

ACCOMMODATIONS

ACCOMMODATIONS AVAILABLE IN THE RECRUITMENT PROCESS FOR CLARK COLLEGE

Below is a list of some of the accommodations we can provide to persons with disabilities during the recruitment/examination process. Persons who require accommodations other than those listed are invited to contact a member of the Human Resources staff. We encourage persons with disabilities to suggest other methods of accommodation, which would be helpful.

During the recruitment phase, we can:

- Mail or FAX application information
- Assist with completion of application
- Extend deadline for acceptance of applications
- Modify application format
- Provide application materials in LARGE PRINT
- Provide a reader or deaf interpreter

During the examination phase, we can:

- Modify the examination format
 - Provide a reader or deaf interpreter
 - Assist with completion of supplemental application forms
 - Extend examination deadlines
 - Conduct interviews by telephone
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Clark College Human Resources is located at the South end of the campus in the Baird Administration Building; the building is accessible to wheelchairs through the northwest side of the main level, and the northeast side of the lower level. Parking spaces in both the front and back parking lot are reserved for disabled persons; the building is equipped with an elevator.

Information may be obtained by TTY for hearing impaired by calling (360) 992-2317.

APPLICATION INFORMATION & INSTRUCTIONS FOR FACULTY & ADMINISTRATIVE POSITIONS

To be considered for faculty and administrative positions, minimum qualifications must be met and a completed, signed application and all required materials listed on positions announcements must be submitted by the closing date. Applications for positions are accepted for advertised vacancies only. Since signatures are required on certain documents, application materials may not be submitted by e-mail.

Applications are evaluated through a screening process and the most qualified candidates will be identified for interviews. The screening process normally takes from 6-8 weeks beyond the closing date.

Applicants are welcome to call to check on their status; however, everyone will be notified by mail once the process is complete.

Human Resources welcomes resumes for potential temporary openings and will keep them on file for one year after receipt.

Clark College is an Affirmative Action/Equal Opportunity employer. Protected group members are encouraged to apply. Upon request accommodations are available to persons with disabilities for the application process.

Thank you for your interest in Clark College.



Business Technology Instructor Tenure-track

Responsibilities include developing curriculum for teaching a wide range of Business Technology-related courses such as business presentations, computer applications, records and information management, keyboarding, document management and design, business math including 10-key, business English and business communications, and employment preparation. Related work activities include, but are not limited to, advising and counseling students, assisting in campus-related student activities, participating in faculty and administrative committees, community service, and in-service training. Duties may include distance education and multiple campus assignments.

This position also maintains an approved program of professional self-development, preparing, adapting, and revising student learning outcomes; independently plans, organizes, and carries out instructional assignments; and conducts course assessment and other assessment of instruction based on student learning outcomes, and improve student learning based on results of assessment.

Minimum Qualifications

- Master's degree in Business Education or related field from an accredited institution.
- Related teaching experience.
- Experience and training in teaching keyboarding.
- Experience using Microsoft Office Suite 2007.
- Demonstrated ability to work effectively with diverse populations.
- Demonstrated ability in curriculum development using student learning outcomes.
- Ability to communicate effectively.
- Ability to obtain and maintain Professional-Technical Certification requirements:
 1. Teaching personnel in professional-technical fields for which bachelor's or master's degrees are not commonly available shall possess sufficient broad and comprehensive training, industry recognized certification when available, and two years of relevant work experience or relevant and current teaching experience.
 2. Certification is a condition of continued employment for all professional-technical education personnel.

Desirable Qualifications

- Teaching experience at the community college level in traditional and nontraditional delivery methods including distance education.
- The ability to work well with people from academically, culturally, and economically diverse backgrounds.
- An understanding of and commitment to the educational role and philosophy of the community college.
- Ability to work well with nontraditional/under-represented students.
- Demonstrated commitment to student learning.
- Commitment to student learning and experience using a variety of teaching and assessment techniques, including the use of technology, which enhances student success.
- Willingness to participate in a variety of departmental and campus activities.
- Knowledge and/or experience with curriculum and teaching strategies to meet the needs of diverse student populations.
- Willingness to take a leadership role in areas of educational and professional expertise.
- Ability to work well as a member of a team.

General Faculty Responsibilities

- Instruct classes utilizing techniques and knowledge of the discipline that facilitate student learning.
- Advise and assist students in educational and career development.

