

Faculty Prioritization Process



Academic Senate
Ventura College

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Purpose Statement

The intent of this document is to facilitate voting that reflects college-wide needs, minimize voting for narrow interests, and provide standardized operating procedures that are communicated in advance, thus maintaining equity and fairness for all areas. It is also intended to clarify the faculty prioritization process and promote collaboration between Administration and Academic Senate.

Introduction

Faculty hiring prioritization is a key process aimed at strengthening the academic mission of the College, engaging our community needs, and fostering student success. The hiring prioritization process described below draws on best practice recommendations from across the State of California and promotes effective decision-making through the College's participatory governance structure. Because hiring prioritization cannot be reduced to one rubric, the process will be multi-faceted, and decision-making will consider qualitative and quantitative data from program review, legal and licensing mandates, accreditation standards, and student educational goals.

Hiring prioritization is intrinsically connected to many of the academic and professional issues designated as "rely primarily" or "mutually agree" items in Title V Section 53200 and the policies of the Ventura County Community College District (VCCCD). The Academic Senate will consult collegially with the College President to come to agreement on any issues or concerns regarding hiring prioritization. If agreement cannot be reached, the Academic Senate reserves its right to make its recommendations directly to the VCCCD Board of Trustees.

The Faculty Staffing Priorities Committee

The Faculty Staffing Priorities Committee (FSPC) is a subcommittee of the Academic Senate. Its primary purpose is to develop criteria for evaluating requests for full-time faculty positions and then to prioritize requests for full-time faculty positions. The membership of the FSPC may include up to eleven (11) members:

- Four (4) members of the Senate Executive
- Three (3) members of Senate Council
- Four (4) at-large members

Membership on the committee should reflect a broad array of disciplines and expertise. It should also include at least one (1) representative from student services, one (1) representative from CTE, and one (1) representative from library/athletics. The committee operates with the

understanding that none of the members represents a constituent group but rather maintains a college-wide perspective. This structure is in place to allow the smallest departments or disciplines adequate representation, to avoid intra-departmental conflicts, and to decrease the interference of campus politics or personality issues.

Types of Full-Time Faculty Hires

Hiring requests are classified into three categories.

1. **Replacement hires.** When a faculty position is vacated before the program review deadline, a Department/Division may submit a replacement hiring request through the program review process. These hires should be clearly marked as “replacement” and will be graded using the rubrics and worksheets presented at the end of this document.
2. **Growth hires.** Departments/Divisions may request a growth hire as part of the program review process. These hires should be clearly marked as “growth” and will be graded using the rubrics and worksheets presented at the end of this document.
3. **Out-of-Cycle hires.** Out-of-cycle hiring refers to a situation where a full-time position may be needed outside the usual program review timeline. These types of requests will only be considered under the following circumstances:
 - Position was vacated unexpectedly after the program review deadline.
 - Position is necessary to maintain accreditation and/or state licensing.
 - A department/program was created after the program review deadline.

The out-of-cycle program review resource request process shall be used to evaluate all out-of-cycle hiring requests. Each request that is submitted must provide detail on why it was not included as a request in the annual program review process. If necessary, the Senate President may convene a special meeting of the FSPC to consider an out-of-cycle request. These hires should be clearly marked as “out-of-cycle” and will be graded using the rubrics and worksheets presented at the end of this document. The FSPC may:

- Approve the request and include it in the final prioritization rankings.
- Deny the request and recommend it be resubmitted through program review.
- Recommend filling the request as a one-year temporary position. Temporary positions are not guaranteed to become tenure-track and are subject to the normal program review process.

Overview of the Faculty Prioritization Process

The faculty prioritization process begins at the Department/Division level. Hiring needs are requested through the program review process or the out-of-cycle program review resource request process. The rubrics and worksheets used by the FSPC should be made available to all Departments and Divisions at the start of each academic year to allow faculty to review the prioritization criteria before submitting their hiring requests.

