

VVC FACULTY HIRING PRIORITIZATION PROCESS

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OVERVIEW OF FACULTY HIRING PRIORITIZATION PROCESS AND PROCEDURES

Each academic year, as part of the College's Program Review process (PRAISE), Department Chairs/Area Coordinators/Discipline Faculty will have the opportunity to request full-time faculty hires, providing relevant data and a narrative justifying the need for a full-time position. These requests are then evaluated through the Faculty Hiring Prioritization Process which uses provided justification to create a ranking of all recommended full-time faculty hires for the year. This process is governed by the Academic Senate through the Faculty Hiring Procedures Committee in collaboration with the Instructional Program review committee. The ranking is submitted to the Academic Senate Representative Council. Upon approval, it is then recommended to the Victor Valley Community College District. The District relies primarily upon this ranking when determining the disciplines for which full-time faculty will be hired.

The prioritization process is intended to equalize the distribution of new hires based on data and need while simultaneously considering that every program is different; many factors must be considered. Not all criteria are hierarchal in nature.

LEGAL MANDATE AND/OR ACCREDITING AGENCY REQUIREMENT

Faculty positions which are legally mandated and/or mandated by an accrediting agency are prioritized highest to ensure the College is complying with any/all Federal, State and/or local laws and safety requirements and accreditation requirements respectively. For units requiring a faculty member based on these criteria, departments must provide proof of the need and a brief narrative directly to the following: the President/Superintendent, the Vice President of Instruction, and the Academic Senate Executive Board. These constituents will meet to discuss the request and respond within 2 weeks of receiving the appeal for additional faculty for legal mandates or accrediting body requirements.

CATEGORICALLY FUNDED FACULTY HIRES

Categorically funded programs are established by the California legislature to provide state mandated minimum standards to a targeted group of students who are either disabled, disadvantaged, or have financial need. Thus, it provides funding to serve students without any cost to the District general fund. The goal of categorical funding is to ensure access and maximize the potential for success of otherwise at-risk students. Given the nature of these funds, faculty positions which are categorically funded can be immediately filled with the consent of designated campus leadership and the Academic Senate and categorically funded faculty positions do not undergo the Faculty Prioritization Process described within this document. Programs wanting to utilize their categorical funds for faculty should still enclose their request for a faculty member within the program review so the campus can properly maintain documentation and can close-the-loop on the request (i.e. provide updates, feedback, potential Return-On-Investment calculations, etc.).

FAILED SEARCHES

A failed search is defined as one in which candidates were interviewed, but no one was hired. There can be several reasons for a failed search, including but not limited to:

- Top candidates accepted other offers, remaining candidates did not seem hireable
- A small pool with uncompetitive candidates
- Candidates looked hireable on paper, but in-person interview was not promising

If a search has failed, the decision to re-float the position or to cancel the hire must be reached between the Academic Senate Executive Board and the Superintendent/President. In the event a search is cancelled, ASEB and the Superintendent / President can revisit the Academic Senate's Prioritized List, and fill another position based on the prioritized list. (Given that the decision is made within the same academic year, the option is to move down the prioritized list and not deviate to other requested faculty hires without substantiated justification.)

Faculty Hiring Prioritization Group Membership

(13 Voting, 1 Non-Voting)

- Three (3) leadership appointed by the Superintendent/President
 - Vice President for Instruction (1)
 - Dean (Instructional or Non-Instructional) (1)
 - Presidential designee from administrative team (1)
- Nine (10) Faculty appointed by the Academic Senate
 - One (1) Academic Senate President (or designee) – Group Lead
 - Four (5) instructional faculty (one from each school)
 - One (1) VVCFA faculty member
 - One (1) AFT Part-Time Faculty United member
 - One (1) student services faculty
 - One (1) library or distance education faculty
- One (1) Non-Voting Member of Committee (Recommendation that this member either be the Instructional Program Review Coordinator, a Designated Academic Senate Representative or another designated instructional coordinator).

TIMELINE

Timing of faculty hires during the fiscal year can have bearing on the quality and scope of candidates who apply. Therefore, the committee will abide by a timeline which will have the highest likelihood of gaining the most qualified and diverse pool of candidates.

AUGUST/SEPTEMBER,

Formation of Prioritization Group

The membership of the Prioritization Group (PG) should be determined as early as possible in the term to facilitate scheduling PG meetings. (Many of the group members will have full calendars and arranging a time that works for everyone will be challenging.) The Group Lead should request a call for membership to ASEB as soon as the term commences. The Group Lead will also reach out to the Vice President of Instruction (or designee) for a list of administrative members.

