



SBVC ACADEMIC SENATE
AGENDA

Wednesday, October 16, 2019
3:00-4:30 PM AD/SS 207

- | | |
|--|---------|
| 1. Call to Order and Roll Call (Sign-In) | 3:00 pm |
| 2. Public Comments | 3:00 pm |
| 3. Senate President's Report | 3:02 pm |
| 4. Committee Reports | 3:05 pm |
| a. Ed. Policy – Jennifer Bjerke | |
| b. Personnel Policy – Joe Notarangelo | |
| c. Student Services – Ailsa Aguilar-Kitibutr | |
| d. CTE - Vacant | |
| e. EEO – Rania Hamdy | |
| f. Professional Development – Rania Hamdy | |
| g. Elections – Davena Burns-Peters | |
| h. Curriculum – Mary Copeland | |
| i. Program Review – Paula Ferri-Milligan | |
| j. Accreditation & SLOs – Celia Huston | |
| 5. Additional Reports | 3:10 pm |
| a. SBCCD-CTA – S. Lillard | |
| b. Guided Pathways – T. Simpson | |
| 6. Consent Agenda | 3:20 pm |
| a. Minutes 10/02/19 | |
| 7. Old Business | 3:20 pm |
| a. Campus Committees | |
| 8. New Business | |
| a. Budget Update – J. Torres | 3:30 pm |
| b. Screening Committee Guide – K. Hannon | 3:45 pm |
| c. Scheduling Tool – D. Humble | 4:00 pm |
| d. Class Caps – M. Copeland | 4:10 pm |
| 9. SBVC President's Report | 4:15pm |
| 10. Announcements | 4:25 pm |
| 11. Adjournment | 4:30 pm |

Commonly known as the "Ten Plus One," (as articulated in Title 5 of the Administrative Code of California, Sections 53200) the following define "Academic and Professional matters."

<ul style="list-style-type: none"> 1. Curriculum including establishing prerequisites and places courses within disciplines 2. Degree and certificate requirements 3. Grading policies 4. Educational program development 5. Standards or policies regarding student preparation and success 6. District and college governance structures, as related to faculty roles 	<ul style="list-style-type: none"> 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports 8. Policies for faculty professional development activities 9. Processes for program review 10. Processes for institutional planning and budget development 11. Other academic and professional matters as mutually agreed upon between the governing board and the senate
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Academic Senate

Sign-In Sheet

October 16, 2019

	SENATOR	INITIAL
A	Ababat, Anthony	AA
	Aguilar-Kitibutr, Ailsa	AK
	Allen, Tammy	
	Alvarez, Vicente	VAS
B	Banola, John	
	Bernardo, Yecica	YB
	Bjerke, Jennifer	JB
	Burnham, Lorrie	
	Burns-Peters, Davena	BP
C	Castro, Anthony	AC
	Copeland, Mary	MC
F	Ferri-Milligan, Paula	FM
	Fozouni, Daihim	DF
G	Gregory, Leslie	GL
H	Hallex, Alicia	
	Hamdy, Rania	
	Heibel, Todd	TH
	Huston, Celia	CH
J	Jacobo, Magdalena	MG
	Johnson, Heather	HJ
	Jones, Carol	CJ
	Jones, Patricia	PJ
L	Lawler, Kenneth	KL
M	Martin, David	
	Melancon, Kenny	
	Milligan, Joshua	JM

	SENATOR	INITIAL
N	Notarangelo, Joe	
P	Pave, Adam	AP
S	Simental, Yolanda	YS
	Smith, David	DS
	Sobhanian, Soha	
T	Tasaka, Bethany	BT
V	Valdez, Maria	MV
W	Wall, Patti	PW
	Worsley, Margaret	MW

	FREQUENT VISITORS	INITIAL
H	Humble, Dina	
L	Lillard, Sheri	
R	Rodriguez, Diana	
S	Simpson, Tahira	
	Smith, James	
	Stark, Scott	
T	Thayer, Scott	ST

	VISITORS (please print your name)	INITIAL
	Jamie Buchanan	JB
	Samir Masoud	SM
	Dmitriy Kalantarov	DK
	Kay Wein	

See reverse side for additional spaces.



SBVC ACADEMIC SENATE
President's Report
October 16, 2019

Area D Meeting

ASCCC President John Stankas reported progress on ASCCC priorities which are Faculty Diversification, Online College, and Transfer.

Faculty Diversification (diversity/equity/inclusion) is considered a goal of the Vision for Success. There are two minimum qualifications faculty in the state. 1. Academic credentials and, 2. Demonstrated understand of and sensitivity to diverse populations. The Minimum Qualifications for Faculty and Administrators in CCCs fully defines requirements for academic credentials by discipline across the state, but no such guide exists for the second minimum qualification. ASCCC's goal is to develop a diversity screen tool that can be applied to the second minimum qualification. Chancellor Oakley was in attendance at the Area "D" meeting and spoke in support of faculty diversification.

For an update on ASCCC's position on Calbright (the fully online college), please see the ASCCC's President's update and the letter to the legislature which is summarized as "In light of the "Calbright Community College New Program Non-Duplication Notice" issued by the California Community Colleges Chancellor's Office on September 30, 2019, the Academic Senate for California Community Colleges (ASCCC) is once again compelled to convey our deep concern with the trajectory that Calbright has taken." Chancellor Oakley spoke of Calbright as being one of 'us' stating that Calbright faculty would establish a Senate and be represented by a union.

ASCCC is moving forward on Fall 2017 ASCCC Plenary Session in Resolution 15.01 F17 Aligning Transfer Pathways for the California State University and University of California Systems

ASCCC also plans to focus 'efforts more directly on program review processes and the linkage to institutional planning, guided onboarding processes, technical assistance, support for college evaluation of AB705 implementation, and equity minded frameworks. Many of these frameworks could benefit from re-examination in light of the tremendous work we continue to do within locally defined guided pathways frameworks.'

