SBCC

SANTA BARBARA CITY COLLEGE

GUIDE FOR FULL-TIME FACULTY AND EDUCATIONAL ADMINISTRATOR POSITIONS SELECTION COMMITTEES

1/29/18

Booklet also available at http://www.sbcc.edu/Human Resources/FacultyHiringGuidelines/GuideforFacultySelectionCommittee

TABLE OF CONTENTS

INTRODUCTION

Thank you for agreeing to serve as a member of a full-time faculty selection committee! You have been invited to serve because your knowledge, experience and judgment are highly regarded.

We believe that a guide such as this may be of value to you, especially if you have not previously served on a selection committee for this District. If you have served previously, please take the time to review this document as it has been updated to reflect changes in applicable requirements. This guide is designed to provide helpful information to assist you in your selection responsibilities.

A message from Dr. Anthony E. Beebe, Superintendent/President, Santa Barbara City College –

Santa Barbara City College has created a unique academic culture, which has been recognized with numerous accolades and awards. This includes the 2013 Aspen Award for Community College Excellence in, among other things, increased levels of access and success for marginalized and low-income students.

I highlight to you the profound commitment the College has to academic excellence, diversity, equity, and inclusion among our faculty, staff, and students. As a community, we believe that diversity comes in many forms. We understand that individuals are multidimensional, shaped by the intersections of a variety of life experiences and factors. We recognize and challenge the inequities that stem from the complex world in which we live and embrace the many facets of people that make up our wonderful College.

Consequently, we seek College employees who will take responsibility for equitable outcomes and successful pathways for our students. We seek new staff and faculty to join our community and embrace our commitments.

OUR CORE PRINCIPLES

Santa Barbara City College's core principles guide all aspects of instruction, organization, and innovation:

- *Student-centered policies, practices, and programs*
- *Participatory governance;*
- *A psychologically and physically supportive environment;*
- *Free exchange of ideas across a diversity of learners; and*
- *The pursuit of excellence in all college endeavors.*

OUR CHARTER

Serving as the foundation for Santa Barbara City College's mission and core principles is a commitment to honoring the spirit and intent of the foundational framework of the California Community Colleges as described in California Education Code §66010.4:

- *Primary Mission: Academic and vocational instruction at the lower division level; advancement of California's economic growth and global competitiveness through education, training, and services.*

- *Essential and Important Functions: Basic skills, ESL, adult noncredit instruction (in areas defined as being in the state's interest), and student support services.*

- *Authorized Function: Community services courses.*

Reference: ACCJC Accreditation Standard

DISTRICT EQUAL EMPLOYMENT OPPORTUNITY POLICY

The policy of the Santa Barbara Community College District is to provide an educational and employment environment in which no person shall be denied full and equal access to, the benefits of, or be subjected to discrimination, in whole or in part, on the basis of ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, pregnancy, military and veteran status, physical or mental disability, or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that is administered by, funded directly by, or that receives any financial assistance from the State Chancellor or Board of Governors of the California Community Colleges.

Reasonable accommodation will be provided for applicants with disabilities who self-disclose.

The Santa Barbara Community College District supports Equal Employment Opportunity for all employees and qualified applicants for employment. Positive action will be taken by the administration to ensure the implementation of this policy and to overcome any forms of exclusion or discrimination, whether purposeful or inadvertent.

CONFIDENTIALITY GUIDELINES

Applications for District employment are to be considered confidential material. Authorized access to and use of applications is restricted to selection committee members and certain college administrators and Human Resources staff. Applicants who ask are entitled to see their application during interviews. Applications are not returned to the applicant. Committee members shall not reveal the names of the persons who have applied for employment with the District nor reveal any applicant's rating within the pool of applicants. Deliberations are kept confidential in the committee.

The proper handling of this matter of confidentiality is of utmost importance in safeguarding the rights of applicants who are entitled to confidential treatment. **Caution:** Any application materials printed by any member of the selection committee must be given the same protection to ensure confidentiality that was given to paper application and screening. All printed application materials must be shredded. Consult with Human Resources. Any concerns regarding the qualifications or adverse information regarding a specific candidate should be addressed directly to the committee chairperson, or to the Vice President, Human Resources.

DIVERSITY IN EMPLOYMENT

The District is committed to hiring and professional development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates. The District recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. Furthermore, the District is committed to employing qualified administrators, faculty and staff members who are dedicated to diversity, equity, and student success.

Reference: BP 7100 Diversity in Employment, BP 3420 Equal Employment Opportunity, Education Code Sections 87100 et seq.; and Title 5 Sections 53000 et seq.

AP 7120   RECRUITMENT AND SELECTION

References:
Education Code Sections 87100 et seq., 87400, and 88003;
ACCJC Accreditation Standard III.A.1 *(formerly III.A)*

Faculty
Determination of Need
The determination of need for faculty positions is a consultative process which involves faculty and administration. Specific responsibilities are delineated below:

A. **Chief Instructional Officer** – Determines the District's faculty obligation number (FON) for faculty positions and, in consultation with the President of the Academic Senate, establishes a schedule for review and recommendation of new and replacement positions.

B. **Faculty** - Consult, advise, and assist in the determination of need for new or replacement faculty positions in department or area.

C. **Department Chairperson** - Coordinates the preparation of requests for new or replacement faculty positions and forwards same to the Office of Educational Programs.

D. **Chief Instructional Officer** – Collates and forwards all requests for faculty positions (including supporting data) to the Academic Senate.

E. **Chief Instructional Officer** - In consultation with area deans, analyzes positions and supporting data (such as WSCH, FTEs, enrollment trends, departmental goals and objectives, Educational Master Plan). Input from area deans and the Chief Instructional Officer is presented to the Academic Senate during the Senate ranking process.

F. **Academic Senate** - Reviews requests and hears departmental presentations regarding requested positions, prior to ranking. Senate recommendations regarding priorities for faculty positions are submitted to the Superintendent/ President.

G. **Superintendent/President** - Approves/disapproves or modifies recommendations of the Academic Senate and forwards to the Board of Trustees. If disapproved or modified in any way, the Superintendent/President discusses the modifications with the Academic Senate prior to making a final recommendation to the Board of Trustees.

Faculty Recruitment and Selection Procedures
A. In order for a faculty vacancy to be considered for regular (tenured) replacement for the following academic year, notification of the anticipated vacancy must be reported to the Office of Educational Programs no later than the deadline set by the Chief Instructional Officer, in consultation with the Academic Senate President.

   Faculty vacancies identified after the established deadline will be deferred for replacement consideration until the following year's faculty hiring cycle.

B. The Academic Senate, in making its recommendations for the hiring of regular (tenured) faculty positions, shall consider the replacement of faculty positions vacated as a result of retirement, resignation, or other causes, as well as the district's needs for new and/or expanding programs.

C. Faculty vacancies not recommended for permanent replacement as described above may be replaced by part-time faculty for the following academic year.

Selection of Candidates for Regular (Tenured) or Temporary Contract Faculty

Recruitment
The Human Resources Department shall recruit for positions and process applications in accordance with the District's Equal Employment Opportunity (EEO) Plan.

Announcement of Position
Upon approval of the Academic Senate recommendations, the department chairperson (or equivalent) in consultation with the area dean and the Chief Human Resources Officer, shall prepare a job announcement, job related evaluation factors, and interview questions which are consistent with the District's EEO Plan. These selection materials must be prepared before the selection process may commence and shall include as a desirable qualification, experience working with the diverse academic, socio-economic, cultural, and ethnic backgrounds and disabilities of community college students.

Screening, Minimum Qualifications, Equivalency
Department chairs and area deans are responsible for ensuring that all regular (tenured) or temporary contract faculty members meet the minimum qualifications for the discipline in which they are hired; or possess valid credential for the discipline; or qualifications which are equivalent to the state minimum qualifications. (Also see AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies)

The selection committee, after studying the applications, will select the best qualified candidates to be interviewed. Additional qualified candidates may be selected for interview by the Chief Human Resources Officer/EEO Officer. The EEO Officer and the committee will jointly determine if the District EEO Plan has been followed during the screening process. If there is a reasonable doubt about whether or not equal employment opportunity processes have been followed, the Superintendent/President may direct that the selection process be reinitiated at any prior level.
When selecting the best qualified candidates for interviews, the committee shall review all applications, transcripts, and other materials submitted by the candidates to make a preliminary determination that each has met minimum qualifications for hire for that discipline; or has an appropriate valid credential; or has qualifications that are at least equivalent to the state minimum qualifications. The burden of proof rests with the candidate.

The top candidates resulting from the interview process who possess the minimum qualifications and/or equivalent of the minimum qualifications shall be forwarded to the Superintendent/President. The verification of equivalency and/or minimum qualifications shall first be completed by the department chairperson and returned to the Human Resources Office.

The Board of Trustees shall be informed of the equivalency determination, if used to meet minimum qualifications, when the appointment is presented for approval.

Composition of Selection Committee
The selection committee shall be comprised of the department chairperson (or equivalent), three to five full-time regular (tenured) members of the department (or closely related discipline) to be chosen by the department, and the area dean. With the approval of the department chair, area dean and the Chief Instructional Officer, contract (probationary) faculty may serve on the committee. The committee may be increased by no more than two members, if necessary, to meet District EEO requirements. The Chief Human Resources Officer/EEO Officer may serve as an ex officio member of the committee but shall have no vote.