- Participate in decision-making processes by taking part in department and college committees.
- Work collaboratively with colleagues, businesses, advisory committees, and other educational partners.
- Pursue professional development.
- Strive to enhance teaching and learning techniques

Salary Statement

2009-2010 starting salary is \$43,932. Faculty may advance on the salary schedule every other year; current top step is \$67,016. Salary is for a 173-day contract; additional compensation is available for summer and moonlight teaching, and doctoral and vocational stipends. Start date is September 2010.

Conditions of employment: Finalist(s) for this position will be subject to a pre-employment background check as a condition of employment. This position is represented by the Association for Higher Education (AHE) and employees are required to become a member of AHE or pay a representation fee.

APPLICATION PROCESS

Required Application Materials:

- Clark College Application for Faculty Positions
- Letter of application describing background and experience related to qualifications and responsibilities of the position
- Current resume
- Unofficial copy of all transcripts/certifications
- Responses to the following supplemental questions. Applications without answers to the questions will not be considered. Both content and presentation will be evaluated.
 1. Describe your teaching philosophy.
 2. Describe strategies you have used to ensure your teaching is effective and students are succeeding.
 3. What have you done or would you like to do to increase educational outreach to ethnically and culturally diverse students?
 4. Describe any special interest areas you have within your discipline. How do you keep current within your field of academic interest?

Application materials may be obtained via the Website, www.clark.edu/jobs or by contacting:

Clark College Human Resources
 1933 Fort Vancouver Way
 Vancouver, WA 98663-3598; (360) 992-2105; TTY (360) 992-2317

Application Deadline:

For priority consideration, completed application materials must be submitted to Human Resources by 5 p.m., February 24, 2010.

The College will consider its diversity needs when recruiting for all positions.

Clark College is an equal opportunity employer. Protected group members are strongly encouraged to apply. Clark College does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, sexual orientation, gender identity, gender expression, creed, disabled veteran status, marital status or Vietnam-era veteran status in its programs and activities. Upon request, accommodations are available to persons with disabilities for the application process. Questions regarding the College's Affirmative Action Policy may be directed to the Director for Equity and Diversity, Baird Administrative Building, (360) 992-2355.

The security of all the members of the campus community is of vital concern to Clark College. Information regarding crime prevention advice, the authority of the Security/Safety Department, policies concerning reporting of any crimes which may occur on the campus, and crime statistics for the most recent 4-year period may be requested from the Clark College Security/Safety Department, (360) 992-2133.

Clark College at a Glance

Clark College is located in southwest Washington, the fastest growing region in the state. The college is the second largest single campus community college in the Washington State system and is recognized for its strong academic coursework and industry-responsive professional and technical training programs in more than 100 fields of study.

General information: Founded in 1933, Clark is one of 34 community and technical colleges operating under the State of Washington. Clark College serves residents of Clark, Skamania and west Klickitat counties and is accredited by the Northwest Association of Schools and Colleges, Clark's student population is over 13,000 full- and part-time students with 7,998 FTES in fall 2008. The average student age is 29 years. The Faculty consists of 188 full-time and a number of adjunct instructors and 75 administrators/ managers.

Partnerships: Clark collaborates with local high schools and colleges, to help provide a seamless educational path for students. The College participates in programs such as Workforce Training, WorkFirst, and the Southwest Washington Regional Displaced Homemakers Center and plays a significant role in aiding adults who must transition into the changing job market.

Degrees and Certificates: Associate in Arts, Associate in Science Transfer, and Associate in Applied Science. Various certificates are granted upon the recommendation of the faculty for completion of a program of specialized occupational training.

Region at a Glance

Located on the Columbia River, just 15 minutes from downtown Portland, Oregon, 90 miles from the Pacific Ocean, and one hour from the scenic Cascade mountain range, Vancouver is a diverse waterfront community with a thriving business center, abundant recreational opportunities, and historical and cultural richness. Known for its commitment to education, Vancouver and Clark County have a diverse economy and well-educated workforce. Vancouver is Washington's fourth largest city with a population of 162,400 situated in a growing Clark County with a population of 424,200.

Cultural and recreational opportunities include theater, dance, chamber music, professional sports, and historic Mt. St. Helens National Volcanic Monument. Clark County offers a high quality of life, including a mix of urban areas, parks, farmlands, and forests. Fishing, hunting, swimming, boating, camping, skiing, windsurfing, and hiking are just a few of the outdoor pursuits that flourish in the area. Living in Clark County has the benefits of a large metropolitan area, with a less crowded feel.

