolled in MATH 400, Calculus I. Please refer to the class notes in the online schedule of classes for details to the particular sections of MATH 400 that will be associated with this section. This class is graded on a pass/no pass basis and does not meet math competency. A graphing calculator may be required.

**Justification:** This course provides students with additional support for MATH 400, Calculus I. Taught by faculty that also teach MATH 400, students that choose to take this course will receive guidance in course concepts, problem solving, and study skills for Calculus I that go beyond what is allowed within the time constraints for MATH 400 itself.

2. **MATHS 81 Calculus II: Problem Solving (1.00 unit)**

*Prerequisite:* None.

*Corequisite:* MATH 401

*18.00 hours lecture*

This course provides additional problem solving practice, theory practice, and study skills support for students concurrently enrolled in MATH 401, Calculus II. Please refer to the class notes in the online schedule of classes for details to the particular sections of MATH 401 that will be associated with this section. This class is graded on a pass/no pass basis and does not meet math competency. A graphing calculator may be required.

**Justification:** This course provides students with additional support for MATH 401, Calculus II. Taught by faculty that also teach MATH 401, students that choose to take this course will receive guidance in course concepts, problem solving, and study skills for Calculus II that go beyond what is allowed within the time constraints for MATH 401 itself.

### 3. **MATHS 82 Calculus III: Problem Solving (1.00 unit)**

*Prerequisite:* None.

*Corequisite:* MATH 402

*18.00 hours lecture*

This course provides additional problem solving practice, theory practice, and study skills support for students concurrently enrolled in MATH 402, Calculus III. Please refer to the class notes in the online schedule of classes for details to the particular sections of MATH 402 that will be associated with this section. This class is graded on a pass/no pass basis and does not meet math competency. A graphing calculator may be required.

**Justification:** This course provides students with additional support for MATH 402, Calculus III. Taught by faculty that also teach MATH 402, students that choose to take this course will receive guidance in course concepts, problem solving, and study skills for Calculus III that go beyond what is allowed within the time constraints for MATH 402 itself.

### 4. **PSYC 10 Support for Introductory Statistics for the Behavioral Sciences (2.00 units)**

*Prerequisite:* None.

*Corequisite:* PSYC 330

*36.00 hours lecture*

This course provides intensive instruction and practice in the core skills, competencies, and concepts necessary for success in PSYC 330, Introductory Statistics for the Behavioral Sciences. You must be enrolled in the corresponding section of PSYC 330 while taking this course. Topics and homework assignments are connected to the assignments in PSYC 330. Students will be expected to use technology for data analysis including a scientific calculator and SPSS. This class is graded on a pass/no pass basis and does not meet math competency.



**Justification:** This course is designed for students who are taking PSYC 330 that placed below a 300 level math course through the Multiple Measures Placement (MMAP). This course offers the additional support and more focused instruction these students will need in order to succeed in a transfer-level math course.

# PROGRAM PROPOSALS

## Program Deletion(s)

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### *American River College*

#### 1. Academy Graduate Training

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level "Academy Graduate Training" certificate upon course completion.

#### 2. Academy Instructor Certification

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Academy Instructor Certification" certificate upon course completion.

#### 3. Adult Correctional Officer

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Adult Correctional Officer" certificate upon course completion.

#### 4. Arrest Control and Baton Instructor

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and corresponding regulatory agency "Arrest Control and Baton Instructor" certificate upon course completion.

#### 5. Automated Field Reporting (AFR)

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level "Automated Field Reporting (AFR)" certificate upon course completion.

#### 6. Background Investigations

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and corresponding regulatory agency "Background Investigations" certificate upon course completion.

#### 7. **Basic Crime Prevention**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and corresponding regulatory agency "Basic Crime Prevention" certificate upon course completion.

#### 8. **Basic Crisis Negotiation- FBI**

**Justification:** This program consisted of a single course, PSTC 1717, which was deleted from Socrates. As a result, the PSTC is submitting this proposal to delete the program.

#### 9. **Basic Law Enforcement Academy- Module I**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and corresponding regulatory agency "Basic Law Enforcement Academy- Module I" certificate upon course completion. Additionally, the course upon which this program was originally based is now listed as the third in a series of three courses required for the "POST Modular Law Enforcement Academy- Modular Format" program.

#### 10. **Basic Law Enforcement Academy- Module III**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and corresponding regulatory agency "Basic Law Enforcement Academy- Module III" certificate upon course completion. Additionally, the course upon which this program was originally based is now listed as the first in a series of three courses required for the "POST Modular Law Enforcement Academy- Modular Format" program.

#### 11. **Basic Law Enforcement Academy- Module II**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and corresponding regulatory agency "Basic Law Enforcement Academy- Module II" certificate upon course completion. Additionally, the course upon which this program was originally based is now listed

as the second in a series of three courses required for the "POST Modular Law Enforcement Academy- Modular Format" program.

#### 12. **Basic Sheriff Academy**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and corresponding regulatory agency "Basic Sheriff Academy" certificate upon course completion.

#### 13. **Campus Supervisor**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and corresponding regulatory agency "Campus Supervisor" certificate upon course completion.

#### 14. **Citizens Academy**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level "Citizens Academy" certificate upon course completion.

#### 15. **Code Enforcement Officer**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level "Code Enforcement Officer" certificate upon course completion.

#### 16. **Code Enforcement Officer-Advanced**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level "Code Enforcement Officer- Advanced" certificate upon course completion.

#### 17. **Code Enforcement Officer-Intermediate**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level "Code Enforcement Officer- Intermediate" certificate upon course completion.

## 18. Communications Training

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level "Communications Training" certificate upon course completion.

## 19. Community Oriented Policing

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level "Community Oriented Policing" certificate upon course completion.

## 20. Continuing Professional Training for Peace Officers

**Justification:** This program consists of only a single course rather than a series of courses. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level "Continued Professional Training for Peace Officers" certificate upon course completion.

## 21. Crime Analysis

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level "Crime Analysis" certificate upon course completion.

## 22. Crime Prevention Through Environmental Design

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Crime Prevention Through Environmental Design" certificate upon course completion.

## 23. Crime Scene and Forensic Photography

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level "Crime Scene and Forensic Photography" certificate upon course completion.

## 24. Crime Scene Investigation-Basic

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Crime Scene Investigation- Basic" certificate upon course completion.

#### 25. Criminal Investigation (Non-ICI)

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level "Criminal Investigation (Non-ICI)" certificate upon course completion.

#### 26. Defensive Driving

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Defensive Driving" certificate upon course completion.

#### 27. Defensive Tactics Instructor

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Defensive Tactics Instructor" certificate upon course completion.

#### 28. Defensive Tactics Instructor -Advanced

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Defensive Tactics Instructor-Advanced" certificate upon course completion.

#### 29. Defensive Tactics Instructor -Update

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Defensive Tactics Instructor-Update" certificate upon course completion.

#### 30. Driver Training Update

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Driver Training Update" certificate upon course completion.

### 31. Drug and Alcohol Recognition

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level "Drug and Alcohol Recognition" certificate upon course completion.

### 32. Drug Recognition Evaluator (DRE)

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Drug Recognition Evaluator (DRE)" certificate upon course completion.

### 33. Electrical Residential Apprenticeship

**Justification:** This certificate is being replaced by the new Residential/Commercial Electrician Trainee certificate. The Electrical Residential Apprenticeship certificate is no longer needed in the catalog.

### 34. Emergency Vehicle Operations Instructor

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Emergency Vehicle Operations Instructor" certificate upon course completion.

### 35. Employment Training Power Program

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level "Employment Training Power Program" certificate upon course completion.

### 36. Field Training Officer

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no

negative impact on students, who will continue to receive a department level and regulatory agency "Field Training Officer" certificate upon course completion.

### **37. Field Training Officer Update**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Field Training Officer Update" certificate upon course completion.

### **38. Field Training Program Coordinator**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Field Training Program Coordinator" certificate upon course completion.

### **39. Fingerprint Identification- Basic**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Fingerprint Identification- Basic" certificate upon course completion.

### **40. Fire Management 1**

**Justification:** The course in this program has been retired by the California State Fire Marshal Training Division. This is a one-course certificate, and since the course has been deleted, the certificate must also be deleted. The curriculum from this course has been dispersed into other courses.

### **41. Firearms Familiarization (PC 832)**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Firearms Familiarization (PC 832) certificate upon course completion.

### **42. Firearms Instructor**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Firearms Instructor" certificate upon course completion.



#### 43. Firearms Instructor Update

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Firearms Instructor Update" certificate upon course completion.

#### 44. Firearms Rifle Instructor Update

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level certificate upon and regulatory agency "Firearms Rifle Instructor Update" certificate upon course completion.

#### 45. Force and Weaponry -Advanced

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Force and Weaponry -Advanced" certificate upon course completion.

#### 46. Force and Weaponry- Basic

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Force and Weaponry -Basic" certificate upon course completion.

#### 47. Frontline Leadership -SPD

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level "Frontline Leadership" certificate upon course completion.

#### 48. High Rise Policing and Crime Prevention Through Environmental Design

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level "High Rise Policing and Crime Prevention Through Environmental Design" certificate upon course completion.

#### **49. Impact Weapons Instructor**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Impact Weapons Instructor" certificate upon course completion.

#### **50. Impact Weapons Instructor Update**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Impact Weapons Instructor Update" certificate upon course completion.

#### **51. Internal Affairs Investigation**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Internal Affairs Investigation" certificate upon course completion.

#### **52. Interpersonal and Tactical Communications: Train The Trainer**

**Justification:** This program consists of only a single course rather than a series of courses. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and corresponding regulatory agency certificate upon course completion.

#### **53. Interview and Interrogation Techniques**

**Justification:** This program consists of only a single course rather than a series of courses. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and corresponding regulatory agency certificate upon course completion.

#### **54. Juvenile Corrections Officer Core**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no

negative impact on students, who will continue to receive a department level and regulatory agency "Juvenile Corrections Officer Core" certificate upon course completion.

#### **55. Latent Print Development Techniques -Advanced**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Latent Print Development Techniques -Advanced" certificate upon course completion.

#### **56. Leadership Development**

**Justification:** Upon program review, the college has determined that this program would not meet gainful employment standards and could not be a stackable certificate that is embedded within a degree program. As such, it would move us away from our guided pathways goals, financial eligibility mission, and does not serve the best interest of our students.

#### **57. LIDAR Operator**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "LIDAR Operator" certificate upon course completion.

#### **58. Life Skills Power Program**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level "Life Skills Power Program" certificate upon course completion.

#### **59. Media for the Public Information Officer or Public Affairs Officer**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level "Media for the Public Information Officer or Public Affairs Officer" certificate upon course completion.

#### **60. PC 832 Arrest, Search & Seizure**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "PC 832 Arrest, Search & Seizure" certificate upon course completion.

#### **61. Post Academy Training**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level "Post Academy Training" certificate upon course completion.

#### **62. POST Instructor Development- Intermediate Level 2**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "POST Instructor Development- Intermediate Level 2" certificate upon course completion.

#### **63. Probation Officer Core**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Probation Officer Core" certificate upon course completion.

#### **64. Property and Evidence Room Management**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level "Property and Evidence Room Management" certificate upon course completion.

#### **65. Public Safety Dispatcher- Advanced**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Public Safety Dispatcher- Advanced" certificate upon course completion.

#### **66. Public Safety Dispatcher-Basic**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Public Safety Dispatcher-Basic" certificate upon course completion.

#### **67. Regulatory Investigation Techniques**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Regulatory Investigation Techniques" certificate upon course completion.

#### 68. School Resource Officer

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "School Resource Officer" certificate upon course completion.

#### 69. School Security Officer

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level "School Security Officer" certificate upon course completion.

#### 70. Sergeant Training and Orientation

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level "Sergeant Training and Orientation" certificate upon course completion.

#### 71. Special Weapons and Tactics (SWAT)

**Justification:** This program consisted of a single course, PSTC 1717, which has been deleted. As a result, the PSTC is submitting this proposal to delete the program.

#### 72. Special Weapons and Tactics Commander

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Special Weapons and Tactics Commander" certificate upon course completion.

#### 73. Supervisor Training - Non-Sworn

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no

negative impact on students, who will continue to receive a department level "Supervisor Training- Non-Sworn" certificate upon course completion.

#### **74. Supervisory (POST Format)**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Supervisory (POST Format)" certificate upon course completion.

#### **75. Supervisory (STC Format)**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Supervisory (STC Format)" certificate upon course completion.

#### **76. Supervisory Update**

**Justification:** This program consists of only a single course rather than a series of courses. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and corresponding regulatory agency certificate upon course completion.

#### **77. Survival and Tactics**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level "Survival and Tactics" certificate upon course completion.

#### **78. Traffic Accident Reconstruction**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Traffic Accident Reconstruction" certificate upon course completion.

#### **79. Traffic Collision Investigation - Intermediate**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Traffic Collision Investigation -Intermediate" certificate upon course completion.

#### 80. **Traffic Collision- Basic**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level and regulatory agency "Traffic Collision- Basic" certificate upon course completion.

#### 81. **Training Instructor 1A**

**Justification:** The course in this program has been retired by the California State Fire Marshal Training Division. This Certificate is being deleted to reflect the deletion of its required course. This is a one-course certificate, and since the course has been deleted, the certificate must also be deleted. The curriculum from this course has been dispersed into other courses.

#### 82. **Training Instructor 1B**

**Justification:** The course in this program has been retired by the California State Fire Marshal Training Division. This Certificate is being deleted to reflect the deletion of its required course. This is a one-course certificate, and since the course has been deleted, the certificate must also be deleted. The curriculum from this course has been dispersed into other courses.

#### 83. **Training Instructor 1C**

**Justification:** The course in this program has been retired by the California State Fire Marshal Training Division. This Certificate is being deleted to reflect the deletion of its required course. This is a one-course certificate, and since the course has been deleted, the certificate must also be deleted. The curriculum from this course has been dispersed into other courses.

#### 84. **Volunteers in Partnership-Module A**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level "Volunteers in Partnership-Module A" certificate upon course completion.

#### 85. **Volunteers in Partnership-Module B**

**Justification:** This program consists of only a single course rather than a series of courses. It was created several years ago by college recommendation, yet has not yielded the anticipated results in student success. Department review finds that deletion of this program will have no negative impact on students, who will continue to receive a department level "Volunteers in Partnership-Module B" certificate upon course completion.

## *Cosumnes River College*

### 1. Health

**Justification:** We no longer need this degree as it mimics the AA-T Kinesiology degree. If students want to major in Health, they can complete the AA-T Kinesiology degree and transfer as a Health major.

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## *Folsom Lake College*

### 1. Biological Sciences: Pre-nursing

**Justification:** The biology department is in the process of consolidating our degrees to cover multiple paths. To that end, the biology A.S and the newly created associate degree for transfer in biology collectively serve students interested in transfer degrees, but with a more realistic number of required units.

## **New Programs**

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## *American River College*

### 1. Acoustical Installer Apprenticeship

This program concentrates on training apprentices to the specific levels required for the acoustical installer industry and has been approved by the State of California Department of Apprenticeship Standards. Training emphasis includes safety, blueprint reading, residential and commercial acoustical installer processes, building codes, estimation, and various carpentry topics.

**Justification:** This certificate includes the training for acoustical installer to meet the Division of Apprenticeship Standards (DAS) journeyman guidelines for the acoustical installer apprenticeship program. The acoustical installer industry has expressed a need for apprentices and journeyman to have certificates and degrees for potential management positions. These certificates and degrees will align with the levels of the apprenticeship program.

### 2. Millwright Apprenticeship

This certificate includes the training to meet the Division of Apprenticeship Standards (DAS) Journey Worker guidelines for the Millwright apprenticeship program.

**Justification:** This program includes the training for millwright to meet the Division of Apprenticeship Standards (DAS) Journey worker guidelines for the millwright apprenticeship program. The millwright industry has expressed a need for apprentices and journey workers to have certificates and degrees for potential management positions. This degree will align with the levels of the apprenticeship program.

### 3. Millwright Apprenticeship



This certificate includes the training to meet the Division of Apprenticeship Standards (DAS) Journey Worker guidelines for the Millwright apprenticeship program

**Justification:** This program includes the training for millwright to meet the Division of Apprenticeship Standards (DAS) Journey worker guidelines for the millwright apprenticeship program. The millwright industry has expressed a need for apprentices and journey workers to have certificates and degrees for potential management positions. This degree will align with the levels of the apprenticeship program.

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## *Cosumnes River College*

### 1. Assistant Construction Management Technician

This CRC program certification offers development of skills and abilities necessary for entry-level management positions within the construction management industry. This certificate is specialized for those who may already have significant work experience and are looking to combined their practical hands-on experience with current management practices. The intent of this certificate would be to fast-track the student directly into a career pathway of construction management upon completion of the certification. HIGHLIGHTS: \* Curriculum emphasizes critical thinking skills, problem solving and soft skill implementation. \* Fast Track students into a construction management career - leveraging their previous construction experience and applying current construction management practices. \* Provides a stepping mechanism for promotion as a skill builder certification program for students currently working in the construction management industry - looking for updating of skills and abilities or certification credibility to their current position.

**Justification:** The purpose of the certification is to provide different levels of Certifications within the program. This would be the "stepping stone" to the original Construction Management Certification/Degree. It best serves those coming from the trades and skill builders and do not necessarily plan on transferring to a four year.

### 2. Cybersecurity

This one-year and fully-online certificate provides graduates with the skills needed to defend networks and information systems against cyber-attacks. Students receive extensive hands-on experience and develops the knowledge and abilities necessary to succeed in protection of an organization's data and operations. It is a rigorous program designed to help students master the fundamentals of cybersecurity by applying industry-accepted and emerging practices to solve real-world security problems. Upon completion of the program, students will be able to evaluate security trends, recognize best practices, and understand Information Technology security products and threats. Some career opportunities associated with this degree include: security analyst, network systems security administrator, security policy analyst, and more.

**Justification:** Graduates of this certificate will be prepared for an entry-level cybersecurity position, and have an opportunity to take several nationally recognized certifications from Cisco and CompTIA. This fully-online certificate expands access to students, who would otherwise not be able to take our courses due to family, job or transportation limitations. Two industry panels have approved the curriculum.

### 3. Liberal Arts - Arts and Humanities

The Associate Degree in Liberal Arts - Arts and Humanities is designed for students who wish a broad knowledge of the arts and humanities. Students must satisfactorily complete 60 units of collegiate coursework with a "C" (2.0) grade point average in curriculum that the district accepts toward this degree. Note: If you plan to transfer to a CSU, consider an Associates in Arts for Transfer degree such as the Art History, Art Design, History, Music, Spanish, Studio Arts or Theatre Arts AA-T rather than this degree. Please see a counselor for assistance with selecting the most appropriate transfer courses (i.e. 300 or higher numbered courses). If you plan to transfer to a UC campus or a private college or university, please see a counselor to determine if this degree is the most appropriate choice.

**Justification:** The previous Liberal Arts AA degree with four "areas of emphasis" is being divided into four separate degrees, each with a more appropriate TOP code.

### 4. Liberal Arts - Communication and Writing

The Associate Degree in Liberal Arts - Communication and Writing is designed for students who wish a broad knowledge of communication studies and writing. Students must satisfactorily complete 60 units of collegiate coursework with a "C" (2.0) grade point average in curriculum that the district accepts toward this degree. Note: If you plan to transfer to a CSU, consider completing an Associates in Arts for Transfer degree such as the Communications Studies, English, or Journalism AA-T rather than this degree. Please see a counselor for assistance with selecting the most appropriate transfer courses (i.e. 300 or higher numbered courses). If you plan to transfer to a UC campus or a private college or university, please see a counselor to determine if this degree is the most appropriate choice.

**Justification:** The previous Liberal Arts AA degree with four "areas of emphasis" is being divided into four separate degrees, each with a more appropriate TOP code.

### 5. Liberal Arts - Math and Science

The Associate Degree in Liberal Arts - Math and Science is designed for students who wish a broad knowledge of mathematics and the sciences. Students must satisfactorily complete 60 units of collegiate coursework with a "C" (2.0) grade point average in curriculum that the district accepts toward this degree. Note: If you plan to transfer to the CSU after completing this degree, consider an Associates in Science for Transfer degree such as the Biology, Geography, Geology, Math, or Physics AS-T rather than this degree. Please see a counselor for assistance with selecting the most appropriate transfer courses (i.e. 300 or higher numbered courses). If you plan to transfer to a UC campus or a private college or university, please see a counselor to determine if this degree is the most appropriate choice.

**Justification:** The previous Liberal Arts AA degree with four "areas of emphasis" is being divided into four separate degrees, each with a more appropriate TOP code.

### 6. Liberal Arts - Social and Behavioral Sciences

The Associate Degree in Liberal Arts - Social and Behavioral Sciences is designed for students who wish a broad knowledge of social and behavioral sciences. Students must satisfactorily complete 60 units of collegiate coursework with a "C" (2.0) grade point average in curriculum

that the district accepts toward this degree. Note: If you plan to transfer to a CSU after completing this Liberal Arts - Social and Behavioral Sciences degree, please consider an Associate in Arts for Transfer degree such as the Anthropology, Communication Studies, Early Childhood Education, Geography, History, Psychology or Sociology AA-T rather than this degree. See a counselor for assistance with selecting the most appropriate transfer courses (i.e. 300 or higher numbered courses). If you plan to transfer to a UC campus or a private college or university, please see a counselor to determine if this degree is the most appropriate choice.

**Justification:** The previous Liberal Arts AA degree with four "areas of emphasis" is being divided into four separate degrees, each with a more appropriate TOP code.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: March 20, 2019

<b>SUBJECT:</b>	Cosumnes River College and Rex and Margaret Fortune Early College High School Memorandum of Understanding	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item C	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	Edward C. Bush <i>Edward C. Bush</i> President, Cosumnes River College	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	Brian King, Chancellor <i>Brian King</i>	ACTION	
		INFORMATION	

**BACKGROUND:**

Cosumnes River College has collaborated with the Rex and Margaret Fortune Early College High School to develop a ground-breaking partnership in which Fortune High School students can not only attend CRC but potentially earn an Associate’s Degree while completing all lower-division general education requirements upon high school graduation. An earlier Memorandum of Understanding (MOU) signed in April 2016 indicated our mutual interest to begin the process of developing an Early College High School (ECHS) model.

**STATUS:**

This MOU, the result of more than two years of work between Fortune and CRC and based on policies and regulations approved by the Los Rios Board of Trustees and the state of California, details the specifics and operating guidelines for this non-AB288, Early College High School, dual enrollment partnership.

**RECOMMENDATION:**

It is recommended that the Board of Trustees approve the Memorandum of Understanding with the Rex and Margaret Fortune Early College High School.

**MEMORANDUM OF UNDERSTANDING  
REGARDING DUAL ENROLLMENT  
BETWEEN COSUMNES RIVER COLLEGE AND THE  
REX AND MARGARET FORTUNE EARLY COLLEGE HIGH SCHOOL**

This Memorandum of Understanding (“MOU”) is between Cosumnes River College (“CRC”) and Rex and Margaret Fortune Early College High School (“Fortune”). For identification purposes only this MOU is dated March 1, 2019.

**RECITALS**

**WHEREAS**, CRC is a college within the Los Rios Community College District (“LRCCD”) whose mission includes providing educational programs and services that are responsive to the needs of the students and communities within Fortune;

**WHEREAS**, Fortune is a High School located in Sacramento County;

**WHEREAS**, the parties desire to enter into a Dual Enrollment/Early College High School, non-AB 288 partnership to collaborate and provide college credit and courses;

**WHEREAS**, the purpose of this MOU is to offer and expand dual enrollment opportunities for students, providing advanced scholastic training to students who are determined to be or affirmed as being ready to undertake degree-applicable coursework as a precondition for the admission to a community college;

**WHEREAS**, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by the Legislature and CRC;

**WHEREAS**, the parties desire to enter into a MOU, which sets forth their mutual rights and responsibilities and governs their relationship;

**WHEREAS**, the parties intend for CRC to report full-time equivalent students (“FTES”) and obtain state apportionment for the subject Courses given through this MOU in accordance with California Education Code, section 76002 and the appropriate portions of Title 5 of the California Code of Regulations;

**WHEREAS**, all Courses will be held within LRCCD’s boundaries;

**NOW, THEREFORE**, the parties mutually agree as follows:

## TERMS

1. **Recitals.** The above recitals are incorporated herein and made a part of this MOU.
2. **Effective Date and Duration.** This MOU shall be effective on the date authorized representatives of both parties sign it and continue in effect until June 30, 2021, or until duly modified or terminated by the parties.
3. **Early Termination.** This MOU may be terminated by either party with cause if another party fails to comply with the insurance or indemnification requirements or otherwise commits a material breach. Termination will be effective no sooner than 20 calendar days after a written demand to cure is provided and the party fails to cure. This remedy is in addition to any other remedy which may be provided for by law.

This MOU may be terminated without cause and for any reason by any party. The party desiring early termination without cause must provide written notice to the other parties. Termination will be effective no sooner than 60 calendar days after actual receipt of the written notice. Any students currently enrolled in CRC courses under this MOU shall be allowed to complete those courses prior to the termination of this MOU.

The indemnification provisions contained in this MOU shall survive termination.

4. **Required Information.**
  - A. The point of contact for CRC is Cosumnes River College President, Edward Bush, or designee. The point of contact for Fortune is Fortune President/CEO, Margaret Fortune, or designee.
  - B. Fortune shall be the employer of record for purposes of assignment monitoring and reporting to the county office of education if required and shall assume reporting responsibilities pursuant to applicable state and federal laws.
  - C. All sharing of information between CRC and Fortune shall be in compliance with Federal Educational Rights and Privacy Act and State law. Where exceptions to those laws allow CRC and Fortune to share information without the consent of the students, CRC and Fortune will follow the requirements of FERPA and State law. No data shall be shared by either party until the other party is satisfied, in its sole discretion, as to the safety and security of that data in the other party's control. Where there is no exception, sharing information will require a signed, dated release from the student explicitly authorizing the sharing of personally identifiable information about the student.

