Los Angeles Harbor College
Faculty Hiring Priorities Committee
Faculty Hiring Manual

Revised September 2011
Updated September 19, 2014
Table of Contents

I. Introduction

II. Vision and Mission of Los Angeles Harbor College

III. Institutional Student Learning Outcomes (ISLOs)

IV. Faculty Hiring Procedures

V. Summary Faculty Hiring Procedures

VI. Timeline Faculty Selection

VII. Interview Procedure

VIII. Sample Questions

Appendices

A. LAHC HIRING Prioritization Process & Rubric

B. Notice of Intent to Fill (NOI)

C. Sample Position Description

D. Sample Application Screening Evaluation Form

E. Sample Interview Schedule

F. Sample Teaching Demonstration Explanation

G. Sample Writing Demonstration Explanation
H. Sample Interview Rating sheet

I. Forced Choice Matrix

J. Campus Interview Evaluation Form ("pink form"- LACCD)

K. Board Rules Governing Faculty Hiring

L. Link to the State of California Ed Code

I. INTRODUCTION

Selecting the faculty that teaches at Los Angeles Harbor College remains one of the most significant processes performed by the college. It is through the hiring of faculty that we shape the institution. As we bring talented individuals into our learning community, we provide a vehicle for presenting new innovative ideas to students, creating and expanding our instructional offerings, and inspiring faculty already in residence to join in academic endeavors that strengthen the college's ability to respond to our community's needs. The handbook includes the Los Angeles Community College Board of Trustees revised Rules on Faculty Selection Policy and a revised and expanded LAHC Faculty Hiring Procedures Document.

The inclusion of the College's Vision, Mission, Learning Goals and college wide Student Learning Outcomes is intended to be a constant reminder that as a community college, we do our educational work in the context of our surroundings. It is through our faculty and the work that they inspire in students that we are able to gauge our success. One might say that the success of our students is directly linked to the success of our hiring process. The Office of Academic Affairs and the Academic Senate pledge their commitment to ongoing improvement of our faculty hiring processes.

II. VISION – MISSION – LEARNING GOALS STATEMENT

Los Angeles Harbor College Vision Statement:

Harbor College provides a stimulating learning environment that prepares members within the community to meet goals and opportunities successfully.
Los Angeles Harbor College Mission Statement:

Los Angeles Harbor College fosters learning through comprehensive programs that meet the educational needs of the community as measured by student success, personal and institutional accountability, and integrity.

II. Institutional Student Learning Outcomes (ISLOs):

Please see http://www.lahc.edu/facultystaff/slo/institutionalSlo.html

1. Communication: Use language and non-verbal modes of expression appropriate to the audience and purpose. (Reading, writing, speaking, listening, and observing)

2. Cognition: Use critical thinking skills to analyze, synthesize, and evaluate ideas and information. (Problem solving, creative thinking, quantitative reasoning, application, and resource management)

3. Information Competency: Utilize research skills necessary to achieve educational, professional, and personal objectives. (Information literacy, technological competence, research proficiency)

4. Social Responsibility: Demonstrate sensitivity to and respect for others and participate actively in group decision making. (Teamwork, respect for diversity, effective citizenship)

5. Personal Development: Demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being. (Ethics and values, aesthetic appreciation, self understanding/development)

IV. FACULTY HIRING PROCEDURES

The Board of Trustees adopted significant revisions to Chapter X, Article III, Selection Policies, Section 10304, Agreed to Policies and Procedures for the Hiring of Full-Time Faculty Member. The following local hiring procedures have been agreed to by the Academic Senate and the College President of Los Angeles Harbor College and are in keeping with the Board Rules that govern the hiring of tenure-track faculty. All faculty hired under Specially Funded Programs must comply with Human Resources Policy HRR-122. The College President and the Academic Senate hold joint responsibility for assuring that the District and local hiring policies and procedures are observed. Both parties retain the right to review and, if necessary, revise these procedures.
Organization of the FHPC

A. Senate Standing Committee

1. The Faculty Hiring Priorities Committee shall be a Standing Committee of the Academic Senate, meeting regularly throughout the academic year.

2. The Faculty Hiring Committee will be known as the Faculty Hiring Priorities Committee (FHPC)

3. FHPC functions under the guidelines of the current college approved Planning and Procedure Manual as shown on the flowchart for planning.

4. This manual defines the processes of the FHPC committee.

B. Committee Composition

1. Voting members of the committee will include: One full-time tenure-track representative from each Division represented on the Academic Senate; an AFT representative; two Academic Affairs administrators that supervise divisions; the Vice President of Student Services or his/her designee, and a non-voting, elected chair. The Vice President of Academic Affairs may serve as a non-voting member.

2. Each constituency shall select its representative by the most appropriate method.

   a.) Every division is entitled to appoint a representative annually.

   b.) In order to have a vote in a given year, the division must have had an active representative in the prior year.

      i) In the event a representative is unable to attend, the division is encouraged to appoint a replacement.

      ii) A division in its first year of existence will not be bound by the 'Prior Year' rule; that is, new divisions are not required to have had representation on the FHPC in the prior year in order to participate in the current year's process.

3. Chair

   a.) The Chair of FHPC shall be a member of the Committee who has previously served for one or more years on FHPC
b.) The position of Chair shall be filled by a two-year rotation based upon an alphabetical ordering of divisions. During the two year term the current Chair's division will appoint a second member as representative on the committee.

c.) The Committee Chairperson shall serve as a non-voting member, except to break a tie.

Requests for Faculty Positions

A. Division Requests

1. Each Division Chair will provide written notice to the Academic Senate, AFT Chapter Chair and the Vice-President of Academic Affairs when a new position is requested. The Division or persons designated by Board Rule #10304 will submit a “Request for Hiring a Faculty Tenure-track Position” form to the Vice President of Academic Affairs and to each member of the FHPC. (Appendix A)

2. In the case of a faculty position vacancy/ vacancies due to retirement and/or resignation, each Division Chair will provide written notice to the Academic Senate and the Vice President of Academic Affairs as to the number of vacancies in the division.

3. Positions requested must be reflected in the activities of the division's unit plan and in the activities plan of the Cluster to which the division belongs.

4. The FHPC priority list remains in effect until a new priority list is developed by the committee and approved by the Academic Senate and the College President.

B. Senate Procedures

1. The Academic Senate shall pass a resolution requesting hiring of tenure track faculty positions.

2. The Academic Senate request is sent to FHPC for consideration.

C. FHPC Procedures

1. An evaluation of requests submitted for full-time faculty hiring will take place in the fall semester of each year. Prior to the fall semester, the
committee will meet and establish a fall agenda which will include at least one day for the presentation of faculty hiring requests to FHPC.

2. Prior to evaluation by the FHPC, division chairs will submit a hiring request form in writing that explains and justifies the position request.

3. Prior to the evaluation meeting, FHPC may hold an open forum on faculty hiring for input and discussion of faculty hiring issues and concerns.

4. During each academic year’s evaluation cycle, FHPC will determine its own rating guidelines using the Faculty Hiring Policy and Procedure from the Academic Senate and identified hiring criteria.