The department may select other qualified persons, not necessarily restricted to members of the Santa Barbara City College faculty, to participate on the committee. The committee shall determine if additional members are voting or advisory. Such selection shall be subject to approval by the area dean.

The committee must have diverse representation. If diverse representation is not available within the department, representatives of the department shall consult with the EEO Officer in order to ensure compliance with the District's EEO Plan.

The department chair (or equivalent), or designee, shall serve as chair of the selection committee.

Interviewing

Each interview committee shall receive legal/EEO orientation prior to the commencement of interviews as deemed appropriate by the Chief Human Resources Officer/EEO Officer. The selection committee shall both screen and interview applicants. The selection committee shall interview only those candidates who are qualified for the position. Arrangements for interviews shall be made by the Human Resources Department. Upon conclusion of the interviews, the selection committee shall meet and vote to determine the three best qualified candidates to forward to the Superintendent/President. At this time, the chair of the committee shall meet with the Superintendent/President to state the committee's preferences concerning the candidates.

The department chairperson (or equivalent) will meet again with the Chief Human Resources Officer/EEO Officer to ensure that the District EEO Plan has been followed during the interviewing and voting. If there is a reasonable doubt about whether or not EEO policies have been followed, the Superintendent/President may direct that the selection process be reinitiated at any prior level. The recommended candidates may be interviewed by the Superintendent/President.

Selection

When the Superintendent/President interviews the recommended candidates, the following shall be invited: Chief Instructional Officer; dean from committee; and department chairperson or chair of selection committee.

The Superintendent/President will discuss with the department chairperson or chair of the selection committee, area dean, and the Chief Instructional Officer the qualifications of the recommended candidates. The Superintendent/President will ensure that EEO requirements have been met in the screening and interviewing process. The Superintendent/President shall meet with the Chief Instructional Officer, dean, and department chair or chair of the selection committee to discuss the final selection before an offer of employment is extended. If a candidate is to be appointed, the Superintendent/President shall make a recommendation of the best qualified candidate to the Board of Trustees.

Part-Time Faculty

Non Discrimination Statement

Selection of candidates for part-time positions shall be made by each department chair in accordance with non-discriminatory procedures.

Minimum Qualifications and Equivalency

Department chairs and area deans are responsible for ensuring that all part-time faculty members meet the minimum qualifications for the discipline in which they are hired; or possess valid credential for the discipline; or qualifications which are equivalent to the state minimum qualifications. (See AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies)

Part-Time Faculty Sixty-Seven Percent Employment Rule

Part-time faculty normally will not be allowed to work over 67 percent of the hours per week considered to be a full-time assignment. Prior to employment of any part-time faculty over 67 percent, express authorization to do so must be obtained from the Superintendent/ President.

Under no circumstances shall any part-time faculty be employed by the District in assignments of over 67 percent for more than two semesters within any period of three consecutive academic years. In computing 67 percent employment, both credit and noncredit hours of instruction will be added together. As well, the provisions of Education Code 87482.5 will be factored into the compilation of 67 percent.

The Chief Instructional Officer is responsible for ensuring that the provisions of this section are followed.

Educational Administrators

As educational administrator vacancies occur, it is incumbent on the hiring supervisor to consider current and future program and department needs to ensure that limited resources are being used most effectively and efficiently to advance the institutional mission and program and department goals before initiating recruitment activities for a replacement position. The time period between incumbents is the ideal and appropriate time to assess and evaluate current and future needs, reflecting any necessary updates and adjustments to the classification description before

preparing the job announcement. Major proposed changes in administrative responsibilities are referred to the Academic Senate for input before recruitment is initiated.

Once recruitment begins, job announcements are developed based on the Board-approved classification description and the employment system is enabled to accept applications for the position. Minimum education and experience requirements for educational administrators as established by the State Chancellor's Office are included on the job announcement, along with desirable qualifications, which are developed locally and are customized for each recruitment. The recruitment period extends for a minimum of four weeks.

The composition of the selection committee includes three faculty members appointed by the Academic Senate, one student appointed by the Student Senate, two classified staff employees appointed by the California School Employees Association, local Chapter 289, and two administrators in similar roles appointed by the Superintendent/President. The individuals invited to participate have area expertise related to the area of responsibility of the new administrator.

Prior to the commencement of interviews, Human Resources conducts a committee orientation to review and emphasize the issues of confidentiality, equal employment opportunity, and the need for objectivity throughout the process. Through the use of a rubric instrument, the committee identifies the three candidates who are best qualified for the position. The hiring supervisor and the Superintendent/President interview the three finalists, conduct reference checks, and make the final selection. Appointments to Educational Administrator positions are only made by the Board of Trustees.

Application of the Equal Employment Opportunity (EEO) Plan (Also see BP/AP 3420 Equal Employment Opportunity)
At all stages of selection of candidates for all positions, the District EEO Plan shall apply. Applicable procedures for implementing this Plan shall be followed.

Approval of Appointments
Appointments to all positions are made only by the Board of Trustees.

Appointment and Notification
Upon approval by the Board of Trustees of an appointment to a position, the appointee shall be notified by the Human Resources Department. Each appointee shall be provided with a written statement of his/her status of employment.

Employment Requirements
Prior to assuming duties as an employee, appointees shall meet the following requirements:
A. For academic employees, meet the minimum qualifications for the subject desired, or have an appropriate valid credential, or possess qualifications that are at least equivalent to the minimum qualifications for the discipline.

B. Sign the Oath of Office.

C. Undergo an examination for freedom from tuberculosis (except as otherwise provided in Education Code Section 87408.6(g), concerning exemption for persons who adhere to the faith or teachings of any well-recognized religious sect). In order to continue employment with the District, the employee must provide, every four years, evidence of a chest x-ray or an approved intradermal tuberculin test demonstrating freedom from tuberculosis.

D. Complete the fingerprinting process as required by Education Code Section 87013.

E. Complete all paperwork processing required by the Human Resources and Payroll Offices.

Date Approved: April 12, 2016
Legal Reference Update #25: November 2014

COMMITTEE MEMBERSHIP

Outgoing incumbents may not serve on the committee responsible for screening and interviewing applicants for their replacement.

EEO REPRESENTATIVE/DEPARTMENT CHAIR RESPONSIBILITIES

What is an EEO Representative?
The EEO representative monitors the selection committee process for compliance with all applicable laws.

Training for Screening/Interview Committees
Any individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall receive training on the requirements of the Title 5 regulations on equal employment opportunity (Section 53000 et. Seq.); the requirements of federal and state nondiscrimination laws; the requirements of the college's Equal Employment Opportunity Plan; college policies on nondiscrimination, recruitment, and hiring; principles of diversity, recognizing personal bias; and the value of a diverse workforce. Persons serving in the above capacities will be required to undergo training within the 12 months prior to beginning service on a committee. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/interview committees. The Equal Employment Opportunity Officer is responsible for ensuring the required training is provided.

EEO Representative Responsibilities
- Educate committee members regarding compliance with federal/state laws, board policies, and established hiring procedures.
- Promote diversity and bring awareness of the campus EEO objectives.
- Work with the Committee Chair to make the selection process work efficiently.
- Ensure full participation of all committee members.
- Monitor the hiring process to ensure that impermissible bias is not a factor and that unlawful discrimination does not occur.
- Ensure that confidentiality is being maintained (To infinity and beyond).
- Provide information to the committee members on acceptable and unacceptable inquiries (e.g. personal contacts, Google, social media, or other independent searches).
- Monitor the hiring process for possible conflict of interest.
- Report allegations/issues of noncompliance to Human Resources.
- Halt the process (even temporarily) if appropriate.
- EEO Reps are non-voting members unless they are already a member of the committee.

Department Chair Responsibilities

The Department Chair has the responsibility of working with Human Resources to provide specific language to be included in the job announcement.

The following are topics that should be considered by the department for mention in the job announcement:

- Position specifics and area of emphasis
- Desirable training and experience
- Experience working with diverse student populations
- Funding caveats/conditions to be added to the announcement
- Extended working days required for the position
- Unique hours required by the position

The Department Chair, Dean, Executive Vice President Educational Programs, and Vice President of Human Resources will review the job announcement prior to forwarding to the Superintendent/President for final review and approval for posting.

ADVERTISING

Human Resources will advertise as appropriate, utilizing a wide array of venues that will promote and generate a qualified and diverse pool of applicants, and meet requirements of Title 5. Recruitment for full-time faculty positions shall be advertised statewide and, at a minimum, shall include seeking qualified applicants listed in the California Community Colleges Equal Employment Opportunity Registry and posting job announcements with the Registry. Additionally, Human Resources will post all full-time faculty positions in the Chronicle of Higher Education. It is recommended that at least two other job posting sites or services be utilized to ensure a broad distribution of job opening announcements.

The open recruitment period for full time faculty positions is typically six weeks.

For 2017-18, Human Resources may be advertising in the following locations:

The Chronicle of Higher Education
CCC Job Bank Registry
Facebook: SBCC
GovernmentJobs.com
HigherEdJobs.com
Independent.com
LinkedIn
SBCC website: https://jobs.sbcc.edu

Human Resources encourages departments to suggest other appropriate sites for advertising the position(s). There is a limited advertising budget available. Due to variation in publication deadlines, you are encouraged to provide requests for specialty advertising to Human Resources as early as possible.