- D. CRC shall not share student grade records without a signed, dated release from the student authorizing the specific data shared.
- E. CRC and Fortune shall not utilize Joint Use Facilities. Instruction shall occur on Fortune or CRC campuses.
- F. Parents or legal guardians shall be required to sign a common dual enrollment form consenting to the enrollment of their pupils in community college courses offered by CRC. The consent form shall be submitted to and be maintained by CRC. Pursuant to CRC Policy and Regulation, CRC data concerning a student shall not be shared with parents without a signed, dated release from the student authorizing the sharing of that data.

**5. Required Certifications.**

- A. The Board of Trustees of LRCCD and Board of Directors of Fortune will approve this MOU.
- B. All college course faculty will be employees of CRC.
- C. All CRC faculty teaching a course on a Fortune campus will not have been convicted of sex offenses or controlled substance offenses. (Cal. Ed. Code, sections 87010, 80711.)
- D. Participation in the partnership is consistent with the core mission of the community colleges pursuant to Education Code, section 66010.4.
- E. CRC must comply with its local bargaining agreements.
- F. CRC and Fortune will comply with all state and federal reporting requirements.

**6. Regulatory Requirements for State Apportionment Purposes Applicable to All Courses Conducted Under the Terms of This MOU.**

These provisions may not be voided, modified nor waived unless otherwise expressly provided herein:

- A. Responsibilities of Each Party. CRC policies and procedures apply and CRC is responsible for the Courses. The Courses will comply with all applicable regulations, procedures, prerequisites and standards applicable to CRC, as well as any corresponding local policies, practices, and requirements of Fortune.
- B. Enrollment Period. The enrollment period shall be determined by CRC in accordance with its guidelines, policies, pertinent statutes, and regulations.

- C. Number of Course Hours Sufficient to Meet the Stated Performance Objectives. CRC will determine the student learning outcomes for each of the Courses and the number of course hours necessary to meet the performance objectives.
- D. Supervision and Evaluation of Students. Supervision and evaluation of students shall be in accordance with CRC guidelines, policies, pertinent statutes, and regulations. All students will be under the immediate supervision of an employee of CRC. For purposes of this paragraph all Fortune employees who have met minimum qualifications and who have been hired and assigned to teach a college course shall be deemed to be employees of CRC.
- E. Withdrawal Prior to Completion of the Course. A student's withdrawal prior to completion of the Course shall be in accordance with CRC guidelines, policies, pertinent statutes and regulations.
- F. Right to Control and Direct Instructional Activities. CRC is responsible for the Courses and has the sole right to control and direct the instructional activities of all faculty teaching those Courses.
- G. Minimum Qualifications for Faculty Teaching Courses. All faculty that teach Courses shall meet the minimum qualifications to provide instruction in a California community college, including Fortune employees who apply to Los Rios and are hired and assigned to provide instruction.
- H. Facilities. Courses will be held on CRC or Fortune campuses. For courses held on Fortune campuses, Fortune will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the contemplated instruction and do so without charge to CRC or students. Fortune agrees to clean, maintain, and safeguard Fortune's premises. Fortune warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.
- I. Open Courses. Pursuant to California Code of Regulations Title 5, section 51006, CRC courses must be open to all CRC students. This applies to courses taught on the Fortune campus as well as CRC campus. Courses must be advertised in a manner such that anyone who might be interested in enrolling in a particular course will know it is available and understand that enrollment is open to anyone who meets prerequisites or enrollment limitations.
- J. Enrollment Fees. Pursuant to LRCCD Board Policy and Education Code sections 76300(f), students enrolled in courses under this MOU shall be exempt from fees described in Education Code sections 76060.5 (student



body fee), 76140 (nonresident tuition), 76223 (copies of records), 76300 (student fee), 76350 (apprenticeship fees), and 79121 (child development center fees). Fortune will pay all other applicable fees, specifically the Universal Transit Fee and Student Representation Fee. Fortune is responsible to follow the Third Party Payment process with CRC.

- K. Records of Student Attendance and Achievement. All records of student attendance and achievement shall be submitted to CRC periodically, or upon demand, and shall be maintained by CRC.
- L. Ancillary Support Services for Students. Both CRC and Fortune shall ensure that students enrolled in the Courses are provided ancillary and support services as may be needed, including but not limited to counseling, placement assistance, assessment and tutoring.

## 7. Registration and Enrollment

- A. Student Eligibility. Student readiness to take on college-level work and on-going college enrollment is determined by Fortune, but CRC can decline students' admission and on-going enrollment as long as the decision is not based on discriminatory criteria. Fortune will complete and keep on file documentation certifying students' ability to benefit from college level coursework.
- B. Enrollment. Per LRCCD Board Regulations, enrollment shall be open to any Fortune pupil from 9<sup>th</sup> to 12<sup>th</sup> grade at least 14 years old on the first day of class who has been admitted to CRC and meets all applicable prerequisites. Applicable prerequisite courses, training, or experience will be determined by CRC. Applicants must meet the standards and prerequisites of CRC.

Fortune students must maintain a minimum 2.0 high school GPA to enroll in courses at CRC.

Fortune students may enroll in up to three courses during a semester, up to a maximum of 11 units.

Enrolled Fortune students will be designated "Special Part-time High School Students." Special Part-time High School Students are limited to 11 college units per semester and will have priority three enrollment, the same enrollment priority as advanced education students.

- C. Eligibility Retainment. Per LRCCD Board Regulations, a Fortune student must maintain a cumulative 2.0 GPA in college coursework in order to retain eligibility.

- D. Application Process. CRC will be responsible for processing student applications. CRC will provide the necessary admission forms and procedures and both CRC and Fortune will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.

Fortune students will complete an enrollment application for the Early College High School program at least annually. CRC will verify that each student has completed the admissions procedure, the course enrollment process, and otherwise process student applications and enroll students in the Courses, as appropriate. Fortune will assist CRC as necessary. A successful enrollment requires that each student has completed an enrollment application to the college and the common dual enrollment form provided by CRC, completed the parental permission form, the application and parental permission form has been delivered to and accepted by CRC's Admissions and Registration Office, all enrollment and other applicable fees have been paid, and the applicant has met all requirements, to include the standard CRC student liability and medical care coverage, if applicable.

- E. Textbooks and Student Fees. CRC assumes no financial responsibility related to textbooks, materials and student fees. Fortune agrees to provide, at its discretion, funding to Fortune students for required college textbooks and materials, the Student Representative Fee, and the Universal Transit Pass.
- F. Good Standing, Probation and Dismissal. CRC's Good Standing, Academic and Progress Probation, and Academic and Progress Dismissal Policies, as described in the College Catalog, will apply to Fortune students.
- G. Student Behavior. CRC will enforce behavioral expectations of Fortune students as outlined by CRC's Expectations of Student Behavior, Academic Integrity statement and Honor Code. Fortune students are subject to the CRC Student Discipline Process.
- H. Student Appeal. Per LRCCD Board Regulations, a Fortune student may appeal action taken related to eligibility through a written petition to the College Vice President of Student Services, who must provide a response within seven (7) working days. The student may appeal the determination of the Vice President by submitting a written appeal to the College President within seven (7) working days. If the student is dissatisfied with the decision of the College President, the student may appeal that decision to the Los Rios College District Board of Trustees.

**8. STEAM Pathways.**

- A. CRC and Fortune will meet as needed to develop, review and/or revise the STEAM (Science, Technology, Engineering, Arts and Mathematics) pathway(s). The pathway(s) will be designed to allow the successful Fortune student to complete an Associate's Degree, CSUGE and IGETC general education requirements upon graduation of high school.
- B. Fortune students will follow the STEAM Pathway(s) developed and agreed to by CRC and Fortune. Fortune students wishing to take courses outside of the STEAM pathway(s) will need to follow established Advanced Education policies and procedures.
- C. CRC will commit to offering one or more sections based on demand of the first course of the STEAM pathway, currently INDIS 313, in each Fall semester at the Fortune campus as long as the MOU is in effect. Course offerings are subject to CRC's available resources and minimum enrollment requirements. Low enrolled courses may be canceled. If insufficient sections or seats are available for Fortune students, CRC and Fortune will investigate the feasibility of offering contract education courses and/or other alternatives that may exist.
- D. CRC will commit to offering one or more sections based on demand of the second course of the STEAM pathway, currently MUFHL 315, in Spring semester at the Fortune campus as long as the MOU is in effect. Course offerings are subject to CRC's available resources and minimum enrollment requirements. Low enrolled courses may be canceled. If insufficient sections or seats are available for Fortune students, CRC and Fortune will investigate the feasibility of offering contract education courses and/or other alternatives that may exist.
- E. CRC will commit to offering at least one section based on demand of all remaining courses in the STEAM Pathway, Monday through Friday, as long as the MOU is in effect. This does not apply to Physical Education courses. See item I. Course offerings are subject to CRC's available resources and minimum enrollment requirements. Low enrolled courses may be canceled. If insufficient sections or seats are available for Fortune students, CRC and Fortune will investigate the feasibility of offering contract education courses and/or other alternatives that may exist.
- F. CRC reserves the right to replace a course section in the STEAM pathway with an equivalent course if deemed necessary due to reasons including but not limited to enrollment trends, scheduling and/or staffing issues. The equivalent course will satisfy the same GE (local, IGETC, CSUGE) or programmatic requirements as the original course. CRC and Fortune will

investigate potential substitute courses and include these options in the STEAM pathway(s).

- G. CRC courses must be open to all students. CRC cannot guarantee spaces will be available to Fortune students.
  - H. If the courses fill or are canceled, it is the responsibility of the Fortune student to work with Fortune and/or CRC counselors to find the same or equivalent course at CRC. CRC cannot guarantee the course will be available.
  - I. A physical education (PE) course (any course with the designator ADAPT, DANCE, FITNS, PACT, TMACT) is required to complete the Associate's Degree. It is the responsibility of the Fortune student to work with a counselor to find a suitable PE course and to enroll. Due to enrollment limitations of three courses per semester, this PE course will likely have to be completed during the summer or first three semesters of the cohort. Due to apportionment limitations for dual enrollment students in physical activity courses, CRC requests that Fortune students not cluster in PE sections.
9. **Liaison.** At no cost to Fortune, CRC will provide the services of staff members who will facilitate coordination and cooperation between CRC and Fortune. CRC will provide Fortune personnel with reasonable assistance, direction and instruction in how to fulfill their responsibilities under this MOU, including conducting appropriate student assessments, outreach/recruitment activities and CRC's application procedures. CRC will offer one on-boarding workshop each year to the incoming cohort (high school freshman) in June or July.
10. **Support Staff.** These provisions may not be voided, modified nor waived unless otherwise expressly provided herein:
- A. **Fortune to Provide Support Services.** Fortune will provide personnel to perform the following services on its campus: clerical services and services associated with outreach activities, recruiting students, assessing students, processing student applications, enrolling qualified students, and other related services as may be necessary.
  - B. **Fortune is Responsible for its Own Personnel.** Fortune's personnel will perform these services on duty time. Fortune personnel performing these services will be employees solely of Fortune, subject to the authority of Fortune, but will also be subject to the direction of CRC, specifically with regard to their duties pertaining to the Courses. CRC has the primary right to control and direct Course activities.
11. **Faculty.** These provisions may not be voided, modified nor waived unless otherwise expressly provided herein:

- A. CRC to Select and Employ Faculty. CRC will select faculty pursuant to its own policies, regulations and the law. Fortune personnel selected to be faculty shall be employees solely of CRC during the time they teach CRC courses, but will also be subject to the authority of Fortune, specifically with regard to their duties as Fortune employees. The CRC faculty shall be subject to the LRCCD Collective Bargaining Agreement with the Los Rios College Federation of Teachers in effect at the time the course is offered.
  - B. Faculty. CRC shall ensure that all faculty are experienced, competent, dedicated personnel who have the personal attributes necessary for providing instruction in the Courses. CRC shall ensure that all faculty possess all minimum qualifications, any certificates or other training requirements that may be required including, but not limited to the qualification requirements of Title 5 CCR 53410 and 58060.
  - C. CRC Shall Determine Faculty Requirements. CRC shall determine the number of faculty, the ratio of faculty to students, and the subject areas of instruction.
  - D. Orientation Meeting. Faculty shall attend an orientation meeting if scheduled and CRC shall provide manuals, course outlines, curriculum materials, and testing and grading procedures as necessary.
12. **Instruction.** All lectures will conform to CRC approved curriculum and course outlines and recommendations of experienced CRC faculty. All courses must follow CRC's required hours of instruction and meet CRC's minimum enrollment requirements. Instructional presentations will incorporate planned practical demonstrations, as may be necessary, and use audiovisual techniques or equipment and vocational equipment as needed.
13. **Facilities.** The parties contemplate that the facilities of Fortune and CRC will be utilized to carry out the goals of this MOU. Fortune agrees to defend, hold harmless, and indemnify CRC and its governing board, officers, employees, administrators, independent contractors, subcontractors, and other representatives from all damages, losses, or expenses, including litigation costs such as attorney's fees, should a student, faculty, or third party be injured as a result of or connected with the condition of Fortune's premises, in whole or in part. CRC agrees to defend, hold harmless, and indemnify Fortune and its governing board, officers, employees, administrators, independent contractors, subcontractors, and other representatives from all damages, losses, or expenses, including litigation costs such as attorney's fees, should a student, faculty, or third party be injured as a result of or connected with the condition of CRC's premises, in whole or in part. The indemnity shall survive termination of this MOU and is in addition to any other rights or remedies Fortune and CRC may have under law or otherwise.

14. **Workers' Compensation.** Fortune shall be the “primary employer” for all its personnel who perform services as support staff. Fortune shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective Fortune personnel made in connection with performing services and receiving instruction under this MOU. Fortune agrees to hold harmless, indemnify, and defend CRC from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by Fortune personnel connected with providing services under this MOU. Fortune is not responsible for non-Fortune personnel who may serve as faculty or students who are not affiliated with Fortune.

CRC shall be the “primary employer” for all its personnel who perform services as support staff. CRC shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective CRC personnel made in connection with performing services and receiving instruction under this MOU. CRC agrees to hold harmless, indemnify, and defend Fortune from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by CRC personnel connected with providing services under this MOU. CRC is not responsible for non-CRC personnel who may serve as faculty or students who are not affiliated with CRC.

15. **Reporting Requirements.** Annually, CRC shall submit the Apportionment Attendance Report (CCFS-320) to the California Community College Chancellor's Office.

16. **Indemnification.**

- A. Fortune shall defend, hold harmless, and indemnify CRC, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorney fees and costs, including but not limited to consequential damages, death, sickness, or injury to any person(s) or damage to any property, from any cause whatsoever arising from or connected with the provision of instruction pursuant to this MOU that may arise out of or result from, in whole or in part, the negligent, wrongful, or willful acts or omissions of Fortune, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.

- B. CRC shall defend, hold harmless, and indemnify Fortune, their governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorney fees and costs, including but not limited to consequential damages, death, sickness, or injury to any person(s) or damage to any property, from any cause whatsoever arising from or connected with its responsibilities hereunder that may arise out of or result from, in whole or in part, the negligent, wrongful, or willful acts or omissions of CRC, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.
- C. Fortune shall have no obligation to defend, hold harmless, or indemnify CRC, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and/or other representatives for their sole negligence or willful misconduct; and CRC shall have no obligation to defend, hold harmless, or indemnify Fortune, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and/or other representatives for their sole negligence or willful misconduct.
- D. This indemnity shall survive termination of this MOU, and is in addition to any other rights or remedies that Fortune or CRC may have under law and/or otherwise.
- E. These provisions may not be voided, modified nor waived.

**17. Insurance Requirements.**

- A. During the entire term of this Agreement, each party shall, at its own expense, maintain, and shall require all subcontractors to maintain insurance as set forth below and shall provide the additional insured endorsements that name the other party as an additional insured on each party's General Liability policy and Automobile Liability policy. Minimum Scope of Insurance Coverage shall be:
  - 1. Commercial General Liability. \$1,000,000 combined single limit per occurrence for bodily injury, personal injury and property damage; and a \$3,000,000 aggregate. Any combination of General Liability, and Excess Coverage amounting to a minimum of \$3,000,000 in coverage will be acceptable. The Commercial General Liability additional insured endorsement shall be as broad as the Insurance Services Inc.'s (ISO) additional insured, Form B CG 20101001.
  - 2. Automobile Liability. "Any Auto" with \$1,000,000 combined single limit per accident for bodily injury and property damage.

3. Workers' Compensation. As required by the Labor Code of the State of California, and Employers' Liability Insurance; with limits as required by the Labor Code of the State of California and Employers' Liability limits of \$1,000,000 per accident.
  - B. If the above insurance is written on a claims-made form, it shall have a retroactive date of placement prior to or coinciding with the effective date of this Agreement and continue for at least three full years following the completion of any services/work under this Agreement. Any deductibles, self-insured retentions, or changes in these items must be declared to and approved by the other party. Each party's insurer shall agree to waive all right of subrogation against the other, its trustees, officers, and agents for losses arising from the work performed. Each insurance policy shall include the standard Severability of Interest, or Separation of Insured (General Liability Form CG 00 01 12 04) clause in the policy and when applicable the cross liability insurance coverage provision which specifies the inclusion of more than one insured shall not operate to impair the rights of one insured against another insured. Each insurance policy required by this Agreement shall be endorsed to state that coverages shall not be canceled except after thirty (30) days prior written notice has been given to the other party. Each party shall provide the other with certificates of insurance and required executed endorsements, evidencing compliance with this section, prior to the commencement of any Courses. On request, each party shall furnish copies of any and/or all of the required insurance policies.
  - C. Nothing in this section concerning minimum insurance requirements shall reduce a party's liability or obligations under the indemnification provisions of this MOU.
  - D. The parties acknowledge that both parties are permissibly self-insured under California law.
  - E. These provisions may not be voided, modified nor waived.
18. **Discrimination and Harassment.** Each party agrees it will not unlawfully discriminate, harass, or allow harassment against any employee or other person because of ethnic group identification, race, color, sex, gender, gender identity, gender expression, pregnancy or childbirth-related condition, sexual orientation, sexual identity, religion or religious creed, age (over forty), national origin, ancestry, physical or mental disability, medical condition, political affiliation or belief, military and veteran status, or marital status, and shall comply with all applicable laws pertaining to employment.
19. **Entire Agreement.** This MOU constitute the entire agreement between the parties with regard to the Courses and supersedes any prior or contemporaneous



understanding or agreement. No party has been induced to enter into this MOU by, nor is any party relying on, any representation or promise outside those expressly set forth in this MOU.

20. **Amendment.** The provisions of this MOU may be modified only by mutual MOU of the parties. No modification shall be binding unless it is in writing and signed by the party against whom enforcement of the modification is sought.
21. **Waiver.** Unless otherwise precluded by the terms of this MOU, terms or conditions may be waived by the party entitled to the benefit of the term or condition, but no such waiver shall affect or impair the right of the waiving party to require observance, performance, or satisfaction of that term or condition as it applies on a subsequent occasion.
22. **Assignment.** Neither party may assign any rights or benefits or delegate any duty under this MOU without written consent of the other party. Any purported assignment without written consent shall be void.
23. **Parties in Interest.** Nothing in this MOU, whether express or implied, is intended to confer any rights or remedies under or by reason of this MOU on any person other than the parties to it and their respective successors and assigns, nor is anything in this MOU intended to relieve or discharge the obligation or liability of any third person to any party to this MOU, nor shall any provision give any third person any right to subrogation or action against any party to this MOU.
24. **Severability.** If any provision of this MOU is held by an arbitrator or court of competent jurisdiction to be invalid or unenforceable, the remainder of the MOU shall continue in full force and effect and shall in no way be impaired or invalidated.
25. **Notices.** Any notice under this MOU shall be in writing, and any written notice or other document shall be deemed to have been duly given on the date of personal service on the parties or on the second business day after mailing if the document is mailed by registered or certified mail, addressed to the parties at the addresses set forth below, or at the most recent address specified by the addressee through written notice under this provision. Failure to conform to the requirement that mailings be done by registered or certified mail shall not defeat the effectiveness of notice actually received by the addressee.
26. **Authority to Enter Into MOU.** Each party to this MOU represents and warrants that it has the full power and authority to enter into this MOU and to carry out the transactions contemplated by it and that it has taken all action necessary to authorize the execution, delivery, and performance of this MOU.
27. **Status of the Parties.** Neither party is a partner, joint venture, co-principal, employer, or co-employer of the other or of an employee of the other party. Fortune shall be solely responsible for paying all salaries, wages, benefits, and other

compensation which its employees or subcontractors may be entitled to receive in connection with performing services under this MOU. Fortune shall be solely responsible for withholding and paying all applicable payroll taxes and contributions, including federal, state, and local income taxes, FICA, FUTA, and state unemployment, workers' compensation, and disability insurance in connection with performing services under this MOU.

CRC shall be solely responsible for paying all salaries, wages, benefits, and other compensation which its employees or subcontractors may be entitled to receive in connection with performing services under this MOU. CRC shall be solely responsible for withholding and paying all applicable payroll taxes and contributions, including federal, state, and local income taxes, FICA, FUTA, and state unemployment, workers' compensation, and disability insurance in connection with performing services under this MOU.

28. **Retention and Audit of Records.** Each party shall maintain records pertaining to this MOU as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.
29. **Governing Law and Venue.** This MOU will be governed by and construed in accordance with California law and venue of any action or proceeding in connection with this MOU shall be Sacramento County, California.

**IN WITNESS WHEREOF**, the parties hereto have caused this MOU to be executed the day and year first above written.

AGREED TO AND ACCEPTED:  
**COSUMNES RIVER COLLEGE**

AGREED TO AND ACCEPTED:  
**REX AND MARGARET FORTUNE  
EARLY COLLEGE HIGH SCHOOL**

By: \_\_\_\_\_

By: \_\_\_\_\_

Edward Bush  
President, Cosumnes River College  
8401 Center Pkwy  
Sacramento, CA 95823  
(916) 691-7321

Margaret Fortune  
President/CEO, Fortune School of  
Education  
2890 Gateway Oaks Dr, Ste 100  
Sacramento, CA 95833  
916-424-8633

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: March 20, 2019

<b>SUBJECT:</b>	Appointments: Citizens' Bond Oversight Committee	ATTACHMENT: None	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item D	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	<i>Theresa Matista</i> Theresa Matista, Deputy Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	<i>Brian King</i> Brian King, Chancellor	ACTION	
		INFORMATION	

**BACKGROUND:**

Education Code section 15278 requires the District to establish and appoint members to an independent Citizens' Bond Oversight Committee to satisfy the accountability requirements of Proposition 39. The Committee reviews the expenditures, informs the public of the expenditure of bond revenues, and presents an annual report to the Board. Pursuant to Education Code section 15282 and the Bylaws of the Committee, the Board appoints the members of the Committee to serve two-year terms up to a maximum of three consecutive terms.

**STATUS:**

Proposition 39, the Smaller Classes, Safer Schools and Financial Accountability Act (School Facilities; 55% Local Vote; Bonds, Taxes; Accountability Requirements), specified certain membership requirements for the Citizen's Oversight Committee. Codified in Education Code section 15282, the Citizens' Bond Oversight Committee must include:

- One (1) student enrolled and active in a community college support group.
- One (1) member active in the local business community.
- One (1) member active in a senior citizen's organization.
- One (1) member active in a bona-fide taxpayers association.
- One (1) member active in a support organization for the college.
- Two (2) members of the community at large appointed by the Board.

In addition, the Los Rios Board of Trustees may elect to appoint additional members.

Mr. Nathan Taylor is recommended to serve as the Student member of the Board. Mr. Taylor is a resident of Rancho Cordova and is currently employed at SaveMart/FoodMaxx. He is attending American River College and is majoring in Accounting toward his long-term goal of working in the accounting profession. He is looking forward to being on the Committee as it will yield first-hand experience in his field and is excited to participate in the Citizen's Bond Oversight process.

Ms. Aliane Murphy- Hasan has served on the Citizens Bond Oversight Committee since 2015. She is recommended to serve a third term as a Member at Large. Ms. Murphy-Hasan has been a valuable member of the Citizens' Bond Oversight Committee and has expressed a willingness to continue her service as a Member at Large.

**RECOMMENDATION:**

It is recommended the Board of Trustees appoint Mr. Nathan Taylor for a two-year term up to a maximum of three consecutive terms and Ms. Aliane Murphy-Hasan to a third two-year term on the District's Citizens' Bond Oversight Committee.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: March 20, 2019

<b>SUBJECT:</b>	Claim: Justin Briones	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item E	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	JP Sherry, General Counsel <i>JP Sherry</i>	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	Brian King, Chancellor <i>Brian King</i>	ACTION	
		INFORMATION	

**STATUS:**

Claimant is seeking damages from Los Rios Community College District.

**RECOMMENDATION:**

It is recommended that the Board of Trustees reject the claim of Justin Briones and refer the matter to the District's insurance administrators.



