VVC Faculty Hiring Prioritization Process

I. Overview of Faculty hiring Prioritization Process and Procedures

1. 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 faculty hires, providing relevant data and a narrative justifying the need for a full-time position.
2. All Program Review Updates will be uploaded to the College's Assessment Management System (TracDat/Improve). PRAISE reports are reviewed and discussed by area Deans.
3. Deans consult individually with each Department Chairs/Area Coordinator/Discipline Faculty within their unit regarding the unit's Program Review components (Narrative, Data and Program Planning and Augmentation). If a faculty hire is being requested, the hire is discussed between the Dean and the Department Chair. At this time, Deans can make recommendations, including but not limited to, recommending the Department add more narrative or data to support the faculty hire request.

4. The Request for Faculty Hire gets forwarded on to the Non-Voting Member of the Faculty Hiring Prioritization Committee (FHPC), regardless of whether Dean and Department Chair are in agreement on the hire. The Dean can provide brief narrative in support or showing opposition to the hire, for consideration by the FHPC.
5. Each year, prior to the evaluation of the faculty position requests, members of the FHPC will be trained in using the criteria on the Prioritization Rubric by the non-voting member of the committee during the initial FHPC meeting of the year. Data will be used as much as possible in evaluating the requests, but as every program is different, many factors must be considered. Not all criteria are hierarchal in nature.
6. The FHPC will review the data from the PRAISE reports and will evaluate each request on the basis of the specified criteria (See Prioritization Rubric and Directions).
7. In the event that the FHPC needs more information, the co-chairs of the committee may ask for a representative from the department in question to come forward to answer questions about the position; however, no presentations will be made.
8. The initial ranking will be done by ballot as follows: each member will assign a score to each rubric category for each position request. The total of the average scores in each rubric category will determine the initial ranking. The initial ranking may be revised as described in (12) below.
9. Once the draft list has been completed, any member of the FHPC can suggest an override of a ranking. Overrides are permitted when a supermajority (8/12) of the committee members votes to re-rank a single position.
10. Once a prioritization/replacement list is completed, it will be presented to the college Superintendent President and the Academic Senate. Should the president override any of the ranked/replacement positions, they present a detailed written explanation of that decision to the Academic Senate within one month.
11. The timeline shown in Section III is for the typical prioritization and faculty hiring cycle.

II. FACULTY HIRING PRIORITIZATION COMMITTEE (FHPC) MEMBERSHIP (12 VOTING, 1 NON-VOTING)

- Four (4) leadership appointed by the Superintendent/President
  - Vice President for Instruction (1)
  - Dean (Instructional or Non-Instructional) (2)
  - Presidential designee from administrative team (1)
- Eight (8) Faculty appointed by the Academic Senate
  - One (1) Academic Senate President – Committee Chair
  - Four (4) instructional faculty (one from each school)
  - One (1) VVCFA faculty 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).

III. 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.

By Nov. 1

1. Program Review Deadline. Programs must have submitted their program reviews, which would include their requests for faculty hires.

By Nov. 15

2. Non-Voting Member has compiled the list of all faculty requests for prioritization.
3. Non-Voting Member has collected and organized all corresponding data required for the rubric rankings. (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 FHPC members to make their decisions.

4. Non-Voting Member calls for first meeting of FHPC. The first meeting functions to: (1) deliver all portfolios within a single packet to members; (2) train/refresh members of the FHPC how to use the rubric; and (3) remind FHPC members of the timeline to be followed.
5. A copy of the portfolio for each unit under review is also given to the Department Chair and/or designated faculty member of that unit for informational purposes only.

By Dec. 1

6. FHPC has convened for the first meeting. Committee is given a period of time (1 – 2 weeks) to review the data and make their own assessments within the rubric.
7. In consultation with the FHPC, the Non-Voting Member schedules a reconvening date for the committee to meet and go over rankings (approximately 1 – 2 weeks from the initial meeting date).

By Dec. 15th

8. The FHPC has convened for collective ranking. The Non-Voting Member of the Committee facilitates the discussion for the committee to collectively assess each request for faculty member.
9. The Non-Voting Member prepares the final and collective ratings to be delivered to the Superintendent-President, and the Academic Senate.

During Winter Intersession

10. The Superintendent-President considers the ranked list, requests appointments with stakeholders and is able to request additional data and justification as needed.