If a Department Chair would like to place an ad on a particular website that does not have a fee, the Department Chair may do so by utilizing the approved job announcement and informing Human Resources where the ad is being posted.

COMMITTEE EEO TRAINING/ORIENTATION

Before a person may serve on a Screening/Selection Committee, they must receive equal employment opportunity and diversity training. This training will be provided by a trained representative of Human Resources, at the initial meeting of the Screening/Selection Committee prior to any selection/screening activity. Training shall include information about equal employment hiring procedures, the District's local procedures, and nondiscrimination guidelines.

Except where sub-committees are permitted in other sections of this procedure, the Screening/Selection Committee shall meet as a group to undertake each aspect of the employment process outlined. Each Screening/Selection Committee member must be involved in each phase of the screening/selection cycle. If a member is absent for any phase of the screening/selection cycle that member then forfeits their participation and the Screening/Selection Committee continues the process, unless the Superintendent/President finds good cause for the absence.

Employees serving on a Screening/Selection Committee who have a conflict of interest, which may affect the decisions of the committee, must excuse themselves from the committee as early in the process as possible. A conflict of interest as used here is defined in Board Policy 7310 Nepotism. In this case, the representative group will be given an opportunity to fill the vacancy on the Screening/Selection Committee, if this occurs at the outset of the committee process.

No member of a Screening/Selection Committee will show bias towards members of protected groups.

All members of the Screening/Selection Committee are expected to maintain a high level of confidentiality with regard to information obtained during the screening/selection process. Any breach of confidentiality may result in the removal of the committee member and abeyance of the recruitment process. There are limited circumstances under which disclosure of confidential information is authorized (to a District-hired investigator, under subpoena, etc.). No discussions regarding the selection process shall take place outside the Screening/Selection Committee meetings. Any unauthorized disclosure of confidential information by a Screening/Selection Committee member may preclude an individual from serving on Screening/Selection Committees in the future.

Reading & Evaluating Applications

- Take the time to become familiar with the job description.
- Look for required qualifications and preferences as stated in the job description and repeated on the applicant matrix.
- Look for, and make note of, special qualities or skills that would add dimension to the position. Place that note in the "comment" section of your matrix.
- When reviewing a candidate's work history, look for longevity or lack thereof.
- Look for academic relevance.
- Look for current experience.
- Make note of the completeness of the application file. Items which constitute a complete application file are listed on each job posting. If you discover missing items, please notify Human Resources.
- Look at how the application is completed. Have directions been followed? Is the application thorough? Is it grammatically correct?

REVIEWING FOR MINIMUM QUALIFICATIONS

When selecting the best qualified candidates for interview, the committee shall review all applications, transcripts, and other materials submitted by the candidates. The committee shall determine that each candidate to be invited for an interview has met minimum qualifications for hire for that discipline, or has an appropriate and valid credential, or has qualifications that are at least equivalent to the state minimum qualifications.

To confirm that candidates meet minimum qualifications, the screening process must affirm:
- That the degree held by the applicant meets the discipline requirement listed with the California Community College Minimum Qualifications Handbook. (Located on the Human Resources website under "Faculty Hiring Guidelines")
- That the applicant's degrees are noted on his/her transcript(s). This serves to ensure that the candidate has completed the degrees listed on their application.
- That the colleges listed on the transcript are accredited institutions.
- That the transcripts for foreign degrees have been reviewed and translated.

AP 7211 FACULTY SERVICE AREAS, MINIMUM QUALIFICATIONS, AND EQUIVALENCIES

AP 7211   FACULTY SERVICE AREAS, MINIMUM QUALIFICATIONS, AND EQUIVALENCIES

References:
    Education Code Sections 87001, 87003, 87359, and 87743.2;
    Title 5 Sections 53400 et seq.
    Minimum Qualifications for Faculty and Administrators in California Community Colleges
    ACCJC Accreditation Standard III.A.2-4

Faculty Service Areas (FSA)
Faculty service areas shall be established after negotiation and consultation as required by law with the appropriate faculty representatives.

Tenure track faculty shall be assigned an initial FSA, according to the discipline in which they are hired, on the Faculty Minimum Qualifications Form completed by the department chairperson. The initial FSA assigned must come from the list below titled Santa Barbara City College Faculty Service Areas According to Departments. In the event a faculty member is hired into a newly created department for which an FSA has not yet been established, an FSA in a closely related area should be assigned and the faculty member notified of the FSA assignment. The FSA modification process should be initiated.

Adding an FSA
The FSA Committee shall be composed of the Academic Policies Committee and the Chief Human Resources Officer. The Chair of the Academic Policies Committee shall convene the FSA Committee as necessary.

After initial employment, a faculty member who is both "qualified" and "competent" may apply to the FSA Committee for an additional FSA. The FSA Committee will review application materials and make a recommendation to the Academic Senate on the assignment of the additional FSAs.

- To be "qualified" in an FSA, as defined by the State of California, the faculty member must meet the State minimum qualifications. In addition, any licensure or other certification requirements for the subject field must be met.

- To be "competent" as defined by the District, the faculty member must have taught nine TLUs in the FSA (or equivalent for educational support faculty members) in the SBCC credit program in the three academic calendar years prior to the application for an additional FSA. In order to retain an additional FSA, the faculty member must have maintained nine TLUs in that FSA within the prior three academic calendar years.

Applications for an additional FSA must be received on or before October 15 by Human Resources. The FSA Committee will review the application and respond with a decision by November 30. The Academic Senate will review the recommendation and approve or deny the request for an additional FSA. In accordance with Ed code 87743.3, additional FSAs must be approved not later than February 15 in order to be considered in layoff proceedings for the following academic year.

An applicant denied an FSA may file an appeal with the President of the Academic Senate within ten working days of notice of denial. The President of the Academic Senate shall convene an appeal committee consisting of the President of the Academic Senate, the Division Senator for the division in which the FSA is located, the Chair of the FSA Committee (as a non-voting member), and the Chief Instructional Officer. The appeal committee shall review the appeal and respond with a decision by February 1. The decision of the appeal committee is final.

Human Resources shall maintain a record of FSAs to which each employee has been assigned in the employee's personnel file. Human Resources shall also maintain a record of FSAs and employees assigned to each FSA.

Modification of the FSA List
A department may petition the Academic Senate for a revision of the FSA list utilizing the same processes for modifying any policy. This procedure shall be reviewed within one year of the release of a new disciplines list by the California Community Colleges Chancellor's Office. The Academic Senate President or designee is responsible for bringing any modifications to the FSA list through the normal policy review process. If the disciplines list is modified, any faculty member who experiences a change in FSA must be notified by Human Resources of this change to their records within one month of the change. Changes in FSA assignments due to a change in the FSA list are not subject to appeal.

Minimum Qualifications
Faculty shall meet minimum qualifications established by the Board of Governors, or shall possess qualifications that are at least equivalent to the minimum qualifications set out in the regulations of the Board of Governors.

Minimum qualifications are verified by the department chairperson and recorded on the Faculty Minimum Qualifications Form. This form is reviewed by the area dean and human resources personnel and retained in the employee's personnel file.

Equivalencies
Equivalency Committee – An Academic Senate Equivalency Committee shall be established to fulfill the requirement of Education Code Section 87359, which states that the equivalency process "shall include reasonable procedures to ensure that the Board of Trustees relies primarily upon the advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications..." In order to ensure that the Board of Trustees relies primarily on the advice and judgment of the Academic Senate, the Academic Senate Equivalency Committee shall:
- Be available to screening and selection committees as a resource regarding equivalency determinations.
- Review the decisions of the screening committees as described below.
- As part of the hiring process, recommend all equivalency determinations to the Board of Trustees.
- Further clarify the criteria to be used for determining equivalency.
- Ensure that records are kept of all equivalency determinations and retained in the employee's personnel file.
- Periodically review this procedure and recommend necessary changes to the Academic Senate and Superintendent/President.
- Ensure that the equivalency process meets the requirements of the law.

Equivalencies to minimum qualifications are verified by the department chairperson and recorded on the Faculty Minimum Qualifications Form. This form is forwarded to the Equivalency Committee for review and approval. The Equivalency Committee is responsible for evaluating all requests for equivalency to the minimum qualifications. The Equivalency Committee shall be composed of the Academic Senate President or designee, three additional faculty members appointed by the Academic Senate President (at least one of whom works in a Career Technical area), and one dean of Educational Programs.

Determination of Equivalencies
The following procedure is to be used to determine when an applicant for a faculty position does not possess the exact degree or experience specified in the Disciplines List of the Board of Governors that establishes the minimum qualifications for hire, nonetheless, in the applicant's opinion, does possess qualifications that are at least equivalent to those required by the Disciplines List. The procedure is intended to ensure a fair and objective process for determining when an applicant has the equivalent qualifications. It is not intended to grant waivers for lack of the required qualifications.

All faculty position announcements will state the required qualifications as specified by the Disciplines List, including the possibility of meeting the equivalent of the required degree or experience.