## Claim for Damages Form

ONCE SUBMITTED, THIS IS A PUBLIC DOCUMENT

LRCCD Use Only

Claimant Information	First Name <b>Justin</b>	MI <b>A</b>	Last Name <b>Briones</b>
	Date of Birth (MM/DD/YY)* [Redacted]	Social Security No.* [Redacted]	
	Driver's License No. [Redacted]	License State <b>CA.</b>	Receives or is eligible for SSDI or Medicare? * (Yes/No) <b>(No)</b>
	Home Address (Number/Street) <b>5880 Valley Vale Way</b>		Business Name (if including business address) <b>Cosumnes River College</b>
	City <b>Sacramento</b>	State <b>CA</b>	Zip Code <b>95823</b>
	Business Address (Number/Street) <b>8401 Center Parkway</b>		City <b>Sacramento</b>
Mail Notices to which address? <input checked="" type="checkbox"/> Home <input type="checkbox"/> Business <input type="checkbox"/> Attorney		State <b>CA</b>	Zip Code <b>95823</b>
Date injury/damage occurred (MM/DD/YY) <b>02/4/19</b>	Time of day injury/damage occurred <b>around 6:40 pm</b>	Where did injury/damage occur? (College site, street address, intersection, other locations, etc.) <b>Cosumnes river college weight room</b>	
How did injury /damage occur? (Describe accident or occurrence in complete detail/attach additional pages if needed) <b>was putting back a dumbell when another dumbell fell off the rack and landed on the ones at the bottom which also fell and a 25-30 pound weight landed on my foot. The weight rack isn't as stable and strong as it should be</b>			
Name(s) of Los Rios employees involved <b>Jon Adams</b>		Police Report No.	
What action or inaction of Los Rios employee(s) causes your injury/damages? <b>Neglect to manage the safe functioning of the weight equipment, And failure to call ambulance. I have a bleeding issue</b>			
What injuries/damages did you suffer? <b>braken toe + open fracture and heavy bleeding. Diminishing Platelet</b>			
State the amount of the claim, if less than \$10,000 <b>\$ 7670.<sup>00</sup> plus Pain and Suffering.</b>			
Include the estimated amount of any prospective injury, damage or loss, insofar as it may be known at the time the claim is presented, and list the basis for the computation of the amount claimed <b>Dignity Health E.R. Cost \$ 7670.<sup>00</sup> plus Pain and Suffering</b>			
If the dollar amount of the claim is more than \$10,000, no dollar amount will be stated, but please indicate whether the claim is a limited civil case claim (total dollar amount less than \$25,000) <input type="checkbox"/> Yes, it is a limited civil case claim <input type="checkbox"/> No, it is not a limited civil case claim			
Certification	By signing below, I certify that all information furnished on this form is accurate, truthful, and complete, and that I understand that the presentation of a false claim is a felony (refer to CA Penal Code Sec 72). Note: If the signer is not the Claimant, indicate the relationship of the signer to the Claimant (parent, attorney, etc.) and address.		
	Signature 	Date <b>03/6/19</b>	Relationship and address (if not Claimant) <b>Self</b>
Directions for Submission	Attach and include with this form any bills for medical treatment or expenses/estimates for personal property damage.		Return completed form to: Los Rios Community College District ATTN: General Counsel 1919 Spanos Court Sacramento, CA 95825
	Once submitted, this form becomes a public document. However, please note that Claimant's Date of Birth, Social Security No., and Driver's License No. <u>WILL REMAIN CONFIDENTIAL.</u>		

\*Responses REQUIRED for Federal Medicare Secondary Payer Reporting

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: March 20, 2019

<b>SUBJECT:</b>	Disposition of Surplus Equipment	ATTACHMENT: None	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item F	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	<i>Theresa Matista</i> Theresa Matista, Deputy Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	<i>Brian King</i> Brian King, Chancellor	ACTION	
		INFORMATION	

**BACKGROUND:**

The Education Code regulates the procedures by which a Community College District can dispose of real and personal property. Education Code section 81452 provides that the governing board may, by unanimous vote, dispose of items valued at \$5,000 or less by private sale without advertising or selling the items at public auction. The District has held previous auctions, but they have generally cost more than they have netted for the District.

**STATUS:**

The District has a quantity of surplus materials that needs to be disposed of, such as outdated desks and computers. The District has located a scrap dealer who will take selected surplus items for recycling. Any items remaining will be disposed.

The surplus items to be recycled or disposed of are either irreparable, obsolete, in poor condition or not needed for district/college operations and include the following: 1 balance; 1 camera; 292 computers; 45 laptops; 296 monitors; 13 printers; 4 spectrophotometers and 1 video recorder.

These items have a value of less than \$5,000.

**RECOMMENDATION:**

It is recommended that the Board of Trustees approve the disposal of the listed items per Education Code section 81452.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: March 20, 2019

<b>SUBJECT:</b>	Ratify: Bid Transactions	ATTACHMENT: None	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item G	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	<i>Theresa Matista</i>	CONSENT/ROUTINE	X
	Theresa Matista, Deputy Chancellor	FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	<i>Brian King</i>	ACTION	
	Brian King, Chancellor	INFORMATION	

**BACKGROUND:**

Pursuant to Board Policy 8315 the bid transactions herein listed are presented for approval and/or ratification.

<b>CHANGE ORDERS</b>					
Bid No	Description	Change Amount	Change Number	Vendor	New Contract Total
17026	SCC Union Stadium concrete decking repair. Concrete flat work required to provide accessible route for egress.	\$1,532.00	2	Pro-Builders	\$1,143,936.00
17026	SCC Union Stadium concrete decking repair. Increase for campus directed re-painting of the press box.	\$4,747.87	4	Pro-Builders	\$1,148,723.00
17026	SCC Union Stadium concrete decking repair. Increase for campus directed painting the new logo at ceiling of locker room.	\$1,398.00	5	Pro-Builders	\$1,150,121.00
17026	SCC Union Stadium concrete decking repair. Additional steps at the bottom of seating area to comply with codes.	\$12,452.00	6	Pro-Builders	\$1,162,573.00



17026	SCC Union Stadium concrete decking repair. Relocating the gate and adjusting the opening.	\$2,026.00	7	Pro-Builders	\$1,164,599.00
17026	SCC Union Stadium concrete decking repair. Reconstruction of existing electrical closet walls and ceiling to comply with codes.	\$10,873.00	8	Pro-Builders	\$1,175,472.00
18021R	ARC Campus Monument North & South signs. Change LED display communication from transmitter to 4G. Capture unused allowance.	\$2,174.80	1	A Good Sign & Graphic	\$144,094.80
18031R	FLC Electrical vehicle charging stations	\$2,957.30	Allowance Item	Cabar Electric Inc.	\$69,935.30
16017	SCC Davis Center Phase 2 construction add variable frequency drives on fume hood and revise duct size	\$59,369.16	4	Broward Builders Inc.	\$11,514,628.54

<b>BID AWARDS</b>					
Bid No	Description	No of Responses	Award Date	Successful Vendor	Contract Amount
19013	ARC South Well Decommissioning	1	2/14/19	TNT Industrial Contractors Inc.	\$134,682.00

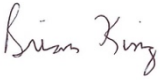
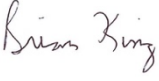
**RECOMMENDATION:**

It is recommended that the Board of Trustees ratify and/or approve the bid transactions herein listed.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: March 20, 2019

<b>SUBJECT:</b>	Ratify: Grants and Contracts Awarded	ATTACHMENT: None	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item H	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	 Brian King, Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	 Brian King, Chancellor	ACTION	
		INFORMATION	

**BACKGROUND:**

Pursuant to Board Policy 8315, executed agreements for the following grant and/or contract awards are hereby presented for approval and/or ratification.

Title, Description, Term, Project Administrator	College/Unit	Amount	Source
UCD Collaboration on Vertically Integrated Projects Program <ul style="list-style-type: none"> <li>• Funding to facilitate a partnership with SCC and UCD STEM Strategies Group to provide undergraduate research opportunities, an end-of-year SCC Research Symposium and a visit to the UCD laboratory.</li> <li>• 7/01/2018 through 6/30/2019</li> <li>• Administrator: Andrea Gaytan / Dean, Davis Center</li> </ul>	SCC	\$4,000	University of California, Davis
Deputy Sector Navigator – ICT / Digital Media / DSN Coordinator Agreement <ul style="list-style-type: none"> <li>• Funding to provide support for hosting and supervising the North / Far North Region Deputy Sector Navigator for ICT / Digital Media</li> <li>• 11/01/2018 through 10/31/2019</li> <li>• Administrator: Joel Powell/Dean, Business/Family Science</li> </ul>	CRC	\$200,000	Rancho Santiago Community College District / Deputy Sector Navigator
LRCCD MESA Scholarships <ul style="list-style-type: none"> <li>• Funding to provide scholarships to students in the MESA program.</li> <li>• 6/01/2018 through 6/1/2019</li> <li>• Administrator: Roger Davidson / Dean, Natomas Center</li> </ul>	DO	\$3,000	Teichert Foundation
Nursing Program Support (Enrollment Growth) <ul style="list-style-type: none"> <li>• Funding to address student attrition and retention and to increase the growth and capacity of the California Community College Associate Degree Nursing Program.</li> <li>• 7/01/2018 through 6/30/2019</li> <li>• Administrator: Jim Collins / Dean, Science and Allied Health Division</li> </ul>	SCC	\$118,758	California Community College Chancellor's Office

**RECOMMENDATION:**

It is recommended that the Board of Trustees ratify and/or approve the grant and contract awards listed herein, pursuant to Board Policy 8315.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: March 20, 2019

<b>SUBJECT:</b>	Ratify: Affiliation and Other Agreements	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item I	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	<i>Theresa Matista</i>	CONSENT/ROUTINE	X
	Theresa Matista, Deputy Chancellor	FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	<i>Brian King</i>	ACTION	
	Brian King, Chancellor	INFORMATION	

**BACKGROUND:**

Pursuant to Education Code section 81655, and Board Policy 8315, all agreements to which the District is party must be approved by or ratified by the Board of Trustees. Where agreements are not authorized or ratified by other means, this board agenda item is used to ensure compliance with this obligation.

**STATUS:**

Pursuant to Board Policy 8315, the agreements and/or extensions for the contracts listed as attached are hereby presented for approval/ratification.

**RECOMMENDATION:**

It is recommended that the Board of Trustees ratify and/or approve the agreements as listed.

- Below is a list of Allied Health Agreements for clinical placements and Internships for Los Rios students. While the District is obligated under these agreements to cooperate and provide educational services pursuant to these agreements, none of them require payment or receipt of funds.

### ALLIED HEALTH AGREEMENTS FOR CLINICAL PLACEMENTS

Agency	Clinical Program	Campus	Contract Date	Term
Rosewood Post - Acute Rehab	LVN	SCC	02/4/19	Evergreen
Shriners Hospitals for Children's	HIT	CRC	01/30/19	Evergreen
City of Berkeley Fire Dept.	PMED	ARC	08/17/18	EXP: 08/08/2021
Village Dental Care	Dental Asst.	SCC	12/14/18	Evergreen

- \* LVN – License Vocational Nurse
- \* HIT – Health Information Technician
- \* PMED – Paramedic

### INTERNSHIP AGREEMENTS

Company/Agency	Internship Type	ID Number	Contract Date	Term
KCRA.TV	Broadcast	1414998	01/31/2019	05/31/2019

- Below is a list of Facility Use Agreements for events where the facilities are provided free of charge or events where the District has or will receive payment from the user.

### ON-CAMPUS FACILITY USE AGREEMENTS

Campus	Type of Agreement	Permit Number
EDC	Facility Use	EDC-19-1
EDC	Facility Use	EDC-19-012
EDC	Facility Use	EDC-2019-005
EDC	Facility Use	EDC-2019-006
EDC	Facility Use	EDC-2019-007
FLC	Facility Use	FLC 19-002
FLC	Facility Use	FLC 19-003
FLC	Facility Use	FLC 19-004
FLC	Facility Use	FLC 19-006
FLC	Facility Use	FLC 19-007
FLC	Facility Use	FLC 19-010
FLC	Facility Use	FLC 19-011
FLC	Facility Use	FLC 19-012
FLC	Facility Use	FLC 19-013
FLC	Facility Use	FLC 19-014
FLC	Facility Use	FLC 19-016
FLC	Facility Use	FLC 19-022
FLC	Facility Use	FLC 19-026
FLC	Facility Use	FLC 19-027
CRC	Facility Use	C19-0071
SCC	Facility Use	S19-0013
SCC	Facility Use	S19-0034
SCC	Facility Use	S19-0038
SCC	Facility Use	S19-0066
SCC	Facility Use	S19-0074
SCC	Facility Use	S19-0075
SCC	Facility Use	S19-0078
SCC	Facility Use	S19-0079
SCC	Facility Use	S19-0081
SCC	Facility Use	S19-0083
SCC	Facility Use	S19-0087

SCC	Facility Use	S19-0090
SCC	Facility Use	S19-0095
Harris Center	Facility Use	12812
Harris Center	Facility Use	12899
Harris Center	Facility Use	13213
Harris Center	Facility Use	13340
Harris Center	Facility Use	13542
Harris Center	Facility Use	13543
Harris Center	Facility Use	13544
Harris Center	Facility Use	13545
Harris Center	Facility Use	13546
Harris Center	Facility Use	13551
Harris Center	Facility Use	13552
Harris Center	Facility Use	13560
Harris Center	Facility Use	13562
Harris Center	Facility Use	13572
Harris Center	Facility Use	13602
Harris Center	Facility Use	13617
Harris Center	Facility Use	13629
ARC	Facility Use	1026
ARC	Facility Use	1027
ARC	Facility Use	1028
ARC	Facility Use	1029
ARC	Facility Use	1030
ARC	Facility Use	1031
ARC	Facility Use	1032
ARC	Facility Use	1033
ARC	Facility Use	1034
ARC	Facility Use	1035
ARC	Facility Use	1036
ARC	Facility Use	1037
ARC	Facility Use	1038
ARC	Facility Use	1039

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: March 20, 2019

<b>SUBJECT:</b>	Purchase Orders, Warrants, Checks and Electronic Transfers	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item J	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	<i>Theresa Matista</i> Theresa Matista, Deputy Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	<i>Brian King</i> Brian King, Chancellor	ACTION	
		INFORMATION	

**BACKGROUND:**

A listing of purchase orders, warrants, checks and wires issued during the period of January 16, 2019 through February 15, 2019 is on file in the District Business Services Office for review.

**RECOMMENDATION:**


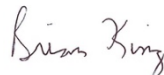
It is recommended that the Board of Trustees approve the numbered purchase orders, warrants, checks and electronic transfers that are reflected on the attached schedule.

<b>PURCHASE ORDERS</b>		
General Fund	0001103429-0001103940 B119792-B119818	\$ 7,383,819.34
Capital Outlay Fund	0003018124-0003018169	
Child Development Fund	0006000856-0006000856	
Self-Insurance Fund	0009000422-0009000423	
<b>WARRANTS</b>		
General Fund	773483-775511	\$ 22,799,723.39
General Fund-ARC Instructional Related	009425-009486	
General Fund-CRC Instructional Related	023255-023281	
General Fund-FLC Instructional Related	031465-031496	
General Fund-SCC Instructional Related	47499-47556	
Capital Outlay Fund	833488-833623	
Student Financial Aid Fund	900384-900435	
Child Development Fund	954638-954655	
Self-Insurance Fund	976502-976517	
Payroll Warrants	422312-423512	\$ 7,568,852.72
Payroll Vendor Warrants	65103-65240	
February Leave Process	423513-426362	
<b>CHECKS</b>		
Financial Aid Disbursements (E-trans)	-	\$ 24,295,275.76
Clearing Checks	2805-2806	\$ 6,055.38
Parking Checks	3134-3137	\$ 599.00
Bookstore Fund – ARC	33447-33545	\$ 1,509,527.53
Bookstore Fund – CRC	28405-28494	
Bookstore Fund – FLC	10538-10564	
Bookstore Fund – SCC	050822-050908	
Student Clubs Agency Fund – ARC	5775-5791	\$ 118,021.57
Student Clubs Agency Fund – CRC	4986-5018	
Student Clubs Agency Fund – FLC	2620-2631	
Student Clubs Agency Fund – SCC	4127-4168	
Foundation – ARC	6180-6203	\$ 65,387.56
Foundation – CRC	2662-2684	
Foundation – FLC	1707-1714	
Foundation – SCC	4829-4850	
Foundation – DO	1038-1047	
Associated Students Trust Fund – ARC	1006-1009	\$ 4,027.97
Associated Students Trust Fund – CRC	0879-0880	
Associated Students Trust Fund – FLC	-	
Associated Students Trust Fund – SCC	-	
Regional Performing Arts Center Fund	USI Check System 6385-6483 Manual checks 9222-9223	\$ 1,042,200.37
<b>ELECTRONIC TRANSFERS</b>		
Board of Equalization	-	\$ 9,800.00
PARS	-	\$
Vendors	-	\$
Backup Withholding	-	\$ -
Retiree Health Trust	-	\$ -
Self-Insurance	-	\$ 112,766.20
Bookstore	-	\$ 86,439.64
Payroll Direct Deposit Advices	960455-965378	\$ 12,082,771.52
Other Payroll Transactions	-	\$ 4,986.00

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: March 20, 2019

<b>SUBJECT:</b>	Hiring Manual for LRCCD Faculty	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item K	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	 Theresa Matista, Deputy Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	 Brian King, Chancellor	ACTION	
		INFORMATION	

**BACKGROUND:**

In accordance with California Education Code section 87360, representatives of the academic senate and governing board shall develop and agree upon faculty hiring criteria, policies and procedures, which shall be approved by the governing board. The *Faculty Hiring Manual* for Los Rios Community College District includes, but is not limited to, specific information regarding recruitment, techniques of screening, interviewing, rating and checking of references. The document reflects best practices in hiring pursuant to the District’s EEO Plan and Equity Handbook and is influenced by trainings from the Center for Urban Education (CUE) and their toolkit on increasing faculty diversity in higher education.

**STATUS:**

During fall 2018, representatives of the academic senate and District administration conducted a thorough review and complete revision of the *Faculty Hiring Manual* for Los Rios Community College District faculty. The most recent revisions include some very substantive changes intended to diversify the faculty and embed equity in hiring practices. A summary of these changes can be found on page 1 of the document. After a thorough vetting at each of the colleges, the *Faculty Hiring Manual* was approved by the District Academic Senate at its March meeting.

**RECOMMENDATION:**

It is recommended that the Board of Trustees approve the *Faculty Hiring Manual* for Los Rios Community College District Faculty.





LOS RIOS  
COMMUNITY COLLEGE DISTRICT



# Faculty Hiring Manual

Prepared jointly by the District Academic Senate and  
Los Rios Community College District

Approved by the Board of Trustees on March 20, 2019

**Los Rios Community College District**

Chancellor Brian King

**Los Rios Board of Trustees**

John Knight, President

Robert Jones, Vice President

Pamela Haynes

Dustin Johnson

Tami Nelson

Deborah Ortiz

Ruth Scribner

Danny Thirakul (Student Trustee)

Hiring Manual for LRCCD Faculty

Los Rios Community College District  
1919 Spanos Court  
Sacramento, CA 95825  
(916) 568-3021  
[www.losrios.edu](http://www.losrios.edu)

The Hiring Manual for LRCCD Faculty is updated at least every three years by the Los Rios Community College District. This version was published in March 2019.

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# Full-Time Faculty

## 1. Introduction

---

The District Academic Senate (DAS) and the District are committed to reaching agreement regarding the faculty hiring process.<sup>1</sup> A high-quality faculty is critical in establishing and maintaining the excellence of an educational institution. It follows, therefore, that the selection of new faculty members is one of the most important functions undertaken by a college or District.

### A. Background

In the fall of 1986, the Shared Governance Committee completed a study of the full-time faculty hiring process in Los Rios and developed procedures that increased faculty participation and provided a uniform process for the entire District.

The resulting handbook provides detailed information regarding the hiring process, including specific information regarding recruitment, techniques of screening, interviewing, rating, and checking of references.

While the first version of this handbook was prepared in 1986, it was regularly and substantially revised in 1997, 2000, 2003, and 2009. More recently, in fall 2014, 2015, and 2017, the manual was revisited for currency and alignment with Los Rios Board Policies and Regulations.

The most recent revisions are the result of the collective work of the District Academic Senate and District Administration. Some of the seminal changes are listed here:

- 1) Presentation of demographic data to highlight the importance of our collective efforts to create a workforce that is responsive to the needs of our diverse students.
- 2) Composition of committee members should be diverse and should reflect the demographics of the District's service area (even if departments must use faculty outside of the department or college).
- 3) Composition of committee to be reviewed by the equity officer and HR.
- 4) A repository of interview questions to be posted at the HR website.
- 5) Infusing equity-minded language throughout the screening criteria and interview questions rather than just one diversity question.
- 6) Separate section on confidentiality.
- 7) Separate section on minimizing bias in hiring decisions.
- 8) Committee membership duties described for all committee participants by role and function.

<sup>1</sup> Education Code, section 87360

## 9) Supplemental questions.

This document reflects best practices in hiring pursuant to the District's *EEO Plan, Equity Handbook, Hiring the Best* training and other supporting documents; and is influenced by trainings from the Center for Urban Education (CUE) and their toolkit on increasing faculty diversity in higher education. It is also informed by recent research on the interactions of race and ethnicity in the classroom.<sup>2</sup> This document reflects current board policies and administrative regulations, as well as maintains compliance with California Education Code and California Code of Regulations, Title 5.

An electronic copy of this manual can be found at the Los Rios Human Resources (HR) website. Questions and requests for further information should be directed to HR at (916) 568-3112.

## B. Legal Authority

Policy/Regulation 5120 et. seq.

Faculty hiring is governed by Los Rios Community College District board policies and administrative regulations 5120 et seq., the Education Code and Title 5 of the California Code of Regulations<sup>3</sup>. This handbook is designed to assist faculty hiring committees, administrators, and candidates in understanding and implementing those policies and regulations. Nothing in this handbook should be considered as altering the content of the District's hiring policies and administrative regulations or the law, and to the extent that any provision here directly conflicts with policies and administrative regulations or the law, the policies and regulations and the law will prevail.

## C. Diversity and Cultural Competence

Los Rios is committed to hiring faculty that learn and practice teaching strategies appropriate for diverse community college students. Further, we seek qualified faculty that mirror our student population, who know and understand how to support students, and are committed to a diversity of perspectives. Studies prove the educational benefits of diverse faculty. Students of all backgrounds do better and achieve greater educational outcomes when they are taught by faculty of color.<sup>4</sup>

The three tables that follows present the demographic make-up of our region and our colleges.

- 1) Figure 1 presents ethnic/racial diversity of Sacramento County, El Dorado County, and Yolo County – the main counties served by Los Rios.<sup>5</sup>

<sup>2</sup> Fairlie, Robert W., Florian Hoffman, and Philip Oreopoulos. (2014). "A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom." *American Economic Review* 2567-91.

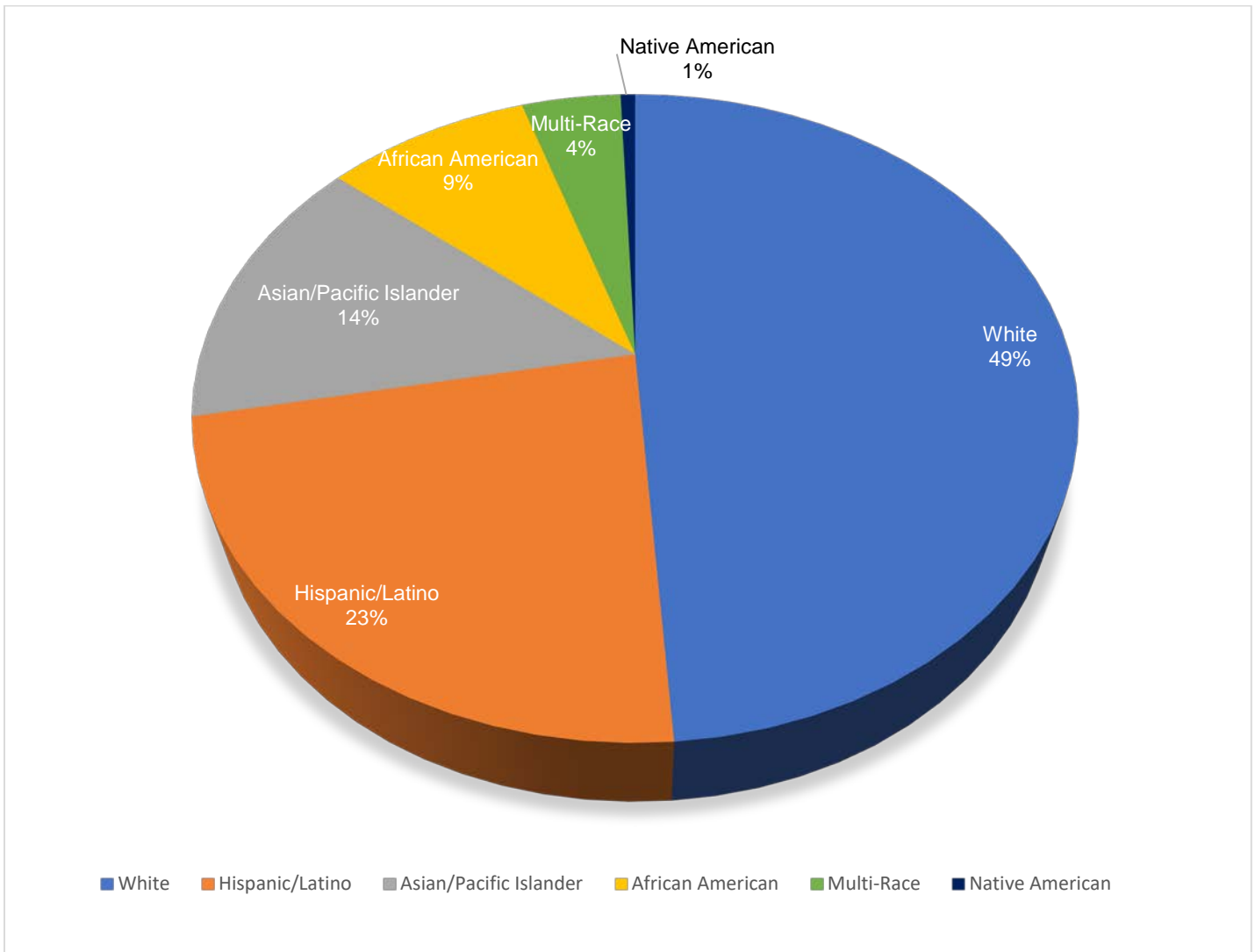
<sup>3</sup> Title 5, section 53024 (e)

<sup>4</sup> Fairlie, Hoffman and Oreopoulos. (2014)

<sup>5</sup> State of California, Department of Finance, Report P-3: State and County Total Population Projections by Race/Ethnicity and Detailed Age, 2010 through 2060 (as of July 1)

- 2) Figure 2 presents the unduplicated demographic profile of our 67,132 students by race/ethnicity as of fall 2018 first census: African American (8.7%); Asian (13.9%); Filipino (2.9%); Hispanic/Latino (28.1%); Multi-race (6.6%); Native American (.5%); Pacific Islander (1%); White (34.9%); Unknown/other (3.5%).<sup>6</sup> However, it should be noted that approximately 10% of students (n=6,950) attended more than one Los Rios college in fall 2018 at census.
- 3) By comparison, Figure 3 depicts the total number of Los Rios tenured and tenure-track faculty on the first day of class disaggregated by racial/ethnic group. Updates to these numbers can be found at the HR website.

