A GUIDE TO FACULTY RECRUITMENT AND SELECTION

The employment of the right person for each specific faculty position is the single most important action taken by the college. The faculty individually and collectively create and maintain the reputation of the quality of the educational program. In order for that reputation to be one of quality, it is imperative that the recruitment and selection of faculty process be conducted with the greatest concern.

The institutional commitment to quality instruction is clearly articulated in the mission, goals, philosophy and strategies as documented in the Strategic Plan.

Mission

Amarillo College, a public community college, is dedicated to providing educational, cultural and community services and resources to enhance the quality of life for the diverse population in the service area.

Goals

GOAL I Maximize student access.
GOAL II Guide students toward educational success.
GOAL III Provide quality general education.
GOAL IV Provide quality transfer education.
GOAL V Provide quality technical preparation.
GOAL VI Provide quality workforce development opportunities.
GOAL VII Promote employee professional growth and equity.
GOAL VIII Manage institutional resources effectively and efficiently.
GOAL IX Develop alternative resources for the institution.
GOAL X Serve as a community enrichment resource.

Philosophy and Commitments

The heart of Amarillo College's existence is teaching and learning. Teaching is the foundation, the core around which all else at the College revolves. When teaching and learning occur successfully, the College and the community are invigorated and the mission of the College is fulfilled.

Through quality teaching, the vitality of the College is felt in the community. For quality teaching continually stimulates the cultural, intellectual, and technical levels of the community.

Active learning is a consequence of effective teaching. The goal of every dedicated teacher is to kindle that desire for learning which will ultimately translate itself into responsible and fulfilling participation in family, work,
Thus, Amarillo College is committed to:

1. excellence in teaching and learning
2. high academic standards
3. life-long learning
4. open-door admissions
5. the value of the associate degree
6. the value of certificates
7. institutional evaluation and planning
8. optimizing human and financial resources

The minimum qualifications for faculty are set forth in the SACS criteria and in the Coordinating Board guidelines.

**SACS CRITERIA**

**Faculty**

The selection, development and retention of a competent faculty at all academic levels is of major importance to the educational quality of an institution. The commitment of faculty to institutional purposes determines in large measure the effectiveness of the total educational program. An institution **must** provide evidence that it has employed faculty members qualified to accomplish its purpose. Because of the importance of the faculty, the Commission on Colleges and its committees will give special attention to all criteria pertaining to faculty during institutional evaluations.

**4.8.1 Selection of Faculty**

An institution **must** show that it has an orderly process for recruiting and appointing its faculty. This process will normally involve developing a pool of qualified candidates and interviewing those who appear to be best qualified. Institutions are encouraged to recruit and select faculty whose highest degree is earned from a broad representation of institutions. Recruitment and appointment procedures **must** be described in the faculty handbook or other published documents.

It **is expected** that an institution will employ faculty members whose highest earned degree presented as the credential qualifying the faculty member to teach at the institution is from a regionally accredited institution. If an institution employs a faculty member whose highest earned degree is from a non-regionally accredited institution within the United States or an institution outside the United States, the institution **must** show evidence that the faculty member has appropriate academic preparation.

Institutions **must** ensure that each faculty member employed is proficient in oral and written communication in the language in which assigned courses will be taught.
4.8.2 Academic and Professional Preparation

For the purpose of applying the Criteria, a full-time faculty member is one whose major employment is with the institution, whose primary assignment is in teaching and/or research, and whose employment is based on a contract for full-time employees.

Both full-time and part-time faculty must meet the following criteria for academic and professional preparation.

4.8.2.1 Associate

In an associate degree program, full-time and part-time faculty members teaching credit courses in the following areas: humanities/fine arts; social/behavioral sciences; and natural sciences/mathematics must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline. In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation in the above areas. Such cases must be justified by the institution on an individual basis.