Reminders:

There will be a presentation on **Brown Act & Roberts Rules of Order** during our October 30, 2019 Academic Senate Meeting presented by Geoffrey Dyer, Professor of English, Taft College, Standards & Practices Committee Chair, ASCCC and Anna Bruzzese, Professor of Sociology, Los Angeles Pierce College, Relations with Local Senates Committee Chair, ASCCC. The October 30, 2019 Academic Senate meeting will be held in the Library Viewing Room from 3:00 – 4:30

Sabbatical Applications for the 2020-2021 Academic Year were sent out via email on Monday, 9/16/19. Application deadline is November 1, 2019.

Save the Dates:

Fall Guided Pathways Regional Meeting South, November 1, 2019 - Victor Valley College
 2019 Fall Curriculum Regional Meeting - South, November 2, 2019 - Los Angeles Pierce College
 Fall Plenary, November 7-9, 2019 - Newport Beach – Celia
 Accreditation Institute, February – Feb 21-22, 2020 – La Jolla – Celia, Bethany, President Elect

2019/2020 Academic Senate Meetings

Fall 2019	Spring 2020
August 21, 2019	January 15, 2020
September 4, 2019	January 29, 2020
September 18, 2019	February 5, 2020
October 2, 2019	February 19, 2020
October 16, 2019	March 4, 2020
October 30, 2019*	April 1, 2020
November 6, 2019	April 15, 2020
November 20, 2019	April 29, 2020*
December 4, 2019	May 6, 2020

*5th Wednesdays are reserved for Special Topics

Consider helping students in campus leadership roles by contributing to our **Academic Senate Scholarship**. Contributions to the Academic Senate Scholarship can be made through the SBVC Foundation sbvcfoundation@valleycollege.edu

ASCCC Resolutions that will be voted on at Fall Plenary are listed below. I have emailed full-text of the resolutions to all Academic Senators. Please review them for discussion at our 11/5/19 meeting.

1.0 ACADEMIC SENATE

- 1.01 F19 Align Terms of Office in Bylaws to Practice
 - 1.01.01 F19 Amend Resolution 1.01
- 1.02 F19 Adopt Instant Runoff Voting
- 1.03 F19 Rotate Plenary Between Areas
- 1.04 F19 Limit Nominations from the Floor
 - 1.04.01 F19 Amend Resolution 1.04
- 1.05 F19 Limit "Trickling" in Academic Senate for California Community Colleges Elections
- 1.06 F19 Reverse the Order of the Area, North/South, and At-Large Representative Elections
- 1.07 F19 Term Limits of Three One-year Terms for Officers and One Two-year Term for Representatives
- 1.08 F19 Term Limits of Three One-year Terms for Officers and Two Two-year Terms for Representatives

3.0 DIVERSITY AND EQUITY

- 3.01 F19 Assessing Student Equity and Achievement Program Contribution to Guided Pathways Implementation
- 3.02 F19 Support Infusing Anti-Racism/No Hate Education in Community Colleges
- 3.03 F19 Replacing the Academic Senate for California Community Colleges Inclusivity Statement
 - 3.03.01 F19 Amend Resolution 3.03
- 3.04 F19 Adopt the Paper Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges
- *3.05 F19 Acknowledge Extended Opportunity Programs and Services' 50 Years of Student Success

5.0 BUDGET AND FINANCE

- 5.01 F19 Adopt the Paper Budget Processes and the Faculty Role

6.0 STATE AND LEGISLATIVE ISSUES

- 6.01 F19 Reversal of Position Regarding Baccalaureate Degrees and Removal of Pilot Designation
- 6.02 F19 Expansion of Baccalaureate Degree Programs in Allied Health

9.0 CURRICULUM

- 9.01 F19 Local Determination of International Baccalaureate Credit at California Community Colleges
- *9.02 F19 Inclusion of Course Identification Numbers (C-ID) in College Catalogs and Student Transcripts
- *9.03 F19 Adopt Updated Course Basic (CB) 21 Rubrics for Coding English as a Second Language (ESL) Course Outcomes

13.0 GENERAL CONCERNS

- 13.01 F19 Collegial Consultation during Implementation of Guided Pathways
- *13.02 F19 Data Paper and Toolkit
 - *13.02.01 F19 Amend Resolution 13.02

16.0 LIBRARY AND LEARNING RESOURCES

- *16.01 F19 Develop Standards of Practice Resource for Learning Assistance and Tutoring in the California Community Colleges, including the role of Learning Skills Coordinators or Instructors, and Tutoring Coordinators

19.0 PROFESSIONAL STANDARDS

- *19.01 F19 Encourage Utilization of Career Technical Education Faculty Minimum Qualifications Toolkit Resources for Hiring in Career Technical Education Disciplines

Standing Committees of the Academic Senate 2019-2020

Elections Committee, Davena Burns-Peters, Chair: Bylaws 314: ELECTIONS COMMITTEE: The membership Elections Committee shall include *one faculty member from each area considered a division under section 132 of these bylaws*. The Chair of the Elections Committee will serve on the Academic Senate Executive Committee.

Anthony Ababat
Daihim Forouni
Anthony Castro
Celia Huston

Adam Pave
Soho Sobanian
Alicia Hallex

Student Services Committee, Ailsa Aguiar-Kitibutr, Chair: Bylaws 316: The Committee on Student Services shall report periodically to the Academic Senate on any and all matters or proposals that would appear to have significant bearing on, and be of interest to the Senate, regarding any and all Student Services policies and operations.

Ken Lawler
Yolanda Simental
Maria Valdez

Dave Martin
Leslie Gregory

CTE Committee, Vacant, Chair: Bylaws 336: The Committee on Career Technical Education (CTE) shall report to the Academic Senate on all matters that deal with CTE, which would be significant to the college or the SBVC faculty.

