

Proposal to Address the District's Desire to Develop a Procedure for Faculty Who Possess FSAs in Multiple Disciplines where the District is Unable to Provide Sufficient Load Per Faculty Contract (v1 LaNae Jaimez and Michael J. Wyly 9.8.2017)  
(presented as info to the senate on 9.11.17)  
(v2 amended by M Wyly, S-P Esposito-Noy, VP Williams—in red—9.15.17)  
(v3 amended to include prose potential inclusion in hiring handbook by Michael Wyly, 9.18.2017; shared with all faculty via email 9.19.2017)  
(v4 amended by M Wyly, L Jaimez, E Farmer, T Bundenthal 10.30.2017; presented to the senate, 10.30.2017)  
(v5 amended T Bundenthal and E Farmer, 11.6.2017, to include observation that we need to establish where this procedure will be located to be the "controlling" procedure. Rec. Hiring Handbook.)

Typically, at Solano Community College, faculty are recommended for hire based on qualifications which include the faculty member meeting identified minimum qualifications, identified desired qualifications, and the ability of the faculty member to teach in the discipline(s) identified on the posted job description, including the careful vetting of the discipline expertise of the would-be faculty member. These criteria are true for all recommended hires, full- and part-time, at Solano Community College.

In those instances where the College is no longer able to provide a full-load to its full-time faculty per its contractual obligation, we recognize that a process wherein identified faculty may take advantage of additional faculty service areas (FSAs) is a useful option for both the College and the identified faculty member. Such a process allows a tenured faculty member to apply high standards of instruction to another discipline while assuring its discipline faculty of sufficient discipline-level expertise and support from the College, including adequate support for professional development.

The following process identifies triggers for when this process should be invoked by the College, as well as the enacting of subsequent responsibilities of the College, including anticipated program impact, including any affected part-time faculty, professional conversations regarding the faculty member's capacity to teach a course in a new discipline, including professional development considerations, and on-going support of the college for both the affected faculty member as well as the affected disciplines.

1. This process shall be initiated by the District providing the faculty member is involuntarily and systemically under-loaded. Involuntarily under-loaded means that the faculty member is not under-loaded by choice, including not accepting a load or a partial load due to preferred teaching days or times or not wanting to negatively impact another's load within the faculty member's initial discipline(s).<sup>1</sup> Under no circumstances should this language be construed as allowing assignment outside of the provisions of the CBA. For the purposes of this procedure, systemically under-loaded is defined as a faculty member who is under-loaded for a minimum of four semesters, OR twelve or more units, in a three-year/six semester period (or commensurate hours for counseling and librarians). As such, the following checklist would apply:
  - a. That there are no courses taught by adjunct faculty in the discipline during those semesters wherein the faculty member was under-loaded
  - b. That all options for scheduling a full-load for the faculty member have been exhausted by the district, including online courses, evening courses, courses at centers and any other off-campus locations or time periods as allowed by the CBA.

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<sup>1</sup> Conditions to be explored/negotiated by FA.

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- c. The faculty member to be assigned partially to a new discipline is willing to engage the whole of this process.

Apart from the above criteria, in rare circumstances, other unforeseen, compelling factors may be invoked, such as physical disability or other limiting disabilities, or the requirement of a specialization in a discipline which necessitates the retaining of a part-time colleague. These other factors would be presented in writing by the Superintendent-President or designated representative to the senate president and the association president

2. Should this process be invoked, the district will produce a program impact report for all affected programs, including how the faculty member's status meets the pre-identified criteria, as well as FT-PT ratios, impact on adjunct faculty in other discipline, and long-term planning for that faculty member, and any other potential effects on the programs, including any goals outlined in the program review. This impact report will be submitted in writing to the affected faculty member, the academic senate and faculty association as well as Human Resources.
3. The district will provide the senate-president (in same manner as admin retreat per hiring manual) and an appointed discipline rep, if needed, the opportunity to review the faculty member's FSA to confirm that the faculty member's qualifications match the minimum qualifications for the discipline per the most recently adopted ASCCC/CCCCO Disciplines List.<sup>2</sup>
4. Should the above requirements be met, the following procedures will be followed to ensure faculty and student success within the identified disciplines.
  - a. That the faculty member will engage in a peer-consultation process, wherein faculty engage in a series of interview questions, including the option for a teaching demonstration, as decided by the interviewing discipline faculty. The purpose of the peer-consultation is to determine readiness for teaching in the classroom and to inform professional development recommendations. Otherwise, this peer-consultation shall follow the same steps as outlined in VII.B-F of the Hiring Manual for Solano Community College Faculty (January 2017).<sup>3</sup>
  - b. Based on this peer-consultation, discipline faculty will identify any professional development requirements, as well as a faculty mentor.
  - c. Based on this peer-consultation, discipline faculty will recommend to administration courses within the discipline appropriate to the interviewee's expertise
  - d. Based on this peer-consultation and the identified professional development requirements, discipline faculty will recommend a semester for the interviewee to begin

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<sup>2</sup> Changed to address FA concerns.

<sup>3</sup> Refined to address FA concerns.

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teaching in the discipline, not to exceed one academic year (either the subsequent semester or the following).

1)The district will provide and subsidize appropriate professional development in consultation with the interview committee, including release time for the faculty member to pursue professional development.

2)The district will provide a stipend for the assigning of a mentor faculty member to work directly with the interviewee.

3)The faculty member agrees to meet this conditions.

5. The intent of this process is NOT for the faculty member to change disciplines.
  - a. The district will continue to make every effort to assign load to the faculty member in question in the discipline in which they were hired. (Should a full-time position open within the department, any faculty member who meets the minimum qualifications could apply at that time, per hiring procedures.)
  - b. The district will make clear to the faculty member all options at their disposal, including retraining, reduced load options and the like.