District application forms for faculty positions will ask applicants to state whether they meet the minimum qualifications of the Disciplines List or whether they believe they meet the equivalent. Those claiming equivalency will then be asked to state their reasons and to present evidence. It will be the responsibility of the applicant to supply all evidence and documentation for the claim of equivalency at the time of application.

The department chairperson will first screen all qualified applicants, assuming that those claiming equivalency are in fact equivalent. Once applicants have been selected for interview, those claiming equivalency will have their claims examined by the department chairperson prior to being interviewed. Only applicants who are found to meet minimum qualifications through adherence to the minimum qualifications listed or through an initial equivalency granted by the department chairperson's review of the evidence presented shall be interviewed.

The department chairperson (or the screening committee in the case of a full-time faculty hire) shall send a recommendation concerning equivalency to the chairperson of the Equivalency Committee before candidates are notified of final interviews. The Equivalency Committee will review the recommendation asking the following questions:
- Was the recommendation made in accord with this procedure?
- Is the department chairperson's (or the screening committee's) recommendation consistent with California Education Code 53410 and 53430 and with the Academic Senate for California Community Colleges' best practices for determining equivalencies?

After review of the documentation, the Equivalency Committee will approve or deny the recommendation and forward its decision to the department chairperson (or the screening committee in the case of a full-time faculty hire).

Minimum Qualifications for Disciplines in which a Master's Degree is not Generally Available
The minimum qualifications for disciplines on this list are any bachelor's degree or higher and two years of professional experience, or any associate degree and six years of professional experience. The professional experience must be directly related to the faculty member's teaching assignment.

Equivalencies for Disciplines in which a Master's Degree is not Generally Available
The District may elect to award equivalency for faculty teaching in disciplines that do not require the master's degree.
- **Semester units/occupational experience:** 120 semester units demonstrating a breadth of coursework AND two years of occupational experience in the discipline; or, 60 semester units demonstrating a breadth of coursework AND six years of occupational experience in the discipline. **NOTE:** all semester or equivalent units must be earned from a regionally accredited postsecondary educational institution.
- **Related occupational experience:** May be substituted by teaching experience in the discipline or related discipline on a year-for-year basis.
- **Recency:** An individual employed to teach a discipline in which a master's degree is not generally available shall demonstrate competency in the current technology of that discipline.

After review of the documentation, the Equivalency Committee will approve or deny the recommendation and forward its decision to the department chairperson (or the screening committee in the case of a full-time faculty hire).

Home Department
Tenure track faculty are assigned a "home department" on the Faculty Minimum Qualifications Form completed by the department chairperson at the time of hire or as soon as is practical. The chairperson of a faculty member's home department is responsible for fulfilling the District's responsibilities of providing tenure track faculty with a sufficient number of courses to constitute a full time load (15 TLUs per semester). In the event a faculty member teaches in multiple departments, the chairperson of the faculty member's home department is still responsible for assigning the appropriate number of courses. These courses may come from the faculty member's home department or by agreement with one or more chairpersons from other departments for which the faculty member meets the minimum qualifications. The department chairperson in the non-home department is responsible for verifying the qualifications of the faculty member to teach in their department.

Transfers of home department may be made by mutual agreement between the faculty member, the original home department chairperson, the proposed new home department chairperson, the area dean (or deans) from the involved departments, and the Chief Instructional Officer. Transferring a home department does not transfer the initial FSA.

Santa Barbara City College Discipline and Faculty Service Areas According to Departments

Line	Department	Discipline	Faculty Service Area (FSA)
1	Academic Counseling	Counseling	Counseling
2	Accounting Education	Accounting	Accounting
3	Addictive Disorders Counseling	Addiction Paraprofessional Training*	Addictive Disorders Counseling
4	Allied Health	Emergency Medical Technologies*	Emergency Medical Technologies
5	Allied Health	Health Care Ancillaries*	Health Care Ancillaries
6	American Ethnic Studies	Ethnic Studies	Ethnic Studies
7	Art	Art	Art History
8	Art	Art	Art Studio–2-D (Drawing, Design, Painting, Water Color, Printmaking)
9	Art	Art	Art Studio–3-D (Ceramics, Glassblowing, Sculpture)
10	Art	Art	Commercial Art (Airbrush, Scientific Illustration)
11	Associate Degree Nursing	Nursing	Nursing, Health Promotion and Health Management
12	Athletics	Physical Education Recreation Administration	Physical Education and Recreation
13	Automotive Service and Technology	Automotive Technology	Automotive Services
14	Automotive Service and Technology	Auto Mechanics*	Automotive Services
15	Automotive Service and Technology	Diesel Mechanics*	Automotive Services
16	Automotive Service and Technology	Fluid Mechanics Tech*	Automotive Services
17	Automotive Service and Technology	Motorcycle Repair*	Automotive Services
18	Automotive Service and Technology	Small Engine Mechanics*	Automotive Services
19	Biological Sciences	Biological Sciences	Biological Sciences
20	Business Administration	Business	Business Administration, Management
21	Business Administration	Management	Business Administration, Management

Line	Department	Discipline	Faculty Service Area (FSA)
22	Business Administration	Law	Business Administration, Management
23	Business Administration	Real Estate*	Real Estate
24	Business Administration	Small Business Development*	Associated Business Technologies
25	Career Advancement Center	Counseling	Career Center Counseling
26	Certified Nursing Assistant (CNA)	Health Care Ancillaries*	Nursing, Health Promotion and Health Management
27	Chemistry	Chemistry	Chemistry
28	Communication	Communication Studies	Communication
29	Computer Applications and Office Management	Business Education	Computer Applications and Office Management
30	Computer Applications and Office Management	Business Machine Technology*	Computer Applications and Office Management
31	Computer Applications and Office Management	Office Technologies*	Computer Applications and Office Management
32	Computer Information Systems	Computer Information Systems*	Computer Information Systems
33	Computer Network Engineering	Computer Service Technology*	Electronics/Computer Technology
34	Computer Network Engineering	Electricity*	Electronics/Computer Technology
35	Computer Network Engineering	Electromechanical Technology*	Electronics/Computer Technology
36	Computer Network Engineering	Electronics Technology*	Electronics/Computer Technology
37	Computer Network Engineering	Engineering Technology*	Electronics/Computer Technology
38	Computer Network Engineering	Laser Technology*	Electronics/Computer Technology
39	Computer Network Engineering	Robotics*	Electronics/Computer Technology
40	Computer Network Engineering	Telecommunications Technology*	Electronics/Computer Technology
41	Computer Science	Computer Science	Computer Science
42	Construction Technology	Construction Technology*	Construction Technology
43	Cosmetology Academy	Barbering*	Cosmetology
44	Cosmetology Academy	Cosmetology*	Cosmetology
45	Disabled Student Programs and Services (D.S.P.S.)	Computer Technology (Adapted): Disabled Students Programs and Services	Disabled Student Programs and Services (D.S.P.S.)

Line	Department	Discipline	Faculty Service Area (FSA)
46	Disabled Student Programs and Services (D.S.P.S.)	Counseling: Disabled Students Programs and Services	Disabled Student Programs and Services (D.S.P.S.)
47	Disabled Student Programs and Services (D.S.P.S.)	Deaf and Hearing Impaired: Disabled Student Programs and Services	Disabled Student Programs and Services (D.S.P.S.)
48	Disabled Student Programs and Services (D.S.P.S.)	Developmental Disabilities: Disabled Students Programs and Services	Disabled Student Programs and Services (D.S.P.S.)
49	Disabled Student Programs and Services (D.S.P.S.)	Disabled Student Services & Programs (DSPS)	Disabled Student Programs and Services (D.S.P.S.)
50	Disabled Student Programs and Services (D.S.P.S.)	Learning Disabilities: Disabled Students Programs and Services	Disabled Student Programs and Services (D.S.P.S.)
51	Disabled Student Programs and Services (D.S.P.S.)	Physical Disabilities: Disabled Students Programs and Services	Disabled Student Programs and Services (D.S.P.S.)
52	Disabled Student Programs and Services (D.S.P.S.)	Physical Education (Adapted): Disabled Students Programs and Services	Disabled Student Programs and Services (D.S.P.S.)
53	Drafting/CAD/Interior Design	Architecture*	Drafting
54	Drafting/CAD/Interior Design	Building Codes & Regulations*	Drafting
55	Drafting/CAD/Interior Design	Construction Management	Drafting
56	Drafting/CAD/Interior Design	Construction Technology*	Drafting
57	Drafting/CAD/Interior Design	Drafting*	Drafting
58	Drafting/CAD/Interior Design	Engineering Technology	Drafting
59	Drafting/CAD/Interior Design	Industrial Design*	Drafting
60	Drafting/CAD/Interior Design	Industrial Technology*	Drafting
61	Drafting/CAD/Interior Design	Interior Design*	Interior Design
62	Early Childhood Education	Child Development/Early Childhood Education	Child Development
63	Early Childhood Education	Education	Education
64	Earth and Planetary Sciences/Geography	Earth Science	Geology/Earth Science
65	Earth and Planetary Sciences/Geography	Geography	Geography
66	Earth and Planetary Sciences/Geography	Astronomy	Astronomy