Magda Jacobo
Patty Jones
Patti Wall

Tammy Allen
Joshua Milligan

Personnel Policy, Joe Notarangelo, Chair: There isn't a charge in the bylaws so first order of business would be to make one. Generally, Personnel Policy oversees the Advancement in Rank process and 'other duties as assigned'

Margaret Worsley
Todd Heibel

David Smith
Mary Lawler

Equal Opportunity Committee (Equity and Diversity), Rania Hamdy, Chair: Bylaws 317: The Committee on Equal Opportunity shall report periodically to the Academic Senate on any matters dealing with Equal Opportunity and be of significant interest to the Senate regarding Equal Opportunity.

Heather Johnson
John Banola
Vicente Alvarez

Yecica Bernardo

Educational Policy, Jennifer Bjerke, Chair: There isn't a charge in the bylaws so first order of business would be to make one. Generally, Ed Policy follows the local BP/AP process and/or recommends changes to BP/AP and ensures sure faculty have input. 'other duties as assigned'.

Carol Jones
Todd Heibel
Bethany Tasaka

Lorrie Burnham
Jamie Bucannon

Executive Committee

Ailsa Aguiar-Kitibutr
Jennifer Bjerke
Davena Burns-Peters
Mary Copeland

Paula Ferri-Milligan
Rania Hamdy
Celia Huston
Joe Notarangelo
Bethany Tasaka

New proposed Applied Technology building planning concerns

Slated for demolition: The Welding Technology Program accounts for the following space in the Existing Applied technology building:

Current lab space: 2,773 square feet

Current storage space: 570 square feet

Lecture rooms are shared

Planned space for welding in new building:

Only Inspection included

None for welding = total loss of 3070 square feet (not including current inspection space of 273 square feet)

Losses for existing part of Applied Technology building not slated for demolition:

All student restrooms

All classrooms

All Tool room support

All Welding storage = 64 square feet

All Welding outdoor lab space = 7,375 square feet

Total current square footage for Welding and Inspection Technology = 16000

Total Loss of square footage (including lab space, outdoor space, and storage space) (not including lost bathrooms and classrooms) for the Welding Technology Program planned as part of new construction = -10,509 square feet

This means the proposed construction will cost the Welding Technology **65.68% reduction in square footage.**

If this happens, the Welding Technology Program will no longer be able to function

How is this meeting the Master plans goal of increasing access to CTE programs?

- In Addition, the Welding Technology Program is, according to the most recent EMP, the most efficient program in the Applied Technology, Culinary Art and Transportation division
- The program has also increase FTES by 119.93% from the 2015-16 year to the 2018-19 year
- Duplicated enrollment also increased by 70.55% for the same years

Why is the Welding Technology program being penalized for success?

How can this be changed/corrected?

Note for Aeronautics:

Master Plan states that options will be explored to move program to San Bernardino Airport. The full-time faculty explained to me that this has taken place and failed but they are still not being included in the new Applied Technology building.

Note for Diesel:

It has also been proposed that Diesel will be receiving and extremely large square footage reduction.

CURRICULUM COMMITTEE MEMBERSHIP AND VOTING

The membership of the Curriculum Committee shall include:

- A. 10% of faculty from each division represented on campus.
- B. The following shall be considered standing positions on the Curriculum Committee due to the nature of the curriculum approval process and/or articulation issues: (See AP 2510).
 - Articulation Officer
 - Administrative Curriculum Coordinator
 - Schedule/Catalogue Data Specialist Coordinator
 - Librarian
 - Vice-President of Instruction
 - Faculty Co-Chair (only votes in case of tie)
 - A Dean/Manager appointed by the Vice President of Instruction (non-
 - Two Student Representatives
- C. In the event of a tie vote, discussion will be re-opened, followed by a second vote. If the tie still persists, the Curriculum Chair shall cast the deciding vote.
- D. All standing members shall be considered voting members.

The meeting shall be called to order and action items addressed when a quorum exists. A quorum is 50% +1 of the voting members



Negotiations Highlights

October 14, 2019

Negotiations Updates Schedule. Our negotiations meetings are regularly scheduled for the 2nd and 4th Fridays of each month. Moving forward, we will do our best to publish our updates on the union's website (sbccdt.org) by the Monday evening following each session. Verbal updates will also continue to be reported at Academic Senate meetings and monthly union luncheons.

Honors Courses. At our negotiations meeting with the District on 8/23/2019, SBCCDTA was made aware that a scheduling error had impacted the class caps for Honors faculty at CHC. It turns out that Honors faculty at CHC have been getting a stipend of \$104 for each honors student for several years, dating back to a grant that the college was awarded. SBVC Honors faculty, however, are not compensated for the extra work associated with honors.

An MOU was signed (9/4/2019) to compensate all impacted faculty at CHC for the additional load for honors. Importantly, we also agreed to look at the extra workload connected with teaching Honors students, and come back to the table to negotiate equitable compensation for honors faculty at both campuses. We are currently reaching out to Fall 2019 Honors faculty and Honors Leads at both campuses, to discuss the additional workload. We are also working on a survey to go out to all faculty, in order to capture feedback from those who may not be currently teaching an honors section.

Article 2 – Unit Description/Recognition. This article describes which employees are included in our union. The District opened this article for negotiations. We are waiting for them to pass the first proposal.

Article 11 – Health & Welfare Benefits. The District reported that 71 part-time faculty have

enrolled in the plan for dental benefits, which was negotiated for this academic year. There was a cap of 115 maximum enrollees for this year. Eligible part-time faculty will still have an opportunity to enroll in the Spring for any remaining spots.

Negotiations on health and welfare benefits for full-time and part-time faculty are expected to commence in the Spring, once the District receives plan and cost information from the insurance carriers and/or the District Benefits Committee.

Article 13 – Class Caps. The District opened this article for negotiations. We are waiting for them to pass the first proposal.

Article 16 – Evaluation Procedure. The District opened this article last year for negotiations, and passed their initial proposal in April 2019. At the beginning of this semester, we consulted with the Academic Senates at both SBVC and CHC (per Education Code) on the District's proposal. In addition, we have solicited faculty feedback following our receipt of this proposal. Based on the collective input, the negotiations team is currently finalizing our counter-proposal. We expect to present it to the Executive Board, and then pass it to the District during November.

Learning Communities. This workload topic was carried over from last year. SBCCDTA and the District have agreed on the definition of a learning community (9/4/2019) in a workgroup discussion:

Learning Communities require collaboration and integration between instructors on content and assignments when the same students are enrolled in the same two classes.

Both SBCCDTA and the District have been conducting research, by reaching out to faculty and managers, respectively, involved with the programs at SBVC that may meet this definition of a Learning Community. CHC currently has no active learning communities, but all faculty are welcome to provide input. This research is expected to be completed soon, after which SBCCDTA will work on an initial proposal to pass to the District.

Lecture/Lab Parity. This workload topic was carried over from last year. The committee has finished their tasks and a report is expected in advance of the December 2019 deadline. Once the District and SBCCDTA negotiations teams receive this, SBCCDTA will prepare an initial proposal to pass to the District.

Seniority. An MOU on seniority was signed (October 11, 2019), regarding seniority and seniority lists for part-time (adjunct), full-time temporary, contract (tenure-track) and regular (tenured) faculty. SBCCDTA Proposal #1, SBCCD Counterproposal #1, and the signed MOU are posted. Currently there is only language in Article 13 regarding the seniority process for adjunct faculty. For contract and regular faculty, there is a long-standing practice for the seniority list but no existing contract language; language describing this practice is included in this MOU. Full-time temporary faculty do not have their own seniority list, and to resolve this, language is included so that they retain their hire date on the adjunct list. If full-time temporary faculty transition to a tenure-track position, then their seniority will be determined based on their first year of becoming a probationary faculty.

The other language clarified was the past practice for assigning overload (Article 13, D), in which full-time faculty are offered classes/hours first based on seniority, before offering classes/hours to adjunct faculty.

Reassigned Time. There was discussion at the table regarding the processes outlined in Article 13 (section B, 3, d) for faculty who hold roles with reassigned time:

A review of the amount of allocated reassigned time shall require faculty on reassigned time to semi-annually complete a report indicating status of project or activity and average number of hours per week required to complete this work. The reassigned time report will be submitted to the immediate supervisor. By mutual agreement, reassigned time shall be negotiated by the Association and the District as necessary by December 1 and May 1 of each semester.

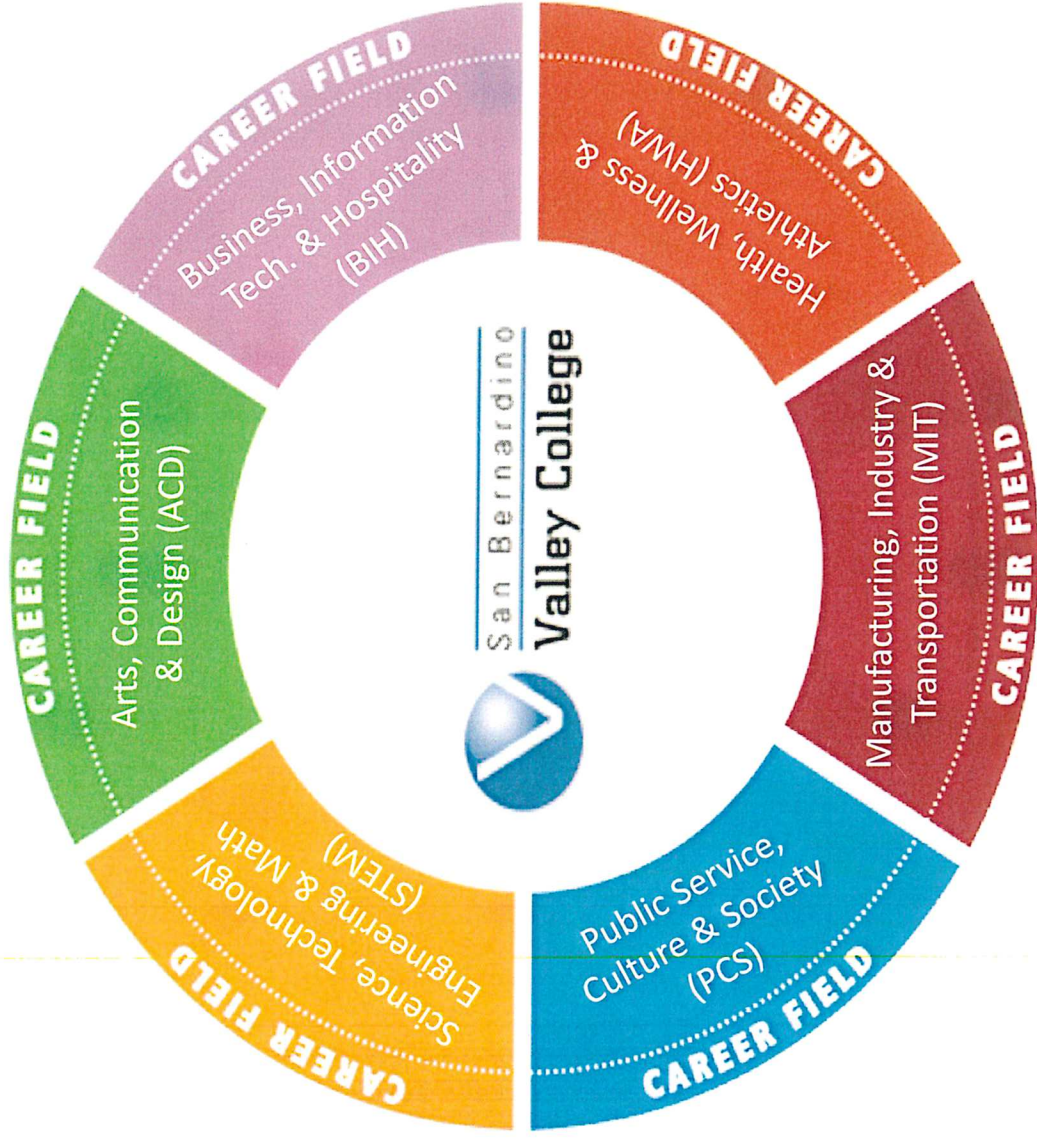
This language was added to the contract July 1, 2018, in order to ensure that reassigned time matches the workload for those assignments (including the workload of Faculty Chairs).

We would like to remind faculty that these reports are due Dec 1 and May 1. The District and Association agreed in our discussion that imposing the Dec 1 deadline on faculty at this time may be an undue burden. However, the negotiations team would like to encourage faculty with reassigned time to try to submit this information to us by Dec 1, especially if they have determined that the reassigned time allocated to their project/role/position is insufficient.

Preparation for Online Instructors. The negotiations team has been made aware of the Title V requirement for online instructors to be prepared; what that preparation entails is a local campus decision. There is a lot of miscommunication on this particular item and we are researching it as quickly as possible in order to resolve the issues.

**Guided
Pathways at
SBVC**

**Career
Fields**



Screening Committee Guide

Published by Human Resources

January 2020





INTRODUCTION & TABLE OF CONTENTS

In accordance with SBCCD EEO Plan, California Education Code, SBCCD Approved Policies and Procedures and local processes, this guide is a tool for Screening Committee members. It provides transparency and understanding of the screening process for the candidate, committee members and hiring managers. This guide can be referenced for direction on complex hiring questions and includes the process for candidates to follow if they have concerns or questions with the process.

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I. HOW TO SERVE ON A SCREENING COMMITTEE

A. Roles & Expectations

It is the responsibility of the Chief Human Resource Officer (CHRO) or designee to provide guidance and technical assistance to the committee in regard to fair employment practices, SBCCD EEO Plan, the college's commitment to diversity, and other related areas. Interview questions developed by the screening committee should be reviewed by Human Resources prior to the interviews. This process helps the committee to understand the legal groundwork for screening and interviewing and to develop good questions. Human Resources is responsible for approving the job description, developing the job announcement, advertising the position, maintaining applicant records, coordinating the committee activities with the committee chair, coordinating all correspondence and communication with the candidates, and scheduling interviews.

Screening Committee Chair

The Screening Committee Chair manages the work of the committee and consults closely with Human Resources throughout the recruitment and selection process. The Chair advises the Chief Human Resources Officer or designee about committee activities and helps to facilitate the interviews. The Chair is responsible for ensuring that all information about the screening and selection process is kept in absolute confidence. The Chair for classified/confidential recruitments should be a classified member, preferably a content expert, as decided by the committee. The Chair for faculty recruitments should be a faculty member. The Chair for all classified administrator recruitments should be an equivalent manager. The Chair for academic managers should be a faculty member from the designated area or equivalent manager.

Duties of the Chair include:

- › Ensure collaboration and confidentiality during the process.
- › Collaborate with committee to develop interview questions, and if applicable, scenarios, tours, and format for interviews.
- › Collaborate and compile strengths and weaknesses for the second level interview.
- › Serve on second level interview with hiring manager (when appropriate).

The hiring manager is encouraged to observe first level interviews. Managers may participate on first level interviews for hard to hire areas. Students and community members will be considered for specific recruitments including those designated in AP 7250.

Screening Committee

The overall responsibility of the committee and of each committee member is to be fully knowledgeable of the information in this guide. This will provide a fair and consistent procedure to assess the qualifications and traits of candidates and identify finalists for recommendation to the appropriate appointing authority. All employees on the screening committee, in addition to representing their constituency groups, are to represent the college, students, and the students' needs. In this regard, the committee is to develop written job-related screening criteria, rate or



screen the candidates, interview the top candidates, and recommend finalists with accompanying supporting documents.

Composition

The hiring manager along with Human Resources and district/campus leadership will create a screening committee for the vacancy. Employees are appointed to the screening committee to ensure the following:

- Representation by those who would serve as colleagues of the position.
- Representation by those who would serve in the role of supervisor of the position.
- When applicable, representation by those who provide support or who would be supervised by the position.
- Representation of the campus diversity including ethnic and gender balance.

The screening committee will meet in advance of the position posting to receive initial guidelines and training from Human Resources. This includes information regarding confidentiality, creating a screening/criteria guide, and establishing the hiring and interview timeline. A tentative timeline will be given to applicants during the application process to assist with planning. The committee:

1. Meets to develop a timeline for screening applications and to choose tentative interview dates and times.
2. Works collaboratively to develop screening criteria for reviewing and identifying qualified semi-finalists.
3. Submits interview questions to the CHRO for approval.
4. Determines and coordinates any additional needs such as a scenario, open forums for Q&A, a teaching demonstration, or computer software exercise.

II. HOW TO READ AND EVALUATE APPLICATIONS

A. Defining Minimum and Preferred Qualifications

Job announcements shall clearly state job specifications setting forth the knowledge, skills, and abilities necessary for job performance. All job specifications including any “required”, “desired”, or “preferred” qualifications beyond the stated minimum qualifications which the District wishes to utilize shall be reviewed by the appropriate administrator and Human Resources before the position is announced to ensure conformity with the requirements of Title 5, Section 53022 and both state and Federal non-discriminatory laws. The content of the job announcement is the responsibility of the appropriate administrator and subject to Human Resources approval.