Determination of Deadlines

The Group Lead and Non-Voting Member together determine the Prioritization Process Deadline (PPD).

The PPD should be scheduled to provide the prioritization list to ASEB by the deadline for the November Academic Senate Representative Council meeting. Once the PPD is determined, the Non-Voting Member in consultation with the Program Review Software Administrator shall determine the Faculty Request Deadline (FRD). The FRD should be scheduled so that Faculty Request authors will have sufficient time to prepare their requests and PG members will have sufficient time to score and prioritize them.

Schedule PG Meetings

Once the Prioritization Process Deadline (PPD) and Faculty Request Deadline (FRD) have been established, the Group Lead should poll the PG members to schedule the training and deliberation meetings. The training meeting should give sufficient time for thorough discussion and training on how to use the rubrics and score requests. The deliberation meeting should take place near the end of October on a date that gives the Non-Voting Member sufficient time to compile the ranked list before the PPD.

OCTOBER

Faculty Request Deadline (FRD)

Units requesting a faculty hire must submit their request by the FRD. Requests for faculty hire are submitted using a faculty request form as a component of the Program Review Process and Report System. Units requesting a faculty hire **MUST** also complete their Program Review reports by the designated Program Review deadline, which is different than the faculty request deadline.

Compilation of Hiring Requests and Data

Following the FRD, the non-Voting Member compiles the list of all faculty requests for prioritization. **The** Program Review Software Administrator compiles all necessary and relevant data required for rubric scoring. (This includes both data from within the Program Review Dashboards, and any other data needed from Human Resources or Institutional Research). Each request is organized as its own portfolio, which includes all request information, narrative and supporting data for PG members to make their decisions.

Prioritization Group Training

The training meeting of the Prioritization Group will accomplish the following: (1) deliver all portfolios to members; (2) train/refresh members of the PG how to use the rubric; and (3) remind/inform PG members of the timeline to be followed. The PG is given a period (1 – 2 weeks) to review the data and make their own assessments within the rubric.

Deliberation Meeting

The PG convenes for collective ranking. The Non-Voting Member facilitates the discussion for the committee to collectively assess each request.

Prioritization List

Following the deliberation meeting, the Non-Voting Member prepares the final Prioritization List to be delivered to the Academic Senate Representative Council.

Program Review Deadline

The non-voting member of the committee confirms that those units requesting a faculty hire have submitted their Program Reviews. Failure to submit the Program Review following a request for faculty hire will nullify the request for a faculty hire.

NOVEMBER

Academic Senate Vote

ASEB agendaizes the Prioritization List on the November Academic Senate Representative Council meeting

as an action item for approval. A movement to approve on a first read shall be entertained. The Representative Council votes. The final document, The Academic Senate's Prioritized List of FT Faculty Hires, is sent to the Superintendent / President with a cover sheet indicating voting results.

Superintendent/President Response

The Superintendent-President may request appointments with stakeholders, additional data, and justification as needed. The Prioritization Group spends weeks prioritizing requests for faculty hires based on criteria agreed upon by all applicable campus constituencies. Their work is thorough and time-consuming. In the event the Superintendent/President is not in agreement with the order of the Prioritized List, they will report out to the Academic Senate Executive Board with reasons for deviation from the list. ASEB can request a meeting to discuss what may be viewed as substantial deviations from the Prioritized List. The objections will be documented and stored for future consultation, if needed. Documentation may be consulted in the event of failed searches (see below for process on failed searches).

RANKING PROCESS

The initial ranking of faculty hire requests will be done by ballot as follows: each PG member will assign a score to each rubric category for each position request, independently. The total of the average scores in each rubric block will determine the initial ranking.

Once the draft list has been completed, any member of the Prioritization Group can suggest an override of a ranking. Overrides are permitted when a two-thirds supermajority of the PG members votes to re-rank a single position.

