

**AHC Faculty Hiring
Prioritization Committee**
Procedures 2018-19

I. Purpose

The purpose of the Faculty Hiring Prioritization Committee (FHPC), a part of the collegial consultation process, is to establish the process for determining the hiring priority of all full-time faculty positions, including those defined as unfunded vacancies created by retirements, terminations, and resignations, and to recommend prioritized positions to College Council and the Superintendent/President.

The FHPC will regularly review the process and rubric used for the prioritization and will also work with the office of the Vice President, Academic Affairs to maintain an updated list of prioritized positions.

II. Membership

Membership as defined by the Academic Senate shall consist of the following:

- The Chief Instructional Officer and the president of the Academic Senate, acting as co-chairs. Nonvoting except in the case of a tie. (2)
- Members of Academic Senate Executive Committee. (4)
- Four additional full-time faculty, each representing a different area, appointed by Academic Senate. *+ (4)
Two of these may be department chairs, from areas not requesting positions when possible, recommended to Academic Senate by Department Chairs.
- Four academic and/or student services deans, each representing a different area*+. (4)
One should be a Student Services dean

Student Services (2)
LAPS/Public Safety/Math
Social Sciences/Business/Fine Arts/
English/Library/Distance Learning/ARC
Languages and Communication/Noncredit/Applied Behavioral Sciences
Athletics/Kinesiology Health
IT/Health Sciences/Apprenticeship
PCPA/Technical Theatre

*An effort should be made to ensure deans and faculty do not represent the same areas.
+Representation may be rotated on alternate years.

Guests may be invited as needed to provide information or resources.

III. Protocols and Business

**AHC Faculty Hiring
Prioritization Committee**
Procedures 2018-19

Annually the FHPC will:

- a. Review membership, establish criteria for scoring requests, determine status of program reviews and annual updates, and review FHPC voting procedures.
 - b. Publish selection guidelines and priorities for the current year prior to the collection and review of requests.
 - c. Establish a timetable and procedures for the prioritization process and FHPC selection.
1. The FHPC will meet as needed by mutual consent of the committee chairs.
 2. The Faculty Hiring Prioritization Committee will prepare a ranked list of recommended faculty positions in accordance with specified criteria and based upon requests in program reviews and annual updates in the fall of each academic year.
 3. All faculty members will be notified of the timetable and the selection guidelines.
 4. Department Chairs, designees and/or Division Deans do not make presentations but may be asked to provide additional information to the committee.
 5. The FHPC will deliberate and make a recommendation on each district-funded new or vacant unfunded faculty position, in both instructional and service areas, as well as on categorically funded positions that may obligate the district for support or institutionalization. Potential sources of funding are not considered during the prioritization process.
 6. The FHPC Chairs will notify the Academic Senate, College Council, and the Superintendent/President of the Committee's recommendation and the guidelines used for the selection.
 - a. The FHPC will classify requests for *New* or *Vacant Unfunded Faculty Positions* as urgent, strongly recommended, recommended, or not ranked.
 - b. Each category will be listed in rank order.
 7. The committee will submit the prioritized list to College Council to enable resource allocation decisions and to the Superintendent/President for recommendation to the Board of Trustees.
 8. The FHPC shall maintain an ongoing list of *New* and *Vacant Unfunded* positions, and the status of those positions will be posted to the FHPC website.

IV. Voting Methods

1. It is the responsibility of each FHPC member to vote in the best interest of the College.
2. All FHPC members are expected to be present at meetings, to have reviewed all

**AHC Faculty Hiring
Prioritization Committee**
Procedures 2018-19

documents, and to participate in discussions of the requests in order to be able to vote.

3. . The FHPC may choose to use averages or mean of ranking to vote.
4. A common rating system such as a rubric will be used for all positions. The rubric will be published with the annual faculty request documents.
5. All FHPC members are voting members except for the Chief Instructional Officer and Faculty Co-Chair, who will alternate voting only in the event of a tie.

V. Definitions

1. A *Vacant Faculty Position* is defined as a funded position, vacated by resignation, retirement, illness or death of a faculty member.
2. A *Vacant Unfunded Faculty Position* is defined as an unfunded position, originally vacated by resignation, retirement, illness or death of a faculty member that becomes unfunded following the academic year in which the vacancy occurred. This would occur if a department, with the concurrence of the academic administrator/dean, decides to fill a different position within the department to address a greater need. See Section V.4.
3. A *New Position* is defined as an unfunded position which has not existed previously, or is a *Vacant Unfunded Position*, whether categorically or district funded.
4. An *Interim Position* is defined as a full-time temporary position, up to a one-year assignment. *Interim Positions* are designed to temporarily fill a needed position in such cases when allowing the position to remain vacant while waiting to a permanent replacement would be detrimental to the program.