5. Presenters requesting positions may not vote or sit on the FHPC during the academic year’s semester cycle of the presentation.

**FHPC Recommendation to the Academic Senate**

A. After reading and hearing the hiring requests FHPC will deliberate and prioritize the requested positions using a committee-determined rubric to guide the prioritization process. The committee will determine the number of positions requiring written justification by its members.

B. The FHPC chair will provide written justifications for at least a portion of the prioritized list and forward the ranked list and accompanying justifications to the Academic Senate President for action by the Senate no later than the first Senate meeting in December.

**Academic Senate Approval**

The Academic Senate shall accept the FHPC priority list for faculty by a majority vote, or it may reject the recommendation(s) by a 2/3 vote if a quorum is present. As defined in Robert’s Rules of Order, a vote of abstention is considered a “No” vote. If rejected, The Senate President will compose a written justification for the decision to the FHPC, the Academic Senate and to the chairperson(s) of the affected division(s).

A. The original FHPC list with the justifications will be sent to the College President within five college business days after the Senate acts. If the Senate has formed an alternative priority list, that list and its justifications will also be sent to the President.
B. A decision related to an alternative priority list must be made by a quorum of the Academic Senate no later than five college business days after its initial presentation to that body.

Appeals

A. In the event the College President does not approve the Academic Senate recommendations:

1. The College President shall state in writing the reasons for disapproval to the Academic Senate President, the FHPC, and to the AFT Chapter Chair according to the provisions of the current AFT-LACCD contract Article 33, and current LACCD Board rules.

2. The President's reasons for rejection of the Academic Senate recommendations shall be made within ten college business days after receiving them.

3. The Academic Senate shall consider the President's written reasons and vote to accept or reject his/her disapproval of the recommendations.

B. In the event that a previously approved position is not filled within the one year hiring cycle, the department that has been assigned the position has another year to complete the hire. Departments that have not filled the approved position within two years must return to FHPC to request a new position. Withdrawal of a previously approved position may only be carried out by a majority vote in the specific department. In the event that the department cannot reach a majority, the department chair will decide.

C. Filing an Appeal

1. If the Senate votes to reject the President's disapproval, an appeal may be filed by the Recording Secretary of the Academic Senate with an Appeals Panel for final resolution.

2. If the Secretary of the Academic Senate is a member of the FHPC, or a presenter, then the Academic Senate will elect a designee to file the appeal.

Appeals Panel

A. Composition of the Appeals Panel
1. Academic Senate President

2. FHPC Chairperson

3. Vice President of Academic Affairs

4. AFT Representative if the current AFT-LACCD contract, Article 33 is relevant.

B. Designees

In the event that the Academic Senate President is either a member of the Faculty Hiring Priorities Committee or a presenter, the Academic Senate shall elect a designee to sit on the appeals pane.

C. Procedure

1. The Appeals Panel reviews and discusses the written rejection received from the College President.

2. All parties will make every effort to reach a mutually acceptable agreement on the priorities for faculty hiring.

3. The Appeals Panel prepares a written recommendation which is sent to the College President and to the President of the Academic Senate.

4. Because the College President has final authority, the President will approve or disapprove the recommendations of the Appeals Panel within ten college business days.

V. SUMMARY FACULTY HIRING PROCEDURES

SEARCH COMMITTEE COMPOSITION AND PROCESS
1. Once the President has determined positions to be filled, the appropriate Vice President shall complete the Notice of Intent (NOI) to fill the position(s). (Appendix B)

2. The Senate and Office of Academic Affairs will conduct Faculty Hiring Workshop training sessions, which include a comprehensive review of the process, goals and objectives. All faculty members serving on faculty hiring committee(s) must attend training.

3. All search committees will be formed under the direction of the appropriate Vice President and the Senate in consultation with the respective Division Chair(s) for which the faculty will be hired.
4. In keeping with LACCD Board Rule 10304.1, section 2.2, each search committee shall have a minimum of three voting members, a majority of whom shall be faculty members in the discipline (or, if the Academic Senate deems appropriate, closely related disciplines) and one representative from the administration (usually the area dean). *(Appendix K&L)* The search committee members will be determined by consensus within the division. The Division Chair shall be the Chair of the search committee. A nonvoting compliance officer will participate in all aspects of the search. Should the discipline where the vacancy exists consist of only one or no faculty members, the division may choose one of the following options in selecting the second required faculty member:
   a. Select a full-time (tenure track) faculty member from the same discipline who works at a college within the Los Angeles Community College District; or
   b. Select a full-time (tenure track) from a related discipline at Harbor College.

5. Additional members may be added to the committee if determined by consensus within the department where the vacancy exists. The department will agree upon the voting status of any additional committee members before the search process begins. Additional members may include but are not limited to representatives from the same or related discipline, and instructional aides or other classified staff members who work in the division where the vacancy exists. If additional voting members are added to the committee, the majority of the voting members must be full-time faculty members.

6. Members of industry or professional groups or organizations or transfer institutions related to discipline where the vacancy exists, may be invited to serve on a search committee as a non-voting member.

7. The committee’s composition will remain the same throughout each stage of the selection and interview process. Specific individuals may be substituted as long as deemed appropriate by the area Dean and Search Committee Chair in the event of an emergency.

**RECRUITING FOR THE POSITION**

1. A general recruitment campaign will be conducted by the college. This process may include advertising in professional publications for the purpose of reaching the broadest range of potential applicants. The position opening(s) must be posted on the district website and the State (CCC) registry. Full-time tenure track positions must be advertised for 6 weeks.

2. The Selection Committee will develop a recruitment plan in conjunction with the area dean. The plan shall include contacting all potential eligible candidates in the LACCD Interest Pool and distributing the announcement to area colleges and professional organizations related to the field where the vacancy exists.
3. The search committee will draft a position announcement. The announcement will follow the guidelines stated in Board Rule 10304.1 and be reviewed by a dean before posting to ensure guideline conformity. At a minimum the announcement shall include (Appendix C):
   a.) The required State Minimum Qualifications (as defined by the California Community College Statewide Minimum Qualifications document); and additional preferred educational background.
   b.) Required college level teaching experience; and required experience in a community college setting.
   c.) The duties and responsibilities of a contract faculty member.
   d.) Any other desirable characteristics essential to the position being filled.
   e.) A statement of sensitivity and understanding of diverse populations served by the Los Angeles Community Colleges.

ACCEPTING APPLICATIONS
1. The position announcement will direct all potential applicants to submit the following items to the college’s Office of Academic Affairs or Student Services (depending upon the faculty position being considered) for purposes of creating the applicant file:
   a.) Cover letter of interest expressing how the candidate meets the qualifications of the position as announced
   b.) Current resume/vita.
   c.) A completed Los Angeles Community College job application (see other hiring forms).
   d.) A list of 3 current references - name, position title, relationship to applicant, address, phone number.
   e.) Copies of transcripts (official transcripts are required at the time of hiring).
   f.) Other documents as requested by the search committee such as work products or portfolios.

2. The position announcement will direct potential applicants to submit their materials by the designated filing deadline.