Line	Department	Discipline	Faculty Service Area (FSA)
67	English	English	English
68	English as a Second Language	ESL	English as a Second Language
69	English Skills	Reading	Reading
70	Environmental Horticulture	Ornamental Horticulture	Environmental Horticulture
71	Environmental Studies	Environmental Technologies*	Environmental Studies
72	Extended Opportunities Program and Services (EOPS)	Counseling	Counseling
73	Extended Opportunities Program and Services (EOPS)	Counseling: EOPS	Counseling
74	Faculty Resource Center	Instructional Design/Technology	Instructional Design/Technology
75	Film and Television Production	Broadcasting Technology*	Film and Television Production
76	Film and Television Production	Media Production*	Film and Television Production
77	Film and Media Studies	Film Studies	Film Studies
78	Finance/International Business/Marketing	Banking and Finance*	Finance, Investment
79	Graphic Design and Photography	Bookbinding*	Graphic Design and Photography (aka Graphic Communications)
80	Graphic Design and Photography	Commercial Art*	Graphic Design and Photography (aka Graphic Communications)
81	Graphic Design and Photography	Graphic Arts*	Graphic Design and Photography (aka Graphic Communications)
82	Graphic Design and Photography	Photographic Technology/Commercial Photography*	Graphic Design and Photography (aka Graphic Communications)
83	Graphic Design and Photography	Photography	Graphic Design and Photography (aka Graphic Communications)
84	Graphic Design and Photography	Printing Technology*	Graphic Design and Photography (aka Graphic Communications)
85	Health and Wellness	Counseling/Marriage Family Therapist (MFT)	Mental Health Counseling
86	Health and Wellness	Health Services Director/Health Services Coordinator/College Nurse	Health Services Nurse

Line	Department	Discipline	Faculty Service Area (FSA)
87	Health Information Technology/Cancer Information Management	Health Information Technology*	Health Information Technology/Cancer Information Management
88	History/Geography	Geography	Geography
89	History/Geography	History	History
90	Journalism	Journalism	Journalism
91	Journalism	Mass Communication	Journalism
92	Learning Resource Center/Tutorial	Learning Assistance or Learning Skills Coordinators or Instructors, and Tutoring Coordinators	Learning Assistance Instruction
93	Library	Library Science	Library
94	Marine Diving Technology	Marine Diving Technology*	Marine Diving Technology*
95	Marine Diving Technology	Welding*	Welding*
96	Mathematics	Mathematics	Mathematics
97	Medical Imaging Sciences	Diagnostic Medical Technology*	Radiographic and Imaging Sciences (aka Radiologic Technology)
98	Medical Imaging Sciences	Radiological Technology*	Radiographic and Imaging Sciences (aka Radiologic Technology)
99	Multimedia Arts and Technologies	Multimedia*	Multimedia Arts and Technology
100	Music	Music	Music
101	Orfalea Early Learning Center	California Children's Center Permit (Title 5 Section 18168)	Children's Center
102	Parent Child Workshop	Parent Education: Noncredit	Parent Child Workshop
103	Philosophy	Philosophy	Philosophy
104	Physical Education, Health, Dance and Athletics	Dance	Dance
105	Physical Education, Health, Dance and Athletics	Kinesiology	Physical Education and Recreation
106	Physical Education, Health, Dance and Athletics	Physical Education	Physical Education and Recreation
107	Physics/Engineering	Engineering	Engineering
108	Physics/Engineering	Physics	Physics
109	Political Science/Economics	Economics	Economics

Line	Department	Discipline	Faculty Service Area (FSA)
110	Political Science/Economics	Political Science	Political Science
111	Professional Development Studies	Interdisciplinary Studies	Professional Development Studies
112	Psychology	Psychology	Psychology
113	School of Culinary Arts and Hotel Management	Culinary Arts/Food Technology*	Hotel, Restaurant, Culinary
114	School of Culinary Arts and Hotel Management	Hotel and Motel Services*	Hotel, Restaurant, Culinary
115	School of Culinary Arts and Hotel Management	Restaurant Management*	Hotel, Restaurant, Culinary
116	School of Justice Studies	Administration Of Justice*	Administration of Justice
117	School of Modern Languages	Foreign Languages	French
118	School of Modern Languages	Foreign Languages	German
119	School of Modern Languages	Foreign Languages	Italian
120	School of Modern Languages	Foreign Languages	Chinese
121	School of Modern Languages	Foreign Languages	Japanese
122	School of Modern Languages	Foreign Languages	Russian
123	School of Modern Languages	Foreign Languages	Spanish
124	School of Modern Languages	Foreign Languages	American Sign Language
125	Sociology/Anthropology/Archaeology	Anthropology	Anthropology
126	Sociology/Anthropology/Archaeology	Sociology	Sociology
127	Sociology/Anthropology/Archaeology	Archaeological Technology*	Archaeological Technology
128	Theatre Arts	Drama/Theatre Arts	Theatre Arts
129	Theatre Arts	Stagecraft*	Theatre Arts
130	Theatre Arts	Theatre Arts	Theatre Arts
131	Transfer Center	Counseling	Counseling
132	Vocational Nursing	Licensed Vocational Nursing	Nursing, Health Promotion and Health Management
133	Water Science	Environmental Technologies*	Water Science

*This discipline does not require a master's degree.

Date Approved: May 25, 2016
(Replaces current SBCC Appendix G)
Legal Reference Update #26: April 2016

DIVERSITY STATEMENT

In an effort to continually diversify our faculty, we will be requiring all job applicants answer a question related to diversity as part of their online application. The response to this question will be used as one basis of the screening process when selecting and advancing applicants for an initial interview.

LETTERS OF REFERENCE

Every year, the Superintendent /President, Executive Vice President, and Human Resources reviews the process pertaining to "Letters of Reference." This year, it was decided to let each department make their own decision about the need for non-confidential reference letters, which best meets your own departmental needs.

If non-confidential letters are going to be accepted by your committee, the letters will need to be considered "Required" in order for the application to be complete.

If your departmental choice is to require non-confidential letters, you will also need to let HR know how many letters you are requiring so that we can set up the system according to your wishes.

If your committee is going to require non-confidential letters, applicants will be unable to successfully submit their application until these letters have been uploaded and included. Point being, you may have applicants whose paperwork won't be visible to your committee for screening purposes because their applications will be considered incomplete when the job closes.

QUESTIONING THE APPLICANT

The committee will develop a list of questions in advance of any interviews. The questions will be reviewed and approved by Human Resources prior to being used in an interview situation. All candidates should be asked all of the same questions.

Any instructions to be given to candidates prior to interviews (i.e. demonstrations or lecture preparation topics) must be provided to Human Resources on the Interview Instructions Form prior to scheduling of interviews.

The actual questions asked of all candidates during an interview should provide the candidates with an opportunity to clarify their perceptions of the written position description and to discuss their concept of and approach to the responsibilities of the position.

The questions should provide the interviewers with the information they need to assess the qualifications of the candidates in relation to the written position description. They should also provide the candidates with an opportunity to express their views on the position and what they could bring to it. Some sample questions which may be asked during the interview process are listed below. Naturally, these questions should be revised to reflect the particular concerns of the department.

1. Please tell us about yourself, your education, your background, your experience and other pertinent things which might relate to this position you are seeking.

2. What do you consider to be your greatest strengths related to this position?

3. What is your understanding of the major duties of this position?

4. How do you see your particular skills, experiences, and expertise in relation to this position?

5. What questions do you have about Santa Barbara City College, the department, the community, or the expectations of various constituencies for the incumbent of this position?

6. Candidates must be asked at least one question to assess experience utilizing strategies, techniques and methods that enhance student learning and success in a diverse community college student population.

PERSONAL INTERVIEWS

An individual, personal interview with the entire Screening/Selection Committee will be conducted for applicants who submit a complete application packet by the filing deadline, and who by consensus are agreed upon by the Screening/Selection Committee. The interview may be conducted remotely by telephone, or other electronic methods if necessary. Some type of job-related demonstration may be required as part of the interview process for some positions.

- The Screening/Selection Committee, at the interview process, will use a rating system as determined in their initial committee meeting. The system will be based on an evaluation of job-related questions, teaching demonstration, and other Human Resources approved evaluation instruments.

- All candidates will be asked the same questions. Follow-up questions for the purposes of clarification, which do not deviate from the original intent of the question, may be asked. Screening/Selection Committee members will keep accurate records as needed.

- The interview will incorporate criteria to assess cultural awareness, sensitivity, and understanding of diversity.

- The Screening/Selection Committee will have all the application materials at the interview. Each voting member of the Screening/Selection Committee shall evaluate the candidate's responses independently and score the candidate accordingly. All notes and recruitment materials will be retained by Human Resources for inclusion in the recruitment file.

- The committee will identify up to three (3) candidates to be advanced for a final interview.

- The Committee Chair will certify the recommendations and provide this information to the Human Resources representative.

Optional Steps

The Screening/Selection Committee, may, by mutual consent, agree to use one or more of the following optional steps in the selection process. If one or more optional steps are agreed upon, they must apply to all candidates selected for an interview. It must be determined that any optional procedure will not have a disparate impact upon any protected group.

1. District Tour - The candidate may be given a tour by a staff member not serving on the Screening/Selection Committee. Staff serving as tour guides shall do so voluntarily and follow a prescribed format agreed upon by the Screening/Selection Committee. The tour guides provide no input or feedback to the Screening/Selection committee.