By Third week of February

11. Superintendent-President announces the number of positions to be tentatively funded for the next academic year and the prioritized list of hires is distributed to faculty. (Faculty hires will require Board of Trustees approval, but tentative approvals

for faculty hires can be pushed through to ensure the timely filling of vacant or needed positions).

12. HR initiates the process for faculty hiring. Programs are officially notified if their requests for faculty hires were approved.

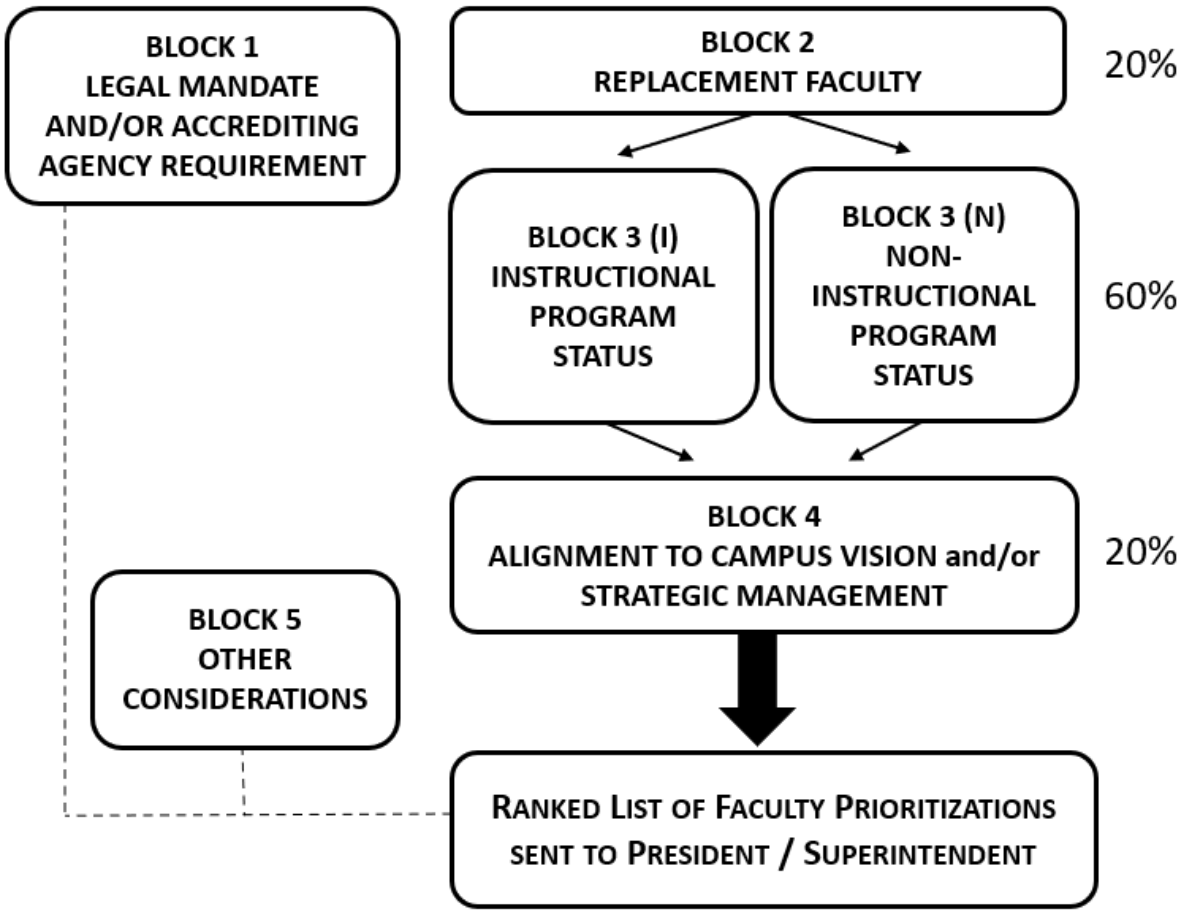
March 1

13. Academic Senate begins process for full-time hires.
14. Programs with approved faculty hires work with HR to prepare job descriptions, and all needed administrative work to prepare for hires.

Prior to Next Cycle

15. FHPC reconvenes, debriefs, and evaluates the process (in order to improve it).
16. If there is a yearly change in the Non-Voting Member of the committee, the Non-Voting Member of the committee needs to be selected for this duty and trained on how to help facilitate the process.