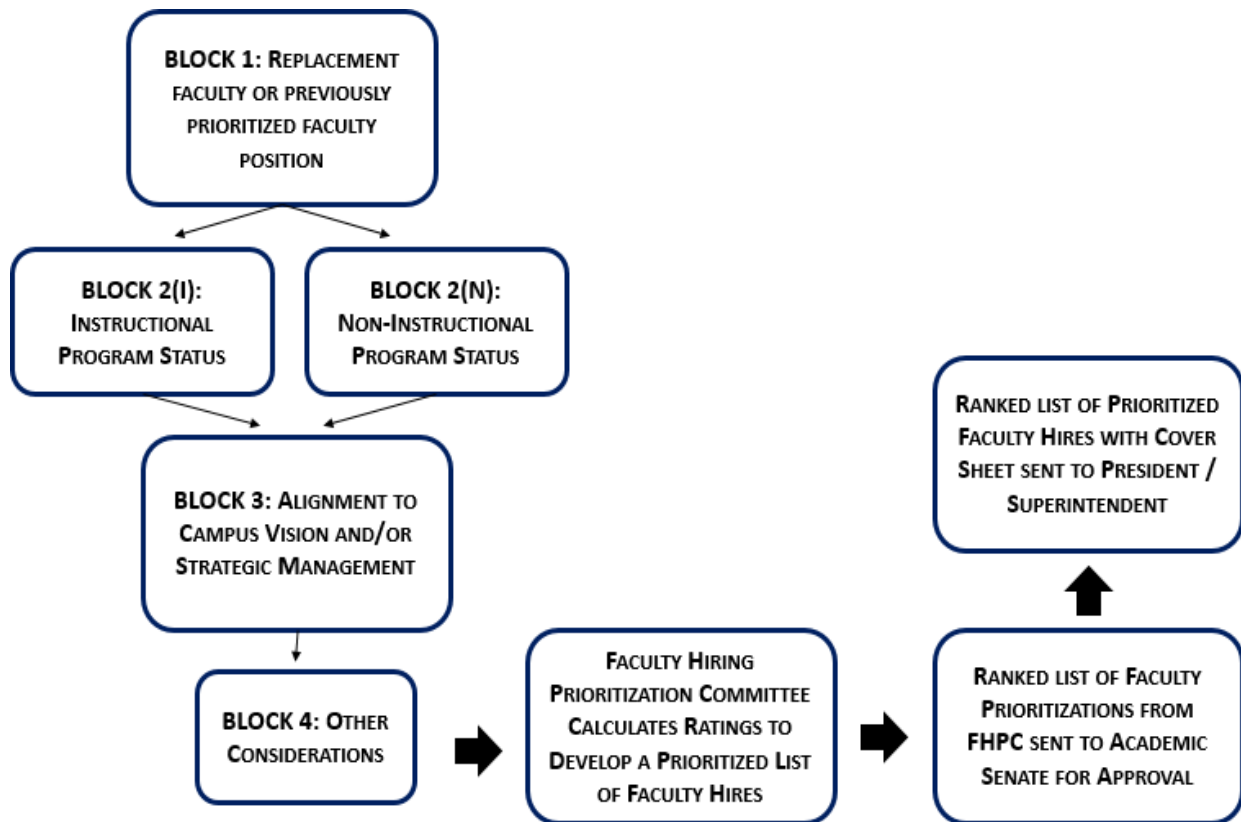
RUBRIC COMPONENTS WITH CORRESPONDING RECOMMENDATIONS FOR USE

Figure 1. Flow Chart of Hire Request Prioritization

BLOCK 1: REPLACEMENT FACULTY OR PREVIOUSLY PRIORITIZED FACULTY POSITION

Criteria in Blocks 1a and 1b are scored either zero or 5 points.

1a. Replacement

When submitting a replacement request, departments should describe the impact of the vacancy on students, programs, services, and institutional priorities. Requestors should provide evidence, where applicable, related to:

- Potential impacts on state initiatives, institutional goals, accreditation requirements, transfer pathways, and other strategic priorities.
- Student demand, including enrollment, registration trends, waitlists, program growth, or service utilization.
- The department's full-time to part-time (FT/PT) faculty ratio and the effect of the vacancy on instructional continuity, program stability, and student success. Research indicates that student success rates generally increase with higher full-time faculty representation.
- The impact of the vacancy on the program's ability to offer courses, maintain course sequencing, support certificates and degrees, and ensure timely student completion.
- The impact of the vacancy on faculty responsibilities beyond direct instruction or service, including marketing, outreach, advising, campus engagement, community engagement, curriculum development, assessment, and shared governance. Faculty involvement in these areas contributes to student belonging, engagement, and success.
- For non-instructional faculty positions, the volume of students served demonstrated student need, and the effect of the vacancy on access to services. Where applicable, requestors may reference professional standards and recommendations. For example, the California Community Colleges Chancellor's Office recommends a counselor-to-student ratio of 1:370.
- Evidence that the vacancy has resulted in increased workload demands for remaining full-time faculty, including situations in which the theoretical average full-time faculty load exceeds 1.67 (the sum of the loads of FT faculty before the loss divided by the number of FT faculty after the loss), regardless of the availability of part-time faculty to provide coverage.