2. Written Activity - A written activity may be designed by the Screening/Selection Committee, which would demonstrate the candidate's expertise in areas related to the position for which he/she is applying.

3. Live/Video/Audio or Other Presentation - The candidate may be requested to provide a presentation to demonstrate his/her teaching skills, instructional styles, or professional proficiency related to the faculty position for which he/she is applying.

ONLINE APPLICATIONS

The application process for all faculty and educational administrator positions is through the online process at: https://jobs.sbcc.edu.

Application deadlines are firm and are electronically managed. Support for applicants is available through Human Resources during normal business hours upon timely request.

After the recruitment period ends, committee members will be provided with time limited guest user passwords in order to review all completed applications submitted for the position.

Human Resources will release the applications for screening to the department chair, dean, and committee as soon as possible the day after the position has closed and removed from the web. Because this is a web-based tool, screening maybe done 24/7 on any computer with wi/fi access.

SCHEDULING INTERVIEWS

No interviews may be scheduled without completion of the Interview Instruction Form by the Department Chair. This form is available online and should be submitted electronically to Chantille Marquez, Human Resources CMMarquez@sbcc.edu.

Please allow at least two weeks notice to Human Resources for proper notification and scheduling of candidates.

The District does not provide reimbursement to applicants for expenses related to the application or interview process, including travel expenses. Unless otherwise required by the committee, candidates from out of the area may opt for an interview remotely. In some unusual cases, this may include the initial and final interview. There is a strong preference for the final interview to be face-to-face.

Candidates must have the right to work permanently in the United States without sponsorship by SBCC or by other institutions in order to be selected for an interview. SBCC does not sponsor employees.

When finalists are selected, final interviews with the Superintendent/President will **not** be scheduled without completed MQ verification by the Department Chair on the form provided by Human Resources. A link to the Chancellor's Office MQ Guidelines is available on the Human Resources home page.

A "TYPICAL INTERVIEW"

In order to guarantee each applicant an equally fair interview there is a general pattern that should be followed to lower the probability of major discrepancies between interviews. The following is a brief description of a "typical" interview:

1. Chairperson introduces applicant to the committee.

2. Committee members question applicant and solicit information regarding job qualifications.

3. Committee members individually and privately identify applicant's strengths or weaknesses and may ask clarifying questions.

4. Applicant is given full opportunity to respond to clarifying questions asked by committee member(s).

5. Applicant is asked if there is anything he/she would like to add or questions to ask.

6. Chairperson closes interview and explains what is to follow in the process.

7. After interview, members discuss applicant's qualifications as they are related to the job.

8.   Members evaluate applicant individually according to Evaluation Factors on rating sheet.

9.   Members enter written comments regarding applicant's qualifications on rating sheet.

DISTRICT GUIDELINES AND BEST PRACTICES:

1. **Committee Formation**

   - Don't participate if:
     - Relative by blood, marriage, adoption
     - Provided recommendation reference for an applicant (there are some rare exceptions)
     - Can't fairly and objectively evaluate candidates
     - Can't give full attention/attend all meetings

2. Committee Processes
   - Screening Process best practices:
     - Neutrality
     - Objectivity
     - Meaningful consideration of sensitivity to diversity
     - Job-related criteria only
     - All committee members have a responsibility to monitor committee processes

   - Developing appropriate questions:
     - No questions-direct or indirect-about protected status
     - Job related questions only
     - Should include a meaningful consideration of "sensitivity to diversity"
     - Types of questions to use:
       - Direct questions
       - Open-ended questions
       - Hypothetical questions
       - Repetition/feedback questions
     - And, of course, demonstrations including sample lessons

3. Committee Etiquette
   - No electronic gear, cell phones, texting, twittering during interviews
   - Do not eat in front of candidates
   - Do not attend to other work during candidate interviews
   - Remember significance of the process—you are involved in making one of the most important decisions possible on behalf of the college—the selection of new faculty cannot be over-emphasized!

Adapted from Liebert Cassidy Whitmore EEO materials

Diversity Matters

1. Awareness of Federal / State Non-Discrimination Laws
Discrimination is prohibited on the basis of
- Race
- Religion
- Color
- Medical Condition
- National Origin
- Ancestry
- Physical/mental disability
- Marital status
- Age
- Sexual Orientation
- Pregnancy
- Military/Veteran status
- Genetic Information
- Gender
- Gender Identity
- Gender Expression
- Ethnicity

2. College core values related to student equity and diversity:
- The core mission of California community colleges is to serve a diverse student population. There should be opportunity for all students to learn and succeed
- Employee diversity serves this educational mission
- Successfully diverse communities are inclusive and stronger learning communities
- Differences are appreciated, not tolerated
- Inclusion increases creativity and improves problem solving
- Diversity does not mean lower standards

3. Important components of cultural competence for hiring committees
- Recognize own biases and stereotypes
- Discount own biases and stereotypes
- Appreciate content of contributions
- Facilitate productive outcomes
- Feel enriched by diverse environments

4. Possible "diversity" criteria (if job related):

- Teaching/working in:
  - Impoverished/marginalized communities
  - Community colleges
  - Other countries/cultures
- Relevant volunteer work
- Knowledge of other languages
- Teaching curricula that address racism, poverty, multiculturalism, controversial issues, etc.
- Attendance at community college

DEFINITIONS:

- **Cultural:** Pattern of beliefs, values and behaviors developed and maintained by groups of interacting people

- **Intercultural communication:** Communication occurs on a continuum from intra-cultural to intercultural, depending on the degree to which participants share cultural patterns. "Intercultural communication occurs when large and important cultural differences create dissimilar interpretations and expectations about how to communicate effectively." (Lustig and Koester, Intercultural competence, 2006)

- **Intercultural competence:** The ability to communicate effectively and appropriately in a variety of cultural contexts. It requires three components:

  o Culturally sensitive knowledge – a general understanding of how beliefs, values and behaviors vary by culture, and a specific understanding of one's own and the other's cultural patterns

  o A motivated mind set – the desire to truly understand the other person's perspective and to communicate effectively in a variety of cultural contexts

  o A skill set – the ability to adapt one's verbal and nonverbal messages appropriately to enhance intercultural communication effectiveness

ASSESSING INTERCULTURAL COMPETENCE:

Remember:

- Experience with diverse populations alone does not guarantee that the person is interculturally competent. Because a person has had students from x, y, and z groups in their classes, this does not mean that the person understood or adapted their approach to meet the needs of those students. The same holds true for traveling or living in other cultures, particularly for short term stays.

- Interculturally competent communicators tend to acknowledge cultural differences in their answers and teaching demonstrations through the use of inclusive language, examples and teaching approaches.

Statements Suggesting a Lack of Intercultural Competence:

- People who lack intercultural awareness and/or competence tend to underestimate the importance of culture on the interaction. They may stereotype people of various groups (positively or negatively) and/or may view their own cultural patterns as universal human traits.

  o I just treat all my students as people. I just don't see colors or disabilities.

  o The biggest problem I've encountered is the language barrier with some students. If we can share a language then we don't really have any communication problems.

  o Traveling has shown me that people and places are not really that different. We really all want the same things underneath the superficial differences.

  o I've found that some groups of students are just slower at getting the concepts or don't take school as seriously as the rest of us, but that's not reason to lower one's standards. If they can't cut it in my class then that's their problem, not mine.

o   Actually I really like working with students from culture X. They all seem so polite and hardworking. Our other students could take a lesson from them.

o   I don't think about diversity. What's really important is teaching our students how to be effective members of our American society.

Statements Suggesting Intercultural Competence:

- People who have developed intercultural competence are aware of the range of impacts that culture has on human interaction, demonstrate mental flexibility in interpreting human behavior, and are able to adapt their verbal and nonverbal communication to be effective in a range of contexts. They are able to recognize and respond to cultural differences without stereotyping individuals.

    o   One thing I learned from working with students from culture X was that they tend to respond better to my questions if they have a chance to write down their answers before responding.

    o   When we have class discussions, I've found it valuable to have students talk about their perspectives from different cultural viewpoints.

    o   From my experience living in diverse cultures, I know that sometimes I can be more direct in talking about student problems and sometimes I have to be more indirect to allow them to save face.

    o   Having grown up in a bi-cultural family, I just automatically adapt to the context I'm in. I really enjoy experiencing new cultures.

    o   I try to see students as people first, but always keeping in mind the idea that their perspectives or actions might reflect different cultural expectations.