3. The appropriate Vice President's Office (Academic Affairs or Student Services) will conduct the preliminary paper screening of applicants for conformance with application requirements (See LACCD Board Rule 10304.1 section 2.6).

SELECTING THE INTERVIEW CANDIDATES
1. The applicant files, including inviting hourly (for probationary positions only) and those on the district transfer list, will be compiled and collected by the appropriate Vice President's Office (Academic Affairs or Student Services). The files will be held in a confidential manner until the committee is ready to review them.
2. The area Dean assigned to the committee will arrange for review of the files at an agreed upon time and location on the campus.
3. The committee will develop a rating sheet based on the items listed in the position announcement. Each committee member shall complete a rating sheet for each applicant. *(Appendix D)*
4. The area Dean will work with the committee chair to contact candidates and invite them for interviews. The contact will give the candidates an overview of how the process will be conducted, what he/she should bring to the interview, and what, if any reasonable accommodation is necessary. At least one current adjunct must be interviewed.
5. The compliance officer or designee will be present at all hiring committee meetings and interviews.

**CONDUCTING THE INTERVIEW PROCESS**

1. The committee will convene prior to the start of the interviews to accomplish the following tasks:
   a.) Develop a set of interview questions and/or activities that address the qualifications advertised in the position announcement.
      1) The same questions will be asked of each candidate and appropriate follow-up questions should be asked when deemed necessary during each candidate's interview. Follow-up questions, however, cannot open a new line of inquiry.
      2) Activities may include teaching demonstrations, written prompts, performances of skills, or other simulated or real job duties relevant to the position. Candidates will be notified in advance about the nature and content of this portion of the process. *(Appendices F&G)*
   b.) Agree on the schedule and format to conduct the interview process, ensuring all candidates are treated in a professional and respectful manner. *(Appendix E)*

2. The committee will use a rating process and forms agreed upon before beginning the interviews. The completed forms will be forwarded to the President and Vice President to be used as part of the final interview and selection process. *(Appendix H, I, J)*
3. A letter should be sent to all candidates who interviewed for the position but did not advance as finalists.

**SELECTING THE FINALISTS**

1. The committee will forward the names of at least two finalists for further consideration by the College President and appropriate Vice President. Each candidate forwarded will be deemed able and capable of performing the job at the level of excellence expected of all faculty at the college. The committee may elect to not forward any names and extend the search. If only one candidate is deemed able and capable of performing the job, the search must be extended.
2. The selection committee chair, when forwarding names of recommended candidates to the College President, is permitted to include an in-depth summary of the perceived strengths and weaknesses of each candidate and to indicate the preferences of the committee, but the names will be unranked.

3. The College President, while sensitive to the recommendations of the search/selection committee, may choose for compelling reasons, to extend or abandon the search due to budget cuts or other exceptional circumstances.

4. In the event that the College President does not accept the recommendations of the hiring committee or changes the recommendations from hiring a probationary instructor to a limited status instructor, the President will provide a written statement to the committee, with a copy to the Academic Senate President, with the compelling reason(s) for making such a change. It is understood that the compelling reason(s) for making such decisions would be rare and unusual.

**FINALIZING THE HIRING SELECTION**

1. The Dean of the area will perform reference checks on the candidates forwarded to the Vice President and President. The reference checks are to be completed before the President and Vice President conduct the finalist interviews.

2. The Vice President and President will interview the referred candidates.

3. Every effort will be made to make the final selection within two weeks of the final interview. It is understood by all that once a selection is made, the name of the preferred candidate will be forwarded to the District Division of Human Resources for final clearance.

4. Once final clearance is received, the President or Vice President will notify the candidate of the job offer.

5. The offer will be confirmed in writing by the appropriate Vice President (Academic Affairs or Student Services) instructing the candidate how to begin the hiring process.

6. The candidates not selected will also be informed in writing at this point as to the outcome of the process.

7. The appropriate Vice President will collect the following documents and forward them in the order listed to the District Division of Human Resources to officially conclude the search:
   
   - Campus Interview Committee Report (Form C193) signed by College President
Notice of Intent to Fill
Evident of Effort
Campus Review Committee Members’ Agreement (C589)
Campus Interview Committee Members’ Agreement (C306)
Interview of Candidates Holding Hourly Assignments (C336) Only for Probationary Positions
Campus Interview Committee Evaluation Form (C594)
Copy of Interview Questions
Complete application packet for the 2 finalists
Writing samples and any search materials required of the applicants as part of the process
List of names and addresses provided by the Selection, Evaluation, and Salary Unit
Sample of the announcement or letter sent to applicants

HIRING TEMPORARY FULL TIME FACULTY (LT/LTS/ISA)
A. The same procedures used for hiring full-time tenure track faculty will be used for hiring temporary full time faculty with the following exceptions:
1. The position may be requested at any time during the year on an as needed basis.
2. The position is to be advertised for a minimum of 2 weeks.
3. The process should be followed as outlined previously in this document.

HIRING TEMPORARY HOURLY RATE FACULTY
1. Departments are encouraged to post all available part-time openings on the District website.
2. Departments are encouraged to use the District Faculty Interest Pool of eligible candidates to contact possible applicants when they need to hire a part-time faculty member.
3. The process for hiring temporary hourly rate faculty will be conducted on an as needed basis, based on staffing and budget allocations.
4. The department chair responsible for staffing the class or program will conduct the interview process. The department is encouraged to form a search committee to conduct the process.
5. The minimum qualifications and other eligibility factors of the final candidates must be reviewed by the appropriate Vice President (or their designee) before an offer of employment can be made.

ADHERING TO THE DISTRICT AFFIRMATIVE ACTION GOALS
1. Colleges are encouraged to use web sites and other continuous means of recruitment to build the quality and diversity of the District Faculty Interest Pool of eligible faculty candidates.

2. In the conduct of any search, should the college compliance officer or designee determine that the procedures for hiring are improper or the hiring pool lacks sufficient diversity, he/she shall notify the College President. The College President may take appropriate action to remedy the situation.

3. Copies of this Faculty Hiring Manual, signed by the College President and the College Academic Senate President, shall be on file in each of the College’s Vice President’s office and on the college website.
APPENDIX A

LAHC Hiring Prioritization & Rubric
The Committee will attempt to take teaching schedules into consideration when creating the calendar for questions and answers. Please send one copy of the request to each of the FHPC members by Friday, October 5, 2012. Presentations will be on Friday, October 12th, beginning at 8:00am.

## FHPC Request for Position

### Educational Master Plan

<table>
<thead>
<tr>
<th>Link of position to College Mission and Institutional Student Learning Outcomes:</th>
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</thead>
<tbody>
<tr>
<td>Link of position to Cluster priorities:</td>
</tr>
<tr>
<td>Link of position to Division priorities as justified in current unit plan:</td>
</tr>
<tr>
<td>Efficient use of facilities:</td>
</tr>
</tbody>
</table>

### Discipline or Department Staffing and Enrollment Trends

<table>
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<tr>
<th>Retiree Replacement:</th>
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</thead>
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<tr>
<td>FT/PT ratio (minimum 3 year history):</td>
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<tr>
<td>FTES/FTEF ratio compared to similar disciplines &amp; WSCH:</td>
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<tr>
<td>Current average class size:</td>
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<td>---------------------------</td>
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<td></td>
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<tr>
<td>Waiting lists including explanation of enrollment trends:</td>
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<td></td>
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<tr>
<td>Emerging program to meet community needs including projected impact on class size:</td>
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</tbody>
</table>

**Program Needs**

Requirement for completion of Individualized Educational Plan:

Advisory committee recommendations and program review and evaluation:

Compliance with federal, state, district, or contractual requirements:
Grant – related position?