Additional considerations:

- Any extenuating circumstances identified by administration must be presented to the Faculty Prioritization Committee for consideration and deliberation.
- In the case of an unexpected departure of a tenured faculty member, the Faculty Emergency Hire Procedure will be initiated immediately.¹

1b. Previously Prioritized Faculty Position

Block 1b addresses faculty positions that were previously prioritized by the Faculty Prioritization Process but remained unfilled. Requestors should provide updated data and evidence demonstrating the ongoing need for the position, including any changes in student demand, program or service needs, workload, regulatory requirements, strategic priorities, or other factors that strengthen or diminish the original justification

¹ The "Faculty Emergency Hire Procedure" is included in the FT Faculty Hiring Procedures Agreement

Table 1. BLOCK 1: REPLACEMENT OR PREVIOUSLY PRIORITIZED FACULTY

	Criteria	No Need (0)	Extreme Need (5)	Score
1a	Replacement requests due to nonrenewal of tenure, attrition, or retirement, in the last three years.	No attrition or retirement.	Tenure track position loss due to attrition, retirement or extenuating circumstances	
1b	Faculty position was prioritized within the last three years, but for a variety of possible reasons, could not be filled within the timeframe.	No previously prioritized faculty hire.	Evidence of a previously prioritized hire and failure to fill position.	
Total (max 10)				

BLOCK 2(I): INSTRUCTIONAL PROGRAM STATUS

Criteria in Block 2 are scored 0, 1, 3, or 5 points.

Block 2 (I) is for the ranking of programs requesting instructional faculty hires. This block reflects the quality and scope of the Program Review narrative in demonstrating a compelling need for faculty hire, the status of the program in relation to its growth, and the consideration of program key performance indicators (KPIs).

Non-Instructional faculty hires are assessed through Block 2(N), as the factors under consideration for non-instructional faculty hires are unique.

2a. Program Review Narrative Quality and Scope

The Prioritization Group (PG) Members are given relevant portions of Hiring Request narrative to subjectively assess need for faculty hire. Prioritization Group Members must be able to support their ranking with evidence from the narrative.

2b. Program Growth (Raw and Percent)

The PG Members are given program growth data (FTES, section growth, FTEF, etc.) to reflect upon need for faculty hire. No minimal benchmarks for growth are listed as various programs can have unique circumstances and/or benchmarks for growth. PG members must be able to support their growth ranking based on supporting evidence and/or expertise of the program in question.

2c. Consideration of Program Key Performance Indicators (KPIs) relevant to Instructional Unit

PG Members should have access to a reference sheet outlining program-specific Key Performance Indicators (KPIs) to guide their evaluation and scoring of requests. No minimal benchmarks are set to determine hires as data can be interpreted in various ways. (Example: Poor student retention, success, and/or completion rates could be a sign of requiring more faculty to help improve outcomes, or it can reflect a program not performing well for other reasons. As such, the data must be reviewed with a critical eye towards context and circumstances.)

The reference sheet for instructional faculty hires given to the PG Members should include KPI data references such as:

- Full-Time Faculty : Students (Ratio)
- Full-Time Faculty : Part-Time Faculty (Ratio)
- Student Success Rates alongside Institution Set Standards (ISS)
- Student Retention Rates alongside ISS
- Transfer Rates alongside ISS – if applicable
- Job Placement Rates alongside ISS – if applicable
- Licensure Pass Rates alongside ISS – if applicable
- Program Assessment Compliance
- Program Curriculum
- If applicable, Labor Market Indicators and data to reflect Community or industry need.

Table 2. BLOCK 2(I): Instructional Program Status

	CRITERIA	No Need (0)	Limited Need (1)	Considerable Need (3)	Extreme Need (5)	Score
2a	Program Review Narrative Quality and Scope	No need	limited need	Considerable need	Extreme need	
2b	Program Growth (Raw and Percent)	No Growth	Marginal Growth	Increasing Growth	Substantial Increase in Growth	
2c	Consideration of Program KPIs	No need	limited need	considerable need	extreme need	
Total (max 15)						

BLOCK 2(N): NON-INSTRUCTIONAL PROGRAM STATUS

Block 2(N) is for the ranking of programs requesting non-instructional faculty hires. This block reflects the quality and scope of the Program Review narrative in demonstrating a compelling need for faculty hire, the consideration of Key Performance Indicators (KPI) relevant to non-instructional units, the consideration of current industry best practices and external factors, and the overall contribution of the program to student success on campus.