Figure 1: Regional Diversity by Race/Ethnicity in Sacramento County, El Dorado County, and Yolo County in Fall 2018



<sup>6</sup> Los Rios Office of Institutional Research, Fall 2018 First Census Research Database



Figure 2: Total Percentage Unduplicated Student Enrollment by Race/Ethnicity in Fall 2018

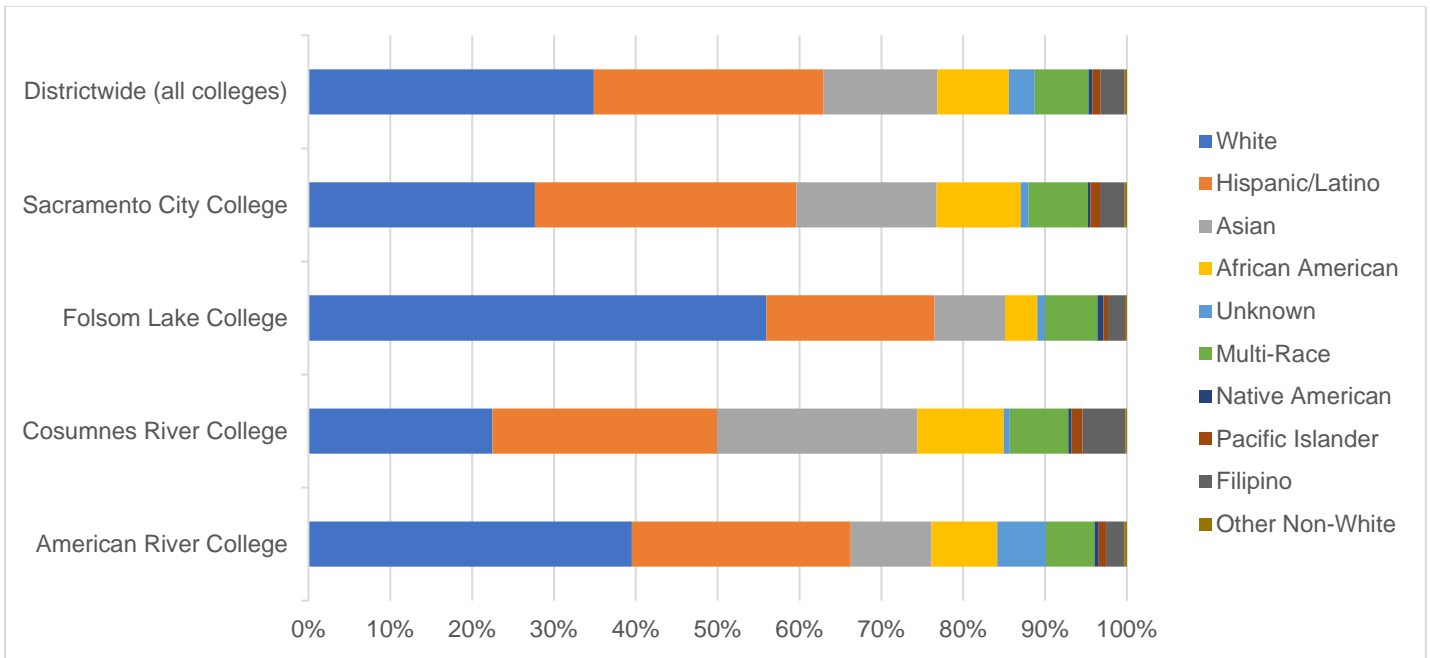
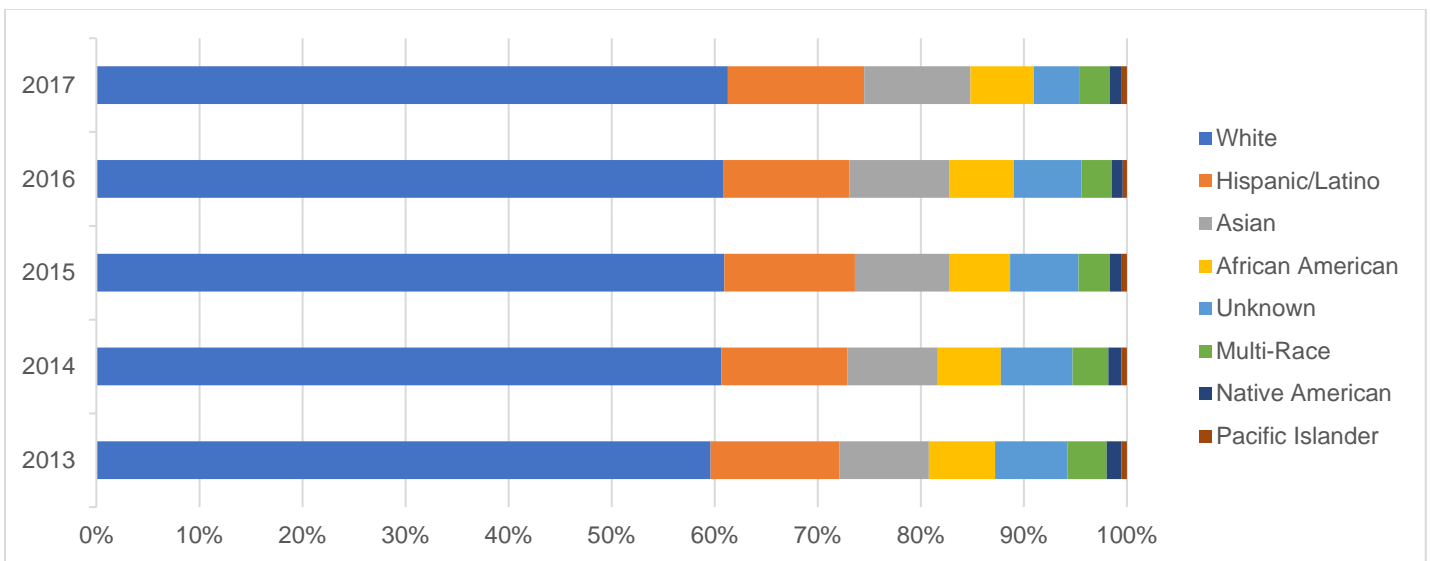


Figure 3: Total Institutional Employment of Tenured or Tenure-Track Faculty by Race/Ethnicity on the First Day of the Fall Semester from 2013 to 2017



Pursuant to Board Policy, it is a goal of the District to provide members of underrepresented groups with models of their own race, ethnic, cultural background, and gender with whom they can identify and recognize as examples of occupational achievement at all levels and in all departments.<sup>7</sup> Additionally, a goal of the District is to guarantee to all candidates the same opportunity for employment, advancement, and change of assignment.<sup>8</sup>

<sup>7</sup> Board Policy 5111, section 1.4.1

<sup>8</sup> Board Policy 5111, section 1.4.2; Education Code, section 87101(a)1; and Title 5 53001(c)

Our commitment to equal employment opportunity is further evidenced in the District's Strategic Plan (2016) and as stated in our Values:

- **Building Community:** We recognize and value the strengths of our diverse backgrounds and perspectives and seek to build a community in which all constituencies are highly qualified.
- **Social Justice:** Because diverse perspectives support the District's commitment to equality, equity, and justice, our communities are best served by ensuring that all populations are represented equitably throughout the Los Rios community colleges.

A workforce that is continually responsive to the needs of a diverse student population may be achieved by ensuring that all persons are provided an equal opportunity to compete for employment and promotion within the District and by eliminating barriers to equal employment opportunity.<sup>9</sup> It is the District's stance that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment which is welcoming to all will foster diversity, promote excellence and provide a positive student learning experience. Through an inclusive educational experience, and one characterized by pedagogical approaches that are relevant to advancing the learning of our diverse student population, our students will achieve better academic outcomes, have improved social outcomes, and will be better prepared to work and live in an increasingly global society.

It is the mutual expectation of the District Academic Senate and District Administration that every individual who serves on a hiring committee is committed to achieving these goals. To assist in achieving these goals and to facilitate a culturally competent workforce which values and enhances diversity, any employee who serves on a hiring committee shall have completed the District's Title 5 mandated *Hiring the Best* training for hiring committees. This training requires that all screening/selection committee members be trained on:

- 1) Federal and state law
- 2) The educational benefits of workforce diversity
- 3) The elimination of bias in hiring decisions
- 4) Best practices in serving on selection/screening committees<sup>10</sup>

## D. Leadership Titles

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.<sup>11</sup> "Designee" is not noted throughout this manual, but it is implied in all instances by this section.

<sup>9</sup> Education Code, section 87100(a)(3)

<sup>10</sup> Title 5, section 53003 (c)(4)

<sup>11</sup> Los Rios Board Policy P-4111, section 1.5

## E. Hiring Manual Review

This hiring manual shall be reviewed and revised at least every three years, and more frequently if necessary.

## 2. Establishing of Need and Prioritization

---

### A. Department Profile

As needed, the department faculty, department chair (if present), and appropriate administrator shall conduct an analysis of the full-time staffing of the department to determine current strengths and needs. Attention shall be given to:

- 1) Subjects and areas of the greatest strengths of the current staff; areas where additional experience is needed
- 2) Representation of the staff including but not limited to gender, gender identity, race and ethnicity and members of other historically underrepresented groups
- 3) Ratio of part-time to full-time positions
- 4) Availability of part-time faculty
- 5) Presence of a full-time faculty member to coordinate a program

### B. Summary of Projected Needs

The present and future needs of the department shall also be analyzed by the faculty, department chair, and administrator of the requested position. The District Academic Senate and District Administration acknowledge that needs will vary by college and by discipline and therefore urge colleges to allow for flexibility in developing this section of the faculty request form. Suggested questions a department may consider include:

- 1) What are the enrollment trends in the classes within the subject area?
- 2) If an academic area, is the projected growth going to be in transfer level courses or in developmental courses?
- 3) If a career technical area, what are the employment trends?
- 4) If a student support area, what are the projected needs?
- 5) What are the needs for new technology? What new skills and information will need to be imparted to students now and in the future?
- 6) Do the racial and gender demographics of the department faculty reflect the student demographics of the District's service area? If not, what demographic groups need increased representation in our department faculty?
- 7) Where should the District advertise and/or conduct outreach in order to recruit candidates who represent these demographic groups?
- 8) How are identified needs tied to strategic planning processes (program review, educational master plan)?

## C. Submission of Priorities and Creation of Final List

In the fall term, each college will make recommendations for new general fund faculty positions following its respective college hiring prioritization and related processes as determined by mutual agreement with the Academic Senate. After consideration of these recommendations, the President shall prioritize the final staffing requests. (Note: Categorical (e.g. EOPS, DSPP, SSSP, etc.) and grant funded positions are determined by each college based on their available categorical and grant funds outside this prioritization process.)

## D. Review and Recommendation by VPI/VPSS Council

The list of each college's final prioritized general fund faculty staffing request will be submitted to the District's Vice Presidents of Instruction and Vice Presidents of Student Services Council (council) for review and recommendation to the Chancellor. Council members include the College VPs of Instruction and Student Services, and typically the Vice Chancellor of Education and Technology, the Vice Chancellor of Finance and Administration, and the Associate Vice Chancellors of Instruction, Student Services, and Human Resources.

Prior to the council's staffing prioritization meeting held no later than December, the Vice Chancellor of Finance and Administration will determine the number of faculty positions available District-wide for the following year. The number of available positions is based on the anticipated number of full-time faculty replacement positions (retirements and resignations approved through the end of the current academic year) and the number of new positions available due to growth funding.

If a decrease to the general fund occurs or is anticipated to occur, some replacement positions may go unfunded. Colleges requesting general fund counselor positions must meet the 900:1 ratio requirement in order to have their positions considered. In addition, data on each college's 75/25 full-time to part-time faculty ratio will be provided with the intention of maintaining as balanced a ratio across all colleges as possible and to improve the full-time ratio when growth funding is available.

The College VPs will present their respective prioritized lists and the council will come to a collective recommendation on the number of positions to allocate to each college. Colleges are not guaranteed a new faculty position for every known or anticipated faculty vacancy. The council submits its recommendation to the Chancellor. More details of the council's processes are described in the LRCCD *Guideline for Authorizing New and Replacement Faculty Positions*.

## E. Decision by Chancellor

The Chancellor will review the recommended list of faculty positions with the Chancellor's Executive Staff, which includes members of his executive team and the college presidents. Following this, the Chancellor will make the final decision as to which full-time tenure-track faculty positions are to be filled for the coming year.

## F. Critical Hires

Although the majority of current and anticipated faculty vacancies are known when the December determination of District-wide available positions is made, some vacancies or other program needs may be unknown at this time. These include late or unanticipated retirements and resignations, late faculty transfers within the District, unanticipated vacancy of probationary faculty positions, or positions needed to implement new programs (for example, time sensitive CTE grant funded programs).

If a position is considered critical to offer the needed course sections or academic or student services due to program accreditation requirements, insufficient discipline adjunct pool, etc., the college may request a critical hire. Such requests must be for a replacement in the same discipline or for a newly-funded program. College administration and the Academic Senate, through their established college processes, will consult regarding the need to request a critical hire position.

If agreed upon, the request is then submitted to the District for review. If the request meets the critical hire criteria as stated in the *LRCCD Guideline for Authorizing New and Replacement Faculty Positions*, the District will approve the request. The approved critical hire FTE is taken from next year's full-time faculty allocation process.

# 3. Recruitment

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## A. Development of Job Posting

- 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*<sup>12</sup> provides resources on how to conduct an analysis of job announcements from an equity perspective.
- 2) If desired, the department shall identify supplemental questions that can be provided to candidates after HR pre-screens the applicants and before the screening committee begins reviewing the applications. Asking the questions at this point would mean only qualified applicants complete the written supplemental questions. This added step may delay the release of the applicant pool to the college.
- 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 job description shall not include department chair responsibilities as described in the Los Rios College Federation of Teachers (LRCFT) Collective Bargaining Agreement.<sup>13</sup>
- 6) 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.
- 7) The college administration shall forward to HR the details of the proposed faculty assignment/job posting and the proposed qualifications via PeopleAdmin.
- 8) 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.
- 9) 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).
- 10) Pursuant to the LRCFT Collective Bargaining Agreement,<sup>14</sup> the position may be announced in District for transfer requests as follows:
  - a) Preliminary Stage: There shall be three preliminary steps in the voluntary transfer process.

<sup>12</sup> 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 California.

<sup>13</sup> Los Rios College Federation of Teachers (LRCFT) Collective Bargaining Agreement, section 2.2.4.3

<sup>14</sup> Los Rios College Federation of Teachers (LRCFT) Collective Bargaining Agreement, section 5.3.1.1

- i) As part of the college process for requesting a new full-time faculty position, full-time faculty within the department will reach consensus as to whether to review voluntary transfers. The department chair and appropriate administrator shall define faculty consensus. If a department does not have any full-time faculty or a new faculty position is without a designated department, the dean, in consultation with the Academic Senate President, will determine whether to review voluntary transfers.
- ii) If voluntary transfer applicants are to be considered, HR shall inform full-time faculty members via e-mail regarding the voluntary transfer deadline date. The District voluntary transfer deadline date shall be no later than three weeks earlier than the general application deadline date.
- iii) Voluntary transfer applicants must submit to HR a *Request for Faculty Transfer* form (P-671), an application used for general hiring, a resume and/or a letter of interest no later than the voluntary transfer deadline date. HR shall forward all voluntary transfer applications to the college requesting the position prior to the general application deadline date.

## B. Distribution of Announcement

- 1) Full-time, tenure-track faculty positions will typically be advertised for at least forty calendar days, with a minimum of 30 calendar days.
- 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 department 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.
  - 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.
- 4) The District shall be identified as an Equal Opportunity Employer.



## C. 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) When the department chairs request that a job posting be advertised in discipline specific publications, lists, websites, etc., Administrative Assistants will enter this information in PeopleAdmin when submitting job postings to HR.

## 4. Confidentiality

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- 1) The entire selection process requires the greatest sensitivity on the part of the committee members regarding the need for confidentiality in perpetuity.
- 2) The rights and reputations of the candidates must be protected. Ratings and comments made by committee members must not be discussed or shared outside the process.
- 3) In order to provide equal opportunities for all candidates, strict confidentiality must be maintained regarding all written, verbal and electronic records and information regarding the interview prior to, during, and following the interview process.
- 4) Any email communications regarding committee process and/or question development should be described as "Confidential" in the Subject Line and marked "Confidential" in the Properties menu. To forward a confidential message to another person(s):
  - a) From your draft email message, click "File," then "Properties."
  - b) Under "Settings," in the "Sensitivity list," choose "Confidential."
  - c) Click "Close."
  - d) When you're done composing your email, click "Send."

# 5. Minimizing Implicit Bias During Faculty Hiring

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"Bias can and often does have an impact on the faculty hiring process. This impact can negatively affect an institution's or department's efforts to diversify their faculty in terms of race and ethnicity."<sup>15</sup> The following strategies<sup>16</sup> are proposed by CUE as specific actions selection committee members can take to minimize the effect of biases on the hiring process.

- 1) Recognize and accept that we are all susceptible to the influence of bias and assumptions.
- 2) Increase the diversity of the selection committee.
- 3) Build an applicant pool in which faculty of color are well represented.
- 4) Develop well-defined evaluation criteria prior to reviewing applications.
- 5) Prioritize the relative importance of the multiple measures before reviewing applications.
- 6) Engage in counter-stereotyping; that is, encourage committee members to take the time to consciously think about successful, highly competent, well-regarded faculty of color in their department, institution, or discipline.
- 7) Spend sufficient time evaluating each applicant and minimize distractions while reviewing applications.
- 8) Focus on each applicant as an individual and evaluate their entire application package.
- 9) Following each stage of the review, committee members should write their notes on applicants or complete the evaluation rubric before debriefing with other committee members. Doing so helps prevent biases that emerge from groupthink.
- 10) Use inclusion rather than exclusion strategies when deciding which candidates to move forward in the process.
- 11) Throughout the process, committee members should re-evaluate the effectiveness and implementation of the selection criteria for addressing bias.
- 12) Be able to defend every decision to accept or reject a candidate. The reasons provided should be based on evidence in the applicant's professional and/or academic record and the criteria for the position.

<sup>15</sup> Center for Urban Education. (2017), p. 24

<sup>16</sup> Center for Urban Education. (2017), pp. 27-29

## 6. Screening for Eligibility (Pre-Screening)

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### A. Application Materials

- 1) Required Materials. The applicant must submit the required materials as listed in the job announcement by the final filing date to be considered. Required materials typically include:
  - a) Los Rios application
  - b) personal resume or curriculum vitae
  - c) unofficial copies of college transcripts
  - d) letter of interest
- 2) If requested by the department: two letters of recommendation.
- 3) The hiring committee shall consider voluntary transfers if applicable and follow the established process.<sup>17</sup>

### B. Minimum Qualifications

A statewide disciplines list defines the degrees that are reasonably related to the teaching assignment or academic subject matter area.<sup>18</sup> Applicants must show evidence of the appropriate master's degree for those disciplines for which a master's degree is required. 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:

<http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2017-Minimum-Qualifications-Handbook-r1-ADA.pdf>

- 1) Any applicant who fails to provide evidence to support completion of minimum qualifications or a credential, or of equivalency may be eliminated from the applicant pool.<sup>19</sup>
- 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

<sup>17</sup> Los Rios College Federation of Teachers (LRCFT) Collective Bargaining Agreement, section 5

<sup>18</sup> Title 5, section 53407

<sup>19</sup> Administrative Regulation 5123, section 5.0

shall be considered under the Equivalency Verification (P-38) process even though the applicant did not claim equivalency.

- a) Applicants for all full-time and long-term temporary (LTT) faculty hiring needing Equivalency Verification are sent to the office of the Vice President of Instruction to be reviewed by the equivalency committee which must be comprised of a minimum of three (3) faculty members on the interview committee and the area dean from the discipline.<sup>20</sup>
- b) Applicants for adjunct positions and emergency hires needing Equivalency Verification are sent to the requesting department.
- 4) All full-time faculty and LTT applications which satisfy the LRCCD minimum qualifications requirement or the credentials requirement are sent by HR to the college's office of the Vice President of Instruction for sharing with the screening committee.
- 5) All adjunct and emergency hire applications which satisfy the LRCCD minimum qualifications requirement or credentials requirement are sent by HR to the requesting department.
- 6) HR will notify all applicants who do not meet the advertised minimum qualifications, equivalencies or credentials via email.

## C. Applicant Pool

If the applicant pool is sufficient, HR will send the log-in credentials to the applicant pool to the Vice President of Instruction to share with the appropriate administrator.

<sup>20</sup> Administrative Regulations 5123, section 7.1

# 7. College Interview Committee/Screening Committee

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## A. Composition of the Interview Committee

- 1) The Interview Committee is comprised of a total of six to ten persons who reflect the gender and racial/ethnic demographics of the District's service area, selected as follows:
  - a) Faculty (3-5). Three to five discipline, related discipline, and/or outside discipline faculty members appointed by the college Academic Senate President after consultation with the department chair (if existent) and appropriate administrator. The District's Strategic plan sets forth the indicator of achievement for the recruitment of our employees to reflect the demographics of the District's service area and that should be the goal of the composition of the hiring committee.
    - i) The equity representative is included in the 3-5 faculty. The equity representative shall be affirmed by the college equity officer and appointed by the Academic Senate President after consultation with the department chairperson and appropriate administrator from a list of faculty who:
      - (1) have been trained within the last two years in equity and diversity matters<sup>21</sup>
      - (2) are not faculty in the discipline or related discipline for which the hiring committee is convened.
    - ii) Discipline faculty (or related discipline faculty if needed) should represent at least half of the faculty members on the committee.
    - iii) Interview committees should reflect diverse faculty and include an equity representative who is charged with monitoring the search process for compliance with equal opportunity policies.
    - iv) Departments that lack sufficient diversity to compose a diverse interview committee must use faculty outside the department (or outside of the college--but within the District-- if necessary) to broaden the perspective of the committee and increase the reach of the search.
    - v) In interdisciplinary subjects, and areas where service to students requires close cooperation between instruction and student services or between instructional areas, faculty from several areas may be selected to serve on the committee.
  - b) Administrators (2). One administrator of the department or area (usually the division/area dean) appointed by the President. The committee chair may be a second administrator. The committee chair shall be appointed by the President.

<sup>21</sup> Administrative Regulations 5121, section 6.1.3

- c) Student (1). One student representative nominated by the college Student Senate President in collaboration with the President. Student appointed to the committee serves during the interview process only; they do not participate in the applicant screening process.
  - d) Classified (1). One classified professional, for positions in which faculty work closely with classified professionals. The determination of whether it is appropriate for a classified professional to sit on the committee shall be made by the committee chair in consultation with the department chair. The committee chair in collaboration with the classified leadership will select the classified professional.
  - e) External Expert (1). One outside content expert for positions in which no Los Rios faculty content experts are available. The determination of whether it is appropriate for an outside content expert to sit on the committee shall be made by the President in consultation with the Academic Senate President. The President in collaboration with the Academic Senate President will select the outside content expert, preferably a faculty content expert from another district and/or industry expert. If no faculty content experts are available, then a content expert from the representative field may be appointed.
- 2) The list of committee members shall be submitted to the college equity officer and/or the District Director of Human Resources to ensure the committee is diverse in terms of gender and racial/ethnic diversity. Concerns shall be directed to the committee chair and the Academic Senate President.

## B. Composition of the Screening Committee

- 1) The screening committee shall consist of a minimum of three (3) faculty members which includes at least one (1) faculty member from the department, the equity representative on the interview committee, and one administrator (generally the dean from the discipline).<sup>22</sup>
- 2) Additional members from the interview committee may serve on the screening committee if they so choose.
- 3) Students do not participate on the screening committee.
- 4) Each screening committee member shall rate all applicants independently. If a committee member is unable to complete the screening process, the ratings of that individual shall not be used.
- 5) The committee Chair and the equity representative shall ensure that the screening committee members are diverse<sup>23</sup> and reflects the demographics of the District's service area.
- 6) Any concerns will be reported to the college equity officer.

<sup>22</sup> Administrative Regulations 5121, section 5.0

<sup>23</sup> Title 5, section 53024, section 5.0

## C. Committee Chair Duties

- 1) The committee chair shall convene the committee, participate in the development of screening criteria, establish timelines for completion of the screening, serve as one of the raters, and coordinate the final selection of who shall be interviewed.
- 2) Review standard interview procedures.
- 3) Throughout the process, the committee chair shall communicate to committee members any and all changes or issues that affect the agreed upon processes.
- 4) The committee chair raises questions about traditional notions of “merit,” “fit,” and “compliance” during the application review and interview stages of the faculty hiring process.
- 5) The committee chair must be present at all committee meetings.
- 6) Complete and submit to HR all hiring forms.

## D. Equity Representative Duties

- 1) Must have completed the *Hiring Committee Equity Representative* training within the last two years.
- 2) Shall ensure 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.<sup>24</sup>
- 3) Raises questions about traditional notions of “merit,” “fit,” and “compliance” that can impede efforts to ensure hiring processes equitably serve candidates from minoritized groups.
- 4) Minimizes implicit bias during the hiring process. (See “Minimizing Implicit Bias During Faculty Hiring” of the *Faculty Hiring Manual*).
- 5) Shall complete the Equal Opportunity Employment Checklist at the conclusion of the entire hiring process.
- 6) Any questions or concerns about instances of unlawful discrimination shall be reported to the college equity officer.
- 7) Must be present at all committee meetings.
- 8) Complete and submit to HR all equity representative hiring forms.