Program impact if not receiving the position:

Program integration and coordination:
Special Considerations

Comment required:
APPENDIX B

Notice of Intent to Fill (NOI)
INTER-OFFICE CORRESPONDENCE
Los Angeles Community Colleges

To: Division of Human Resources
From: ____________________________
Signature of President

Date: ____________________________
College: _________________________

Subject: NOTICE OF INTENT TO FILL ACADEMIC (CERTIFICATED) POSITION

Directions: Complete sections A, B, and C. Section D is for PACE only. Use E, F, & G for compliance with District Board Rule (Chapter X, Article III, 10301 - www.laccc.edu/board_rules). Ed. Code, Title 5, and College hiring procedures.

A. Administrator in Charge: ____________________________ Position Type:  ○ Faculty  ○ Administrative

Class Code: ____________________________ Position Title (Division): ____________________________
Assignment Basis: ____________________________ FTE: ____________________________

For ISA/CI—waiver will be required if using general funds; for SPF—waiver not required.

Position Status:
B. Faculty: ○ Probationary/Tenure track (*see #F)  ○ Long Term Sub (LTS)  ○ Limited (L.T)

   Administrative: ○ Continuing (permanent) (*see #F)  ○ Acting  ○ Interim selected candidate cannot be considered for permanent position.

C. Position is: New, If not new, provide name of person being replaced: ____________________________

   Recruitment start and end dates (6 week minimum for probationary and continuing positions): From __________ To __________

   (3 week minimum for LTS and LT)

   Date to be filled (EXPECTED HIRE DATE): From __________ To __________

   Note: Provide end date only if position is for Limited, Long Term Sub, Acting, or Interim status.

   Budget Program No. ____________________________ SFP: Yes  ○ No  ○

D. PACE  ○ or ITV position  ○ Will you be selecting from the PACE faculty roster/ITV faculty roster? Yes  ○ No  ○

   If selecting from the PACE/ITV Roster, email Pat Martinez at marling@email.laccc.edu with the name of the person and semester start date.

E. MAILING LIST - provide an email address where list is to be sent ____________________________ will be sent to Administrator in charge if blank

F. WEBSITE POSTING - email your announcement or job description to: jobpostings@laccc.edu

   *Required to post in State Registry website; email job description to: registry@yosemite.edu

G. TRANSFER LIST

   Faculty - MANDATORY INTERVIEW
   Administrative - OPTIONAL INTERVIEW

Division of Human Resources:
( ) Approved for Processing
   ______ Direct appointment by Chancellor
   ______ Selection procedures

( ) Not Approved

( ) See Comments Below

Signature ____________________________

Division of Human Resources

LACCD Form C902  12/08
APPENDIX C

Sample Position Description
DESCRIPTION OF POSITION
The Los Angeles Harbor College Physical Education and Health Division intends to fill a Tenure Track Instructor Position, in Health/Physical Education. This "C" Basis instructor position is to begin the Fall Semester of 2009 (August 28, 2009).

REQUIREMENTS/DESIABLE QUALIFICATIONS
The minimum qualifications to teach Health are: Master's in health science, health education, biology, nursing, physical education, dietetics, or nutrition OR Bachelor's in any of the above AND Master's in public health, or any biological science OR the equivalent.

The minimum qualifications to teach Physical Education are: a Master's in physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise, or adaptive physical education, OR Bachelor's in any of the above AND Master's in any life science dance, physiology, health education, recreation administration, or physical therapy OR the equivalent.

The college seeks to hire an individual who can teach in both disciplines as outlined by the State Minimum Qualifications listed above. This is not a coaching position.

RESPONSIBILITIES
The candidate will be responsible for:
- Teaching lecture and activity classes
- Committee participation as outlined in the AFT Agreement
- Assessment of Student Learning Outcomes, at all levels of assessment
- Curriculum development
- And other duties as outlined in the AFT Agreement.

SALARY RANGE
The salary is dependent on the candidate's experience and degrees, please see the AFT salary scale at: http://www.laccd.edu/faculty_staff/extranet2/documents/2008-11FacultyContract.pdf
This position includes excellent medical, dental, vision, and life insurance benefits.

APPLICATION PROCEDURE
Interested parties should submit cover letter, curriculum vitae, and the completed LACCD application directly to:
Dr. Kristi V. Blackburn, Dean of Academic Affairs
Office of Academic Affairs, Los Angeles Harbor College
1111 Figueroa Place
Wilmington, CA 90744-2397

Closing Date: Friday, May 1 at 5:00 p.m.

Applications are available online at: http://www.laccd.edu/districtresources/employment.htm.
Selected candidates will be invited to interview for this position.

Questions may be directed to the Dean of Academic Affairs, Dr. Kristi Blackburn at (310)233-4021.
APPENDIX D

Sample Application Steering Evaluation Form
Los Angeles Harbor College  
Humanities and Fine Arts Division  

Application Steering Evaluation Form  

Position Title: Tenure Track, Theater Arts Instructor  

Candidate’s Name: ___________________ Date: ____________  

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Strong</th>
<th>Mod</th>
<th>Little</th>
<th>None</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td>Education: Masters TA; or BA Theater and MA Comparative Lit, English, Speech, Literature, or Humanities; or CCC credential in Theater Arts</td>
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<tr>
<td>Experience: Teaching Theater Arts: CC...GE...Acting</td>
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<td>Academic: Curriculum Development: Program, SLOs</td>
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<td>Technology: Classroom, Tech Theater</td>
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<td>Outreach Experience: Touring productions, partnerships</td>
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<tr>
<td>Vision: Does the candidate describe a practical direction for the program</td>
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<tr>
<td>Diversity: Academic experience with culturally diverse and socioeconomic populations</td>
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</tbody>
</table>

Summary Evaluation  

Circle Your Recommendation

Definitely interview  4  
Probably interview  3  
Probably not Interview  1  
Definitely do not Interview  0  

Comment on your summary evaluation if rated “1” or “0”

________________________________________________________________________

________________________________________________________________________

Evaluator: ___________________________
APPENDIX E

Sample Interview Schedule
# INTERVIEW SCHEDULE – PE/Health Instructor

Thursday, August 19, 2010

<table>
<thead>
<tr>
<th>CANDIDATE</th>
<th>DEMO (20 Min.—RM PE &amp; W 143)</th>
<th>QUESTION REVIEW (15 Min.—RM PE &amp; W 165)</th>
<th>INTERVIEW (30 Min—RM PE &amp; W 166)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8:00 a.m. - 8:20 a.m.</td>
<td>11:00 – 11:15 a.m.</td>
<td>11:30 a.m. – Noon</td>
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<td>8:30 a.m. - 8:50 a.m.</td>
<td>12:30 – 12:45 p.m.</td>
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<td>9:00 a.m. - 9:20 a.m.</td>
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<td>1:40 – 2:10 p.m.</td>
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<td>9:30 a.m. - 9:50 a.m.</td>
<td>1:50 – 2:05 p.m.</td>
<td>2:20 p.m. – 2:50 p.m.</td>
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<td>10:00 – 10:20 a.m.</td>
<td>2:30 – 2:45 p.m.</td>
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<td>10:30 – 10:50 a.m.</td>
<td>3:15 – 3:30 p.m.</td>
<td>3:40 – 4:10 p.m.</td>
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</tbody>
</table>

Lunch Noon – 1:00 p.m.

