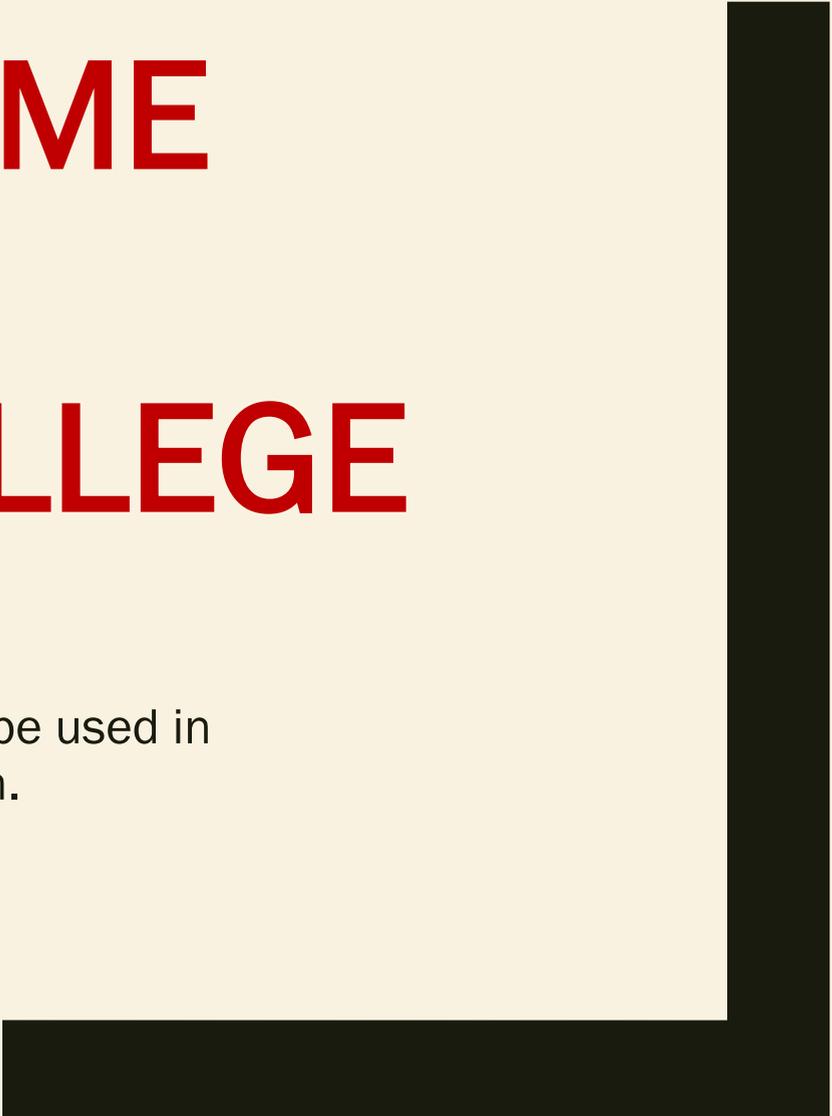


GETTING A FULL-TIME FACULTY JOB AT A COMMUNITY COLLEGE

Mt. San Antonio College February 1, 2019

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- Following the suggestions from this session in no way assures a candidate of receiving an interview or job. Information provided is intended to contribute to a broad process through which candidates collect information from multiple sources about how to best prepare for the interview process.

What are Full-time Faculty Responsibilities?

- Teaching a full load (Usually 4-5 courses/term*)
- Scheduled office hours (usually 4 per week*)
- Service to the college hours (usually 6 per week*)
- Attendance at dept. meetings and professional in-service (Flex) days
- Maintaining currency in field/professional development
- Curriculum review, program review, equity work, Guided Pathways work
- Shared governance participation
- Faculty peer evaluations and self-evaluation
- Campus-wide involvement
- Other responsibilities

**different for librarians and counselors*

Finding job opportunities

- CCC Registry <http://www.cccregistry.org>
- HigherEdJobs <https://www.higheredjobs.com/faculty/>
- ChronicleVitae <https://chroniclevitae.com/>
- Campus and Departmental Websites
- Job Fairs

INSIDER TIP: Check Minimum Qualifications:

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

Typical Stages in Hiring FT Faculty

- Applicants upload application materials
- Initial paper screening by HR
- Paper screening by committee
- 50-minute interviews of selected candidates with committee.
- Writing assignment; teaching/coaching demonstration (sometimes)
- Second interview with VPI and hiring committee chair
- Reference checks
- Offer & Salary Schedule Placement
- Board Approval

Documents You Will Need

- Mt. SAC Application
- CV/Resume
- Cover Letter
- Transcripts demonstrating that you meet minimum quals (unofficial OK)
- References

Why do people miss the “PAPER” cut?

- Typos/bad writing
- Assuming that committee will carefully scrutinize the CV to root out your qualifications
- Assuming that committee will take into account what they know about you personally
- Talking more about what you will get out of the job than what you have to offer
- Ignoring critical aspects of the position description
- Weak, outdated letters of reference or references
- Not as qualified than other candidates



**PREPARING FOR
THE INTERVIEW**



What They Really Want to Know*

- You know what the job is
- You can do the job
- You won't be a problem (time suck, drama queen, complainer, excuse-maker, slacker, clueless, etc).
- You have an internal drive to be outstanding
- You have a passion for your field, for teaching, and for students
- You are exciting to listen to and have good energy

**my opinion totally*

Step 1: Research and Engage

- Spend several hours exploring the college website
- Thoroughly read the department and division website
- Review the catalog entries for your discipline
- Read publications from department faculty
- Read the department curriculum
- Talk to people about what is especially important for this discipline and department right now

Step 2: Generate List of Likely Questions or Question Areas

- Icebreaker question
- Equity/diversity question(s)
- Getting along with others
- Handling student discipline issues or other conflicts
- Ensuring students are successful in your classes
- Required & desired qualification areas from brochure
- Why do you want to work here?
- Off the wall questions

ICEBREAKER PREP:

Tell us a Bit About Yourself

- You or you as an educator in one great line.
- Summary of your education & how you developed a passion for your field
- Summary of your relevant work experience
- Your teaching or work philosophy, briefly
- A link to Mt. SAC that explains why you want specifically to continue your work here
- Welcome additional questions/indicate strong interest in the job

Equity & Diversity Questions

- **Make or break questions at Mt. SAC**
- **Understand the difference between diversity and equity**
- **Bring up specific training, projects, or classroom strategies that demonstrate your competence here rather than just describe your feelings or philosophy**
- **Know our demographics and read our student equity plan**
- **Be willing to say you want to grow – and have a plan**

Generating stories & examples: Inventory your experience

- A time you failed and then improved
- A time you used data to improve your teaching
- A time you were challenged by a student
- A manager or mentor who made an impact on you
- An experience that let you know this job was what you wanted to do in life
- A time you used data to improve your work

Do You Have Any Questions for Us?

- “I was reading your equity plan and...”
- What do you like about working here?
- What are the biggest challenges the college will be facing over the next three years?
- Where would you like to see this department go in the next 5 years?

WHO survives the INTERVIEW?

- Friendly, warm, authentic people
- Those who have a solid, realistic understanding of the job and the institution
- People with clear, supported answers
- People who hold your attention
- People who use good time distribution – not too short or too rambly
- People who can talk both philosophically and concretely about education/teaching
- Candidates who clearly demonstrate that they meet the qualifications described in the position announcement