INTERVIEW QUESTIONS

Subject	You may ask:	You should not ask:
Age	If state child protective and safety laws apply, you may ask if the applicant is over that minimum age.	No other questions or inquiries should be asked.
Birthplace		About applicant's birthplace or the birthplace of spouse, parents, or other relatives.
Citizenship	Can you, after you are hired, verify your legal right to work in the United States?	Are you a U.S. citizen? In what country do you have citizenship? Are you a naturalized U.S. citizen? When did you become a citizen?
Criminal history	Were you ever convicted of a felony? (This question can be asked only if the inquiry is job related and there is a significant business necessity.) Check with HR before asking this question.	Were you ever arrested? If so, when, where, and what was the disposition? How many traffic tickets have you received? Were you ever convicted of a non-felony?
Disability/Handicap	Here are the essential functions of the position. Do you know of any reason why you would be unable to perform all of the essential functions of the job with or without reasonable accommodations?	Do you have a disability? Have you ever been treated for the following diseases..? How many days were you out sick last year? What prescription drugs are you taking?
Education	About academic, vocational or professional education or public or private schools attended.	Did your parents pay for your education? Did they help you pay for your education? Are your parents college graduates?
Experience	About applicant's work history, experiences, strengths, and weaknesses, and about any relevant unpaid/volunteer experience.	Anything not defensibly job-related.
Language	What foreign languages do you read fluently? Do you speak and write English fluently? (Ask only if job related.)	How did you learn to speak (foreign language)? Do you speak (foreign language)? How did you acquire the ability to speak (foreign language)?
Marital status		About marital status, living arrangements, spouse's occupation, children, or child care arrangements
Military experience		General questions about the applicant's military experiences. Did you receive anything other than an honorable discharge? Are you currently on reserve status?
Name		Have changed your name? What is your maiden name? Have you worked under another name?
National origin		About lineage, ancestry, national origin, descent, parentage,

		nationality, or nationality of parents or spouse.
Organizations	Are you a member of any professional organization that is relevant to the position for which you are applying?	About the clubs, societies, and organizations of which the applicant is a member.
Photograph		An applicant may not be asked to affix a photograph to an application or a resume at any time before actual employment.
Race or color		Anything, including about complexion or color of skin
Relatives	Do you have any relatives employed by this college?	Names, addresses, ages, number, or other information on children or other relatives not employed by the college.
Religion or creed	Here are the time and work requirements of the position. Apart from religious observations, is there any reason that you cannot meet these requirements?	About religious denomination, religious affiliation, church, synagogue, parish, pastor, rabbi, or religious holiday observed.
Sex		No questions or inquiries are permitted.
Children		Questions about plans to have children, childcare arrangements

TWENTY COMMON PITFALLS OF INTERVIEWS

The following list contains common errors committed by interview committees. Please keep these in mind and avoid them. You will have better interviews if you do!

1. Interview too short — Not enough information from applicant for good evaluation.

2. Interview too long — Cuts time for other interviews, makes committee hurry to catch up to schedule.

3. No established interview format — Committee "wings it" through interviews, general discussion, unguided.

4. Not following established format — Similar to buying a road map and not using it

5. Applicant talks too much — Will drift off subject and provide superfluous information.

6. Applicant does not talk enough — Very difficult to get information, needs guidance and encouragement.

7. Too much time on minor details — Wastes time on matters of little significance.

8. Omission of major areas — Unexplored areas that have arisen in interviews are passed up even though they might be helpful.

9. "Snow job" — Committee allows applicant to make time-consuming, general, high-sounding statements in an effort to "sell" himself/herself.

10. Yes/No questions — Interviewers ask obvious questions instead of open-ended discussion questions.

11. Unrelated/Illegal questions — These gain little valid information and lead to complaints and appeals from candidates.

12. Inattention — Members read or write while interview is in progress, not listening to applicant.

13. Distractions — Noises, phone calls, smoking interruptions, paper shuffling, etc., hinder effective communication.

14. Stress Questioning — Putting applicant on defensive closes communication channels and causes complaints, bad public relations.

15. "Halo" effect — Basing overall judgment on a single positive or negative characteristic, ignoring job-related factors and subsequent responses.

16. Vague Questioning — Confuses applicant, may not be reliable from applicant to applicant.

17. Appearance/Dress — Applicant rated on how he/she appears rather than on qualifications.

18. Prejudice/Discrimination — Illegal generates complaints.

19.	Improper use of rating sheet	Incomplete ratings, no comments, using factors not job-related.
20.	Being swayed or influenced by other committee members	Each committee member must rate applicants independently, after appropriate discussion.

INAPPROPRIATE QUESTIONS

Santa Barbara Community College District is an Equal Employment Opportunity/Title IX Employer and we have certain limitations on our interviewing procedures.

THE EDUCATION CODE WHICH GOVERNS ALL CALIFORNIA SCHOOL DISTRICTS REQUIRES THAT NO QUESTIONS RELATING TO POLITICAL OPINIONS, RELIGION, RACE, AGE, COLOR, NATIONAL ORIGIN OR ANCESTRY, SEXUAL ORIENTATION, PREGNANCY OR MARITAL STATUS, GENDER, GENDER IDENTITY, GENDER EXPRESSION, MEDICAL CONDITION, GENETIC INFORMATION, MILITARY AND VETERAN STATUS, PHYSICAL OR MENTAL DISABILITY SHALL BE ASKED OF ANY APPLICANT.

Age: There are no minimum or maximum age requirements for Santa Barbara Community College District employment except in instances where state laws dictate a specific age requirement.

Political or Religious Affiliation: No questions may be asked on the matter of political or religious affiliation or opinions.

Race: Applicants may not be disqualified on the basis of their race or national origin, nor may any questions be asked of them with regard to their race.

Sex: An applicant has the right to be considered regardless of sex or sexual orientation or perceived sexual orientation. Each applicant should receive equal consideration and be rated according to his or her qualification to perform the required duties. Do not ask questions of female applicants that you would not normally ask of male applicants. Examples:

- Do you have a reliable babysitter? What will you do if your babysitter can't make it?
- How does your husband feel about you working overtime?
- Would your wife mind if you worked in the evenings?
- How would you be able to manage your home and work efficiently?
- Do you plan on having more children? How will you time the arrival of your baby in terms of the school year?
- All questions concerning "How does your wife/husband/partner feel about..." should not be asked because these questions are not job-related.

Physical Condition/Disability: A medical examiner, not the interview committee, determines whether the applicant is physically able to do the job or whether he/she has a physical disability that would require an interactive process regarding possible accommodations.

Criminal History: If the applicant indicates possession of any criminal convictions, Human Resources is responsible for pursuing the details and determining eligibility to work. This is not the purview of the committee, and is not relevant to consider during the screening process.

EVALUATING THE CANDIDATE

Once the applicant has left the interview room, the committee is ready to discuss and rate the applicant.

It is important that the committee members discuss openly what they learned from the interview about the applicant's qualifications. A full discussion by the members will often reveal important information and clarify possible misunderstandings about the applicant. The discussion should be limited to considering only the information learned about the applicant as part of this process. Extraneous information should not be introduced or considered by the committee.

As always, discussion should be centered on the candidate's qualifications to do the job, not on characteristics or experiences unrelated to the job.

In rating the applicant each committee member must utilize his or her best judgment as to how the applicant compares against the evaluation factors on the rating sheet. Two samples (A and B) follow. The committee must select one to use. Rating sheets will be collected. A Progressive Ranking Table is also provided for committee use at the option of the committee. It is especially important that the committee be consistent in rating candidates against previously defined factors. This is not the only the most accurate means of determining the top candidates but also is useful in the event of appeals. The committee's evaluation of each applicant must be based on job-related criteria as represented by the Evaluation Factors.

Final Interviews

> Based on all information and evaluation criteria, the Department Chair and Area Dean will recommend three finalists to the Superintendent/President. When making such a recommendation it is assumed that any of the three finalists would effectively serve in the position. Should a potential recommendation include fewer than or more than three finalists, consultation with the Superintendent/President must occur before the recommendation is forwarded.

>   a. If a final candidate is not selected, the recruitment search may be reopened.

>   b. The successful candidate must submit a certificate of freedom from tuberculosis as well as pass a criminal background check.

>   c. All new employees will complete a new employee hiring packet provided by Human Resources.

> When the Superintendent/President interviews the recommended candidates, the following shall be invited: Executive Vice President, Dean from selection committee, and Department Chair or designated chair of selection committee.

> The Superintendent/President will discuss with the Department Chair or designated chair of the selection committee, and the appropriate administrative Dean, the qualifications of the recommended best qualified candidates. The Superintendent/President will ensure that Equal Employment Opportunity requirements have been met in the screening and interviewing process. The Superintendent/ President shall confer with the Executive Vice President, Dean, and Department Chair or designated chair of the selection committee to discuss the final selection before an offer of employment is extended. If a candidate is to be appointed, the Superintendent/President shall make a recommendation of the best qualified candidate to the Board of Trustees.

> It shall be the responsibility of the selection committee chair to inform all committee members of the final appointment.

<u>Reference checking</u>

Reference checking is conducted by the area Dean. The offer of employment is extended by the Superintendent/President after satisfactory reference information has been obtained.

NOTICE OF NON-SELECTION TO FACULTY APPLICANTS

CANDIDATES NOT SELECTED FOR AN INITIAL INTERVIEW

- Human Resources will send candidates an interim email explaining to the candidate that they were not selected for an initial interview, but could be called in for an interview if requested by the committee or Superintendent/President, Executive VP, Dean, and Department Chair.
- **Internal candidates** will be contacted by the Department Chair or Dean to inform them that they were not selected for an initial interview, but could be called in for an interview if requested by the committee or Superintendent/President, Executive VP, Dean, or Department Chair.

CANDIDATES NOT SELECTED FOR A FINAL INTERVIEW

- The Department Chair or Dean will contact all candidates who were interviewed to inform them that they were not selected for a final interview.