<sup>24</sup> Board Policy 5111



## E. Committee Member Duties

- 1) All committee members must complete the mandated 2-hour *Hiring the Best* hiring committee training prior to the start of the hiring process.<sup>25</sup> Please note, this is a separate training than the *Hiring Committee Equity Representative* training.
- 2) Review the job posting for the position.
- 3) Develop paper screening criteria and standard interview questions that seek candidates who exemplify the characteristics of equity-minded competence prior to the application closing date.
- 4) Shall use a standard rating system to rate all of the candidates.
- 5) Maintain all written notes in the folders provided and submit to the committee chair after each meeting.
- 6) The committee members shall determine if candidates will be allowed to ask questions at the end of the interview, time permitting. To facilitate and reflect a welcoming environment, allowing and answering candidates' questions are highly encouraged.
- 7) All committee members, except the student representative, are encouraged to attend all committee meetings and are required to attend the interviews of each candidate. Classroom faculty should coordinate with their respective instructional dean to arrange for class substitutes or to make other suitable arrangements if serving on the committee will necessitate missing some instruction time.
- 8) Establish rapport with the candidates during the interview process.
- 9) Do not engage in fact-finding activities including electronic searches on social media or the internet.
- 10) If contacted by a candidate, refer the candidate to the committee chair or to HR.

<sup>25</sup> Title 5, section 53003 (c)(4)

# 8. Screening Applications

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## A. Screening Criteria

- 1) Equity-minded screening criteria are to be developed by the interview committee. Committee members are encouraged to review and reflect on Section 2B, Summary of Projected Needs and the job posting.
- 2) Screening criteria are to be based on the job posting.
- 3) Matters of diversity and equity should be reflected in screening criteria 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.
- 4) Some criteria which might be considered are:
  - a) Discipline preparation
  - b) Communication and other interpersonal skills
  - c) Equity-minded conceptions of merit:
    - i) experience teaching racially minoritized students
    - ii) expertise with culturally relevant pedagogy
    - iii) educated in social justice & equity
    - iv) experience acting as an equity advocate
    - v) experience with self-reflection & willingness to reflect on racialized outcomes of practice
  - d) Equity-minded conceptions of fit:
    - i) reflects students' racial/ethnic identities
    - ii) holds high expectations for racially minoritized students
    - iii) can connect with students through multiple identities
    - iv) can support and further campus equity efforts
  - e) Creativity and innovation
  - f) Leadership potential
  - g) Community service
  - h) Recency of training or evidence of updating of skills and/or professional development
  - i) Experience working with people of varying abilities, ages, and cultures
  - j) Experience with a broad range of teaching methods
  - k) Related work experiences
  - l) Experience with technology to support student learning

## B. Screening Process

- 1) Screening criteria, rating sheets and interview questions shall be prepared prior to reviewing applications. Applications will generally be released to the college within five-seven business days after the position closes.
- 2) Expeditious screening of applications is highly desirable in order to assure talented candidates are still available for interviews.
- 3) Faculty who wish to screen and/or interview must be apprised of the time commitment and be willing to make the effort required to complete the screening and/or interview.
- 4) Normally, the selection of those to be interviewed should be completed within one to two weeks of the applications being sent to the college.
- 5) The District wishes to be as ecologically responsible as possible and encourages its employees to do the same by asking members of the screening committee to screen the applications online.

## C. Rating of Candidates

Board Regulation 5121

- 1) Once the ratings of all candidates have been completed, the members of the screening committee shall meet at the time determined by the committee chair.
- 2) The committee chair and the equity representative shall tabulate the committee members' individual ratings of the candidates to establish the top candidates.
- 3) The committee will determine the number of candidates to be interviewed.
- 4) The committee should discuss and make a decision about offering candidates an interactive video/telephone conference (virtual) interview should they be unable to attend the interview in person. To maintain confidentiality and security, use of the California Community College Chancellor's Office web-based conferencing and meeting platform Zoom is recommended.
- 5) At least two qualified adjunct faculty members who have second or third level preference priority within the District according to the LRCFT Collective Bargaining Agreement shall be granted interviews if they submit applications and meet minimum qualifications (CBA Section 4.10.10).
- 6) A final list of candidates recommended to be interviewed is sent to HR.

## D. Applicant Pool Approval

- 1) The screening committee submits a list of candidates to invite to interview, to the office of the Vice President of Instruction. The Vice President's office submits the list to HR for Equal Employment Opportunity (EEO) review.
- 2) HR gathers race/ethnicity and gender identity information for individuals on the submitted list and considers the diversity representation for the applicant pool.

- 3) Approval is given if adequate diversity is present in the selection of candidates, relative to the faculty position, number of total applicants, and number of qualified applicants released for department screening.
- 4) If diversity is not present, additional information is requested (e.g. committee member race/ethnicity and gender identity, screening criteria, questions, and ranking sheets).
- 5) HR in consultation with the office of the Vice President, the committee chair and equity representative will examine changes that will ensure compliance with EEO program regulations and District objectives for the candidates invited to interview.
- 6) Approval is given if a mutual agreement is met or if the President approves to move the hiring process forward without changes. A decision can also be made to hold, cancel, or extend the position for later recruitment or with a different or enhanced committee.

## E. Notification of Candidates

- 1) Unsuccessful candidates.
  - a) Notify HR of those to be notified.
  - b) HR will notify unsuccessful candidates in the applicant pool that they have not been selected for interview.
- 2) Successful candidates.
  - a) Notify HR of those invited to interview (first round and second round).
  - b) The committee chair or designee will facilitate notification of those who have been selected and shall schedule them for an interview.
  - c) Each candidate will be asked "Do you require reasonable accommodation(s) for the interview?" If a candidate requests accommodation(s), the committee chair and campus ADA Officer will ensure accommodations are implemented as appropriate.
- 3) Sufficient time should be allowed between notification and the interview to permit candidates to make travel arrangements. Normally, a minimum of ten calendar days' notice should be provided.

# 9. The Interview

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## A. Purpose of the Interview

- 1) The primary purpose of the interview is to obtain information about candidates and to evaluate the candidates with regard to their ability to perform the duties of the faculty position. The interview shall be an assessment of the specific qualities and aptitudes that are important for success as a member of the faculty. These qualities may include knowledge of the subject matter, ability to communicate orally and in written form, address different levels of academic preparedness, ability to foster and enhance cultural competence and equity, ability to facilitate equitable outcomes in and outside of the classroom, use varied teaching technologies, concern and respect for students and colleagues, special ability or aptitude in the areas identified by the department/area, the potential for continued professional growth, and enthusiasm, intellectual curiosity, and commitment to the profession.
- 2) A secondary purpose of the interview is to project a positive image of the District, college, and the department. In support of this aim, interview committees are encouraged to be welcoming and to exhibit welcoming behavior. Unsuccessful candidates will have other opportunities to apply for Los Rios positions. They can be expected to use the interview to assess the climate of the college and to determine if this is where they wish to work. It is recommended, if feasible, there be an opportunity for the candidate to have a tour of the college and the department where they would be employed before or after the interview when appropriate.

## B. Qualities of an Effective Interview

- 1) Timing
  - a) It is recommended that the interviews be scheduled at least 60 minutes apart. This allows at least 45 to 50 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 timelines 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.

- b) 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 successful interviewing.
  - b) Ratings and comments by committee members must not be shared with anyone outside the hiring process at any time.
- 5) Impartiality
  - a) Impartiality is the foundation of a good interview.
  - b) It is important not to discuss information about a candidate until the finalist stage to avoid development of an early bias.

## C. Interview Questions

- 1) The hiring committee will prepare the interview questions which are to be asked consistently to all applicants invited to interview. The questions are typed onto an *Evaluation of Oral Interview* form. Space for ratings of the work sample(s) and the writing sample should also be provided on the Evaluation form (sample form, Appendix 4). Once agreed upon by the committee, questions shall not be altered without the consent of the committee.
  - a) Advance Preparation
    - i) The committee should decide in advance whether the interview questions are to be provided to the candidate in advance of the interview.
  - b) Sample Questions
    - i) A bank of previously used 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.
- 2) 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.
- 3) 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.
- 4) Effective equity-minded questions have these qualities:

- a) 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.<sup>26</sup>
    - 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) Working with colleagues
  - b) They are open-ended, allowing candidates to reveal themselves more.
  - c) The desired "right" answer should not be apparent from the question. Don't ask leading questions.
  - d) Even though the topic or problem may be complex, the language of the question should be clear and easy to understand.
  - e) Performance based / behavioral based questions are encouraged as they represent a "best practice." A key indicator of future performance is past performance.
- 5) Generally, eight to ten questions plus a demonstration of professional skills (teaching, counseling, etc.) can be completed in the 45 to 50-minute interview. If the questions are broad and follow-up questions are planned, fewer questions might be asked.

#### 6) 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). The following sample equity-minded interview questions are proposed by CUE<sup>27</sup>:

<sup>26</sup> Center for Urban Education, (2017), pp. 49-51

<sup>27</sup> 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) How are you prepared to meet the expectations of both teaching and out-of-the-classroom work, including the implementation of campus- or state-level reforms that impact the work of the department?
- f) 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 full-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 ability to write clearly and accurately is essential for any community college faculty position, and it is recommended a writing sample of about a half-hour be a part of the selection process. The writing sample can be done before or after the interview.
- 2) 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) Note Taking
  - a) 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) If interviews are to extend over two or more days, it is especially important to take notes and indicate the relative merits of the candidates of the first day, so their answers will not be forgotten.
- 3) 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?

## G. Ranking

- 1) First ranking. Each committee member shall independently rank the candidates, e.g., 1 out of 10, 2 out of 10, etc. Tie rankings on a committee member's *Evaluation of Oral Interview* form are not allowed.
  - a) The independent rankings are collected by the committee chair, who, along with the equity representative, shall complete a first ranking by adding the rankings to determine the top five candidates (those with the lowest sums) in alphabetical order.
  - b) The committee chair shall report to the committee the names of the top five candidates for the position.
  - c) The committee chair and the equity representative shall facilitate a discussion of the top five candidates prior to the second ranking.
- 2) Second ranking. Each committee member shall independently rank the top five candidates, e.g., 1 out of 5, 2 out of 5, etc.
  - a) The committee chair and equity representative shall add the rankings and report the top three candidates in alphabetical order.

- b) If the committee chair and the equity representative cannot determine the top three candidates, either because of a tie in rankings or because the committee determines that there are not three acceptable candidates, the committee may identify from two to four candidates as finalists.
- 3) In cases where the committee is interviewing multiple positions, the committee shall use the same criteria in #3 above for determining the number of finalists, except as follows: when the committee is interviewing for two positions, it will strive to identify five finalists, but if it is unable to do so (because of a tie or a lack of qualified candidates) then it can identify fewer finalists. If the committee is interviewing for three positions, it will strive to identify seven finalists, but may identify fewer if the committee determines there are not sufficient finalists. A second committee must be formed if a department is seeking more than three positions.

Number of positions	Number of finalists
1	3
2	5
3	7

- 4) The chair shall give the names of the finalists to the President in alphabetical order.
- 5) The President and/or appropriate Vice President shall join the committee for a discussion regarding the relative strengths and points of concern of each finalist, as perceived by the interviewers. Comments that reflect personal knowledge of the interviewee should be provided to the President separately from the interview process.
- 6) In cases where the committee determines there is only one acceptable candidate, the committee shall inform the President of their finding during the discussion and forward that one name to the President. After the interview, the President may choose the candidate, ask the committee to reconsider, or close the process and begin anew. Similarly, for multiple hires in the same committee, if fewer than four candidates are forwarded, after the President interviews the candidates, the President may choose the candidates, ask the committee to reconsider, close the process and begin anew, or any combination thereof.
- 7) The college Academic Senate President and/or the DAS President may review the committee rankings on a confidential basis with the President.

# 10. Reference Checks

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Checking of the 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. The LRCCD *Reference Check* form (P-123), available on the HR intranet website, shall be utilized for each reference check.

- 1) The President 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 faculty member selected to conduct reference checks shall use the LRCCD *Reference Check* form and shall report findings to the President confidentially.

# 11. Selection

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- 1) The finalist(s) will be interviewed by the President. The appropriate Vice President and/or others may be invited by the President to participate in the final interviews. All finalists will be interviewed by the same person or persons.
- 2) To minimize an out-of-area candidate's monetary expenses, in the event that the candidate is selected as a finalist, the President may offer an out-of-area candidate the option to conduct a final interview just after their initial interview, even though it is not yet known if they have been selected as a finalist.
- 3) If the President has reservations regarding the recommendations of the committee, the President will communicate with the committee and explain the rationale for their concern. If there were additional candidates whom the committee judged to be well qualified, the committee may elect by simple majority to ask that the next ranked candidate(s) considered.
- 4) The President will select the candidate who is to be recommended to the Chancellor and the Board of Trustees for appointment to the position.
  - a) The final candidate will be notified of their selection by the President or designee prior to forwarding the appropriate forms to HR<sup>28</sup>.
  - b) The President will notify the committee after the selection is made.
  - c) HR will place the name of the recommended candidate on the next regular Board meeting agenda and will process all employment forms.
  - d) The President or designee will contact those finalists not selected and notify HR when the notification is complete.
  - e) Following Board approval, the final candidate will be given formal notice of the appointment by HR.

<sup>28</sup> Administrative Regulations, section 9.1

# Adjunct Faculty

## 1. Introduction

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Adjunct faculty hiring follows the Board Policies/Administrative Regulations as attached. In addition, the District Academic Senate and District Administration share a commitment to the intent and philosophy of this *Faculty Hiring Manual* towards the adjunct faculty hiring process. A check list is provided to assist departments in the equitable hiring of adjunct faculty members.

## 2. Board Policies and Administrative Regulations

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### A. Recruitment, Selection and Appointment: Adjunct Faculty P-5122

1. Hiring of Adjunct Faculty
  - 1.1. The interests of students and the community are best served by selecting from the available pool of persons in the community those individuals who have special expertise and diverse backgrounds to serve in various adjunct faculty positions.
  - 1.2. By encouraging diversity in the pool of adjunct faculty members, the Los Rios Community College District can increase diversity among tenured faculty.
2. Police Records
  - 2.1. All applicants shall be fingerprinted prior to employment with the District.
    - 2.1.1. This District Policy and the corresponding Administrative Regulation shall not apply to any California or Federal Peace Officer currently employed and paid as such.
  - 2.2. The Chancellor shall adopt appropriate Administrative Regulations.
3. Qualifications
  - 3.1. An applicant must possess the minimum qualifications established for the position; the individual must be able to perform the essential functions of the position with or without reasonable accommodation.
  - 3.2. An applicant or candidate shall be disqualified for any of the following reasons:
    - 3.2.1. Conviction of a misdemeanor involving sex offenses, controlled or illegal substances as defined in Education Code, sections 87010 and 87011 respectively; or of any felony; or determination that the individual is a sexual psychopath as defined in Education Code, section 87406. (Ed. Code, § 87405) The Los Rios Community College District Board of Trustees delegates the determination of exceptions to this rule under Education Code, section 87405 to the Chancellor. The Chancellor shall develop Administrative Regulations regarding this issue;
      - 3.2.1.1. Exception: Applicants and employees that have applied for or obtained certificates of rehabilitation and pardon and, if the applicant's probation has been terminated and the information or accusation has been dismissed under Penal Code, section 1203.4 for sex offenses, controlled or illegal substances convictions may be retained or considered for employment. (Ed, §§ 87010, 87011, 87405)
      - 3.2.1.2. Exception: Applicants and employees with felony convictions, other than those applicants that are disqualified for service under Education Code, sections 87010, 87011,

87405, or 87406, shall be individually evaluated to determine if disqualification based on their felony conviction(s) is job-related and consistent with business necessity.

3.2.1.3. Exception: Applicants and employees that are disqualified for service under Education Code, section 87010, 87011, or 87405 may be retained or considered for employment if the Board of Trustees determines from the evidence presented that the person has been rehabilitated for at least five years, or has received a certificate of rehabilitation and pardon, or if the accusation or information against the person has been dismissed and he or she has been released from all disabilities and penalties resulting from the offense pursuant to section 1203.4 of the Penal Code. In order to determine whether an applicant has been rehabilitated for at least five years, the Board of Trustees shall evaluate the applicant to determine if the disqualification is job-related and consistent with business necessity.

3.2.2. Falsification or attempted deception in statement on the application;

3.2.3. Previous dismissal from District service by the Board of Trustees;

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	(Formerly P-5119)	LRCCD
Policy Adopted:	2/13/80	
Policy Revised:	9/3/80; 10/20/82; 2/21/90; 2/4/98; 12/6/00; 10/1/03; 3/21/07; 5/13/15; 6/8/16; 5/10/17	
Policy Reviewed:	5/10/17	
Adm. Regulation	R-5122	

## B. Recruitment, Selection and Appointment: Adjunct Faculty R-5122

### 1. Recruitment and Application Procedures for Adjunct Temporary Assignments

1.1. The Los Rios Community College District Human Resources Office will advertise as needed for part-time academic staff to provide an adequate pool of applicants.

1.1.1. Only those persons having an application on file at the District will be considered as applicants.

1.1.2. Applicants and employees with felony convictions and applicants and employees that are disqualified for service under Education Code, sections 87010, 87011, or 87405 shall be referred to Human Resources and individually evaluated based on the requirements of the position following factors:

1.1.2.1. Nature and Gravity of the Offense(s). The Human Resources Office shall evaluate felony conviction(s) to determine the nature and severity of the offense(s) or conduct. This evaluation may take into account the harm caused by the crime, the elements of the crime, and the severity of the crime. A more severe crime would tend towards disqualifying the applicant.

1.1.2.2. Time That Has Passed Since the Offense(s) or Conviction(s). The Human Resources Office shall evaluate the amount of time that has passed since the most recent offense or conviction and any prior offense(s). A single offense or a last offense committed more than ten (10) years prior to the application date suggests an applicant will not recidivate. Subsequent employment history and efforts at rehabilitation is relevant to this inquiry. Crimes committed more recently would tend towards disqualifying the applicant.

1.1.2.3. Nature of the Job Held or Sought. In light of the first two factors, the Director of Human Resources shall examine the nature of the duties and essential functions of the job held or sought to determine if excluding the applicant is consistent with business necessity. Consideration may be given to the location of the job and the persons the applicant will come into contact with in the job. For example, convictions of property, theft, or larceny crimes tend toward disqualifying applicants for positions of trust or positions that control money or property. Convictions for violent felonies would tend towards disqualifying applicants from positions that require contact with students, staff, or the public.

1.1.2.4. Applicants with disqualifying convictions shall be notified that they have been screened out due to a felony conviction and provided with an opportunity to demonstrate that they should not be screened out due to the applicant's particular circumstances. The Human Resources Office shall review this information prior to making a final decision.

### 2. Screening and Interview Procedures for Adjunct Temporary Assignments

(The equivalency processes as described in section IV.B of the District's Faculty Hiring Manual and Administrative Regulation R-5123 shall be used for all faculty hiring, including, but not limited to, adjunct faculty, long-term temporary, and emergency hires.)



- 2.1. The screening and interview committee shall consist of two (2) to three (3) 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. The administrator of the department or area (usually the Division/Area Dean) appointed by the appropriate College Vice President. The equity representative shall be affirmed by the College Equal Employment Opportunity (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.
  - 2.2. Screening and interview committees will determine objective criteria for selecting candidates and develop standard interview questions.
  - 2.3. The screening and interview committee will select and interview a sufficient number of applicants to allow for fulfillment of goals and to allow subsequent employment offers to be made to successful candidates.
  - 2.4. 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 the District Human Resources Office. The committee will note those candidates approved for adjunct assignment as "commendable."
  - 2.5. 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 hire process described above, the appropriate manager may fill that assignment without the benefit of screening and interview committee action utilizing applications currently on file in the District Human Resources Office. Adjuncts hired under this "emergency hire" process may not be rehired for subsequent assignments unless they successfully complete the adjunct interview/hire process described above.
3. Criminal Background Check
    - 3.1. Applicants shall be fingerprinted at the State Department of Justice or another qualified law enforcement agency. Employment shall not commence until clearance has been approved by Human Resources. The Human Resources Office shall review any new felony convictions that are discovered during this process under the process set forth in 1.1.2, above, and shall also take into account whether the failure to disclose the conviction was dishonest.
    - 3.2. Applicants shall be required to pay the cost of the fingerprinting and processing.
    - 3.3. When warranted by exigent circumstances as determined by District Human Resources, a temporary employee may be permitted to begin work prior to clearance having been granted by Human Resources.
    - 3.4. Police records shall be shown only to those with the legal right to see them.
  4. Hiring Procedures for Returning Adjunct Temporary Employees
    - 4.1. Temporary employees hired prior to February 4, 1980, and temporary employees hired according to procedures 2.1 through 2.4, may be rehired for subsequent assignments without screening and interviewing.

4.2. Employees hired under 2.5 may be rehired for subsequent assignments only after screening and interviewing per sections 2.1 through 2.4.

5. Adjunct Faculty Assignments

5.1. Assignments of adjunct tenured (part-time) employees will be limited to their level of tenure, e.g., a person tenured at twenty percent (20%) will be scheduled for neither more nor less than the twenty percent (20%) to which the employee is entitled.

5.2. Tenured staff members without full loads will first be given available assignments in which they qualify, up to the percentage of their tenure.

5.3. The District recognizes only those employment rights to adjunct temporary and overload pay assignments specified in State law and in the current District/LRCFT agreement.

5.4. Assignments of adjunct temporary employees will not exceed sixty-seven percent (67%) of a full-time load.

5.5. Continuation of adjunct assignments by temporary employees and overload assignments by regular employees, among other factors, will be contingent upon performance evaluations that meet or exceed standards.

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(Formerly R-5119)

LRCCD

Adm. Regulation Adopted: 2/13/80

Adm. Regulation Revised: 9/3/80; 10/20/82; 10/13/97; 10/9/00; 8/25/03

Adm. Regulation Reviewed: 9/26/16

Board Policy: P-5122

# 3. Adjunct Faculty Hiring Checklist

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## A. Process Reminders

- Only those persons having an application on file at the District will be considered as applicants.<sup>29</sup>
- 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).
- Equity representative reports allegation(s) of noncompliance to the campus equity officer or HR.

## B. Interviewing Checklist

- Establish hiring committee to interview applicant(s), include one faculty committee member who is an equity representative.
- Develop screening criteria and interview questions. Request adjunct applicant pool from HR.
- Offer interview only to applicant(s) who have followed the process and have an applicant on file with HR. This includes current adjuncts with the District, former candidates from full-time faculty positions, and former full-time employees who retired or resigned.
- Review application(s) based on job related screening criteria to select applicant(s) for interview.
- Each applicant invited to interview should be advised on the name and telephone number of the area dean or committee chair to contact if they require a reasonable accommodation for the interview process.

<sup>29</sup> Administrative Regulation 5122

- ❑ Upon hiring an adjunct faculty candidate, complete and return to HR the following:
  - 1) Part-Time Temporary, Faculty Employment Form (P-132) – completed by the dean
  - 2) Equal Opportunity Employment Checklist (P-130) – completed by the equity representative
  - 3) Equivalency Verification (P-38)
- ❑ Hiring committee forms: screening criteria, questions, interview rating sheets, writing sample, and other supportive documentation.
- ❑ Notification to candidates who are not recommended for an adjunct teaching assignment are to be made by the area dean and/or department chair via letter or phone call within three days of the interviews. Those recommended for an adjunct teaching assignment, after reference checks have been completed, should be provided information about the adjunct hiring process. Please refer to the New Hire Checklist for Adjunct/Substitute Faculty available on the LRCCD website.<sup>30</sup>
- ❑ Call Recruitment at (916) 568-3112, or send an email to [hr@losrios.edu](mailto:hr@losrios.edu) or contact the Confidential HR Officer.

<sup>30</sup> [www.losrios.edu/hr/HumanResourcesForms.html](http://www.losrios.edu/hr/HumanResourcesForms.html)

# Signature of Acknowledgment

As indicated by the signatures below, this document represents the mutually agreed upon Los Rios Faculty Hiring Process as mandated by Education Code 87360.

## Los Rios Community College District

\_\_\_\_\_  
Jamey Nye, Vice Chancellor

\_\_\_\_\_  
Date

## Los Rios Community College District Academic Senate

\_\_\_\_\_  
Carlos Lopez, President

\_\_\_\_\_  
Date

# Appendices

See appendices on following pages.

# Equivalency Verification (P-38)

<b>LOS RIOS COMMUNITY COLLEGE DISTRICT</b> <b>Equivalency Verification</b> <b>(Policy/Regulation P/R 5121)</b>		
This application requires evaluation for equivalency before screening and interviewing. Please use this form (P-38) for the equivalency process.		
This form will indicate that the candidate for a faculty position in the Los Rios Community College District does or does not meet the equivalency for minimum qualifications using the district framework on the reverse of this form.		
Applicant: _____	Date: _____	
Employee ID (if known): _____		
ARC <input type="checkbox"/>	CRC <input type="checkbox"/>	FLC <input type="checkbox"/>
SCC <input type="checkbox"/>	Other <input type="checkbox"/>	Division: _____
Department/Discipline: _____		
A. For disciplines requiring the Master's Degree (indicate 1 to 5 as stated on the reverse):		
1) <input type="checkbox"/>	2) <input type="checkbox"/>	3) <input type="checkbox"/>
4) <input type="checkbox"/>	5) <input type="checkbox"/>	6) Equivalency not granted <input type="checkbox"/>
Please summarize reasons for the decision indicated above: _____		
_____		
_____		
_____		
B. For disciplines not requiring the Master's Degree (indicate 1 to 5 as stated on the reverse):		
1) <input type="checkbox"/>	2) <input type="checkbox"/>	3) <input type="checkbox"/>
4) <input type="checkbox"/>	5) <input type="checkbox"/>	6) Equivalency not granted <input type="checkbox"/>
Please summarize reasons for the decision indicated above: _____		
_____		
_____		
_____		
<b>Verification by Equivalency Committee*:</b> For any equivalency, the candidate's own application and transcripts must accompany this form. When other than formal education equivalencies are claimed, more extensive supporting documentation (i.e., work products, transcripts, statements, or other forms of support) must accompany this form. <i>Reminder: Please include documentation.</i>		
_____	_____	_____
Faculty Name (typed or printed)	Signature	Date
_____	_____	_____
Faculty Name (typed or printed)	Signature	Date
_____	_____	_____
Faculty Name (typed or printed)	Signature	Date
_____	_____	_____
Area Dean Name (typed or printed)	Signature	Date
* For the composition and the procedure for the formation of the Equivalency Committee, refer to Los Rios Administrative Regulation R-5121, Sections 8.0 and 9.0.		
Form P-38	Rev. 6/95; 12/00; 3/17; 10/18	

## STATEWIDE MINIMUM QUALIFICATIONS

AB 1725 and the Board of Governors have established the following statewide minimum qualifications:

For subject areas where master's degrees are available, minimum qualifications required a completed master's in the subject area; OR, a bachelor's in the subject area PLUS a master's in a related discipline; OR, equivalent.