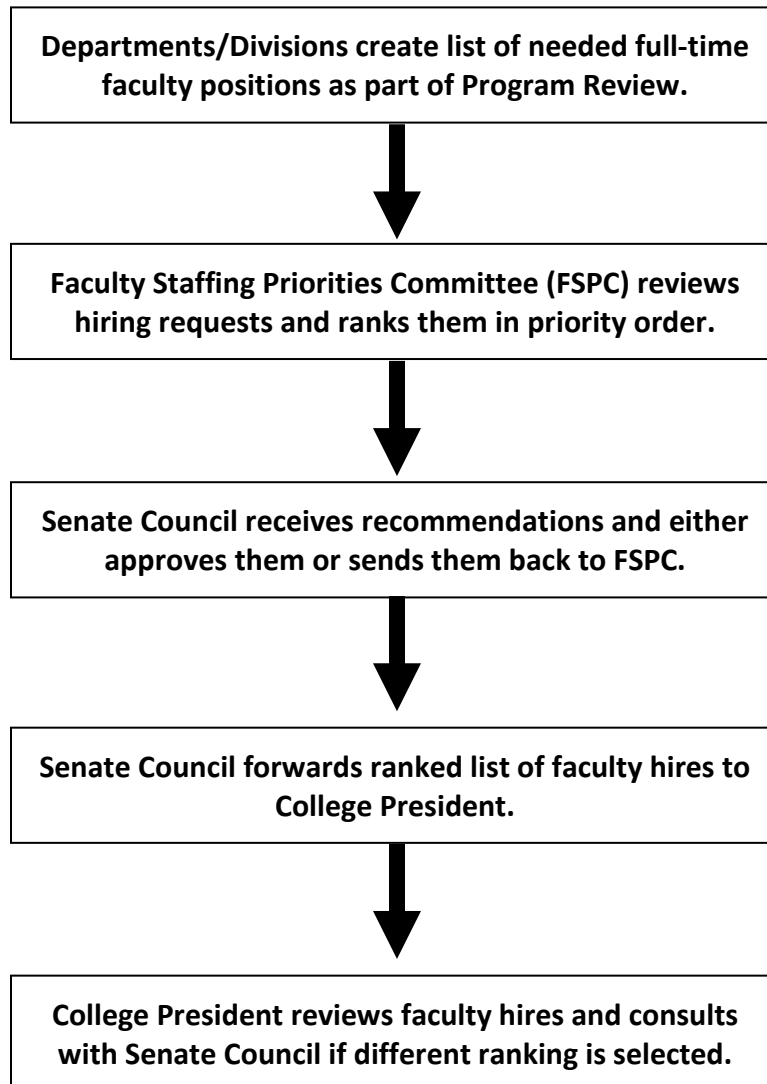
The FSPC reviews the hiring requests and ranks them in priority order using the rubrics and worksheets presented at the end of this document. Faculty prioritization lists from previous academic years will not be used in any subsequent academic year for determining which full-time faculty positions should be hired. Recommendations from the FSPC will be submitted to Senate Council for final approval. If the Senate Council approves the rankings, the rankings will go forward to the College President as a recommendation. If the Senate Council does not approve the rankings, the FSPC will reconvene to review the Council's concerns. The FSPC will either reaffirm the rankings or make changes to address Senate Council's concerns. In either case, the prioritized rankings will be forwarded to the College President along with any concerns from Senate Council.

If the College President does not follow Senate's recommendations, the Senate Council and FSPC will consult collegially with the College President. If an agreement on the new prioritization cannot be reached, the Academic Senate reserves its right to voice its recommendations directly to the VCCCD Board of Trustees.

Process Timeline

August	Criteria used to rank faculty hiring requests sent to Department Chairs and Deans.
September	Departments/Divisions complete the program review process.
October / November	Membership of the FSPC is established. Hiring requested are graded and ranked by FSPC. Rankings are presented to Senate Council for approval.
December	Hiring recommendations are forwarded to the College President.

Process Flowchart



Worksheet A.1

Objective Data for Instructional Faculty

Position: _____

Data supplied by Institutional Effectiveness

Weight	Criterion	Fall (2 years ago)	Spring (2 years ago)	Fall (1 year ago)	Spring (1 year ago)	Average	Priority Score
40%	% of courses taught by full-time faculty						
40%	Average fill rates by discipline						
20%	Duplicated enrollment by discipline						

Rubric for Worksheet A.1

Criterion	High Priority (3 points)	Medium Priority (2 point)	Low Priority (1 points)
<p>Criterion 1: % of courses taught by full-time faculty*</p> <p>A high reliance on part-time faculty can have negative effects on student success.</p>	<p>Less than 50% of the sections are taught by full-time faculty OR the program is new and does not have any full-time faculty OR the program has accreditation, licensing, or statutory requirements that mandate set faculty number</p>	<p>75-50% of the sections are taught by full-time faculty.</p>	<p>More than 75% of sections are taught by full-time faculty.</p>
<p>Criterion 2: Fill rates by discipline</p> <p>High fill rates indicate that additional sections may be necessary to satisfy student demand.</p>	<p>Sections have an average fill rate above 85% OR the program is new and has high student demand**</p>	<p>Sections have an average fill rate between 84-60% OR the program is new and has medium student demand**</p>	<p>Sections have an average fill rate less than 60% OR the program is new and has low student demand**</p>
<p>Criterion 3: Duplicated enrollment by discipline</p> <p>Higher enrollment requires increased support from faculty and creates increased workload.</p>	<p>The department/program has more than 500 duplicated enrollments per semester.</p>	<p>The department/program has been 100-499 duplicated enrollments per semester.</p>	<p>The department/program has less than 100 duplicated enrollments per semester.</p>

* Sections taught by full-time faculty as overload or extra hourly will be counted in the part-time percentage.