IV. RUBRIC COMPONENTS WITH CORRESPONDING RECOMMENDATIONS FOR USE



***Block 1 does not have a "weight." The FHPC must use its discretion in weighing requests falling into this area.**

***Block 5 does not have a "weight." The FHPC must use its discretion in weighing extenuating factors and/or factors related to COVID. Scoring here can make up for low rankings in other areas of the rubric.**

BLOCK 1: LEGAL MANDATE AND/OR ACCREDITING BODY REQUIREMENT

Block 1 addresses the imminent demand for a faculty hire. This block is considered outside of, and of more urgency than subsequent blocks. If the requested faculty hire is designated as a Block 1 priority, the request for faculty hire will be included directly in final consideration to the

Superintendent-President. The FHPC will continue to rank the hire according to the conventional rubric components to provide the Superintendent-President with the general ranking as well.

1a. Legally Mandated

- Faculty positions which are legally mandated are prioritized highest to ensure the College is complying with any/all Federal, State and/or local laws and safety requirements.
- Proof of legal mandate must be provided by the program requesting the faculty position.
- Outside expertise from other campus units may be required to assess the validity of legal mandate claims.

1b. Accrediting Agency Requirement

- Faculty positions which are mandated by an accrediting agency are prioritized highest to ensure the College is complying with accreditation requirements.
- Proof of accreditation agency requirement must be provided by the program requesting the faculty position.
- Outside expertise from other campus units may be required to assess the validity of accreditation agency requirements.

BLOCK 1: LEGAL MANDATE AND/OR ACCREDITING BODY REQUIREMENT	CRITERIA	Hire is not required	Hire is required	Score
		0	1	
1a	Legally Mandated Hire - Federal, State or Local	Not Mandated by Federal, State and/or Local Government	Mandated by Federal, State and/or Local Government	
1b	Accrediting Agency Requirement	Not Mandated by External Accrediting Body	Mandated by External Accrediting Body	
This block is not weighted within the general rubric. Programs not mentioning issues relating to Legal mandates or necessities are not penalized, while programs affirming a legal mandate or necessity are considered separately. If score is greater than 1, request for faculty member automatically gets forwarded on in prioritized pool for Superintendent- President approval or consideration.				

BLOCK 2: REPLACEMENT FACULTY

Block 2 addresses the need to replace a faculty member due to vacancy (e.g. retirement, attrition, etc.) This block is weighted at 20%.

2a. Replacement

- Replacement request due to tenure track attrition is filled automatically unless extenuating circumstances exist. If the replacement is set aside temporarily (due to fiscal constraints or other institutional needs as determined by the superintendent-president) that position shall be hired in the next hiring cycle unless extenuating circumstances exist.
- Any/all extenuating circumstances from administration must be presented to the Faculty Prioritization Committee for consideration and deliberation.
- In the case of an unexpected departure of a tenured faculty, the use of the Faculty Emergency Hire Procedure will be initiated immediately.

BLOCK 2 : REPLACEMENT FACULTY	CRITERIA	No Need	Extreme Need	Score	Weight
		0	5		
2a	Replacement request due to lack of a tenure track attrition or retirement	No attrition/retirement or loss of a tenured track position	Tenure track position loss due to attrition, retirement or extenuating circumstances		
					20%

BLOCK 3(I): INSTRUCTIONAL PROGRAM STATUS (60%)

Block 3(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 current status of the program in relation to its growth, and the consideration of program key performance indicators. While criteria in this block are rated on a 0 – 3 scale, the weight of this section is 60%.

Non-Instructional faculty hires are assessed through Block 3(N), as the factors under consideration for non-instructional faculty hires are unique.

3a. Program Review Narrative Quality and Scope

- The FHPC Members are given relevant portions of Program Review narrative to subjectively assess need for faculty hire. FHPC members must be able to support their ranking with evidence from the narrative.

3b. Program Growth (Raw and Percent)

- The FHPC Members are given program growth data 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. FHPC members must be able to support their ranking of growth based on supporting evidence and/or expertise of the program in question.

3c. Consideration of Program Key Performance Indicators (KPI) relevant to Instructional Unit

- The FHPC Members are given a spec sheet of all program Key Performance Indicators (KPI) to reflect upon need for faculty hire. 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 be a reflection of a program not performing well for other reasons. As such, the data must be reviewed with a critical eye towards context and circumstance.)

- The spec sheet for instructional faculty hires given to the FHPC members will include the following KPI:
    - 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.