2a. Program Review Narrative Quality and Scope

PG Members are given relevant portions of Hiring Request narrative to subjectively assess need for faculty hire. PG Members must be able to support their ranking with evidence from the narrative.

2b. Program Key Performance Indicators (KPIs) relevant to Non-Instructional Unit

PG Members should have access to a reference sheet outlining program-specific KPIs to guide their evaluation and scoring of requests. No minimal benchmarks are set to determine hires as data can be interpreted in various ways.

The spec sheet for non-instructional faculty hires given to the PG Members should include KPI data reference such as:

- Trends in student use of these units/areas/resources
- Counselor to student ratio
- Librarian to student ratio
- Full-Time Faculty: Part-Time Faculty (Ratio)
- Other data as seen relevant or appropriate

2c. Consideration of Current Industry Best Practice and External Factors

Education Code, Title 5, ACCJC accreditation standards and industry best practices must be considered in relation to the hire of non-instructional faculty. To this end, PG members may review data presented by units requesting faculty hire to explain the need for a hire. PG Members will rely upon the non-instructional units to present this data to the committee. External expertise may be used to assess the validity of presented data. Some of this data could include:

- Data from peer institutions
- Considerations of Title 5 and Ed Code compliance or recommendations

- Survey data from Chancellor's Office, IPEDS or other professional sources
- Accreditation standards that impact program

Table 3. BLOCK 2(N) NONINSTRUCTIONAL PROGRAM STATUS

	CRITERIA	No Need (0)	Limited Need (1)	Considerable Need (3)	Extreme Need (5)	Score
2a	Program Review Narrative Quality and Scope	No need	limited need	considerable need	extreme need	
2b	KPIs	No need	limited need	considerable need	extreme need	
2c	Current Industry Best Practice and External Factors	No need	Limited need	Considerable need	Extreme need	
Total (max 15)						

BLOCK 3: ALIGNMENT TO CAMPUS VISION AND/OR STRATEGIC MANAGEMENT

Block 3 is for the ranking of programs based on their alignment with any/all campus initiatives and directions. The PG Members are given relevant portions of Hiring Request narrative to assess program's ability to connect to one, any or all the following priorities:

- District Goals in Educational Master Plan
- Key Priority Areas within the Educational Master Plan
- Guided Pathways
- Strategic Enrollment Management (if applicable)
- Other initiatives mentioned in any of the campus' governing documents and strategic plans.

Strategic Management Data

This criterion is meant to evaluate instructional demand, scheduling needs, and faculty workload in order to support equitable and data-informed hiring recommendations. Reviewing these metrics helps identify areas where additional full-time faculty support is necessary to maintain program quality, student access, operational efficiency, and institutional effectiveness.

- FTEF
- FT and PT faculty overload
- FTES
- Completion rates i.e. course, certificate, degree, transfer req's etc.

Table 4. Block 3: Alignment to Campus Vision and/or Strategic Enrollment Management

CRITERIA	None (0)	Limited (1)	Considerable (3)	Extreme (5)	Score
Alignment with Campus Mission, Values and/or Priorities	Does not align	Limited alignment	Considerable alignment	Full alignment	
Total (max 5)					

BLOCK 4: OTHER CONSIDERATIONS

Block 4 is for the ranking of programs based on matters relating to extenuating factors raised by program requesting a faculty hire. The Faculty Prioritization Group must use their discretion in weighing extenuating factors. Faculty authors must ensure that responses in this category are not previously addressed elsewhere in the hiring request form. Examples of extenuating circumstances may include but are not limited to:

- A required change in minimum qualifications.
- 3rd body accreditation change
- Developing part-time instructor workforce considerations
- Compelling argument to establish a new program with supporting labor market data and other evidence.

Table 5. BLOCK 4: OTHER CONSIDERATIONS

CRITERIA	No Need (0)	Limited Need (1)	Considerable Need (3)	Extreme Need (5)	Score
Extenuating Circumstances may include a 3 rd body accreditation requirement, part time instructor workforce considerations, or establishment of a new Program	No need or previously scored in prior category.	Provides limited evidence for need in this area.	Program provides evidence that there is some need in this area.	Program provides ample evidence and supporting data to demonstrate a high need in this area.	
Total (max 5)					