The Commission encourages interdisciplinary courses and recognizes that appropriate credentials for teaching may vary. The institution must document and justify the academic and professional preparation of faculty members teaching in such courses or programs.

Each full-time and part-time faculty member teaching courses in professional, occupational and technical areas other than physical activities courses that are components of associate degree programs designed for college transfer, or from which substantial numbers of students transfer to senior institutions, must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of the master's degree with a major in the teaching discipline.

Each full-time and part-time faculty member teaching credit courses in professional, occupational and technical areas that are components of associate degree programs not usually resulting in college transfer, or in the continuation of students in senior institutions, must possess appropriate academic preparation or academic preparation coupled with work experience. The minimum academic degree for faculty teaching in professional, occupational and technical areas must be at the same level at which the faculty member is teaching. The typical combination is a baccalaureate degree with appropriate work experience.

In exceptional cases, outstanding professional experience and demonstrated combinations to the teaching discipline may be presented in lieu of formal academic preparation for faculty members teaching both transfer and non-transfer courses in these areas. Such cases must be justified by the institution on an individual basis.
It is the responsibility of the institution to keep on file for all full-time and part-time faculty members documentation of academic preparation, such as official transcripts and, if appropriate for demonstrating competency, official documentation of professional and work experience, technical and performance competency, records of publications, certifications and other qualifications.

Non-degree diploma or certificate occupational courses are typically taught by faculty members with some college or specialized training, but with an emphasis on competence gained through work experience. While competency requirements may vary, they should be clearly defined by each institution. In all cases, faculty members must have special competence in the fields in which they teach. It is the responsibility of the institution to keep on file documentation of work experience, certifications and other qualifications if these are to substitute for or supplement formal academic preparation.

Faculty members who teach basic computation and communication skills in non-degree occupational programs must have a baccalaureate degree and, ideally, should have work or other experience which helps them relate these skills to the occupational field.

Faculty members who teach adult basic education courses below the collegiate level must have a baccalaureate degree, and also should have attributes or experiences which help them relate to the particular needs of the adults they teach.

Faculty members who teach in remedial programs must hold a baccalaureate degree in a discipline related to their teaching assignment and have either teaching experience in a discipline related to their assignment or graduate training in remedial education.

COORDINATING BOARD GUIDELINES

ÆF. Qualifications of Workforce Education Program Personnel

The minimum qualifications for all workforce education program personnel must be in compliance with the latest SACS criteria. The following personnel qualifications are provided to help colleges and schools ensure excellence in instruction and career development services for students as well as effective program and course administration.

1. Faculty

Faculty must be recruited and appointed by the local higher education institution prior to the start of instruction. Institutional records must document academic preparation, work experience, other appropriate qualifications (i.e., certificates, licensure, etc.), and justification for any exceptions to the Guidelines for faculty listed below.
The Guidelines apply to all faculty teaching in state-funded workforce education programs and workforce continuing education courses regardless of the teaching circumstances (i.e., full-time, part-time, off-campus, out-of-district, and contractual).

a. Faculty who teach workforce education degree or certificate courses should have a combination of academic preparation and work experience, including three years of direct or related work experience other than teaching.

b. Each faculty member teaching courses in workforce education programs that are components of associate degree programs designed for college transfer, or from which a substantial number of students transfer to senior institutions, must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master’s degree, or hold the minimum of the master’s degree with a major in the teaching discipline.

c. Each faculty member teaching credit courses in workforce education associate degree programs not usually resulting in college transfer, or in the continuation of study at senior institutions, must possess appropriate academic preparation coupled with work experience. The minimum academic degree for faculty must be at the same level at which the faculty member is teaching. Faculty who teach in applied associate degree programs should hold a baccalaureate degree or higher; they must hold at least an associate degree.

d. Faculty who teach in certificate programs should hold an associate degree or higher; they must hold at least a higher education certificate or have specialized training in their teaching field.