BLOCK 3 (I): INSTRUCTIONAL PROGRAM STATUS	CRITERIA	No Need	Limited Need	Considerable Need	Extreme Need	Score	Weight
		0	1	2	3		
3a	Program Review Narrative Quality and Scope	Program Review Narrative does not effectively demonstrate need	Program Review Narrative reflects limited need	Program Review Narrative reflects considerable need	Program Review Narrative reflects extreme need		
3b	Program Growth (Raw and Percent)*	No Growth	Marginal Growth	Increasing Growth	Substantial Increase in Growth		
3c	Consideration of Program Key Performance Indicators (KPI)**	KPI do not reflect need	KPI reflect limited need	KPI reflect considerable need	KPI reflect extreme need		
							60%

BLOCK 3(N): NON-INSTRUCTIONAL PROGRAM STATUS (60%)

Block 3(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. While criteria in this block are rated on a 0 – 3 scale, the weight of this section is 60%.

3a. Program Review Narrative Quality and Scope

- The FHPC Members are given relevant portions of Program Review narrative to subjectively assess need for faculty hire. FHPC members must be able to support their ranking with evidence from the narrative.

3b. Consideration of Program Key Performance Indicators (KPI) relevant to Non-Instructional Unit

- The FHPC Members are given a spec sheet of all designated program Key Performance Indicators (KPI) to reflect upon need for faculty hire. 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 FHPC members could include the following KPI:
    - Trends in student use of these units/areas/resources
    - Counselor to student ratio
    - Librarian to student ratio
    - Cooperative Education Instructor to student ratio
    - Full-Time Faculty : Part-Time Faculty (Ratio)
    - Other data as seen relevant or appropriate

3c. 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, the FHPC may review data presented by units requesting faculty hire to explain the need for a hire. The FHPC 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

BLOCK 3 (N): NON-INSTRUCTIONAL PROGRAM STATUS	CRITERIA	No Need	Limited Need	Considerable Need	Extreme Need	Score	Weight
		0	1	2	3		
3a	Program Review Narrative Quality and Scope	Program Review Narrative does not effectively demonstrate need	Program Review Narrative reflects limited need	Program Review Narrative reflects considerable need	Program Review Narrative reflects extreme need		
3b	Consideration of Program Key Performance Indicators (KPI)**	KPI do not reflect need	KPI reflect limited need	KPI reflect considerable need	KPI reflect extreme need		
3c	Consideration of Current Industry Best Practice and External Factors	No compelling evidence of need based on these factors.	Minimal evidence of need based on these factors.	Considerable evidence of need based on these factors.	Extreme needs based on these factors.		
							60%

BLOCK 4: ALIGNMENT TO CAMPUS VISION and/or STRATEGIC MANAGEMENT (20%)

Block 4 is for the ranking of programs based on their alignment with any/all campus initiatives and directions. While criteria in this block are rated on a 0 – 3 scale, the weight of this section is 20%.

4a. Alignment with Educational Master Plan and District Goals

- The FHPC Members are given relevant portions of Program Review narrative to assess program's ability to connect to one, any or all of the three District Goals delineated in the Educational Master Plan.

4b. Alignment with key campus initiatives (Statewide, Mandates, Chancellor's initiatives, AB705, etc.)

- As described in a unit's program review, the FHPC Members must assess the need for faculty hire based on any/all statewide mandates or campus initiatives that may relate to the need for more faculty.

4c. Alignment with the Strategic Enrollment Management Initiatives

- The FHPC Members will be provided with any updated data regarding the programs status and progress relating to the campus' Strategic Enrollment Management initiatives. Within this criteria, FHPC members are considering success, retention, completion rates as well as section offerings and fill rates.

4d. Diversity, Equity and Inclusion Factor A (Faculty Representation compared to Student Population)

- The FHPC Members are given program diversity and equity data to reflect upon need for faculty hire. No minimal benchmarks for diversity and equity are listed as various programs can have unique circumstances. FHPC members must be able to support their ranking based on either supporting evidence and/or expertise of the program in question.

4e. Diversity, Equity and Inclusion Factor B (Program or courses within Program include Ethnic Studies component(s) or Diversity and Inclusion outcomes are prioritized)

- Programs which are offering, or in the stages of planning to offer, Ethnic Studies components, are prioritized for faculty hire.