Committee Members: Dave Humphreys, Joyce, Parker, Nabeel Barakat, Sally Fasteau

* = Confirmed  
LM = Left Message
APPENDIX F

Sample Teaching Demonstration Explanation
Mathematics Instructor

Teaching Demonstration

Fall 2011

1. Plan on presenting a 20-minute demonstration.

2. Topic: Assuming that students have covered all topics leading to addition of fractions, prepare a 20 minute teaching demonstration on how to add fractions with unlike denominators. Use 5/6 + 2/9 in your presentation. Class size will likely be 20 students on the day of your demonstration.

3. We ask that you bring
   a. A lesson plan outlining your demonstration (please bring 7 copies of your plan for the committee).
   b. Copies of materials for students (up to 20).

4. The classroom will be equipped with the following teaching aides:
   a. A whiteboard and markers
   b. An overhead projector
   c. A Windows-based computer with CD drive, USB port, and a data projector
   d. A VCR
APPENDIX G

Sample Writing Demonstration Explanation
Health & P.E. Writing Sample

To assist the committee in making its selection, we are asking each candidate to provide a written response to the question below. Assume that the committee will be the audience for whom you are writing.

TO THE CANDIDATE:

Each candidate will have a maximum of thirty minutes to prepare the following written response. Limit your response to two pages. You will use a word processing program for your response. A dictionary is also provided for your use.

Do not write your name on your written response. Place your ID number in the upper right hand corner of each page.

Topic: Please discuss the challenges and opportunities in higher education, especially as they relate to this position as instructor of health and physical education.
APPENDIX H

Sample Interview Rating Sheet
**Candidate:**

### EVALUATION KEY (check one box after each question)

- **RH** = Recommended Highly
- **R** = Recommended
- **RR** = Recommended/Reservations
- **NR** = Not Recommended

1. We all observed your teaching demonstration. Could you please comment or share with the committee your observations about the teaching demonstration?
   
   Follow-up:
   - When? Where? How?
   - Successes?
   - Challenges?
   - What was your role/who else was involved?
   - What resources were used?
   - What obstacles had to be overcome?
   - How effective?
   - How was it measured?
   - What was learned?
   - Why was it important?

### Comments: 

2. Although we are familiar with your qualifications from having read your application materials, we would like to hear from you, please, a review of your background as it relates to this position.

   Follow-up:
   - When? Where? How?
   - Successes?
   - Challenges?
   - What was your role/who else was involved?
   - What resources were used?
   - What obstacles had to be overcome?
   - How effective?
   - How was it measured?
   - What was learned?
   - Why was it important?

### Comments:
3. Describe the strategies you use to create a classroom environment in which high standards are articulated for and expected from students, yet where students feel comfortable enough to explore and take risks.

Follow-up:
- When? Where? How?
- Successes?
- Challenges?
- What was your role/who else was involved?
- What resources were used?
- What obstacles had to be overcome?
- How effective?
- How was it measured?
- What was learned?
- Why was it important?

Comments: □RH □R □RR □NR

4. Describe one of your writing assignments that shows your philosophy of teaching composition to developmental students and explain the steps you would follow to prepare students to write this assignment.

Follow-up:
- When? Where? How?
- Successes?
- Challenges?
- What was your role/who else was involved?
- What resources were used?
- What obstacles had to be overcome?
- How effective?
- How was it measured?
- What was learned?
- Why was it important?

Comments: □RH □R □RR □NR

RH = Recommended Highly  R = Recommended  RR = Recommended/Reservations  NR = Not Recommended
5. Because our transfer-level courses must articulate with four-year universities, we think a lot about core competencies for each level of our instruction. Tell us, please, what set of core skills or issues should be addressed in every section of first-year composition, regardless of where you are teaching it.

Follow-up:
- When? Where? How?
- Successes?
- Challenges?
- What was your role/who else was involved?
- What resources were used?
- What obstacles had to be overcome?
- How effective?
- How was it measured?
- What was learned?
- Why was it important?

Comments:

6. Describe your specific experience teaching literature to learners with different levels of preparation.

Follow-up:
- When? Where? How?
- Successes?
- Challenges?
- What was your role/who else was involved?
- What resources were used?
- What obstacles had to be overcome?
- How effective?
- How was it measured?
- What was learned?
- Why was it important?

Comments:

RH = Recommended Highly  R = Recommended  RR = Recommended/Reservations  NR = Not Recommended

History Instructor Spring 2010
7. How would you integrate reading and writing assignments so that their integration affected student thinking and writing positively.

Follow-up:
- When? Where? How?
- Successes?
- Challenges?
- What was your role/who else was involved?
- What resources were used?
- What obstacles had to be overcome?
- How effective?
- How was it measured?
- What was learned?
- Why was it important?

Comments:

8. Discuss your experience employing strategies that address a variety of learning styles in your classrooms.

Follow-up:
- When? Where? How?
- Successes?
- Challenges?
- What was your role/who else was involved?
- What resources were used?
- What obstacles had to be overcome?
- How effective?
- How was it measured?
- What was learned?
- Why was it important?

Comments:

RH = Recommended Highly  R = Recommended  RR = Recommended/Reservations  NR = Not Recommended

History Instructor Spring 2010
9. “Critical thinking” is a term used frequently by instructors, but it often goes undefined. How do you define it, and how does your teaching and/or assignments in a writing class manifest it?

Follow-up:
- When? Where? How?
- Successes?
- Challenges?
- What was your role/who else was involved?
- What resources were used?
- What obstacles had to be overcome?
- How effective?
- How was it measured?
- What was learned?
- Why was it important?

Comments: 

10. Please discuss your experience using current technologies in the classroom. Or, if you would prefer, please give us a sense of your definition of “technological literacy”—both for the student and the teacher.

Follow-up:
- When? Where? How?
- Successes?
- Challenges?
- What was your role/who else was involved?
- What resources were used?
- What obstacles had to be overcome?
- How effective?
- How was it measured?
- What was learned?
- Why was it important?

Comments: 

RH = Recommended Highly  R = Recommended  RR = Recommended/Reservations  NR = Not Recommended
11. Today's community colleges are tasked with measuring what students know and can do as a result of a learning experience. Please describe your thinking about assessment and/or "student learning outcomes." Or, tell us about some steps in your practices for assessing students' learning outcomes.

Follow-up:
- When? Where? How?
- Successes?
- Challenges?
- What was your role/who else was involved?
- What resources were used?
- What obstacles had to be overcome?
- How effective?
- How was it measured?
- What was learned?
- Why was it important?