For subject areas where a master's is not expected or available, the minimum requirements are a bachelor's degree in a reasonably related discipline PLUS two years of professional experience PLUS licensure (if available); OR, an associate degree in a reasonably related discipline PLUS six years of professional experience PLUS licensure (if available); OR, equivalent.

### LOS RIOS EQUIVALENCIES TO MINIMUM QUALIFICATIONS

#### 3.0 Framework for Minimum Qualifications Equivalency Criteria

3.1 Because the State has established two sets of disciplines, one using the master's degree for subject areas where a master's degree is generally available, and one not using the master's degree for disciplines where proficiency is frequently gained outside a degree track, the Los Rios framework for minimum qualifications' equivalency contains two sets of criteria. All degrees and course work must be from colleges/universities accredited by an accreditation agency recognized by either the U.S. Department of Education or the Council on Postsecondary Accreditation.

#### A. For Disciplines Requiring the Master's Degree

1. Master's degree in any discipline, plus course work equivalent to a graduate major in the discipline of the assignment. (30 semester units of graduate and upper division units, of which 15 units must be graduate.)
2. Bachelor's degree in the discipline of the assignment, plus additional post baccalaureate course work equivalent to a graduate major in the discipline of the assignment. (30 units of upper division and graduate units, of which at least 15 units must be graduate.)
3. For the Performing Arts: A bachelor's degree in the discipline plus advanced degree from an institution specific to that art, or four years of professional experience in the discipline.
4. A bachelor's degree in the discipline, plus licensure by an appropriate state agency, plus at least two years of professional experience unless specifically precluded by the adopted list of disciplines.
5. Recognized accomplishments which demonstrate expertise and skill in the field of study beyond that normally achieved through formal education (equivalent to the eminence credential.)

#### B. For Disciplines Not Requiring the Master's Degree

1. Bachelor's degree in a discipline reasonably related to the discipline of the assignment, plus two years of full-time teaching experience in the discipline of the assignment at an accredited institution, plus appropriate certification to practice or licensure, if available.
2. Bachelor's degree in any discipline, plus course work equivalent to a major in the discipline of the assignment, plus two years of occupational experience related to the discipline of the assignment or two years of teaching experience in the discipline of the assignment, plus appropriate certification to practice or licensure, if available<sup>1</sup>.
3. Associate degree containing at least 60 units in any discipline, plus graduation from an institution specific to that field, plus two years of professional experience in the discipline, plus appropriate certification to practice or licensure, if available<sup>1</sup>.
4. A completed Associate degree containing at least 60 units in any discipline, plus course work equivalent to a major in the discipline of the assignment, plus six years of occupational experience related to the discipline of the assignment or six years of full-time teaching experience in the discipline of the assignment, plus appropriate certification to practice or licensure or its equivalent, if available<sup>1</sup>.
5. Recognized accomplishments which demonstrate experience and skill in the field of study beyond that normally achieved through formal education (equivalent to the eminence credential).

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<sup>1</sup>Teaching and occupational experience may be combined to total the required number of years; all experience must have taken place within ten years preceding the date of application with at least one year of qualified experience occurring within the three years immediately preceding the date of application.



# Equal Opportunity Employment Checklist (P-130)

Los Rios Community College District  
**Equal Opportunity Employment Checklist**

**A. Position Information**

ARC    CRC    DO/FM/Ethan Wy    FLC/EDC    SCC    Other \_\_\_\_\_

Certificated    Classified    Management

Operating Unit: \_\_\_\_\_ Posting Title: \_\_\_\_\_ Posting No.: \_\_\_\_\_

**B. Screening Committee**

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	1. Did the committee members review the job specifications for the position?
<input type="checkbox"/>	<input type="checkbox"/>	2. Were job-related objective criteria established for selecting candidates to be interviewed?
<input type="checkbox"/>	<input type="checkbox"/>	3. Were the criteria broad enough to ensure a diverse applicant pool?
<input type="checkbox"/>	<input type="checkbox"/>	4. Did the committee include a diverse membership which will bring a variety of perspectives to the assessment of applicant qualifications?
<input type="checkbox"/>	<input type="checkbox"/>	5. Was a standard rating system established for screening the applicants?

**C. Interview Committee**

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	1. Did the committee include a diverse membership which will bring a variety of perspectives to the assessment of applicant qualifications?
<input type="checkbox"/>	<input type="checkbox"/>	2. Was the committee advised of standard interview procedures?
<input type="checkbox"/>	<input type="checkbox"/>	3. Did the committee review the job specifications for the position?
<input type="checkbox"/>	<input type="checkbox"/>	4. Did the committee develop standard questions to be asked of each candidate?
<input type="checkbox"/>	<input type="checkbox"/>	5. Were the same questions asked of each candidate?
<input type="checkbox"/>	<input type="checkbox"/>	6. Were the same committee members present for all interviews?
<input type="checkbox"/>	<input type="checkbox"/>	7. Was a standard rating system established for interviews?

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_  
Equity Representative

*Please forward completed form to the appropriate Dean/Director or President/Vice Chancellor  
for forwarding to District Human Resources.*

Form P-130 Rev. 8/10

# Shared Principles – Screening, Interviewing and Confidentiality

Los Rios Community College District

## Shared Principles Screening, Interviewing & Confidentiality

Los Rios employees are key contributors in the selection process of new employees who will serve our students and colleges. As such, shared principles and values which are part of our culture are evidenced in our practices.

Employees involved in the screening/hiring process support the following principles:

### Non-Discrimination

- LRCCD is committed to being an Equal Opportunity Employer. LRCCD rejects discriminatory hiring practices, especially those based upon ethnic group identification, race, color, creed, national origin, religion, gender, age (over forty), sex, sexual identity, sexual orientation, political beliefs, political activities, political affiliation, military and veteran status, marital status, or disability.

### Confidentiality

- The hiring process includes the recruitment process; development of interests, screening criteria and interview questions; the paper screening of the applicants materials; interviewing and subsequent discussion of the candidates. Confidentiality should be maintained prior to, during, and following the recruitment process, including reference checks.
- All written, verbal and electronic records and information regarding this hiring process are confidential prior to, during, and following the interview process, including reference checks.
- For committee members, confidentiality throughout the process, from the development of an announcement to the final hiring action by the Board of Trustees and beyond, is essential to maintain the integrity of the hiring process.

### Keeping It Legal

- A mandatory requirement of non-discrimination ensures candidates are treated equitably throughout the process. Independent fact-finding activities by committee members, including electronic searches on social media and/or other venues, are outside the process and not appropriate.
- Questions regarding the interview process should be referred to the Hiring Committee Chair, Equity Representative, College Equity Officer, or District Human Resources.
- Hiring Committee Members having a close personal or familial relationship (i.e., living with and/or having a legal connection to) or business connection with any applicant shall notify the Hiring Committee Chair or Equity Representative, or the College Equity Officer.
- Failure to maintain confidentiality and equitable treatment throughout the process may result in a violation of Federal or State regulations and/or incur liability upon the District.

### Helpful Hints

- Keep all written notes in the interview folder and submit to the Committee Chair / Equity Representative after each meeting.
- If a candidate contacts you regarding the process, please refer the candidate to the Committee Chair or to Human Resources.

Thank you for agreeing to share your time and expertise as a key member of this committee. The selection of Los Rios employees is one of the most important responsibilities within the District. Members of a screening/interview committee are acting as agents of the District and are participating in a confidential process [Title 5, California Code of Regulations, section 53023 (a)]. Any disclosure of records or information of the evaluation process for any individual would amount to an unwarranted invasion of privacy as set forth in Section 6254 of the California Government Code.

These shared principles were jointly prepared with the District Academic Senate and supported by other unions/associations involved in the interview process.

*Again, thank you for helping Los Rios hire quality staff members who will serve our students and colleges.*

forms/interview committee shared principles

07/15

# Evaluation of Oral Interview Rating Sheet (P-106)

Los Rios Community College District  
**Evaluation of Oral Interview**  
**Confidential**

**Sample  
 Document**

Position: \_\_\_\_\_

Candidate's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Criteria	Marginal (1)	Adequate (2)	Commendable (3)	Outstanding (4)	Comments
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Writing Sample					
Overall Rating					


I would rank this candidate number \_\_\_\_\_ of the \_\_\_\_\_ candidates.

Signed: \_\_\_\_\_

Member, Interview Committee



# Screening & Interview Committee Members for Tenure-Track, or Full-Time Temporary, Faculty Employment (P-131)



**Screening & Interview Committee Members for  
Tenure-Track, or Full-Time Temporary, Faculty Employment**

To be completed by Committee Chairperson (President's Designee) Date: \_\_\_\_\_

Position Name: \_\_\_\_\_ Position No.: \_\_\_\_\_ FTE: \_\_\_\_\_

ARC  
  CRC  
  FLC  
  SCC  
  Outreach \_\_\_\_\_  
  Other \_\_\_\_\_

1. **Screening Committee\***  
 Members to be appointed from the Interview Committee must include: at least three (3) faculty members, one manager (1), and the Equity Officer/Representative (1).  
*\* Indicate below with an asterisk the members of the Interview Committee who also served on the Screening Committee.*
2. **Interview Committee Members**  
 As the committee chairperson, I understand one of my roles is to ensure that the screening and interview committee reflect the diversity of the District's service area (even if the department must use faculty outside the department or college). Diversity includes race/ethnicity, age, disability, gender, educational philosophy.
 

Name	Representing Diversity (Ethnicity, if known)	Representative
_____	_____	President's Designee (1)
_____	_____	Department/Area Administrator (1)
_____	_____	Student (1)
_____	_____	Classified (1, if appropriate)
_____	_____	Faculty (3-5)
_____	_____	Equity representative
_____	_____	Faculty member 1
_____	_____	Faculty member 2
_____	_____	Faculty member 3
_____	_____	Faculty member 4
_____	_____	External Expert (1, if required)

Names of Recommended Candidates:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Committee Chair Signature

---

Please forward to District Human Resources

1. Recommendation for Faculty Employment (Form P-673)
2. Screening & Interview Committee Members for Tenure-Track or Full-Time Temporary Faculty Employment (Form P-131)
3. Equal Opportunity Employment Checklist (Form P-130)
4. Reference Check form(s) (Form P-123)
5. Objective screening criteria and screening rating sheets
6. Interview questions and individual rating sheets

forms\P-131 Screening Interview Committee Members for Tenure-track FT Temporary Employment

Form P-131  
Rev. 1/19

# Recommendation for Faculty Employment (P-673)

LOS RIOS COMMUNITY COLLEGE DISTRICT

## **RECOMMENDATION FOR FACULTY EMPLOYMENT**

(REGULAR TENURE-TRACK, LONG-TERM TEMPORARY, CATEGORICALLY-FUNDED TEMPORARY)

PeopleAdmin Job Posting Number \_\_\_\_\_ Peoplesoft Position Number \_\_\_\_\_

ARC     CRC     FLC     SCC     Other \_\_\_\_\_

Name of Candidate: \_\_\_\_\_

Highest Degree: \_\_\_\_\_ Granting Institution: \_\_\_\_\_

### **ASSIGNMENT (including subject areas):**

\_\_\_\_\_ % of time  
\_\_\_\_\_ % of time  
\_\_\_\_\_ % of time

### **TYPE OF APPOINTMENT:**

*(For explanation of Appointment Types see reverse side of this form)*

Regular Tenure-Track     Long-Term Temporary     Categorically-Funded Temporary

Beginning Date: \_\_\_\_\_ Ending Date: \_\_\_\_\_

Previous Incumbent: \_\_\_\_\_ OR  New Position

\_\_\_\_\_  
Signature of Dean / Director    Date

\_\_\_\_\_  
Signature of President / Chancellor    Date

Approved for Board Agenda on: \_\_\_\_\_  
Associate Vice Chancellor, Human Resources

## **APPOINTMENT TYPES**

### **Regular Tenure-Track**

LRCFT Article 2.4.1 - Regular Faculty Member

“A person who is employed in a regular position for more than sixty percent (60%) workload and who has been declared a first-year contract, a second year contract, a third and fourth year contract, or a tenured employee by the Los Rios Board of Trustees (Board).”

### **Long-Term Temporary**

LRCFT Article 2.4.4 - Long-Term Temporary Faculty Member

“A person who is employed in a faculty position that:

- 2.4.4.1 is regularly filled by a tenured employee who is temporarily absent, and
- 2.4.4.2 in a position of more than a sixty percent (67%) workload, and
- 2.4.4.3 who has not obtained first-year contract, second year contract, third and fourth year contract, or tenured status.”

### **Categorically-Funded Temporary**

LRCFT Article 2.4.5 - Categorically-Funded Temporary Faculty Member

“A person who:

- 2.4.5.1 is in a faculty position of more than a sixty percent (67%) workload, and
- 2.4.5.2 is funded from categorical funds, and
- 2.4.5.3 has employment rights different from those provided by the Education Code for employee categories 2.4.1 and 2.4.2.”

# Reference Check (P-123)

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Los Rios Community College District

## REFERENCE CHECK

Name of Applicant: \_\_\_\_\_ Date: \_\_\_\_\_  
Position Applied For: \_\_\_\_\_ Job Number: \_\_\_\_\_  
Person Contacted: \_\_\_\_\_ Title: \_\_\_\_\_  
Employer: \_\_\_\_\_ Telephone No.: (\_\_\_\_) \_\_\_\_\_

1. What were his/her dates of employment with your firm? From: \_\_\_\_\_ To: \_\_\_\_\_
2. What position did he/she hold when starting? \_\_\_\_\_ When leaving? \_\_\_\_\_
3. What were some of his/her duties? \_\_\_\_\_  
\_\_\_\_\_
4. How would you rate him/her compared to others in the same job?  Poor  Adequate  
 Good  Outstanding
5. What are his/her strong points? \_\_\_\_\_  
\_\_\_\_\_
- Technical Skills: \_\_\_\_\_
- Quality of Work: \_\_\_\_\_
- Quantity of Work: \_\_\_\_\_
- Attendance: \_\_\_\_\_ Punctuality: \_\_\_\_\_
6. Attitude towards job and/or co-workers: \_\_\_\_\_
7. Any weaknesses that you would care to point out? \_\_\_\_\_  
\_\_\_\_\_
8. Was he/she cooperative with other employees? \_\_\_\_\_
9. Would you rehire him/her?  YES  NO If no, why not? \_\_\_\_\_  
\_\_\_\_\_
10. Are there any other comments you wish to make which would help us in evaluating this applicant?  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Checked by Signature

\_\_\_\_\_  
Date



# Request for Faculty Transfer (P-671)

Los Rios Community College District	
<b>Request for Faculty Transfer</b> (See reverse side for contract language regarding voluntary transfers)	
<b>Step 1</b> Submit to Human Resources by the final filing date for in-district transfer request. Application and requested information must be attached.	
Applicant Name: _____	Employee ID #: _____
Department: _____	<input type="checkbox"/> 3 <sup>rd</sup> / 4 <sup>th</sup> year tenure-track <input type="checkbox"/> tenured
Current Assignment Location: <input type="checkbox"/> ARC <input type="checkbox"/> CRC <input type="checkbox"/> FLC <input type="checkbox"/> SCC <input type="checkbox"/> Other _____	
Faculty Service Area(s): _____	
My current teaching assignment includes (be specific): _____	
I hereby request a transfer to: <input type="checkbox"/> ARC <input type="checkbox"/> CRC <input type="checkbox"/> FLC <input type="checkbox"/> SCC <input type="checkbox"/> Other _____	
Vacant Position Number: _____ (must be full-time position)	Closing Date: _____
<input type="checkbox"/> Yes <input type="checkbox"/> No    If the transfer is denied, I wish to be considered in the advertised posting pool. <i>(If 'No', you will need to withdraw your application from the advertised posting using the online application system.)</i>	
Applicant Signature: _____	Date: _____
<b>Step 2</b> Human Resources forwards to the appropriate hiring committee chair and/or area dean.	
Date Forwarded: _____	
<b>Step 3</b> College notifies Human Resources of decision.	
TO:    Director, Human Resources	
At this time, the transfer requested by _____ from _____ is being: <span style="margin-left: 150px;">(college)</span>	
<input type="checkbox"/> Recommended pending Board approval with a start date of _____	
<input type="checkbox"/> Referred to the general hiring process with all other applicants	
Hiring Committee Chair and/or Area Dean Signature: _____	
Date: _____	
<b>Step 4</b> Human Resources notifies the requesting party of the outcome of the transfer request.	
(P-671)	Rev. 5/09

## Article 5.3 - Transfer

### 5.3.1 Voluntary Transfer

Voluntary transfer is a process by which an eligible faculty member of a district college may request a transfer to another college or site within the District. A voluntary transfer request does not guarantee being selected and can result either in acceptance or denial of the voluntary transfer request.

#### Eligibility Criteria

Eligibility for voluntary transfer is limited to full-time tenured faculty and full-time third and fourth year, tenure-track faculty who have received no "needs improvement" or "unsatisfactory" marks on their first and second year peer reviews.

#### Process Stages

The voluntary transfer process shall consist of four (4) stages: a preliminary stage; a screening stage consisting of two (2) steps; a first-level interview stage consisting of three (3) steps; and a second-level interview stage consisting of two (2) steps.

#### 5.3.1.1 Preliminary Stage

There shall be three (3) preliminary steps in the voluntary transfer process.

**Step One:** As part of the college process for filling new full-time faculty positions, full-time faculty within the department will reach consensus as to whether to review voluntary transfers. The Department Chair and Area Dean shall define faculty consensus. If a department does not have any full-time faculty or a new faculty position is without a designated department, the Area Dean, in consultation with the Academic Senate President (or designee), will determine whether to review voluntary transfers. If there is no consensus, then Involuntary Transfer may occur.

**Step Two:** If voluntary transfer applicants are to be considered, the District Human Resources Office shall inform full-time faculty members via e-mail regarding the voluntary transfer deadline date. The District voluntary transfer deadline date shall be no later than three (3) weeks earlier than the general application deadline date.

**Step Three:** Voluntary transfer applicants must submit to the District Human Resources Office a Voluntary Transfer Request Form, an application used for general hiring, a resume and/or a letter of interest no later than the voluntary transfer deadline date. The District Human Resources Office shall forward all voluntary transfer applications to the college requesting the position prior to the general application deadline date.

#### 5.3.1.2 Screening Stage

There shall be two (2) screening steps in the voluntary transfer process.

**Step One:** A transfer screening committee shall screen the voluntary transfer application(s) according to screening criteria established by the committee prior to reviewing the voluntary transfer applications.

**Step Two:** The transfer screening committee may recommend by consensus moving forward with one (1) or more voluntary transfer interview(s) or recommend opening the process to all general applicants as described in the hiring manual. If there is no recommendation, then Involuntary Transfer may occur.

#### 5.3.1.3 First Level Interview Stage

There shall be three (3) first-level interview steps in the voluntary transfer process.

**Step One:** The transfer interview committee develops interview questions that must be used for all voluntary transfer applicants being interviewed.

**Step Two:** The transfer interview committee conducts [an] interview(s) of the voluntary transfer applicant(s).

**Step Three:** The transfer interview committee may recommend by consensus [a] voluntary transfer applicant(s) for selection to the College President or choose not to recommend by consensus any voluntary transfer applicant(s). If there is no recommendation, then Involuntary Transfer may occur.

#### 5.3.1.4 Second Level Interview Stage

There shall be two (2) second-level interview steps in the voluntary transfer process.

**Step One:** After receiving the recommendation(s) from the transfer interview committee, the College President (or designee) interviews the voluntary transfer applicant(s) and checks applicant references consistent with hiring manual procedures.

**Step Two:** The College President determines to either accept or deny the transfer of the voluntary transfer applicant(s) and then notifies the applicant(s). If the College President denies the voluntary transfer applicant(s), then Involuntary Transfer may occur.

### 5.3.2 Committee Appointments

Members of the transfer screening committee and transfer interview committee shall be taken from the general hiring committee.

The hiring committee will determine the appointments to the transfer screening and interview committees under conditions in Sections 5.3.2.1 and 5.3.2.2.

#### 5.3.2.1 Transfer Screening Committee Membership

The transfer screening committee shall consist of one (1) administrative member, an affirmative action representative who should be a faculty member if one is available, and at least one (1) tenured discipline faculty member and one (1) additional faculty member, excluding the voluntary transfer applicant's current institution of assignment.

#### 5.3.2.2 Transfer Interview Committee Membership

The transfer interview committee shall consist of at least the transfer screening committee, with the option of adding any or all of the faculty members from the department assigned to the hiring committee.

#### 5.3.2.3 The Rights of Unsuccessful Voluntary Transfer Applicants

If at the screening stage, the first-level interview stage, or the second-level interview stage, a voluntary transfer applicant's request for transfer is denied, the applicant reserves the right to be considered for the position through the general hiring process as described in the hiring manual.

# Article 5, LRCFT Collective Bargaining Agreement

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## Article 5 Assignment of Personnel

### 5.1 Definitions

#### 5.1.1 Work Location

Work location is defined as the designated college of a unit member.

#### 5.1.2 Assignment

The place and hours per day and/or per week during which a faculty member is required to be at a specific work location.

#### 5.1.3 Reassignment

A change at the same college in the placement of a unit member within the minimum qualifications, which they hold, into different departments and/or divisions.

#### 5.1.4 Transfer

The change of a unit member from one college to another into a position for which he/she meets the minimum qualifications.

#### 5.1.5 Reduction in Force

The laying-off of employees with employment rights in the District is to be as defined in law.

#### 5.1.6 Seniority

The employment rights of a faculty member based on the initial date of employment in the District.

#### 5.1.7 Partial Assignments

Less than a full faculty load assignment held by a faculty member with full-time employment rights in the District.

### 5.2 Reassignment

#### 5.2.1 Voluntary Reassignment

If a vacancy occurs in the same or other department or division outside the unit member's normal assignment, the unit member may submit a written request to the College President to be reassigned. Such requests, if received at least one (1) week prior to the closing date for application for an advertised position, shall be considered before those of other applicants.

#### 5.2.2 Involuntary Reassignment

In the absence of volunteers to fill a vacancy internally, the college may administratively reassign from any overstaffed area that

qualified faculty member with the lowest seniority.

### 5.3 Transfer

#### 5.3.1 Voluntary Transfer

Voluntary transfer is a process by which an eligible faculty member of a district college may request a transfer to another college or site within the District. A voluntary transfer request does not guarantee being selected and can result either in acceptance or denial of the voluntary transfer request.

#### Eligibility Criteria

Eligibility for voluntary transfer is limited to full-time tenured faculty and full-time third and fourth year, tenure-track faculty who have received no “needs improvement” or “unsatisfactory” marks on their first and second year peer reviews.

#### Process Stages

The voluntary transfer process shall consist of four (4) stages: a preliminary stage; a screening stage consisting of two (2) steps; a first-level interview stage consisting of three (3) steps; and a second-level interview stage consisting of two (2) steps.

##### 5.3.1.1 Preliminary Stage

There shall be three (3) preliminary steps in the voluntary transfer process.

*Step One:* As part of the college process for filling new full-time faculty positions, full-time faculty within the department will reach consensus as to whether to review voluntary transfers. The Department Chair and Area Dean shall define faculty consensus. If a department does not have any full-time faculty or a new faculty position is without a designated department, the Area Dean, in consultation with the Academic Senate President (or designee), will determine whether to review voluntary transfers. If there is no consensus, then Involuntary Transfer may occur.

*Step Two:* If voluntary transfer applicants are to be considered, the District Human Resources Office shall inform full-time faculty members via email regarding the voluntary transfer deadline date. The District voluntary transfer deadline date shall be no later than three (3) weeks earlier than the general application deadline date.

*Step Three:* Voluntary transfer applicants must submit to the District Human Resources Office a Voluntary Transfer Request Form, an application used for general hiring, a resume and/or a letter of interest no later than the voluntary transfer deadline date. The District Human Resources Office shall forward all voluntary transfer applications to the college requesting the position prior to the general application deadline date.

5.3.1.2 Screening Stage

There shall be two (2) screening steps in the voluntary transfer process.

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*Step Two:* The transfer screening committee may recommend by consensus moving forward with one (1) or more voluntary transfer interview(s) or recommend opening the process to all general applicants as described in the hiring manual. If there is no recommendation, then Involuntary Transfer may occur.

5.3.1.3 First Level Interview Stage

There shall be three (3) first-level interview steps in the voluntary transfer process.

*Step One:* The transfer interview committee develops interview questions that must be used for all voluntary transfer applicants being interviewed.

*Step Two:* The transfer interview committee conducts [an] interview(s) of the voluntary transfer applicant(s).

*Step Three:* The transfer interview committee may recommend by consensus [a] voluntary transfer applicant(s) for selection to the College President or choose not to recommend by consensus any voluntary transfer applicant(s). If there is no recommendation, then Involuntary Transfer may occur.

5.3.1.4 Second Level Interview Stage

There shall be two (2) second-level interview steps in the voluntary transfer process.

*Step One:* After receiving the recommendation(s) from the transfer interview committee, the College President (or designee) interviews the voluntary transfer applicant(s) and checks applicant references consistent with hiring manual procedures.