FINALISTS NOT SELECTED FOR THE POSITION

- After the final interviews are concluded, the Dean conducts the reference check. The Superintendent/President contacts the chosen candidate and informs Human Resources. Human Resources extends the detailed offer.
- After the candidate accepts the position, the Dean will contact the remaining finalists to inform them that they were not selected for the position.

POSITION FILLED

- Human Resources will then send out an email notification to ALL candidates who were not selected to thank them for their interest and inform them that the position has been filled.

SANTA BARBARA CITY COLLEGE
HUMAN RESOURCES
INTERVIEW RATING SHEET - A

POSITION TITLE:_____

CANDIDATE: _____

INSTRUCTIONS: When rating the candidates please relate the criteria to the Minimum and Desirable Qualification outline in the job announcement.

Evaluation Summary Criteria	Rating Scale*			
	4	**3**	**2**	**1**
1. TEACHING DEMONSTRATION (if applicable)				
2. WRITTEN ASSIGNMENT (if applicable)				
3. GENERAL BACKGROUND (Education and Experience)				
4. TEACHING TECHNIQUES/SKILLS				
5. PROFESSIONAL EXPERTISE/TECHNICAL KNOWLEDGE				
6. UNDERSTANDING OF COMMUNITY COLLEGES (Purposes, Goals, Programs)				
7. CROSS-CULTURAL ATTITUDES (Experience working with students from diverse backgrounds)				
8. COMMUNICATIONS SKILLS				
9. GENERAL IMPRESSION OF CANDIDATE'S JOB-RELATED QUALIFICATIONS				
10. POTENTIAL EFFECTIVENESS AS REVEALED IN THE INTERVIEW				
11. COMPETENCY IN THE USE OF COMPUTERS & OTHER MULTI-MEDIA TECHNOLOGIES				

*Rating Scale: 4=Excellent; 3=Strong; 2=Average; 1=Below Average

COMMENTS:

INTERVIEWER'S SIGNATURE _____ **DATE** _____
Note: This form will be filed with Human Resources and is subject to audit by authorized State and Federal agencies should they be required by law to undertake a review of employment procedures in response to any complaint alleging discrimination.
Must be returned to Human Resources at conclusion of interview process for retention in position case file.

CANDIDATE _____ POSITION _____

INSTRUCTIONS TO RATER: Rate candidate on each of the evaluation factors listed below. Check box which most closely indicates candidate's knowledge, skills, or abilities. Enter comments on lower half of page.

EVALUATION FACTORS	LOWEST		HIGHEST	
	1	**2**	**3**	**4**
1. Evidence of a sensitivity to and understanding of the diverse academic, socio-economic, cultural, disability, and ethnic backgrounds of Community College students.	··	··	··	··
2. Ability to communicate effectively, alertness, motivation and interest in position, career objectives, goals, basic responsibilities of position.	··	··	··	··
3. Familiarity with computers & other multi-media technologies.	··	··	··	··
	··	··	··	··
	··	··	··	··
	··	··	··	··
	··	··	··	··
	··	··	··	··
	··	··	··	··
	··	··	··	··

OVERALL RANKING # _____ OF _____

RATER'S SIGNATURE _____ DATE _____

COMMENTS:

Must be returned to Human Resources at conclusion of interview process for retention in the position case file.

CANDIDATE PROGRESSIVE RANKING TABLE

Rank Order

	Candidate Rank	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Final
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
11																
12																
13																
14																

INSTRUCTIONS

After candidate #1 is interviewed he/she is automatically ranked first
in column "A" as he/she is the top candidate of those interviewed as of that time.

After the second candidate is finished with the interview, he/she is ranked #1
if he/she is the stronger candidate of the two interviewed thus far– in this case
the first candidate becomes rank #2. If on the other hand, the first candidate remains
higher in the rater's opinion, he/she maintains the #1 rank in column "B" and the
second candidate becomes rank #2.

After each interview, all prior candidates are reviewed and the same or next rank lower
is assigned in the next column to the right, depending upon the judgment of the rater.

RATER'S SIGNATURE _____ DATE _____

Must be returned to Human Resources at conclusion of interview process for retention in the position case file.

SANTA BARBARA CITY COLLEGE FACULTY MINIMUM QUALIFICATIONS

NAME:_____ K #_____

POSITION:_____

DISCIPLINE:_____

FSA (Tenure Track Only): _____

HOME DEPARTMENT:_____

☐   **MINIMUM QUALIFICATIONS:** List the applicable degrees which qualify the individual based upon the state-mandated Minimum Qualifications for the discipline in which this position is assigned:

_____

_____

_____

_____

_____

_____

_____

_____

_____

The applicant named above possesses the minimum qualifications provided for in Ed Code Section 87356 *et sec.,* and Title 5 Sections 53400-53430, and the Board of Governors List of Disciplines* for the above discipline. This has been verified by review of the applicant's official college transcripts and other application materials.

☐   **CREDENTIAL:** The applicant named above possesses a valid California Community College Credential in the following subject matter area (s) —————————————————————

_____

Completed by: _____ _____   Verified by: _____ _____

                Department Chairperson   Date   Human Resources Tech   Date

Reviewed by: _____ _____   _____ _____

              Dean   Date   Vice President of HR   Date

SANTA BARBARA CITY COLLEGE FACULTY EQUIVALENCY

NAME:_____   K #_____

POSITION:_____

DISCIPLINE:_____

FSA (Tenure Track Only): _____

HOME DEPARTMENT:_____

☐   **<u>EQUIVALENCY TO MINIMUM QUALIFICATIONS</u>**: No one may be hired to serve as a community college faculty unless it is determined that s/he possesses qualifications that are at least equivalent to the state-mandated minimum qualifications for the discipline in which the position is assigned. Describe in detail the specific education and related experience that this applicant possesses that is equivalent to the minimum qualifications for this particular positions.

_____
_____
_____

_____
_____
_____

_____
_____
_____

The Department Chairperson certifies that the applicant named above possesses the equivalent of the Minimum Qualifications provided for in Ed Code Section 87356 *et sec.,* and Title 5 Sections 53400-53430, and the Board of Governors List of Disciplines*. This determination has been made in accordance with the District's equivalency policies. (BP/AP 7211).

_____   _____
Department Chairperson/Committee Chair   Date

_____   _____
Dean   Date

_____   _____
Executive Vice President   Date

_____
Date Board Approved

*For Link to CCC Minimum Qualifications see HR Home Page http://www.sbcc.edu/hr/faculty_hiring_guidelines/index.php

Distribution: White and Yellow, Human Resources; Pink, Academic Senate
    P:\HR\CERTIFICATED FORMS-DOCS\Committee Orientation

38

FEDERAL LAWS

Title VII of the Civil Rights Act of 1964
Prohibits employment discrimination based on race, color, religion, sex, or national origin.

The American with Disabilities Act of 1990 ("ADA")
Prohibits employment discrimination against qualified individuals with disabilities in the private sector, and in state and local governments.

Changes to ADA 2009 Amendments: The ADAAA (American Disability Act Amendments Act)
Retains the basic definition of "disability" as an impairment that substantially limits one or more major life activities, a record of such an impairment, or being regarded as having much an impairment.

Age Discrimination in Employment Act of 1975 ("ADEA")
Protects individuals who are 40 years of age or older

Equal Pay Act of 1963 (EPA)

STATE LAWS

Title IX of Education Amendments of 1972
Protects individuals from discrimination based on sex in education programs and activities that received federal financial assistance

California Fair Employment and Housing Act (FEHA)
California Government Code 12900-1102.01, prohibits discrimination in hiring

Government Code section 11135
Prohibits discrimination in any program run by a state agency or that receives state funding. Section 11135 essentially tracks the FEHA and states, in part, that:

> No person in the State of California shall, on the basis of race, national origin, ethnic group identification, religion, age, sex, sexual orientation, color, genetic information , or disability, be unlawfully denied full and equal access to the benefits or, or be unlawfully subjected to discrimination under, any program or activity that is conducted, operated, or administered by the state or by any state agency, is funded directly by the state, or receives any financial assistance from the state.

California's New Fair Pay Act (S.B. 358; Labor Code § 1197.5)
The law requires that men and women working at the same location receive equal pay for equal work. The new law requires that they receive equal pay for substantially similar work even if they work in different locations.

Title 5 of the California Code of Regulations

Nondiscrimination: Title 5 § 59300
"…no person in the State of California shall, on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, or physical or mental disability, or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics, be unlawfully denied full and equal access to the benefits of, or be

unlawfully subjected to discrimination under any program or activity that is administered by, funded directly by, or that receives any financial assistance from, the Chancellor or Board of Governors of the California Community Colleges."

Laws Promoting Inclusion
"The Legislature recognizes that it is not enough to proclaim that community college districts must not discriminate and must not grant preferential treatment on impermissible bases.

…It is the intent of the Legislature to require community college districts to adopt and implement programs and plans for ensuring equal employment opportunity in their employment practices." (Ed Code Sec. 87100 (c))

Continually Responsive Workforce
Education Code Section 87100 (a) (3):
"A work force that is continually responsive to the needs of a diverse student population [which] may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity."

SBCC Policies
- BP/AP 3420 Equal Employment Opportunity
- BP/AP 3430 Prohibition of Harassment
- AP 5160 Veteran's Support
- BP 7100 Diversity in Employment
- BP/AP 7120 Recruitment and Selection
- AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies