This Manual is intended to provide general information regarding various policies and procedures of the District and is subject to change at any time. For complete and up-to-date District policies, refer to the official District Policies section on the SBCC HRLA website: sbcc.edu/policies. Some hard copies may be available in the offices of the Deans, Vice-Presidents, Human Resources and Legal Affairs Department and the Academic Senate, although the hard copies may not be the most up-to-date versions. If any information in the Department Chair Manual differs from any official District policy, the language of the official District policy shall prevail.
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A. INTRODUCTION

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The Department Chair at Santa Barbara City College

• At SBCC, as is typical at many community colleges across the nation, the academic Department Chair is expected to perform a bewildering array of duties with little or no introduction to the job, and often while carrying a full teaching load. This manual is meant to serve in a small way as a training document, and in a large way as a reference guide for those of you “honored” with the position of Department Chair. While the information in this manual is that which is needed most often by Department Chairs, other documents and resources are referenced and should be consulted for a more in-depth discussion. One of these is the SBCC District Policies Website. The policies can be accessed online at sbcc.edu/policies.

Creating a manual such as this is admittedly like trying to hit a moving target - change is a constant at SBCC! Please keep in mind that district policies and procedures outlined in this manual may change at any time, although web-based updates are added regularly.

• To see what the District Policies specify regarding the duties of the Department Chair, refer to District Policy 1311 – 1320.1: Department Chairperson (Attachment A-1.)

• A yearly Department Chair Calendar (Attachment A-2) is provided so that deadlines can be anticipated and planned for. However, such deadlines are always subject to change.

Strategies for Effective Meetings

The following tips are offered to help with the inevitable need for Department Chairs to call, conduct and attend meetings. Meetings can be one of the greatest assists or one of the greatest time-wasters to the Department Chair and faculty. A few simple things can make the difference.

• Only meet when there is a definite purpose:
  ✓ Business cannot be handled in any other way.
  ✓ There is a need to clear the air.
  ✓ There needs to be a free exchange of ideas, concerns, or problems among staff members.
• **Consider alternates to meetings:**
  - Use e-mail.
  - Prepare memorandae.
  - Use conference calls.

• **Before the meeting:**
  - Limit the number of participants. Ask yourself, “Who really needs to attend?”
  - Develop and distribute detailed agenda. Include starting and ending times, time allotted for each topic area, and individual responsible for reports or presentations.
  - Select meeting place carefully.
  - Schedule meeting late in the day if you want it to be short.

• **During the meeting:**
  - Start on time. Don’t wait for tardy participants
  - Explain structure of meeting – how you wish to proceed.
  - Guard against one or two people monopolizing the discussion.
  - Watch for nonverbal signals.
  - Listen more than you talk. If it’s one-way communication you want, send a memo.
  - When discussion digresses, summarize points discussed so far and direct the meeting back to the agenda.
  - Ask for clear-cut decisions, actions, and assignments. Record them.
  - Summarize actions taken and make sure responsibilities are clear.
  - End on time. The meeting is over when the objectives have been accomplished. Don’t let it drag on.

• **After the meeting:**
  - Issue minutes promptly.
  - Clearly highlight actions to be taken.
  - Record deadlines on your calendar.
  - Do what you have been assigned.
  - Evaluate your meetings. Judge the importance of the meetings by the results you get from it.

• **When you are at the mercy of meetings called by others, consider the following:**
  - Verify if your presence is necessary at the meeting.
  - Attend only the portion of the meeting necessary for you to present your report or answer questions. When you can no longer contribute or you are no longer receiving benefit from the meeting, ask to be excused.
  - Be prepared – have all the materials for a meeting in one folder or binder.
  - Distribute reports in advance of meeting but bring spare copies with you.
  - Arrive on time.
• Department Chairs are compensated with stipends determined by a formula jointly developed by representatives from the Instructor’s Association, the Academic Senate and College Administrators.

• The formula takes into consideration a number of fluctuating factors including faculty and staff headcount and departmental TLUs (based on Fall semester data) as well as several “fixed” factors. Fixed factors include: curriculum, assigned facilities, complexity of department budget, program advisory committees, program certification/accreditation and performance/community programs. (See the Description of Factors for Assigning Ratings on the Department Chair Worksheet, Attachment A.3) Points are allocated for each of these factors and the total points are then multiplied by the “compensation multiplier,” a dollar amount determined through the Instructor’s Association Contract.

• For 2008, the compensation multiplier is $233.13 By way of example, if a position has received a rating of 10 points, the stipend for that position would be $2331.30 for the academic year or $1165.65 per semester. Stipends are usually paid to the individual as overload; however, they may also be converted to TLUs and used to purchase reassigned time. The TLU conversion factor in effect for Fall 2008 is $1274.00.

• Adjustments to the stipend are calculated automatically for changes in headcount for faculty and/or staff and for departmental TLUs.

• According to District Policy 1913.1 Section g, Non-Teaching Compensation, faculty who receive non-teaching compensation (Department Chairs, directors, coordinators, coaches, etc.) may submit an appeal to review their reassigned time stipend if a change has occurred due to:

  “Newly assigned leadership and/or non-teaching responsibilities resulting from administrative action or approved for funding through resource allocation processes.”

  or

  “Leadership and/or non-teaching positions for which a stipend is already being paid, but for which the responsibility, scope of duties, and/or nature of responsibility has substantially changed since that assignment was last rated.”

• According to District Policy, appeals are received and reviewed only during the Spring Semester of each year. For additional information, refer to District Policy 1913.1 or contact the Office of Educational Programs or the Academic Senate for referral to the chair of the Committee on Non-Teaching Compensation.
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For ease of discussion, "regular faculty" refers to faculty working under probationary or regular contracts. It does not include faculty on temporary contracts or those in hourly (adjunct) positions.

Determining Need for Regular Faculty

From District Policies:

1400 EMPLOYMENT OF FACULTY

1410 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. **Executive Vice President for Educational Programs** – Determines the SBCC minimum obligation 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 Chair** - Coordinates the preparation of requests for new or replacement faculty positions and forwards same to the Office of Educational Programs.

D. **Office of the Executive Vice President for Educational Programs** – Collates and forwards requests for faculty positions (including supporting data) to the Academic Senate.

E. **Executive Vice President for Educational Programs** - In consultation with Area Deans, analyzes positions and supporting data (WSCH, FTEs, enrollment trends, departmental goals and objectives, College Plan, etc.). Input from Area Deans and the Executive Vice President for Educational Programs 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.

1411 Procedures

A. In order for a faculty vacancy to be considered for permanent (tenure-track) 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 Executive Vice President for Educational Programs.

Unless an exception is recommended by the Academic Senate, faculty vacancies identified after the established deadline will be replaced by temporary contract for the following academic year, and consideration for permanent replacement will be deferred until the following year's faculty employment cycle.
B. The Academic Senate, in making their recommendations for the hiring of permanent (tenure-track) faculty positions, shall consider the replacement of faculty positions vacated as a result of retirement, resignation, or other causes, as well as the college's needs for new and/or expanding programs.

C. Faculty vacancies not recommended for permanent replacement as described above may be replaced by temporary contract for the following academic year.

Revised policy approved by the Board of Trustees June 22, 2000.

**Selection and Certification**

- For complete information on the hiring process for regular faculty, refer to District Policy #1412 at [sbcc.edu/policies](http://sbcc.edu/policies). Information will be provided by the Human Resources and Legal Affairs Office to all Department Chairs authorized to hire new regular faculty. Following is a quick summary of the process:

  - Job Announcement—6 weeks of nationwide advertising
  - Selection Committee—3 to 5 members, with guidelines for diversity
  - Questions/Job Evaluation Factors developed
  - Committee Interviews—usually 6 to 8
  - Three (3) names submitted to Superintendent/President
  - Total estimated time to fill position—4 months minimum
  - Actual hiring process usually begins in December or early January of each year

**Qualifications and Equivalencies for a Discipline**

- From Title 5 of the California Education Code (Section 53410):

  "The minimum qualifications for hire as a community college faculty member teaching any credit course shall be satisfied by meeting any one of the following requirements:

  (a) Possession of master's degree from an accredited institution, or equivalent foreign degree, in the discipline of the faculty member's assignment.

  (b) Possession of master's degree from an accredited institution, or equivalent foreign degree, in a discipline reasonably related to the faculty member's assignment and possession of a bachelor's degree from an accredited institution, or equivalent foreign degree, in the discipline of the faculty member's assignment.

  (c) For faculty assigned to teach courses in disciplines where the master's degree is not generally expected or available, which are, generally, disciplines in specialized technical, trade, or industrial fields, either of the following:

    (1) Possession of a bachelor's degree from an accredited institution, or equivalent foreign degree, in a discipline reasonably related to the faculty member's assignment, plus two years of professional experience, plus appropriate certification to practice or licensure or its equivalent, if available; or
(2) Possession of an associate degree from an accredited institution in a discipline reasonably related to the faculty member's assignment, plus six years of professional experience, plus appropriate certification to practice or licensure or its equivalent, if available."

• The Board of Governors has adopted Minimum Qualifications for Faculty and Administrators in California Community Colleges available online at: (www.cccco.edu/divisions/esed/aa-ir/psmq/min-qual/min-quals%20-revApr406) which specify minimum qualifications of faculty teaching in a discipline. It includes sections for disciplines requiring a Master’s Degree, as well as those for which the master’s degree is not generally expected or available.

• If equivalency is determined, the Department Chair shall certify the equivalency by preparing a detailed statement describing the basis for equivalency (i.e. special education and other accomplishments) that was considered. The SBCC Faculty Minimum Qualifications (AB1725) form (Attachment B-2) must be completed, signed by the Area Dean, and submitted along with the candidate’s resume to the Executive Vice President for Educational Programs. The certification of equivalency must be reviewed and approved by the Vice-President and the President of the Academic Senate before the applicant is approved by the Board of Trustees.

• Qualification in a discipline based on equivalency will be determined for a new full-time faculty member at the time of hire as outlined in District Policy 1412 referenced above. Qualification in a discipline based on equivalency for a full-time faculty member teaching outside the discipline of their principal assignment requires approval of the Executive Vice-President for Educational Programs and Superintendent/President. The Board of Trustees shall be informed of the equivalency determination when the appointment is approved.

**Faculty Service Areas**

• Each tenure-track faculty member is assigned a Faculty Service Area (FSA) at the time of hire in accordance with the discipline required for their assignment. Faculty Service Areas will be utilized if a reduction in staff is ever necessary. The Education Code states that a tenured faculty member cannot be terminated while any employee with less seniority is retained to render service in a faculty service area in which the senior employee is both qualified and competent.

• Once employed at SBCC, faculty may submit an application for additional FSAs. The instructor must be "qualified" in the discipline as explained above and be considered "competent" as defined by SBCC. The competency requirement is fulfilled by teaching nine (9) TLUs in the SBCC credit program discipline within three (3) years of applying for the additional FSA. In order to retain an additional FSA, the faculty member must have maintained nine (9) TLUs in that FSA within the prior three fiscal years.
• Department Chairs should be cognizant of regular faculty outside the
department teaching courses which would satisfy the competency requirement for
the additional FSA. The implications are that in the event of cutbacks, a more senior
faculty member from outside the department would have "bumping rights" over
faculty within the department. Only tenure track faculty are assigned an FSA.

• A copy of SBCC Faculty Service Areas is included as Attachment B-3. District
Policy #2331 describes requirements related to FSAs.

**Contract Faculty Job Description**

• Faculty and Educational Administrators, Appendix A on the sbcc.edu/policies
website contains the Job Description for Contract Faculty (Attachment B-4) and
Educational Support Faculty Job Description (Attachment B-5.)

**Employment Requirements**

• From District Policy.

1420 Employment Requirements

Prior to assuming duties as a faculty employee, appointees shall meet the following
requirements:

A. Meet the minimum qualifications for the subject desired or have an appropriate
valid credential.

B. File a Loyalty Oath.

C. Undergo an examination for freedom from tuberculosis (except as otherwise
provided in Education Code Section 76406, 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,
each four years, evidence of a chest x-ray or an approved intradermal tuberculin
test demonstrating freedom from tuberculosis.

D. Complete all processing required by the Human Resources and Legal Affairs
and Payroll Offices, including fingerprinting.

E. Undergo a general physical examination, prescribed laboratory tests, vision and
hearing examinations.
Faculty Load

- From District Policy.

**1911 Teacher Load Units (TLU)**

Teaching assignments should not exceed an average of 15 teacher load units (TLUs) per semester. (Unbalanced semester loads may be permitted in Fall and Spring upon approval of the Executive Vice President for Educational Programs.)

Teacher Load Units (TLUs) shall be determined as follows:

a. The equivalent of one lecture class hour each week for one semester is equivalent to one TLU.

b. The equivalent of one laboratory class hour each week for one semester is equivalent to two-thirds of one TLU.

c. For purposes of assigning TLUs, all classes are to be considered lecture classes unless described as laboratory classes in the college catalog with the exception of those courses specified in Appendix "D."

d. TLUs for courses less than one semester in length shall be prorated in accordance with (a) and (b) above.

**Assignment of TLUs to Courses**

The Curriculum Advisory Committee shall assign TLU values for courses based on the formula specified above. Exceptions may be made by the Executive Vice President for Educational Programs in consultation with the instructor and the appropriate Department Chair.

**Assignment of Faculty Loads**

Whenever possible, an instructor's assigned courses will be such that separate preparations will not be made for more than three-fifths of the teaching load. The number of preparations shall be equitably distributed between faculty members.

A contract faculty member may be assigned to teach day and/or evening classes as part of his or her regular assignment. Evening assignments should be equitably distributed. Evening and weekend teaching assignments shall be made by the Department Chair in consultation with members of the department. Each department shall adopt by majority vote of all full-time faculty members a policy for assigning evening and weekend classes. Each department's policy shall be filed with the appropriate Dean of Educational Programs. Appeals by individuals shall be made through the college grievance procedure.

**Determination of Class Size**

- From District Policy BP 1911.3:

Minimum and maximum class sizes for all lecture and laboratory classes are established on the course proposal form and are subject to approval by the Curriculum Advisory Committee (CAC). Increases in the maximum class size must be approved by the CAC as a course modification. The Executive Vice President for Educational Programs Exceptions must approve exceptions to the minimum class size.
From District Policy:

1914 Underloads and Overloads (Unbalanced Loads)

Current and cumulative teacher load records will be kept by the Office of Educational Programs each semester. The load will be based on 4th week attendance and recorded no later than the 5th week, subject to correction by Department Chairs and individual instructors.

a. Regular Teaching Load
   A regular teaching load shall be considered fulfilled by a schedule which yields 30 TLUs per year.

b. Underloads and Overloads
   1. An underload is defined as a schedule which yields fewer than 30 TLUs per year. An overload is defined as a schedule which yields more than 30 TLUs per year. Both underloads and overloads require balancing.
   2. There should be no overload or underload without the consent of the Department Chair and the instructor.

c. Maximum and Minimum Number of TLUs per Semester
   The maximum number of TLUs that may be assigned in one semester is 21 (i.e., 6 overload TLUs). The minimum number of TLUs that may be assigned in one semester is 11 (i.e., 4 underload TLUs). Exceptions require consent of the instructor and must be approved by the Department Chair, Area Dean and the Executive Vice President for Educational Programs.

d. Balancing Underloads
   An underload shall be made up preferably in the following semester, but a maximum of 3 semesters will be allowed for balancing. Balancing will be done by assignment of compensatory overload(s). If banked TLUs are unavailable, an underload can be made up during the summer session with mutual agreement of the instructor with the underload, the Department Chair and the Area Dean.

e. Overload Payment
   1. Overloads will be paid at the time the overload is earned, or TLUs may be banked for compensatory underload assignment or sabbatical leave (to a maximum of 15 TLUs).
   2. Unused banked TLUs (up to 15) can be distributed as cash payment only at time of termination of employment from the District. (The instructor will receive payment for banked TLUs at the hourly rate in effect when earned.)

f. Overload for Sabbatical (from Instructors' Association Agreement)
   Banked overload TLUs accumulated during the fall, spring and summer session terms may be applied toward a sabbatical leave so that an instructor may receive full pay while on sabbatical. To receive full pay while on a one-semester sabbatical leave, 4.5 overload TLUs must be accumulated by the end of the semester prior to the sabbatical leave. To receive full pay while on a one-year sabbatical leave, 15 overload TLUs must be accumulated by the end of the year prior to the sabbatical leave.
A single banking system will be used to bank overloads. The banked TLU overload can be used to offset an underload, it can be applied pro rata toward a sabbatical leave, and/or it can be paid to the instructor upon termination of employment from the district.

By March 15 of the year in which a sabbatical leave for the following academic year is approved, the faculty member must notify the Office of the Executive Vice President for Educational Programs of the approved sabbatical and the intent to apply accumulated overload TLUs to the sabbatical, and shall present a record of accumulated overload TLUs. The Executive Vice President shall notify the Department of Human Resources and Legal Affairs augmented sabbaticals that have been approved for the purpose of contract preparation and the amount by which the sabbatical shall be augmented.

g. Alternative Assignments

Underloads may be made up by assignments other than teaching only with the consent of the instructor, Department Chair, Area Dean and the Executive Vice President for Educational Programs. Every attempt shall be made to have the alternative assignment relevant to the teaching assignment. All alternative assignments shall be based on a ratio of two (2) hours of work per week being equal to one (1) TLU.

1914.1  
Summer Overloads

The maximum summer session teaching load is 1/3 of a maximum regular session teaching load, normally 7 units or two classes (15 TLUs with a maximum overload of 6 TLUs = 21 units). Exceptions require consent of the instructor and must be approved by the Department Chair and Area Dean. It is further recommended that no other school-financed project be undertaken during the time an instructor has a full summer session load.

• Underloads/Overloads are based on 4th week attendance. The Office of Educational Programs distributes Teacher Load Statements for individual faculty and alerts the Area Dean to faculty who have underloads or overloads beyond the 21 TLU limit. The Dean will confer with the Department Chair regarding correction of unbalanced loads. Faculty with underloads are required to make up their underloads in accordance with District Policy #1914 above.
Loads for Large Classes

• From District Policy:

BP 1912 Large Lecture Classes

Large lecture classes are those with enrollments of 55 or more students at the census period. Assignments for teaching large lecture classes shall be made by the Department Chair in consultation with members of the department. To the extent possible, large lecture class assignments should be equitably distributed. The following TLU ratings have been approved for large lecture classes

a. For a lecture class meeting 4 hours weekly:

<table>
<thead>
<tr>
<th>No. of Students</th>
<th>TLUs</th>
<th>No. of Students</th>
<th>TLUs</th>
</tr>
</thead>
<tbody>
<tr>
<td>up to 56</td>
<td>4.0</td>
<td>95–104</td>
<td>6.5</td>
</tr>
<tr>
<td>57–64</td>
<td>4.5</td>
<td>105–114</td>
<td>7.0</td>
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<td>65–74</td>
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<td>85–94</td>
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</tbody>
</table>

b. For a lecture class meeting 3 hours weekly:

<table>
<thead>
<tr>
<th>No. of Students</th>
<th>TLUs</th>
<th>No. of Students</th>
<th>TLUs</th>
</tr>
</thead>
<tbody>
<tr>
<td>up to 56</td>
<td>3.0</td>
<td>95–104</td>
<td>5.5</td>
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<tr>
<td>57–64</td>
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<td>105–114</td>
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<tr>
<td>65–74</td>
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<td>115–124</td>
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<tr>
<td>75–84</td>
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<td>125+</td>
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<tr>
<td>85–94</td>
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</tbody>
</table>

c. For a lecture class meeting 2 hours weekly:

<table>
<thead>
<tr>
<th>No. of Students</th>
<th>TLUs</th>
<th>No. of Students</th>
<th>TLUs</th>
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</thead>
<tbody>
<tr>
<td>up to 56</td>
<td>2.0</td>
<td>95–104</td>
<td>3.25</td>
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<td>57–64</td>
<td>2.25</td>
<td>105–114</td>
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<td>2.50</td>
<td>115–124</td>
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<td>75–84</td>
<td>2.75</td>
<td>125+</td>
<td>4.0</td>
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<tr>
<td>85–94</td>
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</tbody>
</table>

d. For an activity class meeting 2 Lab hours weekly:

<table>
<thead>
<tr>
<th>No. of Students</th>
<th>TLUs</th>
<th>No. of Students</th>
<th>TLUs</th>
</tr>
</thead>
<tbody>
<tr>
<td>up to 56</td>
<td>1.5</td>
<td>95–104</td>
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<td>57–64</td>
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<td>75–84</td>
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<tr>
<td>85–94</td>
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</tbody>
</table>

e. Teaching large lecture classes is voluntary.

f. The determination of the size of large lecture classes for the purpose of assigning TLUs shall be based on the fourth week enrollment figures. If this results in the instructor’s load exceeding 21 TLUs, see District Policy 1914.c.

Revisions approved by Board of Trustees, August 24, 2000
Post Retirement Contracts

• A Post Retirement Employment Agreement (Attachment B-6) must be submitted for all instructors retired from the district teaching at SBCC. Retired faculty secure a contract to teach with the concurrence of the Department Chair, Area Dean and Executive Vice President Educational Programs. This form and the guidelines are available from the Office of Human Resources and Legal Affairs.

Summer Session Assignments

• According to District Policy #1660, departments shall adopt a policy for making summer session teaching assignments. The following guidelines are suggested in developing these policies.

✓ Regular full-time faculty will be given priority over part-time faculty for the assignment of summer school classes. An important exception to this principle will be when a contract instructor does not meet the department’s criteria of expertise to teach a particular course.

✓ Assignment of faculty to classes shall be made in a manner that shall allow as many tenure track faculty as possible the opportunity to teach. This principle shall also be applied to assignment of classes to faculty teaching in more than one department.

✓ Assignment of instructors to classes shall be made in a manner that grants priority to the instructor who did not teach the prior Summer Session.

Office Hours and Availability to Students

• Full-time faculty (including those on temporary contract) shall be available five days per week. The teaching load will be spread over a minimum of three days per week. The minimum number of office hours per full-time faculty member will be five (5) hours per week, maintained each day at a time convenient to his or her students. Individual variations may be approved by the Executive Vice-President for Educational Programs, in agreement with the Department Chair. Faculty will be available for scheduled committee, departmental and other professional assignments at any time during the work week when not otherwise committed to class assignments. (See District Policy #1650 B for additional information.)

Evaluation Process

• The evaluation process for all regular tenured, probationary and temporary contract faculty is outlined completely in District Policy #2100 and Appendix E at the website sbcc.edu/policies (and Attachment B-7). The Department Chair carries a major responsibility for ensuring that timelines are adhered to and procedures followed in the faculty evaluation process. Strict adherence to timelines for evaluation of Probationary Contract faculty is essential because of the impact on granting tenure.
Accrual of Sick Leave

- Contract faculty on 10-month assignments (including temporary contract) accrue personal illness leave at a rate of 10 days per year.

Procedure for Reporting Faculty Absences

- According to district policy #2022.51: “A contract or regular faculty member who is absent from work because of illness or injury any day during the basic five-day work week shall report the absence to the Office of Educational Programs and shall have deducted one (1) day of accumulated illness leave for each ‘full day’ of absence reported. The absence shall be reported whether or not the instructor is scheduled to teach. When a contract or regular faculty member teaches part of a day, that day will be counted as a ‘full day’ of teaching and no illness leave will be deducted; a full day absent will be counted as one (1) day of illness leave.”

- The Academic Senate recognizes the obligation to provide instruction consistent with the schedule of classes. In the event of a faculty absence, every effort will be made to properly notify students and colleagues and to obtain a qualified substitute. To ensure consistency in the procedures used by certificated faculty in reporting absences, the following procedures will be used by certificated faculty to report absences.

1. When an absence is planned (e.g. surgery, personal necessity), the faculty member is expected to notify the Department Chair and the dean in advance of the absence to make arrangements for covering classes and/or other duties.
2. When an absence is unexpected, the faculty member is required to call the Office of the Executive Vice President for Educational Programs to report an absence from one or more classes, at least one hour prior to the individual’s first class.
3. If a qualified substitute cannot be identified, the Office of Executive Vice President for Educational Programs (or designee) will be responsible for having a notice posted that the class is cancelled.
4. The appropriate dean, Department Chair and payroll will be notified of the absence by the Office of Executive Vice President for Educational Programs.
5. The faculty member is expected to “call in” each day during a period of absence unless it is known and reported, in advance, that the individual will be absent for a specified number of days.
6. Absence Forms for an entire day of cancelled classes are forwarded to Payroll. Absence Forms for canceling one or more, but not all of a faculty member’s classes on a given day, will be kept on file in the Area Dean’s office.
7. In departments where there are special procedures for reporting absences, faculty members are expected to follow those procedures in addition to notifying the Office of the Executive Vice President for Educational Programs.
8. Prior to participating in an off-campus college-approved activity (e.g. conferences, field trips, site visits), faculty members must submit a Travel and Conference Request Form and obtain approval from the appropriate dean. Participation in approved off-campus college activities is not considered an absence, however, approved Travel and Conference Forms must be on file to ensure that a substitute is obtained and the faculty member is covered under the college’s accident liability insurance.

- Non-teaching faculty follow the established procedures for those areas.
For short-term personal illness or injury absences, a Certificated Employee Absence Report (Attachment B-8) must be submitted to the Area Dean. If the absence is due to bereavement or personal necessity, then the Classified and Administrative Personnel Absence Report Form (Attachment B-9) will be used to clarify the reasons for the absence.

Substitute instructors must be approved by the Area Dean.

Leaves of Absence

"Leaves of Absence" are extended absences from duty and shall be granted for periods not to exceed one academic year. Types of leave include health or hardship, military, maternity, personal illness or injury, bereavement, personal necessity, judicial and official appearances, emergency, and family care. For complete details on leaves of absence, see section 2020 of District Policy. Excerpts of that policy are included here.

2022.8 Personal Necessity (E.C. 87784)

An employee, at his/her election, may claim and deduct up to six days per year (eight hours per year for part-time hourly faculty) from his/her accumulated sick leave for reasons due to personal emergency or necessity.

Unless there is an emergency, the employee shall notify the appropriate dean in writing of the need to take a personal necessity day prior to that day.

Absences which may qualify for personal necessity include:

a. Death of a member of his/her immediate family or another relative.

b. Accident, involving his/her person or property, or the person or property of a member of his/her immediate family or another relative.

c. Appearance in court as a litigant, or other absence required under official government order or directions.

d. Professional improvement such as: registration for courses in recognized education institutions, the taking of graduate or other examinations or tests that cannot be taken at other times, etc. This provision does not include attendance at classes or lectures that are available at times which do not conflict with the employee's obligations to the District.

e. Business transactions of an emergency nature; transactions that cannot be dealt with during off-duty hours.

f. Family responsibilities of a critical or urgent nature. Absences of this type would include but not be limited to: illness of the immediate family, or necessary appearance of self or member of immediate family or another relative in court or other governmental agency but not under court order or official government order or direction.
g. Acceptance of an honor such as a diploma, a degree, or special award from a recognized educational institution or governmental agency.

h. Any contingencies not covered by a–g when approved in writing by the appropriate dean.

Each employee who, in accord with this policy, elects to charge an absence for a "personal necessity" against his/her sick leave shall provide his/her immediate supervisor and dean an adequate written explanation of the circumstances creating the need for the absence. The dean will be responsible for verifying that the personal necessity is consistent with items a–h.

Failure to follow the policy may result in loss of pay and/or other penalties as outlined in district policy.

2022.9 Judicial and Official Appearances

A paid leave of absence shall be granted whenever a Contract/ Regular or Part-time Hourly employee is necessarily absent in order to:

a. Appear as a witness in court other than as a litigant; or

b. Respond to an official order from another governmental jurisdiction for reasons not brought about through the connivance or misconduct of the employee, or

c. Answer a call for jury duty, said call having been served in the manner provided by law, the employee shall receive the difference between his/her regular salary and any amount s/he receives as witness or juror fee, excepting, however, that time spent in answer to a federal subpoena outside the State of California is subject to approval by the Board of Trustees.

Procedures for Handling Student Complaints Against Instructors

Following is the procedure to be followed should a student complaint be registered against a faculty member:

1. If a student reports a complaint to the Dean regarding a perceived unfair or improper action by an instructor, the student must be advised of the student grievance procedure and given a copy of the Student Grievance Policy (BP 3235, Attachment B-10) and the Student Grievance Procedure Flow Chart (Attachment B-11).

The Dean should attempt to address concerns through informal process. Informal procedures are outlined in a flowchart Attachment B-10; in summary:

a. The student should be asked if he/she has a resolution for the perceived unfair or improper action and if she/he has discussed the proposed resolution with the instructor. If not, the student should be advised to do so.
b. If the student has spoken with the instructor, or does not feel comfortable doing so, the Dean should obtain a verbal or written report and proposed resolution from the student.

c. The student should be advised that he/she must be willing to identify him/herself if additional action is to occur.

d. If the student expresses concern about being identified, the Dean should advise the student that the complaint will be filed and pursued when the student is willing to be identified (e.g., at the end of the semester). No additional action should be taken without student identification.

e. If the student does not want to be identified, but the Dean has information that the problem is of an extremely serious nature, he/she may, after consultation with the Department Chair and the Executive Vice President for Educational Programs, investigate the matter further.

f. If the student agrees to be identified, he/she should be referred to the Department Chair. The Dean should notify the Department Chair regarding the nature of the grievance and a proposed resolution. The Dean may consult with the Department Chair after he/she has met with the student. When possible, matters should be handled at the Department Chair level.

g. If the student believes that the issue has not been resolved to his/her satisfaction, he/she shall meet with the Dean in a final attempt to resolve the student grievance informally. The Dean shall consult with the faculty member and department chair after meeting with the student.

h. If the student still believes that the issue has not been resolved to his/her satisfaction, he/she may submit a signed statement specifying the time, place, and nature of the grievance to the Executive Vice President for Educational Programs.

i. If complaints recur and are judged of a serious nature by the Dean, he/she may submit a request to the Executive Vice President for Educational Programs to take further action.

**Faculty Grievances**

- In the unlikely event that a grievance arises from an action which has an adverse effect on a faculty member (certificated employee) with respect to his/her individual rights, personal benefits, or working conditions, a grievance may be filed in accordance with District Policy # 2500 Appendix F (Attachment B-12), of the Certificated Employee Grievance Policy.

**TEMPORARY/ADJUNCT (HOURLY) FACULTY**

- For ease of discussion, "temporary/adjunct/hourly faculty" refers to faculty working under temporary contracts or those in hourly positions. It does not include faculty on probationary (tenure-track) or regular (tenured) contracts.
• From District Policy:

1414 TEMPORARY CONTRACT OR HOURLY CREDIT CERTIFIED PERSONNEL

1414.1 Selection of candidates for temporary contract or hourly positions shall be made by each Department Chairperson in accordance with non-discriminatory procedures.

1414.2 Department heads and area Deans are responsible for ensuring that all contract or hourly 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.

To determine equivalency, the department head shall review the evidence submitted by the applicant and shall determine whether the applicant possesses qualifications that are at least equivalent to the minimum qualifications for the discipline. The burden of proof is with the applicant. The department head shall consult with other department faculty members and the area Dean before making the determination. If equivalency is determined, the department head shall certify the equivalency by preparing a detailed statement describing the basis for the equivalency (i.e., specific education and other accomplishments) and what evidence the department head considered.

The certification of equivalency must be reviewed and approved by the Vice President or his/her designee before the applicant is approved by the Board of Trustees. The Academic Senate President and the Human Resources and Legal Affairs Department shall be informed by the Vice President or his/her designee of all appointments of applicants, who claim equivalency of minimum qualifications.

Certification of equivalency of regular employees teaching outside the discipline of their principal assignment requires approval of the Executive Vice President, Educational Programs and Superintendent/ President. The Board of Trustees shall be informed of the equivalency determination when the appointment is approved.

1414.3 In accordance with the District Affirmative Action Program plan, the College will periodically advertise part-time hourly faculty employment opportunities. The purpose will be to develop an Affirmative Action Applicant Pool of qualified candidates from underrepresented groups. The applicant pool will be maintained in the Department of Human Resources and Legal Affairs. The Department of Human Resources and Legal Affairs shall survey departments to determine anticipated departmental vacancies for advertisement each year. Vacancies shall be advertised by job announcement or other means.
1414.3 Department Chairs with vacant positions shall consider the applicant pool for qualified candidates prior to making any final selections. Area Deans shall be responsible for ensuring that this procedure is followed and shall prepare an annual report regarding the number of vacancies in their area, and the number of individuals from underrepresented groups who are employed.

### Qualifications and Equivalencies for a Discipline

- Temporary/hourly faculty are determined to be "qualified" in a discipline or disciplines according to the same criteria used for regular faculty. For more information on minimum qualifications, see the section "Qualifications and Equivalencies for a Discipline" under "Regular Faculty" in this manual.

- To determine equivalency for temporary/hourly faculty, the Department Chair shall review the evidence submitted by the applicant and determine whether the applicant possesses qualifications that are at least equivalent to the minimum qualifications for the discipline (not the specific course to be taught). The burden of proof is with the applicant. The Department Chair shall consult with other faculty and the Area Dean before making the determination.

- If equivalency is determined, the Department Chair shall certify the equivalency by preparing a detailed statement describing the basis for equivalency (i.e. special education and other accomplishments) that was considered. The SBCC Faculty Minimum Qualifications (AB1725) Form (Attachment B-2) must be completed, signed by the Area Dean, and submitted along with the candidate’s resume to the Executive Vice President for Educational Programs. The certification of equivalency must be reviewed and approved by the Vice-President and the President of the Academic Senate before the applicant is approved by the Board of Trustees.

### Offer of Employment

- To prevent misunderstanding regarding the requirements for a position and a candidate’s qualifications, Department Chairs are expected to carefully verify a candidate’s educational and experience qualifications before an offer of employment is made. It is the candidate’s responsibility to complete an official District application form and to provide copies of transcripts.

- An Offer of Employment describing each hourly faculty member’s assignment is routed through the hourly faculty’s campus mailbox. The original is to be signed and returned to the Department of Human Resources and Legal Affairs. Hourly faculty cannot be paid until this form is processed.

### Orientation for New Hourly Faculty

- Upon selection, new temporary contract and hourly faculty should contact the Certification Clerk in the Human Resources and Legal Affairs Office from 8:30-2:00 pm at ext. 2259. She will provide the faculty member with a copy of the Job Description for Adjunct (Hourly) Instructors (Attachment B-13), and other relevant materials.
• All new temporary/hourly faculty are invited to attend a college-wide orientation session offered at the beginning of the fall and/or spring semester. Here they will be introduced to college procedures and activities common to faculty campus-wide.

Adjunct Faculty Office Hours

From District Policy #1530 ADJUNCT OFFICE HOURS (Subject to Board Approval as of 6.27.06)

Registered students are entitled to course-related consultation with their instructors at times beyond required course meetings. This is known as “office hours.” Given that office hours are most beneficial when the instructor and the students meet face to face, instructors are encouraged to request office space from their department chairs. Department chairs are encouraged to explore specific ways by which this goal can be achieved.

Adjunct instructional faculty are required to be available to students outside of class, at a time, as well as place or manner, explicitly stated in the course syllabus, and with the approval of the department chair. For fully online classes or when office space is not available, the time and place or manner may include telephone, instant messaging, or other internet activities. The required time for office hours shall be one hour per week for every three TLUs taught, or fraction thereof.

Professional Development Requirements

• Hourly faculty are required to complete Faculty Professional Development activities equivalent to the time they teach. Beginning Fall 2003, SBCC substituted one week of professional development activities for one week of instruction each semester. An adjunct faculty member’s professional development obligation is based upon the number of hours per week they teach each semester. Please refer to the FAQ Adjunct Q & A for details on how this requirement is computed.

The 60% Employment Rule

• In accordance with District Policy #1416, Part-Time/Hourly/Adjunct instructors may not teach more than 9 TLUs (60% of a full-time load) per semester.

• In computing the 60% load limit, both credit and non-credit hours of instruction are considered, as well as special TLU ratings for large classes (see the section "Loads for Large Classes" under "Full-Time Faculty").

• Instructors on a temporary full-time contract or hourly instructors authorized to teach above the 60% limitation may do so for not more than 2 semesters within a period of three (3) consecutive years. This calculation does not include summer school assignments.

• The time adjunct instructors spend teaching as substitutes does not count toward their 60% assignment, provided it doesn’t exceed 20 working days per semester.
• Service as a substitute teacher on a day-to-day basis shall not be used for purposes of calculating eligibility for contract or regular status.

• Based on an interpretation from Legal Counsel for the California Community Colleges Chancellor’s Office with concurrence from the SBCC Academic Senate (3/3/99), stipends for service on the Academic Senate are not included in determining a faculty member’s assignment under the 60% rule.

## Evaluation of Hourly (Adjunct) Faculty

Both the timeline and procedure for evaluation of hourly faculty differ slightly from procedures for evaluation of contract faculty. Following are the procedures as outlined in District Policies:

### APPENDIX V. POLICIES AND PROCEDURE FOR THE EVALUATION OF HOURLY FACULTY

#### A. Policy Statement

In Accordance with the provisions of the Education Code Section #87664, which requires the Board in consultation with the faculty to set forth “reasonable but specific standards which it expects its certificated employees to meet in accordance with their duties,” the following general professional criteria shall serve as a basis for evaluating all certificated hourly faculty:

1. Expertise in academic discipline or area of assignment.
2. Teaching effectiveness and/or performance job
3. Availability to students and colleagues.

#### B. Procedure

1. All new hourly faculty shall be observed by the Department Chair or designee (a tenure track faculty member) during the first and second semester of employment.

   All continuing hourly faculty shall be observed by the Department Chair or designee (a tenure track faculty member) at least once every four semesters or two years, whichever occurs first.

2. The evaluator shall administer a department approved student survey without the evaluatee present. To ensure objectivity in the client surveys, any discussion with the class about the instructor or the course shall take place after distributing and collecting the surveys. In the case of non teaching faculty (counselors, librarians, the college nurse, etc.), the evaluator shall ensure that the procedure for client surveys adopted by the evaluatee’s department is carried out.
3. After the observation, a written summary of the evaluation shall be given to the hourly faculty member. This written evaluation shall reflect:
   a. Results from the student surveys tabulated and transcribed in a manner that protects the confidentiality of the individual student.
   b. Adherence to Criteria 1, 2, and 3 of the Performance Criteria Guidelines (Appendix E-VI). The evaluation report shall be in narrative form; however, if the hourly faculty member has had satisfactory evaluations for the past four years, the Hourly Instructor Evaluation Form may be used in lieu of a narrative report.
4. A copy of the evaluation shall also be submitted to the Department Chair for review and forwarded to the appropriate dean by the last day of instruction as designated on the college calendar for the semester in which the evaluation is conducted.

C. These evaluation procedures are intended as minimum requirements. A department may impose additional requirements as part of its hourly evaluation procedure.

Approved by the Board of Trustees: November 10, 1994; September 24, 1998

**Absences—Adjunct (Hourly) Faculty**

- Faculty employed less than a full school year and those on less than a full-time basis are entitled to "personal illness leave" at a rate of 1 hour for each 18 hours of actual teaching service, after the faculty member has taught 36 hours.
- A paid leave of absence for judicial and official appearances shall be granted in accordance with the same policy described in "Leaves of Absence" under "Regular Faculty" in this manual.
- An hourly faculty member may claim and deduct up to 8 hours per year from his/her accumulated sick leave for personal emergency or necessity. Such approval should be obtained in advance of the absence when possible. For complete details of the absences which may be charged under this category, see "Leaves of Absence" under "Regular Faculty" in this manual.
- Hourly faculty are expected to follow the procedure for reporting absences as described under “Regular Faculty” in this manual. For complete information on absences, see section 2022.52 of District Policies.

**Reasonable Accommodation for Employees with Disabilities**

- In accordance with the requirements of the 1990 Americans with Disabilities Act (ADA), the District is required to provide “reasonable accommodations” for employees with verified disabilities and current functional limitations. The employee must be “otherwise qualified” and with reasonable accommodations must be able to perform the essential functions of the job. Reasonable Accommodation Procedures for faculty and staff are described in Attachment B-14.
C. HIRING AND SUPERVISING CLASSIFIED PERSONNEL, STUDENTS AND OTHERS

Classified Personnel
- Definition of Classified Personnel
- District Policies for Classified Personnel
- Determining Need for Classified Personnel
- Hiring Classified Personnel
- Orientation to the Department
- Evaluation Process for Full-Time Classified Employees
- Vacation, Sick Leave, and Overtime
- Part-Time Classified Personnel
- Grievance Procedure
- Reasonable Accommodations for Employees with Disabilities
- Disciplinary Action

Tutors and Instructional Aides
- The Tutorial Program
- Tutorial Allocations to Departments
- Requirements for Employment as a Tutor or Instructional Aide
- Tutoring/Instructional Aide Policies

Readers
- Reader Allocations
- How To Apply
- Operational Procedures
- Redistribution of Allocation
- Unused Allocation

Work Study Students
- Obtaining Funds for Departmental Work-Study Students
- Hiring Work-Study Students
- Conditions of Work-Study Employment

Consultants and Volunteers
- Professional Consultants
- Volunteers

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- C-2. Personnel Authorization Form for Short Term Classified and Hourly Employees
- C-3. Performance Report - Classified Service Employees
- C-4. Vacation/Comp. Time Form
- C-5. Classified Payroll Time Report
- C-6. Classified Employee Grievance Procedure
- C-7. Tutor Recommendation Form
- C-8. Acceptance of Employment at SBCC by Student Worker
- C-9. Work Study Job Referral and Employment Authorization Form
- C-10. Student Employment at SBCC Regulations
- C-11. Flow Chart for General Student Employment Positions
- C-12. Flow Chart for Federal Work Study Positions
- C-13. Board Approval of Professional Volunteer
- C-14. SBCC Consultant/Independent Contractor Form
CLASSIFIED PERSONNEL

Definition of Classified Employee

• From District Policy:

1231 Classified Employees and Classified Service

Classified personnel are persons employed in positions not requiring certification qualifications. Except for the exclusions set forth below, all such employees and positions are defined as the classified service of the college district.

In accordance with Education Code Section 88004, such positions may not be designated as certificated nor shall the assignment of a title to any such a position remove the position from the classified service, nor shall possession of a certification document be made a requirement for employment in any such position.

No individual will be prohibited employment in a position described by these sections as part of the classified service who is in possession of certification qualifications, nor shall the possession of certification qualifications be grounds for the elimination of an individual for consideration for employment in such a position.

District Policies for Classified Personnel

• The district policies pertaining to classified employees referenced in this section are found online at sbcc.edu/policies in the section “Rules and Regulations for Classified Employees.”

Determining Need for Classified Personnel

• Proposals for reorganization or new positions are to be discussed with the Area Dean. The District’s policy on reorganization is to improve functioning and efficiency without increasing costs. Formal proposals requiring commitment of new District monies will be reviewed by the College Planning Council (CPC). CPC recommendations will be forwarded to the Superintendent/President for final review and recommendation to the Board of Trustees.

• Various sources of funding (grants, vocational funds, etc.) may provide for part-time or short-term classified hourly personnel to be hired within a department. The details of these positions should be worked out with the Area Dean in consultation with the Department of Human Resources and Legal Affairs.

• Once funding has been secured for classified personnel, the Department Chair completes a Personnel Authorization Form available from the Human Resources and Legal Affairs Office (Attachment C.1 and C.2). All classified employee personnel matters, including appointments, leaves of absence, benefits, etc., are handled by the Personnel Specialist in the Human Resources and Legal Affairs Office.
Hiring Classified Personnel

- Classified personnel are categorized as either temporary/hourly or permanent district employees. Permanent employees may be hired to work on a full-time or a part-time basis. As a general rule, limitations on classified personnel are as follows:

  ✓ Full-time permanent classified employees work 8 hours per day, 40 hours per calendar week, for 10, 11, or 12 calendar months during the college year.

  ✓ Part-time permanent classified employees work less than 8 hours per day or less than 40 hours per week, but work a minimum of 20 hours per week.

  ✓ Temporary (also known as hourly) classified employees are allowed to work a maximum of 19.5 hours per week, a maximum of 175 days per fiscal year and a maximum of 1,000 hours per fiscal year.

- Procedures for recruiting, selecting and appointing classified personnel are outlined in District Policy #1100 (Classified Rules and Regulations). This information will be provided by the Human Resources and Legal Affairs Office to Department Chairs authorized to hire classified personnel.

Orientation to the Department

- Rules and Regulations for Classified Personnel, District Policy 1100:

  Each department head shall be responsible for providing orientation, induction, and on-the-job training for the department work assignment of each classified employee for whom s/he exercises supervisory responsibility and in meeting any special training needs for the employee's immediate assignment and for the encouragement of continued development of each employee in his/her department.

- In many cases, the classified personnel working within an academic department will help provide the important operational continuity for the department despite faculty and Department Chair turnover. Department Chairs should assure that the key members of the classified staff are given all pertinent department materials and information, and are invited to department meetings whenever possible.

Evaluation Process for Full-Time Classified Employees

- Probationary employees are evaluated at least at the beginning of the 4th, 8th, and 11th months of service and at any other time a supervisor believes an evaluation is necessary. A Performance Report - Classified Service Employees form (Attachment C.3) is provided to the Department Chair by the Human Resources and Legal Affairs Office at the time of the scheduled employee evaluation. This is the evaluation form used for non-management classified employees.

- After 12 consecutive months of satisfactory performance, an employee gains permanent status upon approval by the Board of Trustees. Permanent classified employees are evaluated once a year.
• The evaluation process for non-management classified employees is outlined in *Rules and Regulations for Classified Personnel #1531*. The process and paperwork for evaluating classified management employees differs from non-management employees.

**Vacation, Sick Leave, and Overtime**

• Vacation leave with pay is earned by full-time classified employees at the following rates:

<table>
<thead>
<tr>
<th>Service Level</th>
<th>Days per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>New employees</td>
<td>12</td>
</tr>
<tr>
<td>2 years of service</td>
<td>15</td>
</tr>
<tr>
<td>7 years of service</td>
<td>18</td>
</tr>
<tr>
<td>12 years of service</td>
<td>20</td>
</tr>
<tr>
<td>18 years of service</td>
<td>22</td>
</tr>
<tr>
<td>23 years of service</td>
<td>25</td>
</tr>
</tbody>
</table>

For more information, see *Rules and Regulations for Classified Personnel #1341*.

• Full-time Employees accumulate sick leave for personal illness or injury, or illness of a member of his/her immediate family, at the rate of 1 day for each calendar month of service. For complete details of the types of sick leave provided for, see *Rules and Regulations for Classified Personnel #1342*.

• Overtime for full-time employees is defined as time worked in excess of 8 hours/day or 40 hours/week and must have prior approval of the appropriate Dean. Approved overtime is compensated at a rate of 1-1/2 times the regular pay rate or with time and one-half comp time in lieu of cash payments up to a maximum of 240 comp time hours. For more information, see *Rules and Regulations for Classified Personnel #1350*.

• Department Chairs authorize vacation and comp time by signing a vacation form (*Attachment C.4*) which is submitted by the employee to the Payroll Office.

**Part-Time Classified Personnel**

• Temporary hourly classified personnel are paid by submitting a *Classified Payroll Time Report* (*Attachment C.5*), signed by the supervisor or Department Chair, to the Payroll Office on the monthly designated due dates. Reports submitted after the due date will be paid the following month.

**Grievance Procedure**

• For grievances involving classified staff members, See *Classified Employee Grievance Procedure* (*Attachment C.6*). 

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Reasonable Accommodations for Employees with Disabilities

- In accordance with the requirements of the 1990 Americans with Disabilities Act (ADA), the District is required to provide “reasonable accommodations” for employees with verified disabilities and current functional limitations. The employee must be “otherwise qualified” and with reasonable accommodations must be able to perform the essential functions of the job. Reasonable Accommodation Procedures for faculty and staff are described in Attachment B-14.

Disciplinary Action

- For situations where the actions of a classified employee may be subject to disciplinary action, the Department Chair must confer with the Office of Human Resources and Legal Affairs.

TUTORS AND INSTRUCTIONAL AIDES

The Tutorial Program

- Tutoring at SBCC falls into several categories: 1) group tutoring  2) one-to-one tutoring  3) group tutoring, typically in a lab or computer lab situation, and 4) targeted vocational program tutoring. All tutoring is coordinated through the Tutorial Center, located in the Cartwright Learning Resources Center (LRC 120).

Tutorial Allocations to Departments

- Procedures and forms are available at http://www/sbcc/edu/learningresources/

- SBCC District funds for general student tutoring are set aside to provide group tutorial services for any student enrolled in the various credit courses at SBCC which have received an allocation by the Tutorial Center. Departments are allocated funds for this type of tutoring in the form of hours per week each semester to hire students authorized to work as tutors/instructional aides. Individuals hired must meet the criteria outlined later in this section under "Requirements for Employment as a Tutor or Instructional Aide."

- Guidelines have been adopted for prioritizing tutorial allocations which utilize funds from the general student classification. They are, in priority order: 1) essential skills classes including reading, writing, ESL, basic math, and beginning algebra; 2) ADA-producing learning labs such as the CAI Lab; 3) open labs such as the Accounting Lab, Math Lab, and CIS Lab; and 4) small group tutoring.

- For departments to receive new tutorial allocations, or augment existing allocations, the Department Chair must submit a request to the Tutorial Center. The Area Dean should be consulted to assist with providing supporting data.
• Federal categorical funding (VTEA) and other specific grant programs may allow targeted vocational departments to provide supplemental tutoring. VTEA funding varies in its availability, so check with the Area Dean to ascertain the current status of these funds.

• Federal funds provide one-to-one tutoring for EOPS students. This activity is coordinated through the EOPS Office in conjunction with the Tutorial Center. The role of the instructor or Department Chair for this type of tutoring is primarily that of recommending student tutors.

Requirements for Employment as a Tutor or Instructional Aide

• To be employed under the general student classification, a tutor must be a SBCC student maintaining 6 units of SBCC credit course work throughout the semester; international students must carry a 12 unit load. A Tutorial Center Recommendation Form (Attachment C-7) form, signed by the instructor or Department Chair, is submitted with the tutor’s application.

• It is not required that a tutor or instructional aide be a student at SBCC. It is required that applicants go to the Tutorial Center and fill out information forms before going to Human Resources and Legal Affairs to complete an application for employment.

• The Department Chair must submit the names of the tutors for each instructor in the department, along with the number of hours assigned each tutor per week before they begin to tutor.

• Tutors must be fully processed through the Tutorial Center by submitting a Tutor Application and completing the mandatory tutor training in the LRC before they begin tutoring. The Tutor Center Coordinator should be contacted for further information (ext. 2667).

Tutoring/Instructional Aide Policies

• Each tutor is responsible for submitting a time card online on the due date; twice per month for general student tutors and once per month for classified hourly tutors. The instructor or Department Chair will verify the hours worked by approving the online time sheets for all tutors and classified hourly tutors.

• Tutoring is to be conducted only when school is in session. There is no tutoring allowed off campus, on Sunday or holidays.

• Tutors may only do tutoring. They do not read papers, run errands, instruct classes, operate labs for instructors, or give tests. Any variation will result in discontinuing the department’s allocation.

• Faculty cannot authorize tutors to work more than the hours allocated for that tutor per week. Tutors will not be paid for hours worked over the allocation.
• Monies earned by tutors who are on financial aid at SBCC contribute to the student’s "unmet financial need". There is a limited amount the student may earn and still participate in the financial aid program (see "Conditions of Work-Study Employment" section of this manual). This may result in a student using all their allocated hours while the department still has tutoring hours remaining in its budget. The Department Chair should be cognizant of this situation for all tutors receiving financial aid.

**READERS**

**Reader Allocations**

• Because of the limited amount of reader dollars available, these funds are generally reserved for full-time faculty.

• Reader allocations are made each fiscal year, from July 1 through June 30. At the start of fall semester, faculty will receive a letter in a red folder from the dean’s office outlining their reader allocation and instructions for hiring (faculty need to send their readers directly to Human Resources). The letter is self-explanatory and provides a step-by-step process for hiring reader(s) and completing timesheets.

• Faculty members within an individual department may mutually agree to redistribute their allocations within their department. The redistribution amounts must be reported to the dean. In the vent of any dispute arising from a proposed redistribution, the original allocation made to individual faculty will prevail.

• All unused reader hours will be available for summer reader allocations. If you would like a summer reader, contact the dean’s office to check on available funds. Additionally, you will need to ensure that your reader contacts HR and completes hiring paper work for summer semester.

**WORK-STUDY STUDENTS**

**Obtaining Funds for Departmental Work-Study Students**

• Employment of work-study students falls into the two categories "federal work-study" and "general student employment". The monies for college work-study are a combination of both federal and local district dollars, whereas those for general fund work-study are 100% local district dollars. Students will adhere to different regulations depending on the category under which they are employed.
• To change the department’s college work-study allocation, or request a new allocation, the Department Chair must submit a request to the Area Dean with a copy to the Financial Aid Coordinator in the Financial Aid Office. To augment or request a new general fund work-study allocation, the department should include that in the annual departmental goals and discuss possible avenues for augmenting funding with the Area Dean and Executive Vice President for Educational Programs.

### Hiring Federal Work-Study Students and General Student Employment

• The Department Chair submits a Work Study job description with an **Acceptance of Employment Form** (Attachment C-8) for each vacant position within the department to Mary Arnoult in Human Resources & Legal Affairs ext. 4747 before the semester begins. The positions are posted in the Career Advancement Center, SS282.

• Students qualifying for Work Study will bring a **Work Study Job Referral and Employment Verification Form** (Attachment C-9) with **Acceptance of Employment Form** (Attachment C-8) to the designated department contact person when interviewing for a work-study position. These forms include an employment authorization section, which is completed by the Department Chair, and is returned to HRLA to indicate whether or not the student was hired.

• Students selected cannot begin work until all employment forms have been turned in and processed by HRLA. HRLA will send the department the **Acceptance of Employment Forms** (Attachment C-8) which are to be signed by those in the department authorized to verify the students’ online time sheets.

### Conditions of Federal Work-Study and General Student Employment

• Students in “general student employment” positions must maintain enrollment in 6 units of course work throughout the academic year.

• Students in “federal work-study” positions must maintain enrollment in 12 units of course work throughout the academic year.

• Each Work Study student is allocated a maximum dollar amount, which may be earned for the fiscal year. It is the student's responsibility to not exceed the amount awarded. An overall determination of "unmet financial need" has been made for each student on financial aid. Monies from other college sources, such as scholarships or grants, will decrease the amount which may be earned through work-study employment. The combined earnings from these different categories may not exceed the amount of "unmet need" assigned to the student.

• Students may not work more than 19.5 hours per week.
• Students are responsible for submitting time cards online and on time each pay period. Each student and supervisor will be given a payroll processing calendar with a login for the online reporting system.

• Department chairs (or designated supervisors within the department) are required to evaluate student employee performance when the student has completed his or her job with the department.

CONSULTANTS AND VOLUNTEERS

Professional Consultants

• Occasionally departments will require special services from people not employed by the college. These may be for such things as grant preparation, production of special publicity materials, or services required for grant-funded projects. The Department Chair should work with the Area Dean, who will determine the source of funding and submit a Board Approval of Professional Volunteer Form (Attachment C-13) available from the Office of Educational Programs.

• Guidelines for hiring professional consultants are outlined by the Department of Human Resources and Legal Affairs. A SBCC Consultant/Independent Contractor Form (Attachment C-14) is included.

Volunteers

• Department Chairs who wish to employ professional volunteers within their departments must submit a Board Approval of Professional Volunteer Form (Attachment C-13) signed by the Area Dean, to the Human Resources and Legal Affairs Office two weeks prior to the board meeting. The professional volunteer must provide verification of freedom from active tuberculosis and be approved by the Board of Trustees before beginning work at SBCC.
D. INSTRUCTIONAL PROGRAM MANAGEMENT

Curriculum Development
Key Terms and Abbreviations
Curriculum Advisory Committee
Course of Study Outline (COSO)
Overview of Curriculum Processes
1. New Program Proposals
2. New Degree and Certificate Program Proposals
3. Modifications of Existing Programs
4. New Course Proposals
5. Course Modifications
6. Skills Competency Awards
7. Departmental Awards
8. Experimental Courses
9. Topics Courses
10. Internships
11. Zero-unit Labs
Technology Mediated Instruction (e.g. online courses)
Curriculum-Related Timelines
Important Contacts

Schedule of Classes Development
General Guidelines
Schedule Review Process

College Catalog
Guidelines for Catalog Review

Program Planning
Development of College Plan
Departmental Planning
Adding an Instructional Program, Department or Major
Dropping an Instructional Program, Department or Major

Program Review
Program Review Policy

Advisory Committees
Membership
Committee Meetings

Staff Development
Faculty Enrichment Grants
Faculty Development Days
Sabbatical Leaves
Classified Staff Development
Travel and Conference

Attachments:
D-1. Travel and Conference Request Form
D-2. Conference Attendance Advancement of Funds Application
D-3. Mileage Reimbursement Claim
The essence of an educational institution is its curriculum (courses and programs.) Title 5 of the state’s education code regulates courses and programs offered at SBCC. The Curriculum Advisory Committee process follows these regulations.

### Key Terms Definitions

<table>
<thead>
<tr>
<th>CAC</th>
<th>Curriculum Advisory Committee</th>
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<tbody>
<tr>
<td>GE</td>
<td>General Education –</td>
</tr>
<tr>
<td></td>
<td>“General Education courses should be broad in scope and should introduce students to the variety of means through which people comprehend the world. GE requirements should provide all degree recipients with common educational experiences and knowledge about certain basic principles, concepts, and methodologies both unique to, and shared by, the various disciplines within each GE category.” Excluded are courses that focus on specialized applications within the field and those with college-level prerequisites.</td>
</tr>
<tr>
<td>COSO</td>
<td>Course of Study Outline</td>
</tr>
<tr>
<td>P/C/A</td>
<td>Pre-requisites, Co-requisites and Advisories –</td>
</tr>
<tr>
<td></td>
<td>A <strong>pre-requisite</strong> indicates that students who do not meet that prerequisite (or its equivalent) will be blocked from registering in the course.</td>
</tr>
<tr>
<td></td>
<td>A <strong>co-requisite</strong> requires the student to take another course concurrently with or previous to the course in which the student is enrolled.</td>
</tr>
<tr>
<td></td>
<td>An <strong>advisory</strong> recommends that students should have these skills but does not prevent students from enrolling in the class.</td>
</tr>
<tr>
<td>Articulation</td>
<td>Courses proposed for transfer to the UC or CSU systems and/or for the General Education requirements [IGETC, CSU Breadth, UCSB] must be articulated with these four-year institutions. Contact the SBCC Articulation Office (ext. 2690) for information on the guidelines and for assistance.</td>
</tr>
<tr>
<td>Title 5</td>
<td>Provides the Curriculum Committee’s Guidelines</td>
</tr>
<tr>
<td>IGETC</td>
<td>Intersegmental General Education Transfer Curriculum (UC and CSU)</td>
</tr>
<tr>
<td>GEB</td>
<td>General Education Breadth – CSU General Education Requirements</td>
</tr>
<tr>
<td>TMI</td>
<td>Technology Mediated Instruction (e.g. online courses)</td>
</tr>
<tr>
<td>SCA</td>
<td>Skills Competency Award</td>
</tr>
<tr>
<td>A.A./A.S.</td>
<td>Associate Degrees (Associate in Arts, or Associate in Science)</td>
</tr>
</tbody>
</table>
Curriculum Advisory Committee (CAC)

- The Curriculum Advisory Committee [CAC] is a committee of the SBCC Academic Senate. CAC reviews and approves all curriculum actions for Santa Barbara City College. The most common curriculum actions are: New Course Proposals, Course Modifications, New Program Proposals, Program Modifications and Pre-requisites, Co-requisites, and Advisory Review.

- Committee Membership:
  
  Voting Members
  - 1 Academic Senate Representative (Chair)
  - 11 Faculty (one from each division)

  Non-Voting Members
  - 1 Articulation Officer
  - 1 Articulation Specialist
  - 1 Educational Programs Dean - Liaison

- The Curriculum Advisory Committee meets twice a month, ordinarily on the first and third Monday of each month during the academic year. Some exceptions occur because of holidays, and at the beginning of the semester, when an extra meeting may be necessary. Meetings are convened 3:00 – 5:00 p.m. in BC Conference Room 214.

- Items to be considered at a meeting of CAC must be submitted to the Secretary of the Academic Senate by 4:00 p.m. on Monday one week prior to the meeting. All forms required for CAC action are available from the Academic Senate Office, Room A-116 (Ext. 2217), or at the CAC website: http://www.sbcc.edu/curriculumcommittee/

- Each proposal must contain the appropriate cover sheet, all required signatures, plus the course of study outline and supporting prerequisite/co-requisite/advisory forms when required.

- All items receive two readings, unless the committee votes to suspend the rules and move an item to action at the first hearing. Ordinarily, a departmental representative must be present for the first hearing.

Course of Study Outline (COSO)

- Current course of study outlines for all active credit courses at SBCC are on file and available for reference in the Academic Senate Office, or at the website: http://curr.sbcc.net.

- All course of study outlines follow Title 5 format. A sample of an SBCC course of study outline is included in the Curriculum Handbook, and at the curriculum committee website: http://www.sbcc.edu/curriculumcommittee/
• The Master Course File comprises all approved credit courses at SBCC. Key information from the course outline is included for each course. Courses listed in the college catalog and the schedule of classes must correspond with the information in the Master Course File and course outlines on file.

• A review of all course outlines listed in the Master Course File is to be included in the department’s Program Review Process.

• One of the components of a COSO is a list of adequate textbooks for the course. The date of publication of these textbooks needs to be updated regularly. Articulation of courses typically require that the date of publication of the textbooks in use is not earlier than 5 years prior to the year when the course is offered. Updates of dates of publication of texts in use may be done simply by contacting the Academic Senate Secretary (ext. 2217.) Departments are required to monitor their COSOs regularly so these changes are made in a timely fashion.

Overview of Curriculum Processes

• There are eleven (11) general types of curricular issues brought before the Curriculum Advisory Committee. All forms are available at the CAC website http://www.sbcc.edu/curriculumcommittee/, or directly from the Secretary of the Academic Senate (ext. 2217.)

1) **New Program Proposals** –
   (a) A.A. (Associate in Arts) Degree
   (b) A.S. (Associate in Science) Degree

   Requirements for A.A/A.S. degrees:
   • minimum of 18 units in a recognized field or discipline plus
   • state and local requirements for General Education (GE) as specified in SBCC catalog.

   (c) Certificate of Completion (for specialized programs of study, that do not need to include state or local General Education requirements)

   Requirements for Certificate Programs:
   • minimum of 18 units;
   • half the units required for a Certificate must be taken in residence at SBCC.

2) **New Degree or Certificate Program Proposals**

   • An application for approval of new educational program form is submitted by the Area Dean to the Chancellor's Office. A needs analysis is included with the application to demonstrate, among other things, employment possibilities for graduates, interest in the program, and service to other disciplines.

3) **Modification of Existing Programs**

   • A Program Modification Form needs to be submitted. Also, a copy of the existing program requirements description as appears in the catalog, with specified changes clearly noted (entered by hand) for its discussion at the committee level.
4) **New Course Proposals**

- Individual departments are responsible for the development of new courses, ensuring that a similar course is not offered within the department or by another discipline that duplicates or overlaps the proposed course.

- Separate cover sheets are required for each proposal and each form must be filled in completely and have all the required signatures on left side of signature block.

- When courses are being divided into modules, please note on the outline (e.g., "This is one part of a three-part, three-unit course.")

- For the numbering of new courses, contact the Scheduling Office Coordinator to confirm the availability of a number, and apply the following guidelines:
  (a) Courses numbered 100 are non-degree applicable.
  (b) Courses numbered 100-289 are degree-applicable and/or baccalaureate level.
  (c) Courses numbered 290-299 are experiential/work experience, internship or independent study courses and are degree-applicable. Independent Study offerings are all numbered 299.

- Online courses require two extra documents:
  (a) Technology Mediated Instruction Checklist, with approvals from FRC and the Assistive Instruction Specialist.
  (b) Summary of content/activity hours to document regular effective contact.

  For more detailed information, refer to the Technology Mediated Instruction courses section below.

5) **Course Modifications**

- To assist the committee in evaluating the changes, the old course outline with the proposed changes entered by hand, must accompany each modification proposal.

- Once approved, the course outline will be re-typed and uploaded on the curriculum website to reflect changes.

Refer to "New Course Proposals" (above) for information concerning the effect of proposed changes on transferable or GE acceptable courses.

6) **Skills Competency Awards**

- Earned by the successful completion of short-term work training programs designed to prepare students for entry-level positions.

- Requires less than 18 units of course work.

- Students must have a C grade or higher or credit in all courses.

- Skills will be specifically stated on the award and will be related to the course of study outline objectives.
7) **Departmental Awards**

- A departmental award recognizes academic achievement for students completing a specific group of courses defined by the department.
- A departmental award does not include college-wide requirements.
- The implementation of a departmental award does not require CAC approval. If a departmental award is implemented, CAC only requires a submission of it as an informational item.
- Departmental awards may be listed in the department’s section of SBCC Catalog.

8) **Experimental Courses**

- Must be approved by CAC Chair and brought to CAC as information item.
- New Course Proposal form, including course of study outline in Title 5 format, is submitted to CAC Chair for approval.
- Must be approved at least one semester prior to the semester they are first offered.
- May be taught for 1 year. To be taught beyond one year, experimental courses must go through usual approval process for new courses.
- Experimental courses are NOT transferable or degree applicable; students do not earn college credit.

9) **Topics Courses**

- Courses focus on specific topics within a discipline where the topics may change from one semester to the next. They are usually 1 unit or less.
- Must be approved as a new course proposal.

10) **Internships**

- An Internship is an opportunity for a student to apply the knowledge and skills gained from academic study to a planned and supervised training experience. Internships are repeatable up to a maximum of 16 units. If the internship is completed with pay to the intern, each unit requires 75 hours of work. If the internship does not entail paid work, each unit requires 60 hours of work.
- For each semester that a student is enrolled in an internship course, new learning objectives have to be identified in his/her internship. The objectives must be specific and measurable, and will be reviewed at the end of the semester by the work sponsor and college instructor. A very important requirement of any internship is a research paper. For this reason, any internship requires eligibility for English 110/English 110HR.
- An Internship packet of information (with a sample course of study outline) is available from the Academic Senate Office [A116B, ext. 2217].
11) **Zero-Unit Labs**

- Zero-unit courses are tuition-free credit courses that carry no units. No units are transferred and no grade is awarded; thus, Zero-unit Lab courses are not calculated into the student’s GPA.

- Lab hours are tracked and reported for apportionment as “positive attendance” hours. Work completed by the student in these times is not allowed to be the ‘normal homework’ required by the course, but additional work needed to complete class assignments. The target course may require a certain number of hours in the Lab each week to ensure that the student completes course assignments and masters learning objectives, often using District equipment designed specifically to support the curriculum.

- The student is automatically enrolled in the Zero-unit Laboratory course. Each Zero-unit Lab course must have a co-requisite in the program offering it.

- Zero-unit courses are not to be described or designed to support “tutoring” activities. A course of study outline showing how the course supports the objectives of the target credit course that the Zero-unit Lab course supports is necessary for each course. Each Zero-unit Lab course must be assigned an instructor and a section number.

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**Technology Mediated Instruction Courses (e.g. Online Courses)**

- Title 5 of the California Education Code requires that instructors delivering technology mediated instruction courses maintain “regular effective contact.” This contact may be accomplished through various means, like emails, regular mail, and internet discussion groups.

- TMI (and any distance learning) courses are funded on the independent study model, where courses are accounted by units, and not by hours of contact. For a general discussion of the guidelines to submit proposals for online courses, refer to: [http://frc sbcc edu/academic/CAC/forms/Dlguide.pdf](http://frc.sbcc.edu/academic/CAC/forms/Dlguide.pdf).

**TMI course proposals require two additional pieces of documentation, besides the documentation already described for any course.**

(a) A TMI course proposal should include a chart: [http://frc sbcc edu/academic/CAC/forms/DLSUMMARY.PDF](http://frc.sbcc.edu/academic/CAC/forms/DLSUMMARY.PDF) of the total hours of regular effective contact, broken down as content and activity hours. Each TMI unit requires a minimum of 48 hours total (18 hours of Content, and 30 hours of Activities.)

A sample chart can be found in the curriculum website: [http://frc.sbcc.edu/academic/CAC/forms/Dlguide.pdf](http://frc.sbcc.edu/academic/CAC/forms/Dlguide.pdf).

(b) A TMI course proposal should include a TMI checklist signed by the Faculty Resource Center point-person who acts as the main FRC contact for the development of the course, and by the Assistive Technology Specialist. This form can be found in the curriculum website: [http://frc sbcc edu/academic/CAC/forms/TMICHECKLIST.PDF](http://frc.sbcc.edu/academic/CAC/forms/TMICHECKLIST.PDF).
Curriculum-Related Timelines

- A master calendar for all CAC deadlines and meeting dates is available from the Academic Senate Secretary (ext. 2217), and at the CAC website: [http://www.sbcc.edu/curriculumcommittee/](http://www.sbcc.edu/curriculumcommittee/)

- Courses proposed and approved in one semester may be taught the following semester.

- New or modified A.A. or A.S. Degree or Certificate programs take effect the following catalog year.

- New or modified Departmental Awards and Skills Competency Awards may be awarded the following semester.

- Courses to be considered transferable under IGETC need to have secured UC transferability before being IGETC courses. The deadline for UC submissions to be effective in the fall semester is at the end of September of the previous year. For new courses to be proposed as IGETC transferable in a given fall semester, they have to be submitted on the first Monday of the fall semester of the previous year. For example, if a course is proposed to be UC and IGETC transferable as of the Fall 2007, it needs to be proposed to CAC no later than the first Monday of the Fall 2006 semester, so that CAC approves it by mid-September, just in time to meet the UC deadline. For more information about the timeline of these changes, contact the SBCC Articulation Office.

Important Contacts

Lou Spaventa [CAC Chair] - 3560
Anita Cole [Academic Senate Secretary] - 2217
Nicole Gilbert [Scheduling Office Coordinator] – 2214
Laura Castro [Articulation Officer] - 2690
The Schedule of Classes is not only a listing of offerings for a current semester, it is also a major marketing tool for Santa Barbara City College. Realistic departmental planning and careful review during the schedule development process by Department Chairs are key in ensuring that the class schedule is both current and accurately promotes program offerings to students.

**General Guidelines**

- Only courses previously approved by the Curriculum Advisory Committee (CAC) and with active status in the database may be listed in the Schedule of Classes.
- Any changes to approved courses must also have been approved by the Curriculum Advisory Committee.
- Instructor assignments must be made in accordance with District policies. Adjunct instructors may teach no more than 9 T.L.U.s in credit and non-credit courses combined in any given term. Instructors with the “limited service” credential may teach only 6 TLUs.
- An instructor must be "qualified" by the college in the discipline(s) to which their courses are assigned. The discipline to which a course is assigned may be found on the college website: [http://www.sbcc.edu/policies/index.php?sec=1571](http://www.sbcc.edu/policies/index.php?sec=1571) or by referencing the “SBCC Course Disciplines List” available from the Academic Senate/CAC Secretary, Room A-117, Ext. 2217.

**Schedule Review Process**

**Schedule Review Process** (Applies to schedule development beginning with the Summer 2007 schedule)

The Scheduling Office prepares and sends a timeline for the schedule development in February for the Summer/Fall terms and August for the Spring term.

The Scheduling Office rolls over the schedule from the prior like term and also sends schedule building information to department chairs: TLU allocations, instruction sheet, production timeline, scheduling block template, and college calendar.

The department chair edits the rollover schedule and builds new course sections in the semester database. Once complete, the department chair checks the real time web schedule to determine the accuracy of newly built courses and course edits. Additional edits are possible as allowed by the production timeline.

Once the chairs have completed their work, the Articulation Office completes a transfer review of the courses offered.
The Marketing and Publications Office prepares the preliminary print schedule and sends to Department Chairs and Deans to proofread and make edits as appropriate in the schedule database.

After this review, any changes to the semester schedule must be requested through the Scheduling Office by submitting a “Class Change” or “Request to Add a Course Section” form.

The Articulation Office then reviews the class change and new course requests and the Scheduling Office reviews the schedule for room conflicts as well as errors in days, times and dates.

The Marketing and Publications then prepares the final print schedule, inserting ads and college information as needed. A final proof of the print schedule is sent to the Department Chair and Dean for a last review. Any corrections are sent to the Marketing and Publications Office.

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**COLLEGE CATALOG**

- The College Catalog is the primary reference publication for advising students about programs at the college. Information about career possibilities, suggested course-taking patterns, and unique features of the department, contribute to the best possible promotion of the department. The Catalog also serves as the official reference for four-year colleges and universities.

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**Guidelines for Catalog Review**

The Scheduling Office sends a timeline for catalog production at the beginning of the Spring semester.

After the final CAC deadline for the upcoming academic year, the Scheduling Office enters new courses and course modifications into the department and curriculum pages.

The Articulation Office reviews the department and curriculum pages to ensure all CAC information is accurate and makes any necessary corrections.

The Scheduling Office then creates the Catalog Proof and sends to Department Chairs.

Department chairs review the department and curriculum pages for accuracy, make edits in red ink and send to the Area Dean who also reviews the copy.

The Articulation Office does a final review of department edits to ensure compliance with CAC approvals. The Articulation Office will make necessary corrections and inform the Scheduling Office that the document is ready to be formatted for publication.
**PROG RAM PLANNING**

**Development of College Plan**

- The college is presently operating under a three-year planning cycle. College-wide goals and objectives are developed through a consultative process involving each of its governance committees (i.e., the College Planning Committee, the Academic Senate, the Student Senate and the Board of Trustees). The College Plan is disseminated to all faculty and staff and is placed on the college's web site. The College Plan is used as the central organizing document for planning and budget allocation decisions.

- The College Plan is the result of thoughtful and substantive dialogue involving individuals and groups throughout the college, as well as leaders of state, county and local governments, educational agencies and area schools. This dialogue takes into account all facets of SBCC, particularly the challenges the college faces as a result of the fundamental transformations occurring in higher education, our community, the workplace, the state, nation and the world. Faculty input regarding priorities for the College Plan is solicited through annual planning meetings (described below) and through the Academic Senate.

**Departmental Planning**

- For most faculty members, program planning is an ongoing activity that takes place in performing their teaching and committee assignments, interacting with students and their colleagues, and staying abreast of developments taking place in society and in their disciplines that have implications for their departments. As new knowledge, new processes, new teaching techniques, or new equipment become available, those ideas and information are incorporated into our disciplines and instructional programs. At other times, change occurs in a more dramatic way. In the past several years, we have seen new programs and departments develop as disciplines and employment opportunities have changed or, in some cases, we have seen subsets of a department emerge as an independent program. We have also witnessed the closing of some departments as well as the emergence of entirely new programs based on alliances or cooperative ventures between previously existing programs. These changes have all helped SBCC maintain its dynamic reputation for educational excellence.

- To foster an organized approach to program planning, two activities occur during the course of each year. The first of these is an annual meeting between the department chair, area dean and the Executive Vice President (EVP) for Educational Programs. At this meeting, the department chair is asked to:
1. Report on the progress that the department has made toward achieving each of its goals and objectives from the prior year;

2. Share the goals and visions for his/her department for the coming year;

3. Identify the resources that would be needed to achieve the desired objectives; and

4. Describe any barriers that are impeding the department’s ability to meet the needs of students in the most optimal manner possible. Departments are asked to develop goals and objectives that address one or more of those noted in the College Plan. In preparation for this meeting, the department chair is expected to confer with the departmental faculty and staff. The Executive Vice President, Educational Programs, is expected to provide the department chair and area dean with feedback on the progress the department has made in achieving each of its goals and objectives from the prior year as well as the ones proposed for the coming year. At these annual department program review/planning meetings, the EVP, Educational Programs, informs the chair of the major institutional and/or Educational Programs priorities he/she would like the department to help address. If additional resources are required and/or decisions need to be made in order to achieve a desired department objective, the EVP, Educational Programs will inform the chair and area dean if the desired resources/decisions can be achieved. If so, the EVP, Educational Programs, department chair and area dean identify strategies for achieving each of the agreed upon objectives for the coming year.

• The second major activity, also scheduled annually, is a division meeting with the Superintendent/President, the Executive Vice President of Educational Programs, and all faculty and staff in the division. The department chair, in sharing program successes, challenges and goals, creates an avenue for ensuring administrative understanding of the unique features and contributions of a department or program as well as joint problem solving regarding issues and challenges facing the department. Careful planning for this meeting and a sense of collegiality will help ensure positive outcomes for the departments and programs in each division.

• Each of these annual activities, along with departmental program review (described later in this section), provide departments with a systematic approach to planning. Departmental goals both influence and emanate from the overall College Plan.

Adding an Instructional Program, Department or Major

• From District Policy #4161

A. New programs, departments or majors may be proposed by faculty and/or administrative staff in any department/area on campus.

B. A preliminary proposal including a description of the need, appropriateness of the proposed program to the community college setting, proposed courses (new and/or existing) and other program requirements shall be developed by the originator of the proposal and submitted to the appropriate dean.
C. The Executive Vice President for Educational Programs meets with the faculty and Area Dean affected by the proposed program to discuss the rationale for the proposal and potential effects on the college and advises the Academic Senate President.* The following issues shall be discussed and resolved:
1. determination of status (e.g. new program, new department, reconfiguration of existing program or department);
2. staffing issues (e.g. projected faculty needs, classified support, designation of Department Chair and/or program director);
3. designation of minimum qualifications and faculty service area(s) for faculty teaching in proposed program;
4. space and other resource implications;
5. program support issues (e.g. articulation, listing of courses in catalog, required student support services, etc.).

D. The Executive Vice President for Educational Programs meets with the Academic Senate to discuss the rationale for recommending (or not recommending) to the College President and the Board of Trustees the new department/instructional program.

E. After completing the consultation process, the following actions will be taken:
1. the Executive Vice President for Educational Programs will discuss with the College President the proposal to initiate the new program;
2. a new program and/or program modification proposal will be developed and submitted to the Curriculum Advisory Committee (CAC);
3. when approved by CAC, the Executive Vice President for Educational Programs and the College President, the proposed program will be submitted to the Board of Trustees;
4. if required, the proposed program will be submitted to the Chancellor's Office for approval.

F. Once a program is initiated, requests for leadership stipends, new positions, equipment, and/or other resources will be submitted through the existing request/allocation processes.

* An effort will be made to notify the Board of Trustees as early as possible.

### Dropping an Instructional Program, Department or Major

From District Policy #4162:

A. The Executive Vice President for Educational Programs Affairs, meets with the faculty, Area Deans and staff in the departments to be affected by the proposed program elimination to discuss the rationale for the actions being considered. The initial consultation process shall include discussion with the Academic Senate President, Student Services staff, departments that provide (or receive) a service function to (or from) the affected program, and the Board of Trustees.

B. The Executive Vice President for Educational Programs, meets with the Academic Senate to discuss the rationale for recommending the elimination of an instructional program.

C. The Academic Senate will invite the department to provide its perspective on the proposal.
D. The Academic Senate will provide an advisory recommendation to the Administration either endorsing or not endorsing the proposed plan for program reduction.

E. In instances where the proposal to eliminate a program will result in faculty reassignment(s) or layoff(s), the Executive Vice President for Educational Programs will meet with the president of the Instructors' Association to discuss the rationale and implications of the proposed plan.

F. After completing the consultation process, the Executive Vice President for Educational Programs will forward a recommendation regarding the program to the College President.

G. The College President will submit his/her recommendation to the Board of Trustees for review and approval.

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**PROGRAM REVIEW**

**BP 4170 Program Review Policy**

- From District Policy #4170:

  4171 **Definition**

  Program review is a systematic process for the collection, analysis, interpretation and presentation of data concerning a department/program, its curriculum/practices and the performance of the students it serves or the services it provides. It is used to evaluate the effectiveness of the department/program, to facilitate improvement of the department/program, and to promote effective planning. In accordance with Title 5, Section 51022, Instructional Program, Santa Barbara City College has adopted the following Program Review Policy.

  4172 **Intent**

  The primary objective of program review is to improve the quality of education at SBCC. The purposes of program review are:
  A. To evaluate how well the department/program fulfills its purpose or mandate in relation to the mission of the college, the college’s plan and the department’s/program’s objectives and goals.
  B. To improve the instructional and educational support programs and promote student learning and the achievement of desired educational outcomes.
  C. To aid the department/program and the college in planning and decision-making.

  4173 **Timeline**

  A. Program review will be conducted on a biennial basis with 50% of the departments/programs reviewed each year.
  B. A brief report summarizing the results and recommendations of the program review is to be completed in accordance with the provisions of section 4174.3
4174  The Program Review Procedure

4174.1. Planning for Program Review

a. The appropriate area dean will initiate the program review process. The area dean will be responsible for ensuring that by the start of the fall semester, the department chair-program manager receives statistical data, described in Section V and a copy of the previous program review report.

b. The area dean and the department chair/program manager may review the outcomes of the prior year’s program review report, the statistical data for the department, the annual goals and objectives for the department, and any issues that need to be addressed.

4174.2. Conducting the Review

a. The department chair/program manager will convene a meeting to discuss the biennial review with all contract faculty of the department. The department chair/program manager may choose to invite adjunct instructors and classified staff who wish to participate. In the case of programs in the Educational Support Division, all contract faculty and regular classified staff will participate in these meetings, the department chair/program manager may choose to invite short-term hourly classified staff and adjunct instructors who wish to participate.

b. The participants will review the college plan as it relates to the department/program, evaluate the achievement of previous goals and objectives, address issues identified in the preliminary meeting (4174.1b), and identify future goals and objectives.

c. At least once every five years, the department/program will review all course of study outlines and/or program requirements and revise and update as necessary. The Curriculum Advisory Committee, in consultation with the Executive Vice President, Educational Programs, will develop a timeline so that each year one-fifth of the departments will review their course of study outlines or program requirements.

d. The department/program may invite individuals within or outside the college to provide input into any aspect of the program review.

4174.3 Preparing the Program Review Report

a. The department chair/program manager, in consultation with the department/program members, will be responsible for preparing the program review report.

b. The program review report should not exceed three (3) pages. The report will address the following topics:
   • The department’s or program’s achievement of goals and objectives for the review period.
   • Identification of the department’s/program’s goals and objectives for the next review period and beyond, if appropriate. The goals and objectives may reflect: (1) current issues and future trends that are
likely to present challenges and opportunities for the department; (2) goals and objectives in the College Plan that are relevant to the department/student support program.

- Review of the department/program use of student learning outcomes/rubrics (SLOs) in promoting student attainment of course, certificate, degree program and institutional SLOs.
- If the department chair and the area dean believe there is a need to do so, a response will be provided to describe the factors that may have contributed to changes that have taken place on one or more of the statistical data elements in Section 4175 of this policy and, where appropriate, a plan to increase the department/program performance on the measure(s) in question.
- For the budget data items listed in 4175.4, comment on the measures that meet one or more of the following conditions: (1) the department’s ability to continue offering a program or service is dependent upon grant/external funds that will be discontinued within the next year or two; or (2) the college budget/resources allocated to the department are not sufficient to adequately meet the learning needs of its students; (3) the budget for the department is more than is needed due to declines in enrollments or student use of services that have taken place in the past year or two; or (4) the department’s budget and resources are not adequate to enable it to implement new initiatives that are needed to prepare students to be successful in their future educational and career pursuits.

4174.4 Follow Up

a. The program review report will be reviewed by the department chair or program manager, the area dean, and the Executive Vice President of Educational Programs at the program review meeting. As a result of this meeting, the program review report may be modified to reflect the agreed upon outcomes.

b. If there are no substantial changes made to the report, the Executive Vice President of Educational Programs will sign the report and forward it to the Superintendent/President.

c. If substantial changes in the final report are identified in the department program review meeting, the department chair/program manager will discuss those changes with members of the department. The department chair/program manager will forward the revised report to the Executive Vice President of Educational Programs by June 1.

d. The department chair/program manager may be invited to give a presentation on the outcomes of the program review at a Board of Trustees meeting.

e. The Executive Vice President of Educational Programs will report annually to the Board of Trustees on the program review process and provide a summary of the outcomes.
4175 Statistical Data

Data to support the department’s/program’s review will be provided by the Office of Institutional Assessment Research and Planning by the start of the fall semester. Data for the last three (3) years will include 4175.1 to 4175.4 below. Area appropriate data will be provided to programs in the Educational support division. (e.g. counselors, FRC. LRC, Library).

4175.1 Departmental WSCH
- First census WSCH and FTES for the department
- First census WSCH and FTES by course

4175.2 Student Outcomes Information
- Aggregate data on student completion of courses, degrees and/or certificates
- Number of majors who transfer (if available)
- For vocational programs, the vocational program completers’ earnings information and/or job placement statistical, if available
- Additional data unique to the department/program as determined by the department chair/program manager

4175.3 Faculty Information
- Faculty head count (contract and hourly)
- TLU and FTEF totals (by contract and hourly)
- Contract overload for department by year

4175.4 Department/Program Revenue and Expense Data
- General Fund unrestricted and restricted budged (costs)
- Full-time equivalent employee (FTE) and costs
- Total expenditures per year
- Revenue generated by program (where appropriate)

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**ADVISORY COMMITTEES**

**Membership**

- Advisory Committees are established primarily by occupational and vocational programs (although it has been suggested they would be of value to all programs) for the purpose of providing input and making suggestions to keep these programs relevant to industry and community needs.

- Community members closely involved with the specific industry are invited to participate in an annual (or more frequent) meeting of the Advisory Committee. The optimal number of members for the committee is typically 10-15. Some method of rotating the membership should be followed from year to year.
**Committee Meetings**

- Members should be sent invitations at least 3 weeks before the meeting. Included with the invitation should be an agenda for the meeting, as well as any other material which needs to be reviewed before the meeting. Include parking instructions and directions to the building. Campus maps are available at the information booth in the administration building.

- The secretary for Area Dean may be able to assist Department Chairs in preparing any printed material, as well as with making contact with committee members.

- The department may wish to provide refreshments or dinner, using the services of the School of Culinary Arts Department. The cost and possible payment options should be discussed with the Area Dean.

- The Department Chair or designee must notify the Security Office with the names of the committee members in order to make on-campus parking available for the meeting.

- The meeting itself should be conducted efficiently and effectively. Guidelines for this are found in the section of this manual "Strategies for Effective Meetings". The members of these committees are busy people just as you are, and will not appreciate a meeting they feel is meandering and pointless.

- Meetings may include a tour of the facilities, with sample textbooks, training materials, and equipment available for viewing.

- Within 2 weeks of the meeting, follow up with "thank-you" notes, as well as minutes from the meeting. Include any department plans resulting from input at the meeting.

**STAFF DEVELOPMENT**

- The greatest resource of an educational institution is its staff. Activities that foster and support staff development are critical to effective functioning. This section outlines staff development opportunities.

- Faculty development activities are coordinated primarily by the Faculty Enrichment Committee. These activities include new full- and part-time faculty orientations, faculty in-service days, various seminars and workshops, and distribution of Faculty Enrichment Grants.

**Faculty Enrichment Grants**

- Faculty Enrichment Grants are an excellent source of funding for program improvement projects. Department Chairs may wish to encourage their faculty, both full- and part-time, to participate in these grants. Contact Dr. Dixie Budke, FPDC Chair, for more information about their availability.
Faculty Professional Development (Formerly Known as “Flex”)

- Under Title 5, faculty in California Community Colleges are allowed to participate in staff development activities (to a maximum of fifteen days) during the contractual year, and the college may collect apportionment as if the faculty were in the classroom during that time.

- At SBCC, the Board of Trustees has approved a maximum of six (6) Faculty Professional Development (FPD) days per year over and above the two (2) days of in-service at the beginning of each semester. That means a full-time faculty member must complete 60 hours of professional development activities per academic year. Faculty In-Service days constitute 24 hours per year. The remaining 36 hours are completed through approved individual or group professional activities.

- For SBCC adjunct instructional faculty, the professional development obligation is one hour per semester for every hour taught during the week. For example, for an instructor who teaches 3 hours per week, three hours of professional development activities must be completed during the semester.

The FPD obligation for adjunct lab instructors is two FPD hours per semester for every three hours of lab per week.

For additional information, contact the Faculty Professional Development Coordinator or the Dean who is responsible for coordinating faculty professional development.

- Departments are encouraged to plan activities specific to their needs, such as curriculum development, planning or technology training. College-wide workshops are also planned to address specific topics or training of interest to a broad spectrum of faculty.

Sabbatical Leaves

- Full-time faculty having taught 6 full, consecutive years of contractual service at SBCC (or fractions totaling this amount) are eligible for either 1 or 2 consecutive semesters of sabbatical leave.

- Faculty on sabbatical leaves for one semester shall receive 85% of their normal salary, and those on leave for one year shall receive 75% of the normal salary. For additional information, see District Policies #2022.11 Sabbatical Leaves and #1914(f) Overload for Sabbaticals.

- Replacement for faculty members on sabbatical leave shall be obtained by utilizing either full-time faculty within the department (none teaching more than 6 TLUs overload), or by hiring part-time replacements. If replacements can’t be made on an hourly basis, consideration will be given to replacement on a temporary contract.

- For complete details on sabbatical leaves, consult the Sabbatical Leave Handbook available from the Academic Senate Office.
Classified Staff Development

- Members of the classified staff working within academic departments will be periodically invited to participate in staff development activities such as in-service days and training seminars. These activities will require the staff member to be absent from their departmental duties during this time, therefore the Department Chair should plan accordingly. Department Chairs are encouraged to work with classified staff in their areas to identify learning opportunities that meet the needs of the individual as well as the department.

Travel and Conference

- The college receives money for instructional and classified staff travel and conference attendance through both district and state categorical funding.

- Department Chairs, working with their faculty and classified staff, should anticipate departmental travel and conference needs early in the academic year, and requests should be submitted to the Area Dean as soon as possible. Contact the Area Dean for additional information.

- A Travel and Conference Request Form (Attachment D-1), available from the Accounting Office or the Office of Educational Programs, must be signed by the Department Chair and Area Dean and submitted prior to the event. For out-of-state travel, the signature of the Vice-President and Superintendent-President must also be included.

- The current (2008) per diem approved rates for meals are:
  - breakfast $8
  - lunch $13
  - dinner $21

- Transportation is approved at a rate of $1.505 per mile.

- A faculty member may be reimbursed for up to 75% of the total estimated conference expenses by submitting to the Accounting Office a Conference Attendance Advancement of Funds Application (Attachment D-2) at least 3 weeks prior to the conference date.

- The final itemized Travel and Conference Form, along with the required receipts, is submitted to the Accounting Office within 5 days following return from the conference. Reimbursement will be processed within 3 weeks if all information is correctly submitted.

- For departments where faculty are routinely required to travel from the SBCC campus to off-campus sites for College business, mileage may be reimbursed at the current approved rate. A Mileage Reimbursement Claim (Attachment D-3) is submitted unless a district vehicle was used.
• For incidental reimbursement for out-of-pocket expenditures, complete an Employee Reimbursement Certification Form (Attachment F.2), attach all relevant receipts and obtain appropriate signatures before submitting to the Accounting Office.

E. SUPPORT SERVICES AND SPECIAL PROGRAMS

Counseling Center
Disabled Student Program/Services
Academic Accommodations for Students with Disabilities
Career Advancement Center
Internships and Work Experience
Study Abroad Programs
Transfer Center/Services
  Transfer Center
  Transfer Achievement Program
  UCSB Transfer Academy
Community Service and Contract Education: An Overview
  Community Service Courses
  Contract Education Courses

Attachments:
  E-1  Faculty and Staff Resource Guide for Assisting the Emotionally-Troubled Student
  E.2  Standards of Student Conduct

Counseling

Overview of Services

• The college’s principal responsibilities in the area of counseling services are to:
  1) assist students in assessment, evaluation and selection of areas of study and classes;
  2) assist students to attain their individual educational goals and objectives;
  3) provide career counseling services;
  4) provide personal counseling services and make referrals to personal health professionals as appropriate, and
  5) coordinate with area high schools and universities for the smooth transition from high school through college.

• The counseling staff is a critical link between academic departments and the student body. It is very important for the entire counseling staff to be informed about what is provided to students by your department. To make a 15–30 minute presentation at a weekly counseling meeting regarding changes within your department, opportunities for majors, or special programs, contact the Department Chair for Counseling or the liaison counselor for your department.
Liaison Counselors

• Within the Counseling Department, each academic department is assigned one or more liaison counselors, along with several back-up counselors. Whenever possible, students interested in programs within a given department are directed to one of the liaison counselors. The Department Chair should keep his/her liaison counselors apprised of changes within the department, as well as solicit their input when preparing the catalog and other printed material, or when considering program changes. Such input from Counselors can have far-reaching consequences for students, such as transferability of units, etc.

Personal/Mental Health Counseling

• Personal (Mental Health) Counseling is available through the SBCC Student Health Services and Wellness Program (ext. 2298). A copy of the Faculty and Staff Resource Guide for Assisting the Emotionally-Troubled Student is in Attachment E-1.

Disabled Student Program/Services (DSPS)

• The Disabled Student Program and Services Department provides educational and vocational support services for students with disabilities who enroll in college courses. The department offers four major programs including:
  1) Strategies for academic success;
  2) DSPS Assistive Technologies Lab and Tutorial Lab;
  3) Evaluation of educational limitations related to a disability; and
  4) Comprehensive counseling.

For additional information on these services and the process for referring individual students for evaluation, contact the DSPS Department (ext. 2364).

Academic Accommodations for Students with Disabilities

• In accordance with the requirements of the 1990 Americans with Disabilities Act (ADA), SBCC is required to provide reasonable academic accommodations for eligible students with disabilities. This is accomplished through the DSPS office.

Instructors should refer students with disabilities to the DSPS office. DSPS faculty will review the student’s disability documentation and reach agreement on reasonable accommodations and services.

Fall and Spring: Monday through Thursday 8:00 to 6:30, Friday 8:00 to 4:30
Summer and semester breaks: Monday through Friday 8:00 to 4:30
Office: SS160  Phone: 805 730 4164  TTY: 805 962 4084
FAX: 805 884 4966  Email: dspshelp@sbcc.edu
In DSPS students will learn how to use resources, such as the following, in order to access instructional programs or activities:

Auxiliary aides ....................... sign language interpreters, transcribers
Alternate text ...................... talking books, Braille, e-text, enlarged print
Assistive technology ............. voice recognition, speech output systems
Counseling ......................... self-advocacy skill development
Classes .......................... strategies for reading, writing, math, technology
Eligibility ......................... disability documentation review, LD testing
Enrollment ......................... priority registration, modified course load
Ergonomic furniture ............. adjustable height tables, high back chair support
Listening systems ................ text telephones, portable amplification devices
Mobility accommodations ...... tram service, medical parking
Online access ....................... captioned video, text alternatives for images
Referrals ......................... community and campus services
Test accommodations ........... extended time, strategies to overcome distraction
Tutors ............................ drop-in support for reading, writing, math, study skills
Visual Aides ....................... magnifiers, screen enlargers, audio description

**Career Advancement Center**

- The Career Advancement Center, located on the second floor of the Student Services Building, represents the central interface between SBCC and the business community. Many services pertaining to preparation for, and advancement in the work world are coordinated through the Center. They publish a number of useful resources related to their services.

- Faculty and Department Chairs are encouraged to incorporate any of the Career services into their classes. Contact the Career Advancement Center (ext. 2331) for arrangements to visit the Center or for ideas on using career planning in curriculum or assignments.

**Internships and Work-Experience**

- SBCC offers a wide variety of career-related experiences, packaged in several different formats. The majority of these are coordinated through the Career Advancement Center. The Career Advancement Center is also available to assist departments in operating their individual internship and work-experience programs.
• **Internships vs. Work-Experience.** Internship opportunities exist in many different formats. Work-experience courses are specific courses listed in the Master Course File under the individual departments. These courses provide units of credit for on-the-job work-experience in the major field. Specified procedures must be followed for developing contracts and providing evaluations.

• To participate in internship opportunities through the Career Advancement Center, students post their resume online at [www/sbnetwork.com/int.cfm](http://www/sbnetwork.com/int.cfm). All internship students must enroll in either a departmental work experience or internship course or the general work experience course to ensure receipt of academic credit for their work with faculty supervision.

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**Study Abroad Programs**

• Santa Barbara City College has an active international education program and typically offers several study-abroad programs each year (including those during the summer and winter intersessions). For more information on the program, as well as a Director/Associate Director Application form, contact the Study Abroad Office at ext. 2494 or the Director of Study Abroad, at ext. 2243.

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**Transfer Center**

• The Transfer Center is a counseling and information center for students considering transferring to a four-year institution. The center provides college catalogs, transfer requirements, course equivalencies, applications, videos, college brochures and directories. Counselors and advisers assist students with course planning for transfer. Campus representatives from four-year colleges visit frequently and answer transfer questions. For further information contact the Transfer Center Director at ext. 2547.

• The Transfer Achievement Program (TAP) offers specialized assistance for transfer-bound students. Services include transfer advising, application workshops and outreach to potential transfer students. Contact the TAP Program Advisor (ext. 2691) for additional information.

• The UCSB Transfer Academy offers assistance to students planning to transfer to UCSB. Through a close partnership with UCSB, students have access to accurate academic and campus information. By planning carefully, students can make a smooth transition to UCSB. Contact the SBCC/UCSB Transition Counselor (ext. 2546) for additional information.

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**Community Service and Contract Education: An Overview**

• In order to serve the educational needs of the community, faculty members are encouraged to think about classes, workshops, or seminars that could be offered to the community. The purpose would be to provide these activities in the form of community services or contract education classes.
• The distinction between contract education and community services is that contract education is paid for by local businesses and industries who wish to have training or education provided strictly for their own employees or members. An example of this would be a computer class offered at the Wake Center for Raytheon employees.

• A community service class is one that does not receive State support and is paid for by each student. An example of this would be environmental education.

• The main reason for offering community service and contract education is to meet educational needs that exist in the community. However, in meeting these needs, appropriate costs will be passed along to the user. Both direct and indirect charges will be made. The direct charges include instructors, facilities, equipment, supplies and custodians. The indirect charges include management and marketing. If classrooms that are equipment intensive are used, charges will be passed along to the individual user or organization and the department will be reimbursed. For departments that do not have equipment intensive classrooms, the proceeds will go to the Career Advancement Center or the Continuing Education Division.

• Whenever there is a restriction on the number of TLUs that can be offered in the department, faculty are encouraged to think about the classes that are not being offered and to consider whether or not these classes could be offered either on a contract basis to local organizations, businesses or industries, or on a community services basis to individuals. Department Chairs are also encouraged to consider Contract Education and Community Service courses as possible vehicles for recruitment of students into credit program classes.

### Community Service Courses (Enrollment Fee Classes)

• The community services classes, workshops, and seminars are to be offered through the Continuing Education Division. If you have an idea for a class in one of the following areas, you should contact the programmer in Continuing Education listed below:

  Ben Partee, Acting Vice President, Continuing Education  
  Diane Hollems, Dean, Educational Programs - Professional Development/Contract Education/Short Term Vocational Programs  
  Renee Robinson, Acting Dean, Continuing Education - Schott Campus  
  Anne Wiley, Acting Dean, Continuing Education - Wake Campus  
  Francisco Martin Del Campo, Acting Senior Director - Lumen’s Implementation  
  Norma Bahena, Acting Program Director, CIOF Labs  
  Carmen Ibáñez-Lozano, Acting Program Director, Student Support Programs (STEP)  
  Jack Bailey, Program Director - ESL/Foreign Languages  
  Peg McQuade, Program Director - Business/Computer Applications  
  Jose Martinez, Director - Citizenship Center  
  Alex Pittmon, Continuing Education - Facilities and Operations

If you have an idea for a class that you cannot identify in the above list, please call the office of the Vice President of Continuing Education at 687-0812 (ext. 238) for a referral to the programmer who would supervise the class.
Contract Education

• Contract Education meets the training need of employers (both private and public) by providing customized courses. Contract Education courses can be offered at the worksite or on our campus at the time and location most convenient to the employees. All Contract Education programs are offered on a not-for-credit basis with the exception of non-FTES generating credit courses that are paid in full by an employer, organization or agency. All credit contract education classes will only be offered in cooperation with the academic departments.

• Contract Education courses are offered for a fee that covers actual training costs and overhead. Contract Education programs may be supported by the employer or by grants from private and public agencies on such topics that range from basic skills, to technical training, to professional development. Contract Education is designed to help employers develop a competitive, well-trained workforce. All Contract Education programs are coordinated by the Career Advancement Center.

• Employer Advantages:
  √ Affordable training costs
  √ Specialized training may be customized to meet the employer’s needs
  √ Training may be offered at the worksite or at a mutually agreed upon convenient location
  √ Access to highly qualified instructors
  √ Increased employee motivation and productivity

• Advantages to Santa Barbara City College
  √ Provides an opportunity for faculty to offer training to the business community
  √ Increases SBCC’s ability to serve the community
  √ Income generated from Contract Education will cover all costs associated with providing training to the community

• Departments interested in sponsoring a Contract Education program should contact the Dean of Continuing Education at 964-6853, ext. 333 to discuss potential Contract Education courses. If the program is feasible, the Contract Education staff will work with the department to develop the curriculum, location, employer participation, fees, and staffing.

F. FINANCE, FACILITIES, PUBLICITY AND MISCELLANEOUS

Budget
Understanding Funding, Finance and Budget
Departmental Budget
Management Reports
Budget Modifications
Categorical Funds
Augmenting Sections of the Budget
Obtaining Price Quotes and Bids
Procedures for Ordering Supplies and Equipment
SBCC Foundation Accounts
Resource Requests
   Tenure Track Faculty
   Equipment
   Other Resource Requests

Facilities
   Maintenance of Departmental Facilities
   Facilities Planning
   Use of College-Wide Facilities

Publicity
   Media
   Printed Material

Miscellaneous
   Duplicating Department
   Keys
   Lost and Found
   References

Attachments:
   F-1. Departmental Requisition
   F-2. Employee Reimbursement Certification Form
   F-3. Campus-wide Policy on Acceptance of Gifts
   F-4. Process for Identifying Faculty Priorities in Facilities Planning
   F-5. Facilities Use Application and Agreement
   F-6. Voluntary Field Trip Agreement
   F-7. Adult/Student Participation in Voluntary Off-Campus Field Trip Agreement
   F-8. Excursion and Field Trip Waiver
   F-9. Hold Harmless & Indemnification Agreement
   F-10. Authorization to Issue Keys Form
   F-11. Quick Calculations
   F-12. Whom to Contact
   F-13. SBCC Organizational Chart

Budget

Understanding Funding, Finance, and Budget

   To feel at all on top of things in running an academic department, it is important to understand some of the details of college funding, finance, and budget. California Community Colleges are currently operating under the system of "program-based funding". It's not necessary to outline this completely here, however several key elements and terms are identified below.

   WSCH Defined. WSCH (Weekly Student Contact Hours) is determined by multiplying the number of hours per week a class meets, by 17 weeks, by the number of students in the course the 4th week of the semester:
WSCH = (# of class hours/week) x (17 weeks) x (# of students at 4th week)

For this calculation, lecture hours and lab hours are weighted equally. As an example, a 3 unit history course with 40 students would generate the following WSCH:

\[(3 \text{ hours/week}) \times (17 \text{ weeks}) \times (40 \text{ students}) = 2100 \text{ WSCH}\]

- **FTES Defined.** One FTES (Full-Time Equivalent Student) consists of 525 student contact hours. A student contact hour is one student under the immediate supervision and control of a faculty member for one hour. Each student who is registered to attend a class for one hour, whether during a lecture, laboratory, or final exam period, generates one contact hour.

The 525 contact hours that make up one FTES are the equivalent of one full-time student registered in 15 hours per semester for a complete 35-week academic year (i.e., one FTES: 15 hours per week x 35 weeks = 525 hours). For accounting purposes, five part-time students who each complete three units a semester during the same year also generate one FTES. In part, the income of a community college is determined by how many students it educates.

The number of students enrolled in each class is reported the 4th week of every semester. Certain courses, such as short courses and open-entry/open-exit courses, may instead be reported on a "positive attendance" basis by accumulating total student attendance hours and dividing by 525 to obtain the FTES.

- **Computing FTES.** To calculate FTES, the WSCH is divided by the magic number 525:

\[\text{FTES} = \frac{\text{WSCH}}{525}\]

In the example above where the history class generated a total WSCH of 2100, the calculation for FTES would be:

\[2100 / 525 = 4.0 \text{ FTES}\]

- **FTEF Defined.** FTEF is a unit for determining one Full-Time Equivalent Faculty member. (In the past, this has been referred to as "FTE")

\[15 \text{ TLUs (Teaching Load Units)} = 1 \text{ FTEF}\]

For example, a department offering 84 TLUs of course work requires an instructional staff of 5.6 FTEF. Likewise, a faculty member teaching 12 TLUs is working at .8 FTEF.

- **FTES/FTEF.** FTES/FTEF is used to give a rough indication of the overall "faculty-utilization" for a program. The total FTES for a department is divided by its FTEF to give a figure which may then be compared with similar programs statewide in the 'Presidents' Load Report'. It can sometimes be a sensitive issue applying a "productivity" measure such as this to academic programs, however departments will indeed be asked to cite their FTES/FTEF figures when defending new resource requests, such as faculty and equipment.
An online financial reporting system are available to each Department Chair. They supply access to the fiscal information needed to perform budget development and monitoring responsibilities. Following is a brief explanation of the systems. A more in-depth understanding can be obtained by attending a financial reporting system class scheduled periodically by the Business Services Office.

Account Code Structure—Key to utilizing the fiscal information access system is the knowledge of the account code structure:

<table>
<thead>
<tr>
<th>Fund</th>
<th>Sub-fund</th>
<th>Department (Cost Center)</th>
<th>Object (Line Item)</th>
<th>Activity</th>
<th>Category</th>
<th>Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>XX</td>
<td>XX</td>
<td>XXXX</td>
<td>XXXXX</td>
<td>XXXXXX</td>
<td>XXX</td>
<td>XXXX</td>
</tr>
</tbody>
</table>

Fund – Balancing segment of the account code. Each fund is separate and has its own fund balance. The two most frequently used by Department Chairs are the general fund and the replacement of equipment fund.

Sub-fund – Designates discretionary revenue from restricted revenue.

Department – Identifies each area of instruction or operation.

Object – Type of expenditure classification (salaries, supplies, equipment, etc.).

Activity – Relates to an academic discipline or a grouping of services. Instructional activities are contained in the Taxonomy of Programs (TOP) Manual used by all California community colleges.

Category – Assigned to categorical programs, grants and other restricted funds.

Project – Designates construction/rehabilitation projects.

The Table Report section of the financial reporting system includes a lookup search of account numbers and titles for each segment of the code.

Financial Reporting System – The report components most frequently used by Department Chairs are expenditure reports.

These reports supply budget, expenditures, and remaining balance information, either in summary or transaction detail form.
Budget Modifications

• Modifying the Budget – Budget transfers may be made within major object codes as appropriate during the current fiscal year. A transfer must be made if an account to be used for a purchase has insufficient funds. Otherwise, the fiscal system budget control element will stop the purchase process. The development of the budget for the following year will begin with the adjusted current year budget information.

Categorical Funds

• Certain sources of funding have restrictions on how monies may be spent. Accounts that utilize these categorical funds are identified by the sub-fund and category segments of the account code. The complete list of categorical funding sources can be found in the Table Report section of the financial reporting system. Further information about accessing these funds for special programs may be obtained from the Area Dean.

Augmenting Sections of the Budget

• Increases or changes in categorical funding may affect sections of a department’s budget, however this is typically outside the jurisdiction of the department and would be worked out with the Area Dean.

Obtaining Price Quotes and Bids

• Supplies and Equipment: Any supply item over $1,000 must go through the quote process by the Purchasing Department. All equipment must be purchased through the Purchasing Department so it may be correctly identified and posted to the fixed assets inventory, if applicable. The Department Chair is responsible for submitting to the Purchasing Department a completed requisition specifying exactly what is needed. Purchasing will obtain telephone quotes on items costing between $1,000 and $4,999, and written quotes for items between $5,000 and $65,100. Items between $1000-$4999 go out for a “quick-quote” from a single vendor. Items between $5000-$20,999 must be sent out for multiple quotes. The requesting department has the right to accept or decline the quotes, and factors other than cost may be considered. The quote process takes, at a minimum, 10 days. For further information, consult the Purchasing Department.

• Items Required to Go Out to Bid: The Department Chair is responsible for submitting to the Purchasing Office a completed requisition specifying exactly what is required. Orders for construction services over $15,000 and items $65,100* and above, must go through the legal bid process handled by the Purchasing Department. Work orders over $15,000 and items $65,100 and up must go out for a “legal bid” requiring broad advertisement. The department has the right to accept or decline the bids. Factors other than cost, may be taken into account when declining bids. The bid process can take at least 2-3 weeks.

*The State of California adjusts this figure every year.
Procedures for Ordering Supplies and Equipment

- Procedures for ordering items with funds from accounts controlled by Department Chairs (typically the 4000 object categories - supplies and printing/duplicating) are as follows:

  Local Vendors with Open Purchase Orders (POs): Purchases may be acquired immediately from vendors once you have established an open PO through Purchasing. Designate who has signature authority when establishing the open PO. Return with the goods and the invoice. Sign the invoice with your name and the open PO number and submit directly to the Fiscal Services Department for payment to the vendor.

  Cal-Card Credit Card Purchases: A Cal-Card Visa purchasing card is a unique business charge card used to simplify the purchase/payment for small goods and minor services under $1000.00 in a more expedient manner while still retaining control and auditable records. The maximum daily and monthly limits one may be able to charge will be established by the approving official (usually Area Dean or V.P. Educational Programs).

  “Out-of-Pocket” Purchases: To receive personal reimbursement for departmental supplies purchased out-of-pocket, submit an Employee Reimbursement Certification Form (Attachment F-2) with the receipt, proper documentation of “paid” status, appropriate departmental signature, and account number to the Fiscal Services Department. No Requisition Form is required. (Note: The Employee Reimbursement Certification is also available on the Web.)

  SBCC Warehouse: The warehouse is the central location of all incoming and outgoing packages for the campus. Warehouse personnel deliver items after receipt into the Purchasing system. Overnight packages are delivered the same day as they are received.

  SBCC Bookstore: Each department has an account with the Bookstore for routine office supplies. As Department Chair, you will need to establish internal procedures for obtaining supplies for members of your department.

  Computer Requests: Any computer-related item, hardware or software, must first be reviewed by the Director of Information Technology, Networks and Telecommunications. The Purchasing Office will automatically forward any such requisitions to the Information Resources Division to determine whether they are capable of providing support for the item. If they cannot, the department may still make the purchase, with the understanding the college will not be able to provide technical assistance. To streamline computer purchases, the department may wish to submit the request to the office of the Director of Information Technology for sign-off prior to submitting it to Purchasing.
SBCC Foundation Accounts

- Through private donations, accounts can be set up for specific departments through the Foundation for SBCC. The terms under which these accounts are established are unique. See your Area Dean or the Foundation’s Director of Finance and Administration for details.

- Most Foundation accounts are designated for department student scholarships. Each January, the Foundation publishes a booklet of Scholarship Opportunities which includes information on student application procedures, deadlines and descriptions of each scholarship including criteria for selecting recipients. Copies are available from SBCC’s Financial Aid Office or from the Foundation for SBCC. Scholarship information is also available on SBCC’s website. Once student applications have been received and screened, and the students have been selected, distributions to students are made through the Financial Aid Office. For more information on financial aid processes, contact the Financial Aid Coordinator. For more information on specific donor-designated criteria, contact the Foundation for SBCC.

- In addition to scholarships, the Foundation also supports a number of department internships. There are specific written guidelines for selection and payments to student interns. To request a copy of the guidelines, contact the Foundation’s Director of Finance and Administration. For more information on how to participate in the internship program, contact SBCC’s Executive Vice President for Educational Programs.

- To purchase supplies or services with monies from a Foundation account, the Department Chair needs to submit a written request to the Foundation’s Financial Accountant. The request must include the name of the account, to whom to make the check payable, a description of the supplies or services, and any supporting invoices.

- Requests for reports on Foundation-managed funds should be directed to the Foundation’s Financial Accountant.

- Occasionally, there may be a need to deposit funds with the Foundation. To process a cash or check donation, bring the donation along with any accompanying documentation to the Foundation. To process a non-cash donation, contact the Foundation for specific instructions on securing the appropriate required documentation and following the non-cash donation acceptance practices. To process a gift of securities, inquiries should be directed to the Foundation’s CEO or Director of Finance and Administration.

- Departments wishing to undertake fundraising activities should consult with the Foundation CEO to ensure that all materials and activities are appropriate. All Department Chairs are asked to review the attached College-Wide Policy on Acceptance of Gifts (Attachment F-4).
RESOURCE REQUESTS

Tenure Track Faculty

- Each year, Department Chairs are asked to submit requests for new and replacement tenure track faculty positions. When preparing those requests, Department Chairs should include the following information which is available from the Office of Research and Planning.

  Quantitative Information:
  ✓ Total TLUs and FTEF in the department
  ✓ TLU and FTEF broken out by part-time and full-time instructors
  ✓ Number of part-time instructors
  ✓ Total TLUs and FTEF taught as contract over-load
  ✓ Total WSCH, FTES, and FTES/FTEF
  ✓ Departmental FTES/FTEF ranking

  Qualitative Information:
  ✓ To what extent would the viability of the department be jeopardized if the position is not filled?
  ✓ Would the curricular balance of the department be adversely affected if the position is not filled?
  ✓ Are courses sequenced in a way that requires contract instructors for consistency?
  ✓ Are part-time instructors in the discipline difficult to locate?
  ✓ Will the position add new or needed services to the community?

- All Tenure track faculty requests go through a ranking process by the Academic Senate. Department Chairs will be invited to make presentations to the Academic Senate for tenure-track faculty requests, however they should also make sure that their divisional representative to the Academic Senate is familiar with the request(s) and will be able to effectively represent departmental needs during the ranking process.

- Requests along with the Senate’s recommended ranking are then forwarded to the Superintendent/President for approval and recommendation to the Board of Trustees. See District Policy #1400 for additional information.

Equipment

- Funds for new or replacement equipment are allocated by Area Deans to departments within their division. Although allocations may be made on a percentage of existing inventory basis, many divisions participate in a process whereby Department Chairs submit requests to their dean and, during a meeting of all Department Chairs within that division, decisions are made regarding funding of specific departmental needs.
### Other Resource Requests

- Requests for additional resources such as funds to attend a conference, equipment, special projects to develop a new instructional initiative, facilities improvements, classified staff and student employees, are submitted to the chair of the faculty member’s department for review. If the department chair supports the request, he or she will forward it to the area dean. The area dean will determine if he or she can allocate funds in their budget to support the resource request. If not, the area dean will forward the resource request to the Executive Vice President for Educational Programs (EVP) and/or to the appropriate committee that is responsible for evaluating and ranking proposals in a specific category such as instructional technology, faculty enrichment grants. If the EVP, in consultation with the department chair and area dean, determines the request is a high priority that should be supported he/she will either: (1) allocate funds from the Office of Educational Programs budget; or (2) submit the request through the appropriate formal college process for prioritizing resource allocations for the particular category of item being requested. At present, there are formal institutional processes for prioritizing funding requests for technology, full-time and part-time classified staff, Federal College Work Study allocations, and augmentations to department budgets. Resource requests should be included in the department’s annual program review report.

### Field Trips

Faculty members are encouraged to provide students in their classes, college sponsored clubs, programs, and special interest groups with opportunities to go on field trips that enrich the educational experience. Students cannot be required to take part in a field trip. If the field trip is tied to a course assignment, students that are not able or willing to take part in it must be given an alternative method for completing the assignment.

Faculty members offering students the opportunity to participate in a field trip that they are coordinating must follow the following procedures prior to the date of the field trip: (1) complete the Field Trip Form; (2) have each student that is taking part in the field trip sign the Voluntary Field Trip Agreement; and (3) submit the completed Field Trip Form and the signed Voluntary Field Trip Agreement Form to the Office of Educational Programs.

See also “Use of College-Wide Facilities” in next section.

### FACILITIES

### Maintenance of Departmental Facilities

- To request repairs, maintenance of departmental facilities and event set-ups, submit an ONLINE work order through the web-site Act1000 Work Order System. If you do not have an account for this system, please call the Facilities office and they will create one for you.
• For any facilities related emergency, safety issue or hazardous condition, call the Facilities office ext. 2296.

• Requests for renovations to departmental facilities should be included in the department’s goals and discussed with the Area Dean at the time of the annual department planning meeting with the Executive Vice President for Educational Programs. Once funding has been approved, the dean will e-mail or submit a work order with the correct account number and proper signatures to the Facilities Office.

• To request repair or maintenance of departmental computer equipment, assuming it is approved for support, contact Computer Support or IRD

• To request repair or maintenance of departmental audio/visual or video equipment, report it to Media Services either by mail or phone (ext. 2448).

Facilities Planning

• Prior to updating the college’s Master Plan, the Academic Senate developed a process for obtaining faculty input on Facilities Planning. A copy of the Procedures for Identifying Faculty Priorities in Facilities Planning is included as Attachment F-6.

Use of College-Wide Facilities

• To request use of college facilities outside the department’s jurisdiction, submit a Facilities Use Application and Agreement (Attachment F-7) to the Office of Educational Programs for use of facilities Monday through Friday before 5:00 p.m., or to the Administrative Services Office for use of facilities weekends and evenings.

• Requests for college van or bus use for field trips are made by submitting a Voluntary Field Trip Agreement (Attachment F-6) and/or Adult/Student Participation in Voluntary Off-Campus Field Trip Agreement (Attachment F-7) to the Facilities Office two weeks prior to the event. In addition, an Excursion and Field Trip Waiver (Attachment F-8) and Hold Harmless and Indemnification Agreement (Attachment F.9) must be completed and submitted to the Office of the Executive Vice President for Educational Programs.

PUBLICITY

Media

• For assistance with press releases, public service announcements, and other radio and local television announcements, contact the Public Information Officer at ext. 2307, by email, or by leaving a hard copy in that mailbox. A lead time of three weeks prior to the event is necessary when publicizing courses, programs, or events.
• To submit information for the Faculty-Staff Newsletter (FaStNews) or for the “Coming Events” section of the website, contact the Public Information Officer in the same manner as above.

Printed Material

• For printing requests of flyers, brochures, business cards, etc. submit a request to Duplicating. Sufficient funds in the departmental printing and duplicating account must be verified by the Accounting Office before orders can be processed.

• With approval of funding by the Area Dean, Department Chairs may contact the Director of Marketing and Publications for assistance in preparation of artwork for departmental publications.

MISCELLANEOUS

Duplicating Department

• The Duplicating Department, located in the Administration Building (A 140), takes care of all copying and off-campus mailing needs. Their hours are Monday through Friday, 7:45 a.m. to 4:45 p.m.

• A seven-digit copier code is required to access any campus copier.

• First class mail can be dropped off in Duplicating or the IDC and BC workrooms. Any mail dropped off by 3:00 p.m. will go out the same day. For special services, such as priority, express or certified mail, bring items directly to the Duplicating Department.

• For small orders (40 copies or less of a single page) there are 25 small copiers located around campus. These copies can be accessed by entering the seven-digit copier code in the Hecon copy monitor attached to the back of the machine. This is a slightly more costly way of making copies (usually 3.5 cents per copy) and should be used sparingly.

• Any size order can be submitted to Duplicating by filling out a request form available in the Duplicating Department, in the workroom on second floor of the BC Building, or in the workroom on the third floor of the IDC Building. Fill out the form completely, attach it to the work and place it in the box located in any of these areas. If you have a mailbox in the IDC or BC building, your work can be delivered there. Just remember to mark the appropriate box on the request form (IDC or BC only). Pick-up and delivery times to IDC and BC are: 8:00 a.m., 12:00 p.m. and 3:00 p.m. The turn-around time for jobs submitted to Duplicating is four hours (but if you allow more time, it would be appreciated).

Keys:

Keys may be obtained from the Temporary Building under the Loma Alta bridge between 8-11:30 and 1:30 – 3:30. Authorization to issue keys is the purview of the department chair. No keys will be issued to temporary hourly classified staff or to students. Replacement charges may be imposed if keys are lost or not returned by the end of the school year. An Authorization to Issue Keys form is included as Attachment F10.
**Lost and Found**

- If something of value is found and the owner is not known, take it to the Student Activities Office located in the Campus Center room CC-217 (next to the video machines). That office is open during normal business hours and can be contacted at ext. 2262.
- If it is not convenient, the property is too difficult to carry, or it is raining, call Campus Security at ext. 2264 (if no answer call ext. 2400) and a security officer will respond and take charge of the property. The officer will ensure that the property gets to Lost and Found in a timely manner.
- If found property is turned in to you, follow the same procedures. However, if the value of the property is obviously less than $10, you may keep it in your possession until the end of the day. Then it should be dropped off at Lost and Found or turned over to Security.

**References**

- At the end of this section are three attachments that are designed as quick references. They include a list of Quick Calculations (Attachment F-11) and a phone reference titled Whom to Contact (Attachment F-12). A copy of the SBCC Organizational Chart (Attachment F-13) is also included.

Attachment A-2

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**DEPARTMENT CHAIR CALENDAR**

For preliminary calendar planning, the following are approximate due dates for actions/activities for which the Department Chair is responsible. Refer to timetables that accompany notification and requests for actual due dates.

**JULY**
- Process requests for tutors, instructional aides, readers, work-study students, and volunteers.

**AUGUST**
- Verify hourly faculty teaching loads
- Establish evaluation committees for new tenure track faculty

**SEPTEMBER**
- Schedule Advisory Committee meeting(s), if applicable
- New/Modified courses in CSU, UC and IGETC Articulation to CAC

**OCTOBER**
- Submit requests for new and replacement tenure-track faculty positions
- Summer and Fall Semester schedule of classes first draft due

**NOVEMBER**
- Presentations at Academic Senate for tenure-track faculty requests
- Preparation of position announcements for faculty positions, if applicable
- Ensure completion of New Tenure-Track Faculty Evaluations, if applicable

**DECEMBER**
- Adjunct Faculty Professional Development due for Fall semester.
JANUARY
Schedule Advisory Committee meeting(s), if applicable
??? Begin review of catalog materials

FEBRUARY
Curriculum changes due to CAC for inclusion in new catalog
Schedule annual meeting with Dean and Executive V.P., Educational Programs
Schedule spring Division meeting with Superintendent/President
Summer and Fall Semester schedule of classes second draft due
Catalog first draft due

MARCH
Appeals for Leadership Stipends due to Committee on Non-Teaching Compensation, if applicable
Ensure completion of New Tenure Track and Temporary Contract Faculty Evaluations, if applicable

APRIL

MAY
Deadline for ordering supplies and equipment
Complete budget transfers, if applicable
Spring Semester schedule first draft due
Adjunct Faculty Professional Development due for Spring semester.

JUNE
Full-time Faculty Professional Development due for the year

QUICK CALCULATIONS

WSCH = (total class hours per week) x (17.5) x (# of students at 4th week)
1 FTES = WSCH/525
1 FTEF = 15 TLUs

Travel and Conference Reimbursement: (as of Spring 2006)
Breakfast $8
Lunch $13
Dinner $21
Mileage 44.5 cents/mile

Loads for Large Classes:

a. For a lecture class meeting 4 hours weekly:

<table>
<thead>
<tr>
<th>No. of Students</th>
<th>TLUs</th>
<th>No. of Students</th>
<th>TLUs</th>
</tr>
</thead>
<tbody>
<tr>
<td>up to 56</td>
<td>4.0</td>
<td>95–104</td>
<td>6.5</td>
</tr>
<tr>
<td>57–64</td>
<td>4.5</td>
<td>105–114</td>
<td>7.0</td>
</tr>
<tr>
<td>65–74</td>
<td>5.0</td>
<td>115–124</td>
<td>7.5</td>
</tr>
<tr>
<td>75–84</td>
<td>5.5</td>
<td>125+</td>
<td>8.0</td>
</tr>
<tr>
<td>85–94</td>
<td>6.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. For a lecture class meeting 3 hours weekly:

<table>
<thead>
<tr>
<th>No. of Students</th>
<th>TLUs</th>
<th>No. of Students</th>
<th>TLUs</th>
</tr>
</thead>
<tbody>
<tr>
<td>up to 56</td>
<td>3.0</td>
<td>95–104</td>
<td>5.5</td>
</tr>
<tr>
<td>57–64</td>
<td>3.5</td>
<td>105–114</td>
<td>6.0</td>
</tr>
<tr>
<td>65–74</td>
<td>4.0</td>
<td>115–124</td>
<td>6.5</td>
</tr>
<tr>
<td>75–84</td>
<td>4.5</td>
<td>125+</td>
<td>7.0</td>
</tr>
<tr>
<td>85–94</td>
<td>5.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
c. For a lecture class meeting 2 hours weekly:

<table>
<thead>
<tr>
<th>No. of Students</th>
<th>TLUs</th>
<th>No. of Students</th>
<th>TLUs</th>
</tr>
</thead>
<tbody>
<tr>
<td>up to 56</td>
<td>2.0</td>
<td>95–104</td>
<td>3.25</td>
</tr>
<tr>
<td>57–64</td>
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<td>115–124</td>
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<tr>
<td>75–84</td>
<td>2.75</td>
<td>125+</td>
<td>4.0</td>
</tr>
<tr>
<td>85–94</td>
<td>3.0</td>
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</tr>
</tbody>
</table>

d. For an activity class meeting 2 Lab hours weekly:

<table>
<thead>
<tr>
<th>No. of Students</th>
<th>TLUs</th>
<th>No. of Students</th>
<th>TLUs</th>
</tr>
</thead>
<tbody>
<tr>
<td>up to 56</td>
<td>1.5</td>
<td>95–104</td>
<td>2.75</td>
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<tr>
<td>57–64</td>
<td>1.75</td>
<td>105–114</td>
<td>3.0</td>
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<td>65–74</td>
<td>2.0</td>
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<tr>
<td>75–84</td>
<td>2.25</td>
<td>125+</td>
<td>3.50</td>
</tr>
<tr>
<td>85–94</td>
<td>2.50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sick-Leave: Full-Time Faculty = 10 days/year;
Hourly Faculty = 1 hour for each 18 hours

Hourly Teaching Load: 9 TLUs per semester (total of credit and non-credit)

Enrollment Requirements for Student Help:
- General Student Tutor - 6 units
- General Fund Work-Study - 6 units
- Federal Work-Study - 12 units

**WHOM TO CONTACT**

(The "do-ers" for questions, procedures, related forms, etc....)

<table>
<thead>
<tr>
<th>WHAT</th>
<th>WHO</th>
<th>EXT.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absences, certificated</td>
<td>Beverly Schwamm</td>
<td>2579</td>
</tr>
<tr>
<td>Admissions</td>
<td>Allison Curtis</td>
<td>2352</td>
</tr>
<tr>
<td>Academic Senate:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>President</td>
<td>Ignacio Alarcon</td>
<td>2217</td>
</tr>
<tr>
<td>Secretary</td>
<td>Anita Cole</td>
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<tr>
<td>Benefits (health, etc.)</td>
<td>Pam Blanchard</td>
<td>2713</td>
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<tr>
<td>Bookstore:</td>
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<tr>
<td>Texts</td>
<td>Denise Williams</td>
<td>2870</td>
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<tr>
<td>Bookstore: Supplies</td>
<td>Fil Lomeli</td>
<td>2871</td>
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<tr>
<td>Budget</td>
<td>Sharon Coffield</td>
<td>2441</td>
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<tr>
<td>Career Center</td>
<td>Jan Jackson</td>
<td>2331</td>
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<tr>
<td>Catalog</td>
<td>Nicole Gilbert</td>
<td>2214</td>
</tr>
<tr>
<td>Certificated Contract Personnel</td>
<td>Nancy Baird</td>
<td>2261</td>
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<tr>
<td>Certificated Adjunct (Hourly) Personnel</td>
<td>Shar-Lynn Timm</td>
<td>2259</td>
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<td>Class Rosters</td>
<td>Admissions Office</td>
<td>2534</td>
</tr>
<tr>
<td>Classified Personnel</td>
<td>Stella Castellanos</td>
<td>2714</td>
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Counseling Concerns  Oscar Zavala  2403
Curriculum Issues  Debbie Mackie  2455
Disabled Students (DSPS):
  Learning  Anita Cole  2217
  Physical  Mary Lawson  2374
  Duplicating  Steve Conti  2363
  Robert Mendoza  2412
Emergencies:
  Nurse  Susan Broderick  2298
  Security  Officer on Duty  2400
Facilities
  Facilities/Room Scheduling: Classroom Times  Nicole Gilbert  2214
  Facilities/Room Scheduling: Weekend/Special Events  2265
  Faculty Resource Center  Gloria Baltz/Mark Ferrer  2860
  Instructor’s Association  Lynne Stark  3827
  Keys  David Stone  2362
  Lost and Found  Student Life  2262
  Online College  Doug Hersh  2216
  Online Instructional Aides  Joyce McPheter  2216
  Media Services: Set-up  Helpdesk  2215
  Media Services: Repair  Helpdesk  2215
  Payroll: Classified  Chihoko Solomon  2226
  Payroll: Certificated  Yoko Fujita  2386
  Purchasing  Kara Ramirez  2590
  Readers  Joan Cartwright  2354
  Schedule of Classes  Dan Watkins  3485
  Security Office  Lorraine Valenzuela  2464
  Student Discipline  Allison Curtis  2352
  Transfer Center  Yoli Contreras  2547
  Tutors  Donna Waggoner  2667
  Typing/Word Processing  Mary James  2356
  Work Study Employees  Mary Arnaut  4747