Comments: ☐ RH  ☐ R  ☐ RR  ☐ NR

12. Please describe your experience with course design, either in revising existing courses or in developing new ones.

Follow-up:
- When? Where? How?
- Successes?
- Challenges?
- What was your role/who else was involved?
- What resources were used?
- What obstacles had to be overcome?
- How effective?
- How was it measured?
- What was learned?
- Why was it important?

Comments: ☐ RH  ☐ R  ☐ RR  ☐ NR

RH = Recommended Highly  R = Recommended  RR = Recommended/Reservations  NR = Not Recommended

History Instructor Spring 2010
13. Aside from teaching, describe your specific involvement in discipline, department, and institutional activities.

Follow-up:
- When? Where? How?
- Successes?
- Challenges?
- What was your role/who else was involved?
- What resources were used?
- What obstacles had to be overcome?
- How effective?
- How was it measured?
- What was learned?
- Why was it important?

Comments:

14. Our student body is diverse—culturally, socio-economically, and ethnically. What training and/or experience has prepared you to be effective with diverse student populations such as ours?

Follow-up:
- When? Where? How?
- Successes?
- Challenges?
- What was your role/who else was involved?
- What resources were used?
- What obstacles had to be overcome?
- How effective?
- How was it measured?
- What was learned?
- Why was it important?

Comments:
15. While our students are diverse culturally, ethnically, and economically, their academic backgrounds and preparation are also diverse, especially in regard to learning styles and disabilities. How do these learning-related demographics affect the teaching and learning process, and what strategies would you use to assist this diverse group of students?

Follow-up:
- When? Where? How?
- Successes?
- Challenges?
- What was your role/who else was involved?
- What resources were used?
- What obstacles had to be overcome?
- How effective?
- How was it measured?
- What was learned?
- Why was it important?

Comments:

16. Do you have any questions you would like to ask the committee regarding this position?

Comments:

17. Do you have any job-related information you would like to add regarding your background that you think would be helpful to us in making our decision?

Comments:

18. If offered the position, would you accept?

Comments:

OVERALL IMPRESSION OF CANDIDATE'S QUALIFICATIONS:

PARTICULAR STRENGTHS:

POSSIBLE WEAKNESSES:

RECOMMENDATION: (check one only)
- 4=Recommended Highly
- 3=Recommended
- 1=Recommended w/Reservations
- 0=Not Recommended

STATE REASONS FOR RATING 0 OR 1:

Interviewer's Signature: Date:

History Instructor Spring 2010
APPENDIX I

Forced Choice Matrix
**Forced Choice Matrix**

Directions: In the left-hand column, write the names of each candidate in the order in which they will interview. You will then force rank the candidates as they interview. For example, after the first candidate, place a number “1” in the first white box to the right of the name. Then, after the second candidate, decide whether the first candidate still ranks as number one, or whether the second candidate is now number one and put the corresponding numbers in the second column of white boxes. Follow this same process till all candidates have been interviewed and all candidates have a ranking. Remember, it’s a forced choice, so each candidate must have a unique number...no ties or blanks allowed. The top candidates and bottom candidates will quickly become apparent. Each member of the panel can then put his or her numbers up on the board, and the group can quickly decide who needs discussion/consideration and who does not. As the discussion proceeds, a member may change his or her rankings in response to the discussion. In the end, the panel should have a consensus on which candidates to send forward to the next step.
APPENDIX J

Campus Interview Evaluation Form ("pink form-LACCD")
LOS ANGELES COMMUNITY COLLEGE DISTRICT  
OFFICE OF PERSONNEL OPERATIONS  

CAMPUS INTERVIEW COMMITTEE EVALUATION FORM

Candidate

Last Name ___________________________  First Name ___________________________  Middle Name ___________________________  Subject Field of Instruction or Position ___________________________

INSTRUCTIONS: Indicate for each item a check in the appropriate column the evaluation which in your best judgment describes the candidate.

PERSONAL COMPETENCE

1. Knowledge in area of instruction or position ........................................ 1.
2. Knowledge of educational (learning) process  
   (for positions related to instruction) ........................................ 2.
3. Ability to communicate .............................................................. 3.
5. Poise during interview ............................................................... 5.
7. Grooming and appropriate dress .................................................. 7.
8. Quality and amount of appropriate experience ............................... 8.
9. Indicate strengths observed:

<table>
<thead>
<tr>
<th>BELOW AVERAGE</th>
<th>AVERAGE</th>
<th>ABOVE AVERAGE</th>
<th>FAR ABOVE AVERAGE</th>
</tr>
</thead>
</table>

10. Indicate weaknesses observed:

11. Over-all evaluation (this is your final judgment of this candidate's qualifications for this position, not an average of the items evaluated).

______ Outstanding—endorsed with enthusiasm for this assignment.

______ Strong—endorsed with confidence for this assignment.

______ Average—meets basic qualifications but not as well qualified as other candidates for this assignment.

______ Marginal—should be employed only if no one more qualified is available for this assignment.

______ Not recommended for this assignment.

Explain your reasons for this evaluation:

Rater's Signature ___________________________________________  Date ___________________________

LACCD Form C564-5  11/85
APPENDIX K

LACCD Board Rules Governing Faculty Hiring
ARTICLE III

SELECTION POLICIES

10301. SELECTION AND ASSIGNMENT OF FACULTY. It is the policy of the District to employ faculty members who are expert in their subject areas, who are skilled in teaching and serving a diverse student population, and who can foster overall educational effectiveness. Those individuals must be sympathetic and sensitive to the racial and cultural diversity of the populations the colleges serve, and they should generally reflect that diversity themselves. In addition, they must be well prepared to respond to the educational needs of all the special populations served by the District's colleges.

Selection and assignment of faculty shall be based on job-related factors which include qualifications and capabilities. The use of any degree of personal, political, or social influence to secure selection or assignment to a faculty position, or the urging of any consideration other than fitness for the work as a ground for selection or assignment is unprofessional conduct and is strictly forbidden.

Adopted 11-24-70
Amended 01-29-92
Amended 02-14-01

10302. EVALUATION OF ELIGIBILITY FOR EMPLOYMENT OF FACULTY. Faculty shall be employed on the basis of competitive evaluation conducted under the general oversight of the Division of Human Resources and the president where the position to be filled exists. The process of evaluating individuals for eligibility for employment as faculty members shall be in accordance with hiring procedures that meet the standards and requirements set forth in Board Rule 10304, applicable provisions of the Education Code, Title 5 of the California Administrative Code, and relevant Personnel Guides adopted under these Board Rules.

Adopted 11-24-70
Amended 01-29-92
Amended 02-14-01
MAINTENANCE OF CONTINUOUS FACULTY RECRUITMENT; CREATION OF A DISTRICT RECRUITMENT POOL OF POTENTIAL APPLICANTS.

The Division of Human Resources shall develop and maintain a District recruitment pool consisting of a diverse group of potential applicants for faculty positions as a resource for faculty searches. The Division shall also assist the colleges in making effective use of the pool whenever the colleges seek to fill a faculty position.