B. Equivalency Process

Applicants who believe that they possess qualifications equivalent to the minimum qualifications for a position, and wish to request that a determination of equivalency be made in a specific discipline, must complete a District Request for Equivalency form and provide supporting documentation as appropriate.



Screening Committee Guide

Applicants for both full time and part time positions are notified of the opportunity to apply for an equivalency at the time of application. It is the applicant's responsibility to complete the form and provide documentation. Search committees will not seek additional documentation. Applicants who do not meet the minimum qualifications and who have not completed a Request for Equivalency will not be considered for employment.

- › The Request for Equivalency and supporting documentation along with a cover letter must be submitted to Human Resources.
- › The application and supporting documentation is forwarded to the Equivalency Committee for a determination.
- › The Equivalency Committee reviews the request and returns the application and supporting documentation to Human Resources with a determination.
- › Human Resources forwards the application and equivalency approval to the selection committee. If an applicant is approved and subsequently hired to fill a position, the documents and experience that support the equivalency must be verified just as minimum qualifications for other new faculty are verified via transcripts and employment verification letters.

C. Competencies

Newer job descriptions will begin using competency modeling in the job description. A competency model is a framework for defining the skill and knowledge requirements of a job. It is a collection of competencies that jointly define successful performance. Competencies are used to define hard and soft skills and the most commonly used are:

- › Communication,
- › Leadership,
- › Teamwork,
- › Customer Service,
- › Results orientation, and
- › Problem solving.

Screening criteria and interview questions can be based on competencies if clearly defined in the job description.

- › 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.
- › Remember that our application requests that the applicant list only jobs held for the last ten years **or** the last six **relevant** employers. If the applicant lists consecutive jobs, make note of any inconsistencies or gaps in information. (If the person is a finalist, the hiring manager may want to ask the person to fill in these gaps.)
- › Look for academic relevance (for academic positions).
- › Look for current experience (for all positions).



Screening Committee Guide

- › 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 filled out. Have directions been followed? Is the application thorough?

Candidate Selection and Screening Criteria

Using the job announcement and supplemental questions, if applicable, the committee will review all applicants who meet the minimum qualifications.

Qualities which may enhance the candidate's ability to empower or serve as a role model for students, faculty, and staff are important. Look for reasons to screen in candidates, not screen out candidates, and be as inclusive as possible. The Human Resources office will help you create your screening tool and coordinate the committee members' evaluations of the applicants.

If a screening instrument is used for faculty positions, the following common elements may be considered:

1. Education
2. Scholarship
3. Teaching experience in both the primary subject as well as interdisciplinary or developmental areas that may be required or desired
4. Specific experience in the discipline or subject matter
5. Experience and sensitivity in relation to diverse populations
6. Experience in various modes of instructional delivery, such as the web
7. Curriculum planning and development
8. Where applicable, other relevant work experience for vocational certification requirements or added value
9. Experience in working with various learning styles and abilities
10. Knowledge or experience with student assessment
11. Knowledge or experience with student advising

If a screening instrument is used for administrative/exempt positions, the following criteria may be considered for exempt positions:

1. Education
2. Scholarly background
3. Knowledge and experience in areas of supervision, fiscal, program, and/or planning
4. Specific knowledge and experience in the technical areas of the job
5. Communication and interpersonal skills
6. Multicultural and other diversity experience
7. Organizational and leadership activities

If a screening instrument is used for classified positions, the following criteria should be considered:



1. Questions based on job analysis of the position
2. Questions based on competencies needed to successfully perform the duties and responsibilities of the position
3. Communication and interpersonal skills
4. Responses to supplemental questions

D. Elimination of Bias in Decision Making

Cultural Competence/Cultural Humility:

Recognize own biases and stereotypes, *and* discount own biases and stereotypes so you are able to appreciate content of contributions, *and* facilitate productive outcomes that enable effective work in cross-cultural situations.

Unconscious Bias

- › Confirmation Bias – Tendency to hear information in a manner that confirms what we already believe.
- › Availability Bias – Tendency to value most what we've heard most recently.
- › Affinity Bias – Tendency to prefer those that remind us of ourselves.

Examples of Unconscious Bias/Good Fit Myth

Selection involves less tangible/measurable Knowledge-Skill-Abilities (KSAs) which are inherently subjective, such as the ability to work collaboratively, the ability to work with those already in a department, or leadership.

- › Myth #1: Whether a candidate resonates with me on a personal level provides a reliable predictor of whether the candidate will do a good job.
- › Myth #2: How someone performs in an interview setting provides a reliable predictor of how that person will interact with me in the work setting.

What "fit" is:

- › Demonstrated support to institutional values
- › Desired leadership style for the times

What "fit" isn't:

- › Someone who I can "relate" to personally
- › Someone who looks like me



Addressing Unconscious Bias

At the personal level, continually monitor your reaction to the candidates. Ask yourself:

- › What is the basis for my positive/negative reaction?
- › Is my reaction grounded in the context of the candidate's performance?
- › Am I reacting to what this question was intended to measure?
- › Is my reaction disproportionate to the response?
- › Is my reaction consistent with my reaction to similar responses from other candidates?

E. Best Practices for reviewing adjunct positions

The hiring manager will consult with department personnel on list of duties (subjects to be taught). Human resources will review the minimum qualifications of all applicants prior to sending the pool to the department for review. Applicants who are found to need an equivalency will be referred through the appropriate process.

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III. HOW TO CONDUCT AN INTERVIEW

A. Interview Questions Development

Questions should be appropriate and *useful*.

1. Look at the job description:

- › What do you want the successful candidate to do?
- › What courses must candidate be qualified to teach?
- › What students will candidate serve?
- › What professional activities will candidate need to participate?
- › What current KSAs are relevant to the position?

2. Craft Questions

- › Give meaningful consideration to candidates' "sensitivity to diversity".
- › Give candidates opportunity to highlight job-related KSAs that:
 - ♦ Reflect current/recent developments in the field.
 - ♦ Show a global perspective.
 - ♦ Show other KSAs that will provide an opportunity for non-traditional candidates to show they are highly qualified.
- › No questions—direct or indirect—about protected status, for example, do not ask:
 - ♦ "I don't see when you graduated on your resume, when did you graduate?"
 - ♦ A visibly disabled candidate for details about nature of disability.
- › Use open ended questions when appropriate, that:
 - ♦ Assess a job-related attribute which gives consideration of current, updated, global or other KSAs; and



Screening Committee Guide

- ♦ Gives insight into the candidates' (job-related) creativity and/or problem-solving skills.
- Use direct questions when appropriate, that:
 - ♦ Assess a job-related attribute which gives you consideration to current, updated, global or other KSAs; and
 - ♦ Allows you to compare candidates on something measurable.



B. Evaluation & Scoring of Candidates

Each committee will screen the applicants according to the established review criteria and submit their scores or top candidates to the Human Resources office. The Human Resources office will compile all of the committee members' scores/evaluations into an averaged list and send it by email to the committee. There will be veteran's preference given to any vets that apply, with a 10% increase to their average scores. The committee then determines which candidates they would like to interview, and the chair notifies Human Resources of the candidates chosen for an interview. Human Resources will schedule the interviews and send the interview schedule to the group once the interviews are confirmed.

Internal Candidates

If internal candidates possess the experience, skills, and abilities required of the position, the district highly encourages you to interview these candidates. Promotional opportunities are important and we encourage you to recognize our staff and faculty for the experience and skills they bring to our students. Classified positions must follow internal processes established in the bargaining agreement.

Confidentiality, Professionalism, Ethics, & Conflict of Interest

The committee will be given access to application materials. The materials must be safeguarded and treated with confidentiality. This may seem fundamental, but each committee member must act in the highest manner of professionalism. Committee members must feel free to express their opinions within the committee structure while maintaining the confidential nature of the committee's work with non-committee colleagues. It is assumed that each committee member, while retaining a special perspective, will make every effort to operate objectively and will leave bias and partisan loyalty out of his/her search efforts. Each member is expected to perform in a professional and confidential manner at all times regarding the committee work. It is assumed that all members serving on the committee accept the responsibility to be professional, fair, and ethical.

Interviews

We seek a diverse pool of candidates and recommend that you be as inclusive as possible. There is no set number of candidates to interview however the committee must submit a list of acceptable finalists to the hiring manager (at least three).

The committee should not arbitrarily set a fixed number to interview. Too many candidates who look good on paper do not interview well; likewise, other candidates with a more modest track record become leading candidates after an interview is granted.

First interviews may be conducted in-person or by video conference such as Skype, face time, etc. Human Resources will secure a room with the required equipment. Second or final interviews should be conducted in-person. The format for interviews will be determined and coordinated by the committee. It may vary depending on the position and committee members, and can include teaching demonstrations, scenario questions, computer skill tests, etc. .



Committee Issues

In the event the committee is tied on specific candidate or fails to meet the commitment to diversity, the following can occur:

- Committee member removed (if removed you may not serve until bias training has been established)
- Search committee failed
- All candidates re-interviewed with new committee
- Chief can choose to move forward any candidates who were tied based on discussion

Forums

The forums should be 50 minutes to an hour long. All of the candidates should have their forums on the same day, if possible. Below is a list items to address for the forums and the person (department) responsible:

- › A moderator should be selected; this person is someone who can remain calm and unbiased and is able to jump in if something inappropriate is asked- Coordination between hiring manager and Academic Senate to assign moderator.
- › Each candidate should be assigned a campus host; they should not be someone who was on the committee, nor the hiring manager. The hiring Manager assigns host.
- › The candidates will be told to provide an opening and closing statement (no more than 5 minutes each). Host will take them around campus and give them 20-30 minutes to relax before the forum.
- › There will not be formalized questions for candidates to answer; audience members will be encouraged to ask questions. Human Resources will inform the 1st level committee that it is inappropriate for them to ask questions in the open forum as it creates a bias.
- › Index cards will be given to each audience member and will be collected after each forum by Human Resources.
- › Campus IT will develop a comment card that will be send directly to the CHRO, who will give all comments to the Hiring manager.
- › If the forum is recorded, it should only be left online no more than 72 hours.
- › Human Resources will provide water for all candidates
- › An email will go out announcing the forums and finalists as soon as possible- Human Resources will work with Marketing staff to develop material.

C. Recommendation of Finalists

After the first interviews are conducted, the committee will make a recommendation in writing to the hiring manager which lists those candidates determined to be acceptable by the committee. The recommendation should include each candidate's strengths and challenges, as determined by the committee. There is no maximum number of candidates to be recommended, but you must recommend a minimum of three candidates for the position. If less than three, please provide a written justification.



The final pool of candidates must be sufficient in number to give the hiring manager a broad choice of diversity and the ability to accommodate potential candidate withdrawals, weak references, inadequate final interviews, etc. in considering the final decision.

Inquiries from Applicants

It is common for applicants to ask questions of committee members or the Human Resources office staff as to reasons why they did not succeed in a particular phase of the process. Any committee member receiving such an inquiry from a job applicant should be courteous and recommend that the applicant contact Human Resources.

IV. CANDIDATE EXPERIENCE

All candidates will be given a survey to keep them engaged and to help improve the process. Questions include:

- › Was the position clearly explained to you throughout the process?
- › How was the communication throughout the process?
- › How was your in-person interview experience?
- › Would you refer your friends or family to apply for a job at the San Bernardino Community College District?
- › What was your primary motivation for applying to our district?