*Step Two:* The College President determines to either accept or deny the transfer of the voluntary transfer applicant(s) and then notifies the applicant(s). If the College President denies the voluntary transfer applicant(s), then Involuntary Transfer may occur.

5.3.2 Committee Appointments

Members of the transfer screening committee and transfer interview committee shall be taken from the general hiring committee.

The hiring committee will determine the appointments to the transfer screening and interview committees under conditions in Sections 5.3.2.1 and 5.3.2.2.

5.3.2.1 Transfer Screening Committee Membership

The transfer screening committee shall consist of one (1) administrative member, an equity representative who should be a faculty member if one is available, and at least one (1) tenured discipline faculty member and one (1) additional faculty member, excluding the voluntary transfer applicant's current institution of assignment.

5.3.2.2 Transfer Interview Committee Membership

The transfer interview committee shall consist of at least the transfer screening committee, with the option of adding any or all of the faculty members from the department assigned to the hiring committee.

5.3.2.3 The Rights of Unsuccessful Voluntary Transfer Applicants

If at the screening stage, the first-level interview stage, or the second-level interview stage, a voluntary transfer applicant's request for transfer is denied, the applicant reserves the right to be considered for the position through the general hiring process as described in the hiring manual.

5.3.3 Involuntary Transfer

If a vacancy in the District is to be filled internally and there are no qualified volunteer faculty members, the District may administratively transfer that qualified faculty member with the

lowest seniority in that discipline area from a college which has staff overage. General counseling, DSP&S, EOPS, and CalWORKS are considered as separate discipline areas.

#### **5.4 Rights of Return**

When there is a vacancy in the subject area at the work location from where the employee was originally transferred or reassigned, the employee who has been involuntarily transferred or involuntarily reassigned has the right to such an opening provided:

- 5.4.1 The employee accepts such first available assignment which is at least equal to the percent of assignment (tenure) as previously held in the original unit; otherwise the employee forfeits all rights to return automatically.
- 5.4.2 In the event there is an opening which is not at least equal to the percent of assignment (tenure) as previously held, the employee has the option to accept the lesser percent of assignment which has become available at the original unit. However, should subsequent opening combinations develop at the original unit which would provide opportunity for the employee to have a reassignment which is at least equal to the percent of assignment originally held by the employee, then the employee must do one (1) of two (2) things, either:
  - 5.4.2.1 Accept the developed opening combination which would at least equal the original percent of assignment held, or
  - 5.4.2.2 Forfeit all rights to automatic reassignment and also forfeit all rights to the partial reassignment at the original unit. Further, in such case the employee may be reassigned to the initial voluntary position as per the terms of the initial volunteering at the discretion of the District. This subsection applies to unit members who apply for an opening and are voluntarily transferred from one college to another college or are voluntarily reassigned from one division to another division within the same college in accordance with the provisions of this subsection.

#### **5.5 Seniority, Reduction in Force, and Recall Rights**

- 5.5.1 All faculty members with re-employment rights shall hold a seniority number corresponding to their relative date of employment in the District.
- 5.5.2 The District shall provide LRCFT with current seniority lists for all bargaining unit employees with re-employment rights no later than thirty (30) days after receipt of a written request. The District shall also notify LRCFT of proposed and determined reductions in force,

which employees are affected, and the length of the lay-off, if determinable.

5.5.3 In the case of a reduction in force, those faculty members with the lowest seniority shall be laid off first in accordance with provisions of the Education Code. In the event that future legislation addresses reduction of force, this contract language will prevail if the legislative language is permissive.

5.5.4 Return to duty shall be accomplished in the order of the higher seniority first according to the following terms and conditions:

5.5.4.1 If a vacancy occurs, each employee who has been laid-off shall be notified by mail of any full- or part-time vacancies in the District. Such notification shall be circulated twenty (20) days before the vacancy shall be advertised for general applicants. The District shall notify LRCFT of the existence of such vacancies. No person without re-employment rights shall be hired as long as there are any qualified faculty members with re-employment rights available for any open position.

5.5.4.2 If a faculty member on lay-off exercises seniority rights for a position which is less of a load than his/her re-employment right, that employee shall retain his/her seniority position in regard to other employment in the District.

5.5.4.3 An employee on lay-off with re-employment rights shall have fifteen (15) days after the mailing of vacancy notices to apply to exercise his/her preferential recall rights.

## 5.6 Partial Assignments, Academic Year

5.6.1 For regular full-time faculty members, less than full-time assignments may be granted for the following reasons:

5.6.1.1 A reduction from full-time to partial retirement made voluntarily by the faculty member.

5.6.1.2 A reduction from full-time to partial assignment made at the request of a regular faculty member for reasons of health, personal problems, or professional development. Such partial assignments normally shall not exceed one (1) academic year but may be extended for good cause.

5.6.1.3 No partial assignments shall be given in a department discipline as long as a regular faculty member with full or part-time employment rights is kept involuntarily on a



partial contract that is less than the employee's tenured employment rights.

## **5.7 Assignment Schedule**

5.7.1 The development of a specific work location, assignment(s), and hours shall take into consideration the requests of the faculty member in coordination with the Department Chair and Area Dean. The employee's preferences (rooms, time-of-day, courses, etc.) in scheduling shall be given every consideration when consistent with sound educational practices. This article applies to all faculty members, including classroom teachers, counselors, librarians, coordinators, and college nurses. (See Article 20, Management Rights.)

## **5.8 Resignations**

5.8.1 A unit member who submits a written resignation may, within ten (10) days following the date said resignation was submitted and prior to Board approval, withdraw the resignation without prejudice, except when the resignation is part of a negotiated resignation or given for participation in a special District program in which cases the resignation is effective immediately upon acceptance by the Chancellor.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: March 20, 2019

<b>SUBJECT:</b>	Human Resources Transactions	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item L	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	<div style="text-align: center;"><i>Theresa Matista</i></div> Theresa Matista, Deputy Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	<div style="text-align: center;"><i>Brian King</i></div> Brian King, Chancellor	ACTION	
		INFORMATION	

**RECOMMENDATION:**

It is recommended that the Board of Trustees approve the Human Resources transactions on the attached pages.

M A N A G E M E N T

<b>APPOINTMENT(S)</b>
-----------------------

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>Cosumnes River College</u>	
Oliveros, Claire (Ph.D., Oregon State University)	Vice President of Student Services and Enrollment Management	07/01/2019

<b>APPOINTMENT TO TEMPORARY POSITION(S)</b>
---

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>American River College</u>	
Vang, Koue (M.S., University of Phoenix)	Interim Director (VI) of Workforce Development	02/19/19 – 05/31/19
	<u>Cosumnes River College</u>	
Brown, Cornelius L. (M.A., National University)	Interim Grant Program Director (X)	02/25/19 – 06/30/19
Emiru, Tadael (M.B.A., St. Cloud State University)	Interim Vice President of Student Services and Enrollment Management	09/17/18 – 06/30/19 <i>(Revised)</i>
Raines, Christopher K. (B.S., Colorado Technical University)	Interim Director (III) of Administrative Services	08/06/18 – 05/15/19 <i>(Revised)</i>
	<u>Sacramento City College</u>	
Mishra, Ashmeeta K. (M.Ed., California State University, Sacramento)	Interim Dean (III) of West Sacramento Center	02/14/19 – 05/22/19 <i>(Revised)</i>

<b>LEAVE(S) OF ABSENCE</b>
----------------------------

<u>Name</u>	<u>Subject/Position</u>	<u>Type</u>	<u>Effective Date(s)</u>
	<u>Folsom Lake College</u>		
Williams, Melissa A.	Director (III) of Administrative Services	Maternity	02/27/19 – 06/30/19

M A N A G E M E N T

<b>RESIGNATION(S)</b>
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<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>Cosumnes River College</u>	
Wathen, Cory E.	Vice President of Administrative Services & Student Support	02/15/19

<b>RETIREMENT(S)</b>
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<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>District Office</u>	
Cox, Ryan P. (After 18+ years of service)	Associate Vice Chancellor, Human Resources	09/14/19

<b>INTERJURISDICTIONAL EXCHANGE (per Government Code Section 19050.8)</b>
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<u>Name</u>	<u>Position</u>	<u>Effective Dates(s)</u>
	<u>Cosumnes River College</u>	
Tena, Theresa	Interim Vice President of Administrative Services & Student Support From State Chancellor's Office	02/25/19 – 06/30/19

FACULTY

**APPOINTMENT(S)**

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>American River College</u>	
Fong, Angela J. (M.S., California State University, Sacramento)	Extended Opportunity Programs and Services (EOPS) Counselor	03/25/19

**APPOINTMENT(S) TO CATEGORICALLY FUNDED POSITION(S)**

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>American River College</u>	
Keith, Jason D. (B.V.E., California State University, Sacramento)	Deputy Sector Navigator Coordinator	03/21/19 – 10/31/19

**APPOINTMENT TO TEMPORARY POSITION(S)**

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>American River College</u>	
Galarza, Ivette (M.A., Michigan State University)	Spanish Assistant Professor, L.T.T.	02/05/19 – 05/22/19
Rennie, Sharilyn M. (N.D., National University of Health Sciences)	Biology Assistant Professor, L.T.T.	01/17/19 – 05/22/19 <i>(Revised)</i>

**LEAVE(S) OF ABSENCE**

<u>Name</u>	<u>Subject/Position</u>	<u>Type</u>	<u>Effective Date(s)</u>
	<u>American River College</u>		
Heiser, Ceydy B.	Spanish Professor	Personal (20%)	02/04/19 – 03/18/19
Nordell, Randall L.	Business Education Professor	Type C	08/22/19 – 12/19/19
Silva, Nancy E.	Theatre Arts Professor	Medical	03/12/19 – 06/12/19
	<u>Cosumnes River College</u>		
LaDue, Cheri L.	Physical Education Professor	Medical (20%)	01/31/19 – 03/14/19
Nguyen, Nhat	Mathematics Assistant Professor	Childcare / Type C	08/22/19 – 11/13/19

FACULTY

<b>LEAVE(S) OF ABSENCE – continued</b>
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Cosumnes River College (continued)

Nguyen, Nhat	Mathematics Assistant Professor	Type C	11/14/19 – 12/19/19
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Folsom Lake College

Johnson, Justin	Kinesiology Assistant Professor / Head Men’s Soccer Coach	Childcare	02/04/19 – 02/13/19 <i>(Revised)</i>
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Sacramento City College

DuVernay, Tara	Mathematics Assistant Professor	Childcare / Type C	08/22/19 – 11/13/19
DuVernay, Tara	Mathematics Assistant Professor	Type C	11/14/19 – 12/19/19

<b>PRE-RETIREMENT WORKLOAD REDUCTION(S)</b>
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<u>Name</u>	<u>Subject/Position</u>	<u>FTE</u>	<u>Effective Date(s)</u>
<u>American River College</u>			
Antos, Damon M.	Computer Information Science (CIS) Professor	1.0 to 0.55	08/22/19 – 05/31/24
Crump, Daniel J.	Librarian	1.0 to 0.70	08/22/19 – 05/31/21
Jorgensen, Gregory M.	Chemistry Professor	1.0 to 0.567	08/22/19 – 05/31/24
Rau, Mark	English as a Second Language (ESL) Professor	1.0 to 0.759	08/22/19 – 05/31/24
Walker, James E.	Mathematics Professor	1.0 to 0.733	08/22/19 – 05/31/24
<u>Cosumnes River College</u>			
Erickson, Cindy L.	Mathematics Professor	1.0 to 0.667	08/22/19 – 05/31/24
Sharkey, Debra A.	Physical Science Professor	1.0 to 0.80	08/22/19 – 05/31/24
<u>Sacramento City College</u>			
Ruedas, Sandra R.	EOPS Counselor	0.9 to 0.80	07/01/19 – 06/30/23
Scott, Geraldine	Counselor	0.8 to 0.70	07/01/19 – 06/30/21

FACULTY

**REASSIGNMENT / TRANSFER(S)**

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>American River College</u>		
Black, Bethani A.	Kinesiology Assistant Professor / Head Men's and Women's Swim Coach From Physical Education Assistant Professor / Head Men's and Women's Swim Coach / Head Women's Water Polo Coach	08/22/19
<u>Cosumnes River College</u>		
Edman, Jeanne L.	Psychology Professor From Psychology Professor (40%) / Faculty Researcher (60%)	01/17/19
<u>Sacramento City College</u>		
Lepe, Leonela G.	EOPS Counselor From Counselor	03/21/19
Times, Kenneth J.	Counselor From EOPS Coordinator	03/21/19

**RESIGNATION(S)**

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>Cosumnes River College</u>		
Ford, Mark A.	Librarian	02/23/19
<u>Sacramento City College</u>		
Beyrer, Kimberlee M.D.	Student Life Coordinator	03/02/19

**RETIREMENT(S)**

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>Sacramento City College</u>		
Blair, Deborah J. (After 31 years of service)	Kinesiology, Health, and Athletics Professor	05/23/19
Knable, Robert (After 38+ years of service)	Music Professor	05/23/19

FACULTY

<b>TEMPORARY REASSIGNMENT/TRANSFER(S)</b>
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<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>American River College</u>	
Register, James M.	STEM/MESA Coordinator From Mathematics Professor	01/01/19 – 06/30/19
	<u>Sacramento City College</u>	
Holt, Julie A.	Deputy Sector Navigator Coordinator From Nursing Professor	01/02/18 – 06/30/19



**TEMPORARY, PART-TIME EMPLOYEES Fall 2018**  
**American River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Aranda,Amanda L.	Counselor	1 %

**TEMPORARY, PART-TIME EMPLOYEES Spring 2019**  
**American River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Alop,Iris H	English	3 %
Barkley,Daniel J.	English	40 %
Beckerman,Nathan S.	Paramedic	7 %
Beuttel,Michelle	Reading	53 %
Blackthorne,Henry N.	English	33 %
Boyd,Rebecca M.	Librarian	5 %
Buchanan-Cello,Shelly A.	Library Science, General	7 %
Cannedy,Derick W.	Administration of Justice	1 %
Carapia-Aguillon,Catalina	English	43 %
** (A1) Carter,Kathy A.	Child Development/Early Care and Educatio	1 %
Casillas,Griselda	Counselor	11 %
Chan,Sondra J.	Sign Language	23 %
Coelho,Luiz	Music	3 %
Cornish,Rima T.	Sign Language	19 %
Coronado,Rebecca L.	Speech-Language Pathology and Audiology	20 %
Cranford,Michelle S.	Administration of Justice	1 %
Crossley,Ramona L.	Sign Language Interpreting	3 %
Davila,Heidi L.	Counselor	45 %
De Boer,Ryan D.	Music	8 %
Delgado,Julio C	Counselor	11 %
Drobot,Mikhail	Diesel Technology	4 %
Fanin,Vasiliy	Registered Nursing	45 %
Fernandez,Joyce M.	Counselor	9 %
Fong,Angela J.	Academic Guidance	7 %
Fong,Angela J.	Counselor	28 %
Fong,Angela J.	Counselor	3 %
Freund,Laura L.	English	50 %
Fukasawa,Natsuki A.	Music	3 %
Gable,Monica L.	Paralegal	60 %
** (A5) Grasso,Matthew A.	Music	3 %
Guerin,Jeanne G.	English	60 %
** (A1) Hansen,Gina	Gerontology	27 %
Hartman,Galen L	Automotive Collision Repair	30 %
Hatcher,Scott A.	Paramedic	3 %
Hickman,Lauren Rose	Child Development/Early Care and Educatio	40 %
Hisel,Kathleen L.	Counselor	48 %
Hogge,David Bryan	Administration of Justice	1 %
Hoover,Jeffrey L.	Music	5 %
Hughes,Heather V.	Counselor	4 %
Hughes,Heather V.	Counselor	33 %
Jay,Susan M.	General Work Experience	33 %
Jones,Jayme E.	Counselor	26 %
Kaneyuki,Brent Y.	Administration of Justice	1 %
Kem-Rivera,Toladette	Counselor	9 %
Konefal,Joseph W.	Administration of Justice	1 %
Konstantynov,Dmytro	Counselor	55 %

**TEMPORARY, PART-TIME EMPLOYEES Spring 2019**  
**American River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Leo, Regina S.	Counselor	24 %
Ly, An T.	Mathematics, General	33 %
Mar, James K.	Counselor	51 %
Marvelli, Anthony J	Music	5 %
** (B2) McCormack, Nicole Elizabeth	Automotive Technology	13 %
McQueen, Nathan T.	English	17 %
Melgarejo, Emanuel	Counselor	23 %
Morris, Jessie	Paralegal	2 %
Murdock, Meredith R	Administration of Justice	1 %
Ney, Sophisty C.	Counselor	21 %
Oliveira da Silva, Debora	Nutrition, Foods, and Culinary Arts	20 %
Parrish, Stephanie S.	Reading	33 %
Peterson, Susan E.	Registered Nursing	18 %
Ponce, Carlos F	Administration of Justice	1 %
Pulido, Brandi N.	Counselor	52 %
Queen, Kim K.	Counselor	2 %
Rivera, Michael G.	Respiratory Care/Therapy	27 %
Robinson, Anthony M.	Reading	13 %
Robinson, Matthew P.	Music	46 %
Sakakihara, Paul	General Work Experience	33 %
Salazar, Jennifer C.	Reading	33 %
Samarina, Irina	Music	3 %
Schaefer, Tristan D.	Sign Language	27 %
Schroeder-Evans, Kimbra S.	Spanish	30 %
Scott, Tatiana	Music	3 %
** (A3) Shearer, Tracy F.	Dramatic Arts	11 %
** (A5) Shih, Ernest	Computer Infrastructure and Support	24 %
Sisneros, Linda L.	Electronics & Electric Technology	33 %
Smith, Valerie	Reading	17 %
Starkey, Danielle F.	English	57 %
Staten, Keith J.	Paralegal	18 %
** (B5) Stein, Kevin L.	Automotive Collision Repair	26 %
** (B5) Stickel, Mike E.	Automotive Collision Repair	35 %
Thurman, Melissa	Counselor	18 %
Torres, Jolene P.	Reading	3 %
Torres, Veronica C.	Drafting Technology	53 %
Tulga, Phillip D.	Music	5 %
Westre, Barbara J	Academic Guidance	7 %
Williams, Tara D	Sign Language	4 %
Wong, Kevin	Diesel Technology	1 %
Zimny, Paul L.	Dance	15 %

**TEMPORARY, PART-TIME EMPLOYEES Spring 2019**  
**Cosumnes River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
** (A5) Adams, Jon M.	Physical Education	41 %
Amer, M. Rosalie C.	Librarian	5 %
Aptekar, Rachel M.	Biology, General	30 %
Brewer, Janet L.	Coordinator	4 %
Dale, Jeffrey J.	Philosophy	40 %
Downie, Tyler S.	Counselor	6 %
Fowler, Elmira F.	Mathematics Skills	20 %
Fox, Elyse M	Librarian	15 %

**TEMPORARY, PART-TIME EMPLOYEES Spring 2019**  
**Cosumnes River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Ghuman,Maninder K.	Librarian	50 %
Gordon,Henry P.	Librarian	21 %
Hall,Celia F.	Librarian	60 %
Hanson,Alexis A.	Political Science	30 %
Hayashi,Heather N.	Librarian	6 %
Inoue,Faye S.	Health Occupations, General	30 %
Jue,Jordan C	Librarian	18 %
Keightley,Keir E	Geography	15 %
Knettle,John R.	Geography	15 %
Leo,Regina S.	Counselor	39 %
Li,Xiaozhu	Mathematics Skills	7 %
Logan,Jason K.	Sociology	40 %
McCoy,Kelly I.	Restaurant and Food Services Management	27 %
Melo,Aselia V.	Counselor	61 %
Nguyen,Alfonso K.	Counselor	1 %
Nguyen,Alfonso K.	Counselor	42 %
Palumbo,Natasha M.	Business and Commerce, General	8 %
Schreiner,John M.	Information Technology, General	13 %
Schrumpf,David J.	History	14 %
Schulte,Wilfred H.	Mathematics, General	53 %
Shull,Leslie C.	Business and Commerce, General	8 %
Silva,Evelyn D.	Family Studies	40 %
Strong,Michael W.	Astronomy	25 %
Wallace,Jennifer C.	Dramatic Arts	20 %
Wergeland,Kari A.	Librarian	9 %
Wildie,Kevin J.	History	40 %
Yi,Terence	Mathematics, General	18 %

**TEMPORARY, PART-TIME EMPLOYEES Spring 2019**  
**Folsom Lake College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Bracerros-Hamm,David	Music	2 %
Diehl,Kellie A.	Physical Education	4 %
DiGaetano,Anthony L.	Business and Commerce, General	40 %
DiGaetano,Anthony L.	Business Management	20 %
Fletcher,Emma C.	Other Engineering and Related Industrial Te	20 %
Hanrahan,Molly P.	Physical Education	22 %
Hensley,Angelina C	Human Services	62 %
Hughes,Heather V.	Counselor	4 %
Mabry,Morice L.	Business and Commerce, General	20 %
Vitaich,Jason M.	Political Science	20 %
Yeager,Curtis L.	Health Occupations, General	20 %

**TEMPORARY, PART-TIME EMPLOYEES Spring 2019**  
**Sacramento City College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Abrams,Ellen A.	English	40 %
Agee,Janice L.	English	20 %

**TEMPORARY, PART-TIME EMPLOYEES Spring 2019**  
**Sacramento City College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
** (A2) Austin, April J.	English	40 %
** (A5) Bair, Lewis E	Software Applications	18 %
Bennett, Mela T.	Sign Language	27 %
Bratton, Clayton G.	Physics, General	17 %
Carnero, Mark A.	Sociology	20 %
Davis, Claire L.	Job Seeking/Changing Skills	13 %
De Maria, Jacqueline R.	Learning Skills, Learning Disabled	50 %
Delgado, Julio C	Counselor	1 %
Delgado, Julio C	Counselor	6 %
Dobbs, Charles K.P.	English	60 %
Farrelly, Joseph T.	Sociology	20 %
Fore, Dana Y.	English	60 %
Gambrell, Deborah M.	Counselor	16 %
Gifford, Christina M.	English	40 %
Henry, Stephanie A.	Cosmetology and Barbering	64 %
Howe, Judith D.	Librarian	54 %
Hung, Gary W.	Counselor	9 %
Jackson, Lorraine C.	Cosmetology and Barbering	65 %
Jones, Amy Rebecca	Counselor	5 %
Jones, Evan A.	English	60 %
Jordan, Jessica H.	Film Studies	60 %
Jue, Jordan C	Librarian	48 %
Kehl, Anthony J.	Physical Fitness and Body Movement	23 %
Koch, Kathleen L.	English	60 %
Lee, Jeffrey R.	English	60 %
Lesage, Yves	Mathematics, General	53 %
Leyva, John James	English	20 %
Livas, Melinda M.	Librarian	15 %
Lore, Elisabeth Marie	English	40 %
Mao, Alvin W.	Chemistry, General	25 %
McDaniel, Arrickia R.	Academic Guidance	20 %
McDaniel, Arrickia R.	Learning Skills, Learning Disabled	1 %
Moylan-Aube, Joanne E.	Counselor	5 %
Nicholson, Joy Christine	Dramatic Arts	30 %
O'Brien, Sandra C.	English	40 %
Oehler, Dylan Olivia	English	60 %
O'Neal-Watts, Jennifer Lee	Librarian	11 %
Owens, Laurie A.	Licensed Vocational Nursing	67 %
Patrice, Alicia	Librarian	12 %
** (B5) Perez, Pedro R.	Applied Photography	28 %
Perkins, Brett T.	English	60 %
Piskun, Yelena	Counselor	37 %
Piskun, Yelena	Counselor	5 %
Piskun, Yelena	Counselor	8 %
** (B5) Ponce, Armando N.	Cosmetology and Barbering	66 %
Prilepina, Tamara F.	Mathematics, General	60 %
Rendon Hall, Velma	Cosmetology and Barbering	67 %
Rowland, Martha E.	Library Technician (Aide)	13 %
Sachdev, Poonam	English	60 %
** (A2) Salazar, Rosalinda R.	English	3 %
Schwartz, Steven D.	Anthropology	20 %

**TEMPORARY, PART-TIME EMPLOYEES Spring 2019****Sacramento City College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Shewa,Wondimagegn T.	Chemistry, General	35 %
** (A1) Smith,Jennifer L.	Mathematics, General	53 %
Smith,Kendra O'Neal	English	60 %
Suy,Shaun	Counselor	18 %
** (A5) Swafford,Derek L.	Counselor	14 %
Torres,Laura	English	60 %
Tracy,Gwyneth J.	Learning Skills, Learning Disabled	8 %
Treon,Caron L.	English	60 %
Trunnelle,Kelly J.	Chemistry, General	33 %
Van Zanten,Jill	English	40 %
VanAcker,Gregory	Software Applications	18 %
Walker,Sarah E.	Community Health Care Worker	20 %
Waltonen,Karma J.	English	20 %
Wenneker,Jacquelyn C.	English	20 %
Wergeland,Kari A.	Librarian	44 %
Wheeldon,Sandra M.	Dental Assistant	60 %
** (A1) Wrenn,Robert Alan	Music	20 %
** (A1) Wright,Tatyana N.	Counselor	35 %
Youngblood,Brandon S.	Psychology, General	20 %

**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2019****American River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Aucoin-Ratcliff,Debra J.	Registered Nursing	10 %
Beaushaw,Frank W.	Diesel Technology	11 %
Eifertsen,Dyne C.	Music	33 %
Engler,Denise M.	Reading	17 %
Fox,David E.	Computer Programming	19 %
Fratello,Natasha M.	Psychology, General	20 %
Gilbert-Valencia,Daniel H.	Computer Infrastructure and Support	5 %
Gilman,Joseph A.	Music	30 %
Griffin,Robert C.	Counselor	2 %
Hamre,Susan M.	Music	3 %
Harris,Marianne	Library Science, General	7 %
Hermle,Ryan J.	Computer Programming	25 %
Hess,Krista E.	ESL Integrated	7 %
Higgins,Kevin J.	Physical Education	15 %
Hoffpauir,Carina E.	English	40 %
Kiefer,Christian J.	English	20 %
Lapierre,Arthur	Music	30 %
Limmaneeprasert,Oranit	ESL Speaking/Listening	27 %
Lopez,David	Philosophy	40 %
Maddox,Michael W.	Chemistry, General	35 %
Moore,Justin A.	Biology, General	15 %
Nowicki,Lazette V.	Registered Nursing	10 %
Payne,Michael D.	Chemistry, General	35 %
Pollard,Margaret P.	Accounting	53 %
Sanchez,Brett Aaron	Mathematics, General	33 %
** (B2) Sjolund,Joe P.	Physical Education	15 %