e. Faculty who teach workforce continuing education courses should have a combination of higher education academic preparation or specialized higher education training and work experience, with an emphasis on competence gained through work experience. In all cases, faculty members must have special competence in the fields in which they teach.

f. Faculty who teach in workforce education programs that are subject to accreditation by external agencies and/or that prepare students for licensure or certification must comply with the educational and experiential qualifications required by the licensing, certifying, or accrediting agencies.

g. Faculty members who teach basic computation and communication skills in non-degree occupational programs must have a baccalaureate degree and, ideally, should have work or other experience, which helps them relate these skills to the occupational field.

h. Faculty members who teach in developmental programs must hold a baccalaureate degree in a discipline related to their teaching assignment and have either teaching experience in a discipline related to their assignment or graduate training in developmental education.

i. In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation for faculty members. Such exceptions must be justified by
Amarillo College participates in the State of Texas Closing the Gaps Education Plan as a means for establishing and maintaining a diverse College enrollment and employment population. A key influence in accomplishing this goal is to have a uniform faculty recruitment and selection process. To this end, A Guide to Faculty Recruitment and Selection is to be used.

EQUAL OPPORTUNITY POLICY:
Amarillo College is an equal opportunity community college. It is the policy of Amarillo College not to discriminate on the basis of sex, disability, race, color, age, religion, or national origin in its educational and vocational programs, activities, or employment as required by Title IX, as amended, Section 504, Title VI, and Age Discrimination Act of 1978. Amarillo College will take steps to assure that the lack of English language skills will not be a barrier to admissions and participation in all educational and vocational programs. For information about your rights or grievance procedures, contact the Director of Human Resources who has been designated the compliance coordinator for Title IX of the Education Amendments of 1972, as amended, and Title II, of the Americans with Disability Act and the related regulations.

PROCEDURES FOR FACULTY RECRUITMENT:

1. Department or Division Chair contacts the Human Resources Office and requests the employment packet which includes a Personnel Requisition, Essential Job Functions Form (if applicable), Memo regarding in-house applicants, Memo regarding Position Vacancy Processing, A Guide to Faculty Recruitment and Selection packet and the Committee Responsibilities packet. The employment packet will also include a copy of the last Personnel Requisition, a copy of the interview questions used previously and a copy of the Job Posting.

The interview questions and the Job Posting Notice will ask if this information is still appropriate, and if so then should be returned to Human Resources. If there hasn't been a previous Job Posting Notice; one will be drafted by Human Resources after the Personnel Requisition has been received. The draft will be sent through e-mail unless the party does not have e-mail and then it will be sent via fax or through intercampus mail.

2. The Personnel Requisition requires the signature of the department/division head and the appropriate executive officer. The position will not be posted until the Personnel Requisition and the Essential Job Functions form are received.

3. Once the position is posted HR will send a copy of the job posting notice and the
Employment Review Form to completed once the position is filled. The position is posted at 13 locations on campus, and all minority employees receive a copy. Copies are also sent to the Texas Workforce Commission and 29 local recruitment resources. These do not include private employment agencies. Faculty and administrative position announcement are also sent to 120 college and universities in Texas, Oklahoma, New Mexico, Colorado, Louisiana and several other states.

4. The requesting department is responsible for requesting a broader recruiting base to include specific schools, key academic contacts, and to professional journals and other paid advertising sources. The HR Office does not automatically initiate additional recruiting sources unless requested by the department in which the vacancy exists. To expand normal recruiting base, the Department and/or Division Chair should contact the HR Office. Paid advertising such as in newspapers, Chronicle of Higher Education, and professional journals are discussed. The HR Office will draft the appropriate advertising wording and format for the ad.