Residents of Clark County enjoy a reasonable cost of living. Washington has no income tax and the county offers affordable housing with the median sale price at \$250,000.

Clark County is a regional hub for transportation and commerce. Downtown Vancouver is located just 15 minutes away from the Portland International Airport. The Port of Vancouver offers a deep-draft harbor for ocean-going commerce and the area is also served by AMTRAK.

Vancouver was named among the top 100 best places to live in Money Magazine, 2005.

ACADEMIC EXPERIENCE (List present or most recent experience first)

Institution	Title
Street Address	Duties:
City State Zip	
Supervisor	
Supervisor's telephone	
May we contact your supervisor?	Worked from: month / year to month / year or <input type="checkbox"/> Present
Assigned hours per week \ % time	
Institution	Title
Street Address	Duties:
City State Zip	
Supervisor	
Supervisor's telephone	
May we contact your supervisor?	Worked from: month / year to month / year
Assigned hours per week \ % time	
Institution	Title
Street Address	Duties:
City State Zip	
Supervisor	
Supervisor's telephone	
May we contact your supervisor?	Worked from: month / year to month / year
Assigned hours per week \ % time	
Institution	Title
Street Address	Duties:
City State Zip	
Supervisor	
Supervisor's telephone	
May we contact your supervisor?	Worked from: month / year to month / year
Assigned hours per week \ % time	

EMPLOYMENT OTHER THAN ACADEMIC (List present or most recent experience first)

Firm Name	Title
Street Address	Duties:
City State Zip	
Supervisor	
Supervisor's telephone	
May we contact your supervisor?	Worked from: month / year to month / year
	Assigned hours per week \ % time
Firm Name	Title
Street Address	Duties:
City State Zip	
Supervisor	
Supervisor's telephone	
May we contact your supervisor?	Worked from: month / year to month / year
	Assigned hours per week \ % time
Firm Name	Title
Street Address	Duties:
City State Zip	
Supervisor	
Supervisor's telephone	
May we contact your supervisor?	Worked from: month / year to month / year
	Assigned hours per week \ % time

Total full-time equivalent administrative, teaching or counseling experience in full contractual years. (A 9-month academic year is considered a full year for teaching and counseling.)

In the State of Washington _____ Out of State _____

List any professional licenses you have that are required or applicable to the position, including a driver's license (e.g., CPA, State Bar Association, Board Certification for Medical Professions, etc.)

EDUCATION

Have you graduated from high school or received a GED certificate?

Yes

No

Type of School	Name of School	Street Address, City, State, ZIP	From Mo/Yr	To Mo/Yr	Total Credits Completed*	Degree Earned	Major
College or University (Undergraduate)							
College or University (Graduate)							
Technical, business, or other school							

*Indicate whether semester (S) or quarter (Q) credits

CERTIFICATION

Do you hold a vocational instructor's certificate?

Yes

No

If yes:

From which state: _____

Expiration date: _____

Issuing institution: _____

Valid to teach which subjects? _____

I certify that the information contained in the application form is true, correct and complete to the best of my knowledge. I understand that consideration of this application and the continuation of any employment gained depends upon the true and accurate representation of the facts as stated or implied in this application. In addition, I hereby authorize Clark College to make inquiries regarding my education, work experience and references, unless otherwise stated. I hereby release all parties and persons associated with any such inquiries from liability in connection with information they give. I have read and understood the information on this application.

Signature _____

WORKFORCE PROFILE INFORMATION

CLARK COLLEGE

Clark College is required by law to report the composition of its workforce to the government. This form is required for all employees. It is optional for applicants.

Name (Last, First, Middle Initial)	Date of Birth / /	Social Security Number - -
Street Address:		Phone: () - area code
City, State, Zip:		

1. What race(s) or culture(s) do you consider yourself? (Refer to definitions on reverse)

- African American / Black (870)
- Caucasian / White (800)

Asian or Pacific Islander (API):

- | | |
|--|---|
| <input type="checkbox"/> Chinese (605) | <input type="checkbox"/> Vietnamese (619) |
| <input type="checkbox"/> Filipino (608) | <input type="checkbox"/> Asian Indian (600) |
| <input type="checkbox"/> Hawaiian (653) | <input type="checkbox"/> Japanese (611) |
| <input type="checkbox"/> Korean (612) | <input type="checkbox"/> Cambodian (604) |
| <input type="checkbox"/> Samoan (655) | <input type="checkbox"/> Laotian (613) |
| <input type="checkbox"/> Guamanian (660) | <input type="checkbox"/> Other API
[Please identify below] |

- American Indian (597)
[Please identify the name of the enrolled or principal tribe below]

- Inuit (935)
- Aleut (941)
- Mexican, Mexican-American (722)
- Puerto Rican (727)
- Chicano (705)
- Cuban (709)
- Other Spanish [Print one group below, such as Colombian, Dominican, Nicaraguan, Spaniard, etc.]