Adopted 11-24-70
Amended 01-29-92
Amended 02-14-01

FACULTY HIRING. The Board and the faculty, represented by the Academic Senate, share the responsibility for developing and implementing policies and procedures governing the hiring process. This policy, developed and agreed to jointly by representatives of the Board of Trustees and the District Academic Senate, shall govern the selection of faculty at the colleges within the District. For the purposes of this policy, the term "President" means the President of a college or his or her designees, and the term "Academic Senate" means the college Academic Senate.

The Board has the primary legal and public responsibility for ensuring an effective hiring process. As reflected in State law, faculty have an inherent professional responsibility in the development and maintenance of the quality of the District’s and colleges’ educational programs and services. For that reason, significant and meaningful faculty participation in the hiring process is essential, and it is the Board’s expectation that faculty recommendations regarding the qualifications, experience, and desirability of candidates for faculty positions will normally be accepted. Nevertheless, the President shall exercise formal decision-making authority in the hiring process, and all recommendations regarding faculty hiring shall be advisory to the President. No one may be hired as a probationary, long-term substitute, limited status, or hourly rate faculty member unless he or she possesses:

Adopted 11-24-70
Amended 01-29-92
Amended 02-14-01
A. the minimum qualifications for that assignment specified by the Board of Governors of the California Community Colleges (the State Qualifications), or

B. qualifications that are at least equivalent to the relevant State Qualifications.

C. qualifications set by statute or regulation; and

Adopted 11-24-70
Amended 01-29-92
Amended 02-14-01

D. in addition to other minimum qualifications specified in sections A, B and C, the minimum qualifications for a faculty member teaching any credit or noncredit course shall include a current valid certificate to work or a license to practice in California. Such requirements shall be adopted whenever the instructor’s possession of such a certificate or license is required for program or course approval by the Chancellor’s Office of the California Community Colleges or an external approving/accrediting agency or when current occupational certification is essential for effective instruction, as determined by mutual agreement between the Board of Trustees and District Academic Senate.

Adopted 11-24-70
Amended 01-29-92
Amended 02-14-01
Amended 10-05-05

The colleges shall conduct faculty hiring in a way that takes into account the District’s equal employment opportunity obligations, its goal to employ a diverse faculty, and its commitment to affirmatively recruit individuals from groups that are historically under-represented among the faculty at a college or within a discipline. Search/selection committee participants shall complete appropriate training in equal employment opportunity and affirmative action principles.

Adopted 11-24-70
Amended 01-29-92
Amended 02-14-01
10304.1 **Probationary (Contract) Faculty Hiring.**

1.0 Position Identification and Prioritization

The need to consider filling a faculty position can arise under many circumstances as determine by the college. To provide a means by which those needs will be addressed at a college, the President working in collaboration with the Academic Senate shall develop college procedures specifying how proposals to fill contract faculty positions at the college will be prepared, the criteria that will be used to evaluate the proposals, and the process by which proposals will be reviewed and approved. The procedures adopted by each college should be designed and implemented in a way that will permit a thorough and deliberate search to be completed, and a hiring decision to be made, well before the beginning of the academic term during which the new contract faculty member will begin work.

2.0 College Procedures for Hiring Probationary (Contract) Faculty

The President and Academic senate at each college shall develop mutually acceptable written procedures governing the search and selection process for contract faculty that comply with the following minimum requirements and any relevant Personnel Guides adopted under this Board Rule:

2.1 The procedures shall incorporate provisions that ensure that the responsibility for recruiting and selecting well-qualified faculty is a joint responsibility of the faculty and the administration. The procedures shall also require all those involved in the hiring process to adhere to the following fundamental criteria when reviewing application materials, conducting interviews, or otherwise evaluating candidates:

- Adopted 11-24-70
- Amended 01-29-92
- Amended 02-14-01
A. the extent to which the candidate has command of, or brings expertise in, the discipline or subject area in which he or she will be employed;

B. the candidate’s demonstrated ability as, or potential to become, a skilled teacher, counselor, librarian or other support professional; and

C. the degree to which the candidate will contribute, directly and indirectly, to the diversity of the college, division, and discipline in which he or she will be employed.

Adopted 11-24-70
Amended 01-29-92
Amended 02-14-01

2.2 Under the college procedures, the first step in initiating a search shall be the formation of a search/selection committee composed of at least three members, a majority of whom shall be faculty members in the discipline (or, if the Academic Senate deems it appropriate, closely related disciplines) of the position to be filled, and a non-voting affirmative action representative. Working with the members of the discipline, the search/selection committee shall prepare a job announcement to be used in announcing the job opening for approval by the President. The job announcement shall describe at a minimum:

A. the duties and responsibilities the contract faculty member will be expected to assume;

B. the minimum qualifications for the position established by the Board of Governors of the California Community Colleges (the "State Qualifications");

Adopted 11-24-70
Amended 01-29-92
Amended 02-14-01
C. the knowledge, skill and ability a successful candidate should possess; and

D. other characteristics the college determines to be desirable including, but not limited to, a sensitivity to and understanding of the special populations the college serves.

Adopted 11-24-70
Amended 01-29-92
Amended 02-14-01

2.3 While the job announcement shall fully describe the desirable academic preparation, experience and other characteristics sought in a candidate, the minimum qualifications specified in the announcement shall be the same as the State Qualifications. The committee may, however, add to the State Qualifications any appropriate language requiring evidence of a) the ability to communicate and work effectively with people of diverse cultures and language groups and b) sensitivity to individuals who come from diverse academic, socioeconomic, cultural and ethnic backgrounds, including those who have disabilities.

2.4 The recruitment period for each search should be several months long (preferably beginning in the early spring for positions that are anticipated to be filled for the subsequent fall term, or at least a full semester in advance of the start of the assignment for other positions) but the procedures shall specify a recruitment period of no fewer than six weeks.

Adopted 11-24-70
Amended 01-29-92
Amended 02-14-01
2.5 The procedures shall identify decision points at which the overall size and diversity of the pool will be reviewed to determine if they are satisfactory based on availability data, diversity goals, and other relevant factors. Following such a review, if the President determines that the size or diversity of the pool of candidates who responded to the college's job announcement is not satisfactory, the procedures shall require and extension of the recruitment period. In that event, the procedures shall also require the search/selection committee to initiate additional recruitment efforts.

Adopted 11-24-70
Amended 01-29-92
Amended 02-14-01

2.6 To be considered as a candidate for a faculty position, all applicants must submit to the District or the college a cover letter summarizing the candidate's qualifications for the position along with a completed application for employment on a form specified by the District; transcript(s) from an accredited institution; the names, addresses, and telephone numbers (or other appropriate contact information) of at least three references; and any other relevant information specified in the job announcement.

Adopted 11-24-70
Amended 01-29-92
Amended 02-14-01

2.7 The procedures shall identify the manner in which the search/selection committee will review application materials and invite candidates to meet with the committee for an interview or participate in any other skills demonstration or evaluation process required by the committee.