GUIDELINES FOR FACULTY SELECTION:

1. Analysis of Application (narrow pool to 12 or less)
   1. Division Chair is responsible for determining the process for screening the applications. If a matrix is used as a guide, it should be for only initial screening purposes.
   2. Screening Committee may be used to screen applications. The Committee shall be appointed by the Division Chair.
   3. Transcripts: Grades suggest work habits.
   4. Degree program and experience should be appropriate to the position.
   5. Initial references, listed in application, should be checked.
   6. An essay may be required such as - Mission and Goals of the community college. Helps assess writing skills and philosophy.

2. Telephone Interview (narrow pool to 6 or less)
   A. Purpose of telephone interview is to obtain a preliminary idea of each candidate’s attitude about education and his professional objectives.
   2. Determine seriousness of intent to pursue position.
   3. Assess oral communication skills.
   4. Outline interview process and supporting philosophy been explained - procedures such as requiring each candidate to teach a class while being observed should be carefully outlined.

3. Campus Interview (Top 2 to 4 candidates)
1. Opportunity for Division Chair and Vice-President to meet/interview should be arranged.

2. Program director/coordinator and search Committee may also interview separately.

3. Areas to cover in the interview might include:
   1. Motivation to work.
   2. Personal-social relations.
   3. Mental abilities.
   4. Self-confidence.
   5. Effectiveness of expression/communication.
   7. Professional goals.
   9. See additional factors on pages 7 and 8.

4. Assess applicants knowledge of and ability to use technology in instruction.

5. Assess applicants ability to be effective in oral and written use of English. In the event English is not the applicant’s primary language, secure TOEFL scores. (See Board Policy DC).

6. Final references, including current supervisor and any other as deemed appropriate, should be checked following campus interview.

7. Candidates should be introduced to the President during their visit to the campus if feasible.

4. Classroom Performance (if used)
   May be evaluated by Program director, Search Committee, Faculty, and students.

5. Recommendation to Vice-President
   1. Upon receiving input from the search committee, program coordinator or department chair, the Division chair will discuss the top two or three candidates with the Vice-President and Dean of Instruction.
   2. Prepare and submit the final recommendation in writing and a completed Faculty Qualification Form. This final recommendation is assurance that all qualification and requirements have been met.

6. The Vice President and Dean of Instruction, will send a formal offer of position to the applicant. The Division Chair will prepare a 310 form.

7. Completion of the Application review Form
   Upon approval of the recommended candidate by the Vice President, the Department or Division Chair will complete the Employment Review Form that was sent from Human Resources. This form will include all applicants referred for consideration and the job related reasons why the applicants were or were not selected. The completed form will be sent to the Human Resources Office for approval and filing.

8. Final choice submitted to Board of Regents for approval.
KEYS TO SUCCESSFUL RECRUITING PROGRAM:

1. Each Program Director, Department Chair and Division Chair should have some knowledge of how to attract best applicants.

Some considerations might include:
3. Image of the College.
4. Unique qualities of the program.
5. Unique opportunities of faculty.
6. Professional development
   1. In-district workshops and conferences.
   2. State and National conferences.
   3. Instructional development grants.
   4. Faculty development leave grant.
   5. Mini grants.
   6. Mentor program.
7. Other benefits.
   1. Tuition scholarships at Amarillo College for employee and family.
   2. Insurance package (State contribution fully pays employee health insurance and pays 50 percent of dependent health insurance).
   3. AC Benefit Plan (AC contribution equals 5.9% for retirement and .75% for disability and survivors insurance).
   4. AC contribution of 2.5% of salary to be applied to insurance or AC Benefit Plan.
   5. Professorial Rank System.
   6. Tenure Program.
   7. Salary schedule increments of only 3 credit hours. Salary adjusted when credit received.
   8. Health assessment program.

2. A key factor in matching applicants with positions is a clear conception of what a job description is, together with the qualities and qualification suitable for satisfactory completion of such a job. The job description may include:
   A. Essentials.qualifications.
   8. Desirable.qualification.