- Other Race [Please indicate race or culture below]

If you are more than one race, please check "Multi-Racial" below and indicate your preference for Affirmative Action purposes.

- Multi-Racial _____

2. Educational Level: (check one)

- | | |
|--|--|
| <input type="checkbox"/> H.S. Diploma (04) | <input type="checkbox"/> Masters (09) |
| <input type="checkbox"/> Trade Certif (05) | <input type="checkbox"/> Prof Degree, JD, MD (10) |
| <input type="checkbox"/> Some College (06) | <input type="checkbox"/> EdD, other Doctorate (11) |
| <input type="checkbox"/> AA/AS (07) | <input type="checkbox"/> PhD (12) |
| <input type="checkbox"/> BA/BS (08) | <input type="checkbox"/> Other _____ |

3. Are you: Male Female

4. Have you ever been on active duty in the U.S. Armed Forces?

- No Yes Dates: From _____ To _____
- Vietnam-era Veteran (VV)
- Disabled Veteran (Percent of disability _____%) (DV)

5. Are you receiving military retirement payments?

- Yes No

6. Do you have any physical, sensory, or mental condition that substantially limits any of your major life functions, such as working, caring for yourself, walking, doing things with your hands, seeing, hearing, speaking, learning?

- Yes No

NOTE: If you mark "Yes", you will be identified as an individual who meets the affirmative action criteria for persons with disabilities. A detailed definition is printed on the reverse.

7. Do you have a physical, mental, or other health condition that has lasted six (6) months and which limits the kind or amount of work you can do at a job?

- Yes No

NOTE: This question is included to maintain consistency with the federal census data. If you mark this question "Yes" and do not answer 6 as "Yes", you will not meet the definition of a person with disabilities since it states that disability must be permanent.

8. Retirement Program Status - Confirmation of employees' current or former membership in any Washington State Retirement program is mandatory. This section must be completed.

- I am not and never have been a member of any Washington State retirement plan.
- I am an:
 - active inactive retired member of:
 - TIAA/CREF
 - Washington State Teacher's Retirement System (TRS):
 - TRS 1 TRS 2 TRS 3
 - Washington State Public Employees Retirement System (PERS)
 - PERS 1 PERS 2 PERS 3

CERTIFICATION - I attest that I have completed this form to the best of my knowledge and the information is true and correct.

Signature: _____

Date: _____

Affirmative Action Definition

American Indian or Alaskan Native. A person with origins in any of the original peoples of North America and who maintains cultural identification through documented tribal affiliation or community recognition.

Asian or Pacific Islander. A person with origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. For example, China, Japan, Korea, Pakistan, the Philippine Republic, or Samoa.

African-American/Black. A person with origins in any of the Black racial groups of Africa.

Hispanic. A person of Mexican, Puerto Rican, Cuban, South America, or other Spanish culture or origin regardless of race. For example, persons from Brazil, Guyana, or Surinam would be classified according to their race and would not necessarily be included in the Hispanic category. This category does not include persons from Portugal, who should be classified according to race.

Caucasian/White. A person with origins in any of the original peoples of Europe, North Africa, or the Middle East.

Disabilities. For Affirmative Action purposes, people with disabilities are persons with a permanent physical, mental, or sensory impairment; which substantially limits one or more major life activities. Physical, mental, or sensory impairment means: (a) any physiological or neurological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the body systems or functions; or (b) any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness, or any specific learning disability. The impairment must be material rather than slight, and permanent in that it is seldom fully corrected by medical replacement, therapy or surgical means.

Disabled veteran. A person entitled to disability compensation under laws administered by the U.S. Department of Veterans Affairs for disability rated at 30 percent or more, or a person whose discharge or release from active duty was for a disability incurred or aggravated in the line of duty.

Vietnam-era veteran. A person who served on active duty for a period of more than 180 days, any part of which occurred between August 5, 1964, and May 7, 1975, and was discharged or released from duty with other than a dishonorable discharge.