Adopted 02-14-01
2.5 The procedures shall identify decision points at which the overall size and diversity of the pool will be reviewed to determine if they are satisfactory based on availability data, diversity goals, and other relevant factors. Following such a review, if the President determines that the size or diversity of the pool of candidates who responded to the college's job announcement is not satisfactory, the procedures shall require and extension of the recruitment period. In that event, the procedures shall also require the search/selection committee to initiate additional recruitment efforts.

Adopted 11-24-70
Amended 01-29-92
Amended 02-14-01

2.6 To be considered as a candidate for a faculty position, all applicants must submit to the District or the college a cover letter summarizing the candidate's qualifications for the position along with a completed application for employment on a form specified by the District; transcript(s) from an accredited institution; the names, addresses, and telephone numbers (or other appropriate contact information) of at least three references; and any other relevant information specified in the job announcement.

Adopted 11-24-70
Amended 01-29-92
Amended 02-14-01

2.7 The procedures shall identify the manner in which the search/selection committee will review application materials and invite candidates to meet with the committee for an interview or participate in any other skills demonstration or evaluation process required by the committee.

Adopted 02-14-01
The invited candidates will be those who, as determined by the search/selection committee, best meet the qualifications for the position; possess the highest degree of knowledge, skill and ability relevant to the position; and most closely match the desirable characteristics specified in the announcement for the position. Meeting the State qualifications will not guarantee an interview.

Adopted 02-14-01

2.8 Under the procedures, the search/selection committee shall be charged with recommending finalists to the President. The number of candidates the search/selection committee is expected to recommend as finalists, and the manner in which those finalists will be reviewed and considered shall also be set forth in the procedures. The college procedures shall include background and reference checks before a finalist is selected for hire.

Adopted 02-14-01

2.9 The procedures shall address the manner in which candidates will be kept informed of the progress of the search and the status of their candidacy throughout the selection process. The goal shall be to ensure that communication with candidates occurs in a timely and professional manner. This responsibility rests primarily with the President.

2.10 An offer of employment cannot be extended to a candidate until the request to appoint the recommended candidate is approved by the Chancellor or, if appropriate, by the Board.

Adopted 02-14-01
10304.2 Temporary Faculty Hiring: Long Term Substitutes and Limited Status Faculty.

The President and Academic Senate at each college shall develop written procedures governing the search and selection process for long term substitutes and limited status faculty that comply with the minimum standards set forth in Section 2.0 of Board Rule 10304 regarding Faculty Hiring (and any relevant Personnel Guides adopted under those sections), with the exception that the recruitment period for long term substitute and limited status faculty positions may be fewer than six weeks, but no fewer than three weeks.

Adopted 11-24-70
Amended 01-29-92
Amended 02-14-01

10304.3 Temporary Faculty Hiring: Hourly Rate Faculty.

The President and Academic Senate at each college shall develop written procedures governing the search and selection process for hourly rate faculty. The procedures should be designed and implemented in a way that will permit a thorough and deliberate search to be completed, and a hiring decision to be made, well in advance of the starting date of the hourly rate assignment for which the faculty member is being employed. However, the procedures also need to provide for the fact that early recruitment and selection of hourly rate faculty is occasionally impractical. For that reason, the procedures need to provide appropriate flexibility to those involved in the hiring process so that they are able to identify and hire hourly rate faculty in a timely manner when that is necessary.

Adopted 11-24-70
Amended 01-29-92
Amended 02-14-01
10304.4 Acknowledgements.

Nothing in this rule shall be construed as impinging upon the due process rights of faculty, or as detracting from any negotiated agreement between the faculty's collective bargaining representative and the Board of Trustees.

Adopted 11-24-70  
Amended 01-29-92  
Amended 02-14-01

10304.5 Amendments and Revisions

1.0 The Board shall consult with the District Academic Senate before adopting any amendment to or revision of this Board Rule, and in acting on any proposed amendment or revision, the Board shall rely primarily on the advice of the Academic Senate.

2.0 The Chancellor or his or her designee shall consult with representatives of the Academic Senate in developing any Personnel Guides or similar administrative regulations implementing this Board Rule. The Chancellor or his or her designee shall also consult with representatives of the District Academic Senate before amending or revising any such Personnel Guide or administrative regulation.

Adopted 11-24-70  
Amended 01-29-92  
Amended 02-14-01
THE EQUIVALENCE POLICY FOR FACULTY QUALIFICATIONS.

No one may be hired as a probationary, long-term substitute, limited status, or hourly rate faculty member unless he or she possesses:

A. the minimum qualifications for that assignment specified by the Board of Governors of the California Community Colleges (the State Qualifications), or

B. qualifications that are at least equivalent to the relevant State Qualifications.

It is the expectation of the Board that nearly all faculty members will be able to establish their qualifications to perform a faculty service by demonstrating possession of the exact degree or experience specified in the State Qualifications, and that only rarely will candidates need to establish their qualifications through the equivalence process. The equivalence process is not intended to raise or lower State Qualifications, nor is it a means to waive State Qualifications.

The Chancellor, in consultation with the District Academic Senate, will establish procedures under which current and prospective faculty members may seek a determination that they possess qualifications that are at least equivalent to the relevant State Qualifications. A determination reached through the procedures shall be deemed to be a determination of the Board unless, on appeal, the Board itself chooses to review the decision and, after receiving written recommendations from the District Academic Senate and the Chancellor, render a decision on the matter itself. If, for compelling reasons, the Board's decision is contrary to the DAS recommendation, the Board will provide a written explanation to the DAS.

Adopted 11-24-70
Amended 01-29-92
Amended 02-14-01
Amended 06-23-04
10306. FILLING VACANCIES WITH EXISTING EMPLOYEES. The District may fill any vacant position by the transfer of existing faculty, consistent with the Education Code and any negotiated agreement between the collective bargaining representative and the Board of Trustees, at any point in the hiring process prior to the issuance of a job offer to the candidate.

Adopted 11-24-70
Amended 01-29-92

10306.5 Selection of Entrance-Level Substitutes. Selection of certificated entrance-level substitutes shall be from the appropriate eligible list according to their availability to accept substitute employment. Candidates who are available for day-to-day substitute assignments and are approved by the Division of Human Resources shall be placed on the horizontal eligible list for day-to-day substitutes. Acceptance of a substitute, temporary, or limited assignment shall not affect the eligibility of any applicant for assignment to a probationary position. Applicants may be approved for the day-to-day substitutes list without being on the eligible list for a regular position.

Adopted 01-29-92

10307. SELECTION OF ACADEMIC ADMINISTRATORS. Each College and the Educational Services Center shall develop written procedures governing the selection of academic administrators. Selection of employees to fill academic administrative positions at a college or the Educational Services Center shall be made in accordance with those procedures once they have been reviewed by the Division of Human Resources and certified as meeting minimum requirements established by the Chancellor.

Adopted 11-24-70
Amended 07-24-02
APPENDIX L

Link to the State of California Education Code

www.cde.ca.gov/re/rr/cl/
Agreement Between the Academic Senate of Los Angeles Harbor College

and the

College Administration

Signed in Agreement:

[Signature]

President, Academic Senate of Los Angeles Harbor College

10/17/11
Date

[Signature]

President, Los Angeles Harbor College

10/17/11
Date