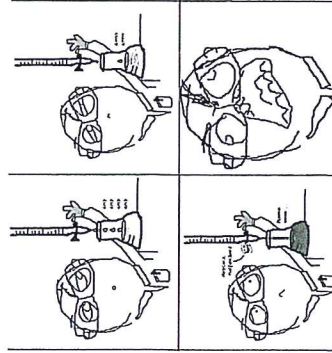
TITRATION WORKSHOP

with **Dr. Mark Hamza**

Instructor, Chemistry SBVC

Wednesday, November 6 – 4:15-6:30 pm

PS 318



If you would like to enhance your titration skills, join us for this workshop. We will discuss titration theory and have a bit of hands-on practice.



MEET A CORONER

with **Dana Bee**

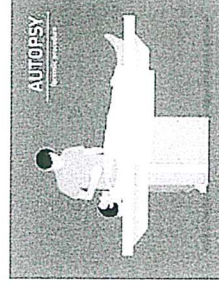
*Deputy Coroner
Los Angeles County Department of Coroner*

Thursday, November 7 – 4-5 pm
PS 228



Deputy Dana Bee has worked for the Los Angeles County Department of Coroner for over 20 years.

Please come hear Deputy Bee's interesting talk about his career in the field of forensic science/law enforcement and learn what to expect in the field day-to-day.



PIPELINE PROGRAMS AT UCR SCHOOL OF MEDICINE

with **Esmeralda Trejo**

Assistant Director, UCR School of Medicine, Pipeline Program



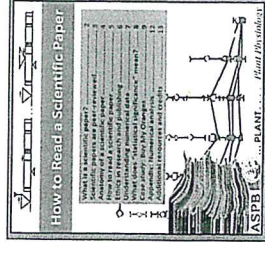
Thursday, October 17 – 3:30-5 pm
PS 228



Interested in becoming a medical doctor or working in the healthcare industry?

Come learn about UC Riverside School of Medicine (SOM) and the various Pipeline Programs that will help you prepare. It is never too early to become involved while attending community college and we are here to help! You will be meeting Esmeralda Trejo, Assistant Director of Pipeline Programs at SOM, who can answer any questions you may have about medical school.

Some of the programs offered in the Pipeline Program include Future Physician Leaders (FPL) and Health Coach Program.



HOW TO READ A SCIENTIFIC PAPER

with **Dr. Jessie Lemieux**

Instructor, Chemistry SBVC

Tuesday, November 5 – 3:30-4:30 pm
HLS 134

Jessy Lemieux is an Assistant Professor of Chemistry at San Bernardino Valley College. He earned a PhD in physical chemistry from the University of California-Riverside (UCR) in 2013 and received the UCR Chancellor's Award for Undergraduate Research in 2002.

A strong supporter of STEM education and educational technology, Dr. L will teach you the basics of how to find, read and write a scientific paper and the technological tools that aid us in this endeavor in the modern age.

Please come out to hear what Dr. Lemieux has to say about the basics on how to find, read and write a scientific paper.

Why Aren't Scientific Articles
as Popular as Harry Potter?



MESA Programming Schedule for Fall 2019

(dates, times & locations are subject to change)



Date	Workshop/Presentation Info	Time	Location
Thursday, October 17	Pipeline Programs at UCR School of Medicine with Esmeralda Trejo, Assistant Director, UCR School of Medicine, Pipeline Program	3:30-5pm	PS228
Tuesday, October 22	The Cassini Project with Earl Maize, Manager, Cassini Program, JPL	3:30-5 pm	PS228
Tuesday November 5	How to Read A Scientific Paper with Dr. Jessy Lemieux, Instructor in Chemistry, SBVC	3:30-4:30 pm	HLS134
Wednesday, November 6	Titration with Dr. Mark Hamza, Instructor in Chemistry, SBVC	4:15-6:30pm	PS318
Thursday, November 7	Meet a Coroner with Dana Bee, Deputy Coroner, Los Angeles County Department of Coroner	4-5pm	PS228
Tuesday, November 12	Meet a Behavioral Neuroscientist with Alberto Corona, Behavioral Neuroscientist, PhD Candidate, Watson School of Biological Sciences, Cold Spring Harbor Laboratory, New York	4-5pm	HLS135
Wednesday, November 13	Meet a Product Engineer with Shannon Chavez, Product Engineer, ESRI	4-5pm	HLS135
Wednesday, November 20	Growth Mindset Strategies to Improve Learning: Get Ready for Final Exams with Dr. Susan Bangasser, former Dean of Sciences at SBVC, retired	3-5pm	LIB149
Wednesday, December 11	The Psychiatric Technology Program: Limitless Opportunities with Dr. Walter Penniman, Instructor in Psychiatric Technology, Behavioral Science, SBVC	4-5pm	HLS134

CURRICULUM COMMITTEE MEMBERSHIP AND VOTING

The membership of the Curriculum Committee shall include:

- A. 10% of faculty from each division represented on campus.
- B. The following shall be considered standing positions on the Curriculum Committee due to the nature of the curriculum approval process and/or articulation issues: (See AP 2510).
 - Articulation Officer
 - Administrative Curriculum Coordinator
 - Schedule/Catalogue Data Specialist Coordinator
 - Librarian
 - Vice-President of Instruction
 - Faculty Co-Chair (only votes in case of tie)
 - A Dean/Manager appointed by the Vice President of Instruction (non-
 - Two Student Representatives
- C. In the event of a tie vote, discussion will be re-opened, followed by a second vote. If the tie still persists, the Curriculum Chair shall cast the deciding vote.
- D. All standing members shall be considered voting members.

The meeting shall be called to order and action items addressed when a quorum exists. A quorum is 50% +1 of the voting members