BLOCK 4: ALIGNMENT TO CAMPUS VISION and/or STRATEGIC MANAGEMENT	CRITERIA	Below Standard	Marginally Below Standard	Meets Standard	Exceeds Standard	Score	Weight
		0	1	2	3		
4a	Alignment with Educational Master Plan and District Goals	Program direction, as well as program's request for faculty hire, is not in alignment with the College's Educational Master Plan.	Program direction, as well as program's request for faculty hire, demonstrates minimal alignment with the College's Educational Master Plan.	Program direction, as well as program's request for faculty hire, demonstrates some alignment with the College's Educational Master Plan.	Program direction, as well as program's request for faculty hire, align well to the College's current Educational Master Plan.		
4b	Alignment with key campus initiatives (Statewide, Mandates, Chancellor's initiatives, AB705, etc.)	Program direction, as well as program's request for faculty hire, is not in alignment with Guided Pathway Initiatives.	Program direction, as well as program's request for faculty hire, demonstrates minimal alignment with the College's Guided Pathways Initiatives.	Program direction, as well as program's request for faculty hire, demonstrates some alignment with the College's Guided Pathways Initiatives.	Program direction, as well as program's request for faculty hire, align with Guided Pathway Initiatives		
4c	Alignment with the Strategic Enrollment Management Initiatives (recruitment and retention)	Program direction, as well as program's request for faculty hire, is not in alignment with the College's Strategic Enrollment Management initiatives.	Program direction, as well as program's request for faculty hire, demonstrates minimal alignment with the College's Strategic Enrollment Management initiatives.	Program direction, as well as program's request for faculty hire, demonstrates some alignment with the College's Strategic Enrollment Management initiatives.	Program direction, as well as program's request for faculty hire, align with the College's Strategic Enrollment Management initiatives		
4d	Diversity, Equity and Inclusion Factor A (Faculty Representation compared to Student Population)	Program does not currently demonstrate immediate action in this area.	Program's current faculty composition does not demonstrate high level of need, compared with other programs or campus circumstances, for hiring in alignment with the College's vision for Diversity, Equity and Inclusion	Program's current faculty composition demonstrates some level of need for hiring in alignment with the College's vision for Diversity, Equity and Inclusion	Program's current faculty composition demonstrates a strong or urgent need for hiring in alignment with the College's vision for Diversity, Equity and Inclusion practices		
4e	Diversity, Equity and Inclusion Factor B (Program or courses within Program include Ethnic Studies component(s) or Diversity and	Program's direction and/or vision does not currently show growth/movement or progress in this area.	Program's direction and/or current status does not adequately demonstrate realistic level of commitment to the College's	Program's direction and/or current status demonstrates some level of commitment to the College's Diversity, Equity and Inclusion	Program's direction and/or current status demonstrates strong commitment to the College's Diversity, Equity and Inclusion		

	Inclusion outcomes are prioritized)		Diversity, Equity and Inclusion vision and policies.	vision and policies. Program would likely still benefit from qualified faculty hire to support these College initiatives.	vision and policies. Program would benefit from qualified faculty hire to support these College initiatives.		
							20%

BLOCK 5: OTHER CONSIDERATIONS

Block 5 is for the ranking of programs based on matters relating to COVID-19 and/or other extenuating factors raised by program requesting a faculty hire. Block 5 does not have a "weight." The Faculty Prioritization Committee must use their discretion in weighing extenuating factors and/or factors relating to COVID. Scoring here can make up for low ranking in other portions of the rubric.

5a. COVID-19

- Within the program review, the program may raise issues or needs relating to requesting a faculty member due to COVID-19. Here, the FHPC can assess the request accordingly outside of the general rubric.

5b. Extenuating Circumstances

- Within the program review, the program may introduce extenuating circumstances outside matters included either in Block 1 or the components found in the general rubric. Here, the FHPC can assess the request in consideration of extenuating circumstances.

BLOCK 5: OTHER CONSIDERATIONS	CRITERIA	No Need	Limited Need	Considerate Need	Extreme Need	Score
		0	1	2	3	
5a	COVID-19	Program does not demonstrate urgent or sufficient need for additional support due to COVID-19.	Program does not provide convincing or compelling or sufficient 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.	
5b	Extenuating Circumstances	Program does not demonstrate an extenuating circumstance to request additional faculty hire.	Program does not provide convincing or compelling or sufficient 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.	

This block is not weighted within the general rubric. Programs not mentioning issues relating to COVID-19 or other extenuating factors are not penalized for not being considered within this block. Programs facing deficiencies in other areas of rubric who do cite COVID-19 or extenuating circumstances for a faculty may benefit from this section for consideration of an additional faculty hire.	