** Demand must be demonstrated through objective metrics (e.g. college survey, community polling, etc.)

Worksheet A.2 Objective Data for Non-Instructional Faculty

Position: _____

Data supplied by Institutional Effectiveness

Weight	Criterion	Fall (2 years ago)	Spring (2 years ago)	Fall (1 year ago)	Spring (1 year ago)	Average (4 semesters)	Priority Score
40%	% of services provided by full-time faculty						
40%	Total student contacts/FTEF						
20%	Accreditation, state licensing, and/or statutory requirements						

Rubric for Worksheet A.2

Criterion	High Priority (3 points)	Medium Priority (2 point)	Low Priority (1 points)
<p>Criterion 1: % of services provided by full-time faculty</p> <p>A high reliance on part-time faculty can have negative effects on student success.</p>	<p>Less than 60% of services are provided by full-time faculty.</p>	<p>60-80% of services are provided by full-time faculty.</p>	<p>More than 80% of services are provided by full-time faculty.</p>
<p>Criterion 2: Total student contacts/FTEF compared to average at District colleges</p> <p>A high number of student contacts indicates a greater demand for services. Student contact/FTEF ratio measures demand versus staffing levels is compared to the average ratio within the same service area at peer colleges (Moorpark and Oxnard).</p>	<p>Total student contact/FTEF is 30% higher compared to average of other District colleges.</p>	<p>Total student contact/FTEF is 15-29% higher compared to average of other District colleges.</p>	<p>Total student contact/FTEF is comparable to average of other District colleges.</p>
<p>Criterion 3: Accreditation, state licensing, and/or statutory requirements</p> <p>Some service areas may have accreditation, licensing, or statutory requirements.</p>	<p>A specific number of faculty is mandated by accreditation, licensing, or state law. Hiring request must include a link to the relevant standards.</p>		<p>Service area does not have a mandated faculty number.</p>

Worksheet A.3
Ranking Summary for Objective Data

Position	Criterion 1	Criterion 2	Criterion 3	Total Score

WORKSHEET B.1

Subjective Narrative Information Sheet

Position: _____

Type: Replacement / Growth / Special

Members of the FSPC will consider the following questions when evaluating a hiring request. Please write 1-2 sentences to address each prompt as part of the program review process.

1. Does the department/service area have difficulty in recruiting and/or retaining adequate part-time faculty to address its staffing needs?
2. How would this new position assist in the fulfillment of divisional responsibilities for full-time faculty?
3. Are there any special circumstances that the FSPC should take into consideration (e.g. failed searches, accreditation requirements, licensing issues, new program, reasons to reconsider enrollment and fill-rate data)?

Rubric for Worksheet B.1

Criterion	High Priority (3 points)	Medium Priority (2 point)	Low Priority (1 points)
Does the department/service area have difficulty in recruiting and/or retaining adequate part-time faculty to address its staffing needs?	Department/service area provided data to indicate that it is very difficult to find adjunct faculty in this discipline.	Department/service area provided data to indicate that it is moderately difficult to find adjunct faculty in this discipline.	It is not difficult to find adjunct faculty in this discipline OR the department/service area did not provide data in their response.
How would this new position assist in the fulfillment of divisional responsibilities for full-time faculty?	Department/service area provided data to indicate that a new hire will substantially impact current workloads.	Department/service area provided data to indicate that a new hire will moderately impact current workloads.	The new position will not impact current workloads OR the department/service area did not provide data in their response.
Are there any special circumstances that the FSPC should take into consideration?	Department/service area is impacted in areas that are beyond their control (e.g. failed searches, regulations, accreditation requirements, legal mandates, new program, reasons that influence enrollment, etc.).		Department/service area is not affected by any special circumstances.

Worksheet B.2
Ranking Summary for Subjective Data

Position	Criterion 1	Criterion 2	Criterion 3	Total Score

WORKSHEET C
OVERALL RANKING AND POINTS

Rank	Position	Type of Hire (Replacement, Growth, Out-of-Cycle)	Total score for Objective Criteria	Total Score for Subjective Criteria	Overall Score