3. Means of assessing the candidates, the qualities and qualifications sought. One might begin with a description of a successful teacher. This description might include the following
characteristics:
A. Enjoys working.
   1. Resolves own personal problems.
   2. Enjoys students and relates well with them.
   3. Is a mature, mentally stable individual.
   4. Is not egotistical.
   5. Must realize and accept special character of your students.
   6. Is enthusiastic.
   7. Is organized.
   8. Has adequate knowledge of the discipline.
   9. Exhibits good communications skills.

4. Role of Interviewer
   1. Control interview.
   2. Appropriately word questions as to avoid influencing response.
   3. Place candidate at ease.
   4. Know the job and the required qualities and qualifications.
   5. Avoid being overly positive or negative with candidate.
   6. Avoid stereotyping and prejudices.
   7. Use standard form to assure reliability and consistency.

5. Factors for Classroom Assessment (if used)
   1. Every effort is made to prepare candidates, i.e. advance knowledge, time constraints, topic, A.V./computer support, printed matter, etc.
   2. Observers must realize that this is an anxious time for candidate.
   3. Adequate and equal time is given each candidate.
   4. Students notified of new lecturer in advance and told reason (if actual class is used).
   5. Take into consideration the difference between a candidate straight from graduate school and one with several years of teaching experience.
   6. Classroom assessments, view as only one factor in total evaluation.
FACTORS TO BE CONSIDERED DURING THE INTERVIEW:

ATTITUDE:
1. Approaches problems with an affirmative attitude.
2. Demonstrates ability to approach problems with a positive attitude.
3. Displays tact and understanding.
4. Is enthusiastic about the work.
5. Psychological and attitudinal suitability for position.
6. Takes a professional attitude toward human relations and personal problems.

COMMUNICATIONS:
1. Clearly communicates what is expected to be learned.
2. Communicates effectively with students.
3. Displays ability to give constructive criticism in a positive manner.
4. Organizes and expresses thoughts clearly and concisely.
5. Speaks distinctly, with sufficient volume and appropriate speed.
6. Use of vocabulary is appropriate to content and class level.
7. Writes clearly and concisely.
8. Writes clearly and concisely.

ENTHUSIASM:
1. Displays great interest in and eagerness to perform job activities.
2. Exhibits enthusiasm for work and has the ability to transfer this trait to others.
3. Has ability to inspire student enthusiasm for learning.
4. Indicates pride in chosen profession to colleagues and student.
5. Shows enthusiasm for teaching.

HUMAN RELATIONS:
1. Demonstrates skill in general human relations.
2. Demonstrates warmth and enthusiasm and relates to others in a positive way.
3. Displays a sensitivity to the feeling of associates.
4. Exhibits courtesy, self-control, patience and discretion in dealing with others.
METHODS:
1. Discusses ways to improve teaching technique.
2. Looks for and uses different methods to vary class work.
3. Methods maintain student interest and attention.
4. Plans and uses those instructional methods which motivate and enable each student to demonstrate critical and reflective thinking.
5. Willingness to test new methods ideas to improve teaching effectiveness.

PRESENTATION:
1. Adapts to individuals and to groups as appropriate.
2. Did the applicant appear to integrate discussion, questions, and the main body of the material in an organized manner?
3. Did the applicant appear to have organized the presentation carefully prior to class time?
4. Did the applicant ascertain that students understood difficult portions before moving ahead?
5. Did the applicant emphasize major points?
6. Did the applicant use a vocabulary appropriate to the course content and the class level?
7. Did the applicant use appropriate technology effectively?

STUDENT RELATIONS:
1. Encourages student activities that will broaden the intellectual horizons of the student body.
2. Exhibits a respect for diverse cultural backgrounds.
3. Exhibits genuine concern and expertise in meeting student needs.
4. Exhibits willingness to go beyond assigned tasks to meet the needs of individual students.
5. Maintains a poised and proper relationship and proper relationship with the students.
6. Takes responsibility for and participates in various types of student activities.

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