**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2019****American River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Skelton,Nathan E.	Mortuary Science	20 %
Smith,Sunny	Dance	13 %
Stoehr,Matthew L.	Multimedia	13 %
Stoehr,Matthew L.	Animation	27 %
** (B5) Weckman,Craig R	Diesel Technology	10 %
Wood,Patricia Emma	Art	13 %
Youngs,Cynthia	Reading	20 %

**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2019****Cosumnes River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Adkins Pogue,Andrea D.	Academic Guidance	20 %
Adkins Pogue,Andrea D.	Non Instructional Assignment	5 %
** (A5) Beyrer,Gregory M.	History	35 %
Bond,Emily F.	Non Instructional Assignment	17 %
Breitenbach,Ronald W.	Mathematics, General	20 %
Emetarom,Chitoh M.	Chemistry, General	20 %
Flynn,Martin D.	Technical Theater	15 %
** (A5) Fortin,Cheri L.	Dramatic Arts	40 %
Garcia-Gomez,Yolanda	Coordinator	2 %
Geissler,Markus	Information Technology, General	20 %
Hoang, Frank A.	Chemistry, General	30 %
Hoang,Linda	Mathematics, General	53 %
Jackson,Hiram	Geology	20 %
Kagan,Alexander	Counselor	16 %
Kang,Mun K.	Radio	13 %
Lam,Nam Hai	Mathematics, General	40 %
Lawlor,Michael J.	Physics, General	67 %
Marshall-Mills,Denise L.	Counselor	3 %
Mayo,Kathryn J.	Applied Photography	23 %
Pandey,Rajeev R.	Chemistry, General	15 %
Parks,Lance M.	Information Technology, General	20 %
Paskey,Amanda M.	Anthropology	30 %
Phan,Man	Business and Commerce, General	20 %
Procsal,Amanda R.	Psychology, General	40 %
Reed,Diana M.	History	17 %
Roberts,Jason M.	Welding Technology	33 %
Russell,Michael W.	Chemistry, General	30 %
Sertich,Sangchin P.	Mathematics, General	33 %
Tavares,Tyrone Michael	Counselor	2 %
Torres,Christopher P.	Academic Guidance	20 %
Trench,Jena M.	Biology, General	15 %
Washington,Christina A.	English	13 %
Wingard,Benjamin J.	Non Instructional Assignment	5 %
Wohl,Matthew H.	Counselor	11 %
Zisk,Paul	Sociology	65 %

**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2019**  
**Folsom Lake College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Kraemer, Jennifer L.	Child Development/Early Care and Educatio	40 %
** (A2) Royer, Tina L.	English	33 %
** (A5) Smith, Carolyn D.	Economics	40 %
Watanabe, Matthew R.	Business Management	20 %

**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2019**  
**Sacramento City College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Allender, Julia	Physical Education	15 %
Belair, Diane M.	Counselor	14 %
** (B5) Bonawitz, Marcia C.	Cosmetology and Barbering	31 %
Burg, Thomas J.	Aviation and Airport Management and Servic	20 %
** (A5) Button, Donald W.	Computer Graphics and Digital Imagery	8 %
Copely, Douglas M.	Physics, General	7 %
Dhanda, Randeep S.	Licensed Vocational Nursing	7 %
** (B5) Estabrook, Paul H.	Applied Photography	37 %
** (A2) Gomez, Wendy R.	Nurse	14 %
Goodchild, Rebecca D	Librarian	20 %
** (B5) Handy, Mae F.	Cosmetology and Barbering	39 %
Hodge, Tracey L.	General Work Experience	13 %
Iredale, Michael J.	Nursing	13 %
Jones, Andrew B.	Physical Education	8 %
Karlsen, Jeffrey A.	Librarian	18 %
Lopez, Antonio J.	Librarian	20 %
Marshall, Doris F.	Licensed Vocational Nursing	33 %
Nguyen, Anh H.	Counselor	14 %
Paulson, Daniel I.	Music	12 %
** (A2) Poe, Kathleen A.	Music	40 %
Richard Robicheau, Loretta J.	Psychology, General	20 %
Richard Robicheau, Loretta J.	Job Seeking/Changing Skills	7 %
Steever, Joseph M.	Mathematics, General	20 %
Stewart, Devoun R.	Chemistry, General	25 %
Stone, Leila M.	Counselor	9 %
Times, Kenneth J.	Counselor	6 %
Wong, Peter W.	Cosmetology and Barbering	8 %
Wyatt, David T.	Environmental Studies	10 %
Yaroshevich, Nataliya	Counselor	14 %

**APPOINTMENT(S)**

<u>Name</u>	<u>Position</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Alatorre, Nancy G.	Student Personnel Assistant-Workforce & Economic Development	DO	02/13/19
Bonomo, Ryan M.	Programmer I	ARC	02/25/19
Butler, Sylvester N.	Alternate Media Design Specialist	FLC	03/04/19
Chima, Satya K.	Student Services Supervisor	ARC	03/13/19
Duran, Guadalupe	Administrative Assistant I	SCC	03/18/19
Reid, Allan J.	Energy Management Controls Specialist (Step 3)	FM	03/11/19
Rizk, Georges Y.	Admissions/Records Clerk III	ARC	03/25/19
Sathe, Michael D.	Maintenance Technician I	SCC	03/01/19
Xiong, Ma	Custodian	CRC	03/01/19

**LEAVE(S) OF ABSENCE**

<u>Name</u>	<u>Position</u>	<u>Type of Leave</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
ID#0002449	Cosumnes River College	Unpaid	CRC	02/04/19 – 02/19/19 (Revised)
Glenn, Ryan B.	Alternate Media Design Specialist	Part-time Educational, 40%	SCC	03/18/19 – 08/02/19
Rust, America	Admissions/Records Evaluator II	Staff Development, 100%	SCC	09/03/19 – 11/27/19

**PROMOTION(S)**

<u>Name</u>	<u>New Position (Current Position)</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Baldwin, Joy R.	Student Support Specialist (Student Personnel Assistant – Career & Job Opportunity Services)	ARC ARC)	03/18/19
Benjamin, Dawn H.	Head Groundskeeper (Groundskeeper)	FM FM)	03/01/19



**PROMOTION(S), CONTINUED**

<u>Name</u>	<u>New Position (Current Position)</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Carrillo, Kimberley A.	Administrative Services Analyst (Senior Buyer/Contract Specialist	ARC DO)	03/25/19
Harris, Paul J.	Confidential Principal Information Systems Auditor (Confidential Principal Internal Auditor	DO DO)	02/05/19
Higgins, Kathleen A.	Administrative Assistant I (Clerk III	ARC ARC)	03/04/19
Morgan-Mejia, Patricia R.	Admissions/Records Evaluator I, 100% (Clerk III, 75%	CRC CRC)	03/01/19

**REASSIGNMENT(S)/TRANSFER(S)**

<u>Name</u>	<u>New Position (Current Position)</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Carmona, Maggie E.	Administrative Assistant I (Administrative Assistant I	ARC SCC)	02/25/19

**RESIGNATION(S)**

<u>Name</u>	<u>Position</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Fan, Tao	Senior Information Technology Systems/ Database Administrator Analyst	DO	02/20/19
Galang, Andrea L.	Confidential Human Resources Specialist II	DO	03/09/19
Harrison, Robert	Police Officer	DO	02/15/19
Lee, Matthew G.	Student Personnel Assistant-Assessment/ Testing	FLC	02/16/19
Li, San M.	Clerk III, 10 months	ARC	03/16/19
Massi, Shelly L.	Student Personnel Assistant-Extended Opportunity Programs & Services (EOPS)	CRC	02/20/19
Melo, Aselia V.	Student Support Specialist	CRC	03/02/19

**RETIREMENT(S)**

<u>Name</u>	<u>Position</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Deutscher, Catherine A.	Confidential Administrative Assistant III (After 16 years of service)	CRC	03/06/19
Garcia, Lisa G.	Child Development Center Supervisor (After 12 years of service)	SCC	07/01/19
Izzo, Barbara M.	Library Technician (After 8+ years of service)	SCC	06/29/19
Johnson, Donna B.	Student Personnel Assistant - Transfer Services (After 28 years of service)	SCC	06/01/19

Temporary Classified Employees  
 Education Code 88003 (Per AB 500)  
*The individuals listed below are generally working in short term, intermittent or interim assignments during the time frame designated,*



<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
<u>American River College</u>			
Becerra, Marixcel	Child Dev Ctr Teacher	02/19/2019	06/30/2019
Brager-Hall, Sheila A.	Special Projects	02/20/2019	06/30/2019
Burns, Tristan D.	Special Projects	02/05/2019	06/30/2019
Cavalier, Summer D.	Educational Media Design Spec	02/26/2019	06/30/2019
Fabian, Maria	Special Projects	02/11/2019	06/30/2019
Fackler Zavala, Jasmine D	Clerk I	01/24/2019	06/30/2019
Finney, Aubrey M.	Special Projects	02/07/2019	06/30/2019
Furlong, Gavin E	Special Projects	01/24/2019	06/30/2019
Ghilarducci, Athena M	Special Projects	01/25/2019	06/30/2019
Ghost-Perez, Pauline K	Clerk III	02/08/2019	06/30/2019
Glenn, Cynthia M.	Special Projects	02/20/2019	06/30/2019
Hernandez, Deborah A	Student Personnel Assistant	02/04/2019	06/30/2019
Jett, Jack Saylor	Special Projects	02/20/2019	06/30/2019
Keith, Jennifer L.	Special Projects	02/07/2019	06/30/2019
Kelly, Kathleen R.	Special Projects	02/12/2019	06/30/2019
Mackin, Patricia A	Instructional Assistant	01/28/2019	06/30/2019
Martynov, Yevgen	Custodian	02/21/2019	06/30/2019
Miller, Shannon B.	Instructional Assistant	02/11/2019	06/30/2019
Morales, Quily A.	Clerk III	01/22/2019	06/30/2019
Reynoso Quinones, Maria D	Laboratory Technician	01/22/2019	06/30/2019
Roque Santiesteban, Ariel	Custodian	02/06/2019	06/30/2019
Smith, Zachary D	Special Projects	02/27/2019	06/30/2019
Taylor, Troy N.	Specialty Coach	02/07/2019	06/30/2019
<u>Cosumnes River College</u>			
Dalisay, Caroline V.	Instructional Assistant	01/30/2019	06/30/2019
Green, Sheila R.	Instructional Assistant	01/29/2019	06/30/2019
Lee, Jared James	Reader/Tutor	01/14/2019	06/30/2019
Luong, Jackie W.	Financial Aid Officer	01/25/2019	06/30/2019
Patino, Jose	Clerk III	01/18/2019	06/30/2019
Penney, Ashley E.	Theatre Technician	02/14/2019	06/30/2019
Ramchandani, Hema	Reader/Tutor	02/06/2019	06/30/2019
Raya Franklin, Alexandria O.	Student Personnel Assistant	02/11/2019	06/30/2019
Reed, Linda	Financial Aid Clerk I	01/25/2019	06/30/2019
Tutuwan, Erica N.	Clerk III	01/18/2019	06/30/2019
Veasna, Lydia R.	Clerk III	01/30/2019	06/30/2019
Zhong, Qiaowen	Clerk I	01/14/2019	06/30/2019

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
<u>District Office / Business and Economic Development Center / Facilities Management / Police Services</u>			
Cuthbertson, Colby G.	Campus Patrol	12/25/2018	06/30/2019
Gadae, Abdul W.	Campus Patrol	01/23/2019	06/30/2019
Hansen, Sheldon N.	Cadet to Police Officer	01/12/2019	06/30/2019
Harris, Joshua M.	Campus Patrol	02/04/2019	06/30/2019
Hernandez, Valentin S.	Campus Patrol	02/19/2019	06/30/2019
Moine, Hana M.	Campus Patrol	01/28/2019	06/30/2019
Molder, Corey Wiley	Cadet to Police Officer	01/12/2019	06/30/2019
Sidhu, Fatemeh	Clerk III	02/25/2019	06/30/2019
<u>Folsom Lake College</u>			
Caldwell, Angela M.	Special Projects	02/01/2019	06/30/2019
Cauchi, Brett J.	Special Projects	02/01/2019	06/30/2019
Gray, Jane E	Student Personnel Assistant	02/25/2019	06/30/2019
Moore, Gordana A.	Special Projects	02/01/2019	06/30/2019
Peabody, Gary N	Student Personnel Assistant	01/25/2019	06/30/2019
Pontarolo, Isabella M	Instructional Assistant	01/25/2019	06/30/2019
Radgoudarzi, Niloofar	Laboratory Technician	02/25/2019	06/30/2019
Reeve, Delayna J	Student Personnel Assistant	02/05/2019	06/30/2019
<u>Sacramento City College</u>			
Baker, Noelle C	Clerk I	01/25/2019	06/30/2019
Bozbei, Lidia	Counseling Clerk I	02/07/2019	06/30/2019
Clarke, Mark C.	Library Technician	02/25/2019	06/30/2019
Cortez, Stephanie P	Instructional Assistant	02/04/2019	06/30/2019
Felgueres, Geovani	Student Personnel Assistant	02/25/2019	06/30/2019
Franklin, Jacquelin A.	Account Clerk I	02/01/2019	06/30/2019
Ganas, Josephine I.	Laboratory Technician	02/04/2019	06/30/2019
Hernandez, Michelle A.	Assistant Coach	01/28/2019	06/30/2019
Mah, Earl G	Alternate Media Specialist	02/04/2019	06/30/2019
Palenyy, Alicia	Instructional Assistant	02/20/2019	06/30/2019
Quillin, Clint H.	Laboratory Technician	02/15/2019	06/30/2019
Rogers, Nolan D.	Assistant Coach	01/29/2019	06/30/2019
Snyder, Leah M.	Administrative Asst. I	01/25/2019	06/30/2019

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: March 20, 2019

<b>SUBJECT:</b>	American River College: Naming the SAFE Credit Union Math Learning Space in the new STEM Building	ATTACHMENT: None	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Action Item A	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	 Thomas Greene President, American River College	CONSENT/ROUTINE	
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	 Brian King, Chancellor	ACTION	X
		INFORMATION	

**BACKGROUND:**

Board Policy 8341 calls for the Board of Trustees to approve the naming of college facilities and areas. Such facilities and areas may be named in honor of persons who have made significant contributions to the college or distinguished themselves in the work of the college. Subunits of a building may be named separately to recognize an outstanding individual or donor wishing to contribute the cost of a portion of a building, a room in a building, a major equipment item, a major art feature or water feature and the like.

SAFE Credit Union is a large regional credit union originally founded in Sacramento in 1940 to serve members of the Air Force. The company’s mission and name has changed over the years, but they have maintained their commitment to community involvement in the Sacramento region and they have a longstanding connection to Los Rios through their giving and involvement in board leadership for the Los Rios Colleges Foundation. Because of their company history they also have an interest in the Aerospace Museum, which has connections to American River College.

**STATUS:**

SAFE Credit Union recently made a \$120,000 pledge to the Los Rios Colleges Foundation, \$55,000 of which directly benefits American River College students.

\$40,000 of SAFE’s gift is being directed to The STEM Center, which incorporates the Mathematics, Engineering, Science Achievement (MESA) Program. It is a program that provides academic and professional support as well as connections to internships and scholarships to educationally disadvantaged students studying in STEM fields.

SAFE’s gift funds a portion of the costs of the program assistants who provide tutoring services and leadership for the many programs offered at the STEM Center. The program assistants are at the core of the STEM Center community, as they assist students with academic work and mentor new student tutors. These assistants earn money during the school year and they develop key leadership and academic skills that will serve them in their future educational pursuits, as well their careers.

The other \$15,000 that supports ARC students comes through a portion SAFE's \$80,000 gift to the Los Rios Promise campaign. Each of the four colleges will equally receive \$5,000 per year for three years for the Los Rios Promise Scholarship, totaling \$60,000.

In recognition of this combined \$55,000 in support, American River College is recognizing SAFE Credit Union with a naming opportunity of a Math Learning Space on the 2<sup>nd</sup> floor of the new STEM Building that is currently under construction.

The math learning space is a 24'x40' interdisciplinary learning space on the second floor of the STEM Innovation Building. The second floor of the building is a hub activity with the Computer Lab, Math Lab and a NASA station housed inside the Astronomy/Engineering and Physics lab.



**RECOMMENDATION:**

It is recommended the Board of Trustees approve the naming of the Math Learning Space on the 2<sup>nd</sup> Floor of the new STEM Building in honor of SAFE Credit Union and their gift to the STEM Center and the Los Rios Promise Campaign.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: March 20, 2019

<b>SUBJECT:</b>	California Community Colleges Classified Employee of the Year	ATTACHMENT: None	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Action Item B	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	Whitney Yamamura President, Folsom Lake College 	CONSENT/ROUTINE	<input type="checkbox"/>
		FIRST READING	<input type="checkbox"/>
<b>APPROVED FOR CONSIDERATION:</b>	Brian King, Chancellor 	ACTION	X
		INFORMATION	<input type="checkbox"/>

**BACKGROUND:**

Each year at their May meeting, the Board of Governors of California Community Colleges honor classified employees who demonstrate the highest level of commitment to professionalism and community colleges. Recipients are nominated by their colleagues and endorsed by the local Board of Trustees. Award winners are selected by representatives of the Community College Board of Governors, Chancellor’s Office, and the Foundation for California Community Colleges.

**STATUS:**

Each local Board of Trustees may forward to the California Community Colleges Chancellor’s Office the name of one nominee for the Community College Classified Employee of the Year Award. This year the District is recommending the nomination of Jae Anderson, Administrative Assistant II to the Vice President of Instruction at Folsom Lake College (FLC).

Jae has earned three associate of arts degrees from FLC. She worked as student help as a DSPS tutor, computer lab assistant and, scheduling office clerk. She was hired as permanent classified staff in the Scheduling Office in 2001. In 2004 Jae was hired as Administrative Assistant II to both the Vice President of Instruction (VPI) and Administration. In 2007 she became Administrative Assistant II to the VPI. Jae earned a bachelor’s degree in Culture and Media Studies from Brandman University, and a master’s degree in Culture, Gender, and Religion from Arizona State University. Jae has served as ASFLC senator and secretary, as well as served senator and Vice President of the Classified Senate, twice. In 2014 Jae received the Falcon Award for Exemplary Service.

Jae understands and is committed to the the primary goal of the college: Serving students. In her daily work she ensures that all things in the Office of Instruction are not only attended to, but improved to this end. She has been essential in identifying efficiencies to improve her work life and that of others. She is committed to actively participating in making a difference in the lives of students and the people she serves. Jae has developed and implemented systems to assist in gathering, documenting, tracking, aligning and communicating a variety of compliance, human resource, budget, curriculum, and scheduling information. As a result, the access and flow of information from the Office of Instruction to all constituent groups has improved greatly, minimizing duplication and confusion.

Jae demonstrates competence and knowledge on the job, steps up to cooperatively work through problems, and works collaboratively with employees and management. An example of her professionalism was clearly exhibited in fall 2018 when the college experienced a week long campus closure due to smoke from the Camp Fire. The closure was unexpected and impacted all of campus. Jae went above and beyond her job duties to serve and accommodate students, faculty, staff, and managers during this time. She took leadership in identifying entities, policies, practices, and processes that would be impacted by the closure and ensured that communication flowed appropriately. Further, during the entire closure Jae remained in constant communication with the VPI, Athletic Director, coaches, and bus rental company to assist with the multiple athletic competition changes due to the closure. She worked to actively problem solve and reduce anxiety during this stressful time. This is one of many examples that illustrate Jae's service, commitment and dedication to the college

**RECOMMENDATION:**

It is recommended that the Board of Trustees endorse the nomination of Jae Anderson, of Folsom Lake College, for the 2019 California Community Colleges Classified Employee of the Year Award.



# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: March 20, 2019

<b>SUBJECT:</b>	Board Representatives to College Graduation Programs: May 22, 2019	ATTACHMENT: None	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Action Item C	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	Brian King, Chancellor <i>Brian King</i>	CONSENT/ROUTINE	
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	Brian King, Chancellor <i>Brian King</i>	ACTION	X
		INFORMATION	

**STATUS:**

College graduation programs have been scheduled as follows:

<b>WEDNESDAY, MAY 22, 2019</b>	
AMERICAN RIVER COLLEGE	7:00 pm
COSUMNES RIVER COLLEGE	
FOLSOM LAKE COLLEGE	6:30 pm
SACRAMENTO CITY COLLEGE	

**RECOMMENDATION:**

It is recommended that the Board President consider appointing representatives to the college graduation programs.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: March 20, 2019

<b>SUBJECT:</b>	2019 CCCT Board Election	ATTACHMENT: Yes	
		ENCLOSURE: Yes	
<b>AGENDA ITEM:</b>	Action Item D	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	Brian King, Chancellor <i>Brian King</i>	CONSENT/ROUTINE	
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	Brian King, Chancellor <i>Brian King</i>	ACTION	X
		INFORMATION	

**BACKGROUND:**

The California Community College Trustees (CCCT) board serves a major role within the Community College League of California. The election of members of the CCCT board of the League will take place between March 10 and April 25. This year there are seven (7) seats up for re-election on the board. Each member community college district board of trustees shall have one vote for each of the five vacancies on the CCCT board. Only one vote may be cast for any nominee or write-in candidate. The seven candidates who receive the most votes will serve a three-year term.

**STATUS:**

Enclosed is a list of the nominated candidates for the CCCT 2019 Board election.

**RECOMMENDATION:**


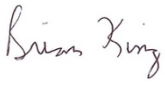
It is recommended that the Board of Trustees discuss and approve no more than seven nominated candidates from the official ballot.



# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: March 20, 2019

<b>SUBJECT:</b>	Contract Awards: SCC Imron Access Control and SCC Door Hardware and Cylinder Upgrade	ATTACHMENT: None	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Action Item E	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	 Theresa Matista, Deputy Chancellor	CONSENT/ROUTINE	
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	 Brian King, Chancellor	ACTION	X
		INFORMATION	

**BACKGROUND:**

These awards are part of the bond project to improve the physical security of all facilities in the District. The project includes both upgrading door hardware and issuing new keys, and upgrading the electronic card access to buildings. The American River College and Cosumnes River College campuses have been completed, and the Folsom Lake campus will be completed this Spring. This award is for the Sacramento City College campus with an anticipated start date of April 2019 and completion in Summer 2019.

**STATUS:**

Two separate plans and specifications were prepared and publicly advertised for bid. One, bid number 19014, was for the installation of infrastructure, end devices such as electronic card readers and the required programming for electronic card access control at each building. Two responses were received as shown below.

<b>Bid Award 19014</b>		
<b>Contractor Name</b>	<b>Base Bid</b>	<b>Total Bid</b>
Bobo Construction Inc.	\$ 1,542,434.00	\$ 1,542,434.00
Security Integration Inc.	\$ 1,898,901.00	\$ 1,898,901.00

The second bid, #19015, is for the door hardware and cylinder upgrade using Medeco highsecurity locks. This bid received two responses as shown below.

<b>Bid Award 19015</b>		
<b>Contractor Name</b>	<b>Base Bid</b>	<b>Total Bid</b>
Bobo Construction Inc.	\$ 1,646,062.00	\$ 1,646,062.00
Swierstok Enterprise, Inc., DBA ProBuilders	\$ 2,080,000.00	\$ 2,080,000.00



**RECOMMENDATION:**

It is recommended that the Board of Trustees award the contract for Bid 19014 to Bobo Construction Inc. for a total contract amount of \$1,542,434.00 and award the contract for Bid 19015 to Bobo Construction Inc. for a total contract amount of \$1,646,062.00.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: March 20, 2019

<b>SUBJECT:</b>	Cosumnes River College: The First Year Experience (FYE) as Guided Pathway	ATTACHMENT: None	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Information Item A	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	Edward C. Bush  President, Cosumnes River College	CONSENT/ROUTINE	<input type="checkbox"/>
		FIRST READING	<input type="checkbox"/>
<b>APPROVED FOR CONSIDERATION:</b>	Brian King, Chancellor 	ACTION	<input type="checkbox"/>
		INFORMATION	<input checked="" type="checkbox"/>

**BACKGROUND:**

Since 2016, CRC has been making intentional efforts to improve the success rate of new students matriculating from high school. The mission of First Year Experience (FYE) is to give new students the best start possible in their academic career. This includes providing them with the opportunity to take required courses such as English and Math in the first semester as these classes create the foundation that they need to be successful. FYE is designed as a pathway for new students who transition to CRC. As such, students receive hands-on support at each matriculation step. The experience allows students to proactively enroll in programs and services for which they are eligible for – before they start the start of the semester. Students are required to enroll full-time during their first semester.

**STATUS:**

The FYE experience is expanding to include all new students transitioning to CRC. Based on lessons learned from the last three years since the establishment of FYE, we have completely redesigned our onboarding process for new students. We are now in the process of expanding FYE to include all new students with the implementation of the Opt-Out Schedule. The Opt-Out Schedule is aimed at helping new students enroll in 15 units that includes math and English courses in addition to general courses based on the student’s intended major. The Opt-Out Schedule is intended to make the registration easier and seamless by eliminating unnecessary steps.

As part of the FYE experience, we have implemented a Case Management approach that allows counselors to connect with new students proactively. Each new student is assigned to a counselor based on their intended major. This gives counselors the opportunity to intervene early on before the student drops out. This approach also helps counselors to connect to program faculty on regular bases to discuss strategies to help students complete their programs.

**RECOMMENDATION:**

This item is presented to the Board of Trustees for information and discussion.