**AHC Faculty Hiring
Prioritization Committee**
Procedures 2018-19

VI. Guidelines for Review of Vacant (Replacement) Positions

1. Recommendations for *Vacant* (replacement) *Positions* should remain separate from the recommendations for *New Faculty Positions*. *Vacant Positions* remain funded for the next academic year and become *Vacant Unfunded Positions* thereafter. (See 4 and 5 below.)
2. Once the Office of Human Resources notifies the FHPC of a recent or upcoming full-time vacancy in a program, the FHPC confirms this vacancy at its next monthly meeting. Please note: the FHPC cannot review any positions until the Office of Human Resources receives an official letter of resignation or intent to retire. Per AP 7350, faculty and administrators must give written notice of retirement to the superintendent/president no later than the starting date of the last semester of employment. However, notices received after Nov. 15 may result in that position not being replaced until the following year due to recruitment calendars. The funding for such positions should be retained in the budget.
3. In general, in the case of a *Vacant Funded Position*, the funding for that position remains in the discipline's/area of instruction's budget, and the discipline/area of instruction may move forward with replacing that position without having to go through the prioritization process.
4. However, if the full-time department faculty and the academic administrator/dean mutually agree that there is greater need for filling another position within the department/area of instruction, the department can move forward to fill the other position, or
5. If the appropriate vice president and the dean of the area concur that the program is no longer viable as it currently exists or that other institutional needs are more critical than those identified by the department and program, they may recommend to the Superintendent/President to submit, on behalf of the District, a proposal to Academic Senate to delay the hire to allow for a program vitality review, or to justify the use of the funds to hire a different faculty position.
6. In the case of the latter, if the vacant position will not be filled by a discipline on the "new faculty" recommendations list, a *Request for Faculty Position* should be submitted to the FHPC by the deadline to be considered to replace the vacant funded position. It should, in addition to the standard information, include
 - a. Title of position
 - b. Brief job description (approximately two sentences)
 - c. Justification for substituting this position for the original position or another position within the department and must include evidence from program review.

**AHC Faculty Hiring
Prioritization Committee**
Procedures 2018-19

7. Materials provided to the committee shall be limited to two pages. Supplemental materials, including but not limited to visual aids, PowerPoint presentations, props and/or materials that could be construed as inducements, will not be allowed.

VII. Vacant Unfunded Positions

1. If the position is not replaced in the year it is vacated under the terms of Section V, it becomes a *Vacant Unfunded* position the following academic year.
2. In order to reprioritize this position, the Department Chair, designee, or Dean may make a new request to the FHPC during the next cycle as part of the program review or annual update process. The request will move forward as a *New Position*.
3. In circumstances of financial exigency, if the Board of Trustees does not authorize rehire of a Vacated Funded position within the next academic year and it becomes a *Vacant Unfunded* position, the FHPC may, in its recommendations to the College Council and Superintendent/President, give special consideration to the *Vacant Unfunded* position.

VIII. Guidelines for Review of New Positions

A “call for request for new faculty positions” will be sent to the departments and area deans.

- a. Review scheduling should be established at future meeting times convenient to the majority of the FHPC.
- b. FHPC members unable to meet at the established times should secure a substitute for either their conflicting committee or academic obligations.
- c. Position requests will use data collected during program review to maintain consistency.
- d. Each request should include a draft job description for the *New Position* requested.
- e. The FHPC may request the Department Chair or Dean to attend a meeting to answer questions or to provide additional information.

**AHC Faculty Hiring
Prioritization Committee**
Procedures 2018-19

- f. The CIO shall provide information when necessary to provide a global perspective.
- g. The FHPC may consult with Budget Council and Institutional Effectiveness Council to determine the number of new and vacant positions to recommend per availability of funding, the length of term (time frame) of the list, and suggested priorities to be sent to College Council.

IX. Requests for New Positions

- 1. *The Request for Faculty Position asks for the following:*
 - a. Title of position or positions.
 - b. If requesting multiple positions, positions must be prioritized.
 - c. Connection of position to the mission/vision/values of the college, (i.e. basic skills, transfer or CTE). Alignment with strategic plan and annual priorities.
 - d. Brief job description (one paragraph).
 - e. Program review data (current number of full time and part time faculty, FTEF, load, etc.) – current data provided in program review data by the office of Institutional Effectiveness. For consistency with other requests, this information must be used as the data source.
 - f. Staffing history of the department detailing:
 - i. *Vacant Unfunded Positions* not authorized for rehire
 - g. Materials provided to the FHPC shall be limited to the one-page, one-sided document.
 - h. Supplemental materials, including but not limited to visual aids, PowerPoint presentations, props and/or materials that could be construed as inducements, will not be considered.

**AHC Faculty Hiring
Prioritization Committee**
Procedures 2018-19

2. Any other information that may be helpful in making our recommendations (if applicable) may be provided in a brief narrative, including but not limited to:
 - a. Improves adjunct/full time ratio
 - b. Meets an important employment / job market demand / CTE
 - c. Addresses historically low WSCH/FTE
 - d. Coordination of programs, staff / need for “lead” in the discipline area
 - e. Addresses regulatory / legal compliance issues
 - f. Would make AHC more competitive
 - g. Scarcity of adjuncts in the discipline area
 - h. Department growth and innovation
3. After review, the FHPC will create and maintain a list of “*New Full-Time Recommended Faculty Positions*” for new hire, based on the criteria identified in the annual rubric.
4. Recommendations for new faculty positions will be grouped in 4 categories, in alphabetical order under each category:
 - a. Urgent
 - b. Strongly Recommended
 - c. Recommended
 - d. Not Recommended
5. No position shall remain on the “*New Full-Time Recommended Faculty Positions*” list in excess of 3 years.
6. In order to maintain current data for positions based on need the FHPC will review all recommended positions that have not been moved to the Board of Trustees for authorization to hire, every 3 years.
 - a. This review shall include an update to the request by the department to including the most current program information. Departments may choose to update information on an annual basis.
 - b. The “*New Full-Time Recommended Faculty Positions*” list shall be updated to reflect the most recent date of review, as well as the original date of recommendation by the FHPC. This will assist the FHPC in tracking the length of time a program has been waiting for a *New Full-Time Faculty Position* to be moved to the Board of Trustees for authorization to hire.

**AHC Faculty Hiring
Prioritization Committee**
Procedures 2018-19

7. Recommended positions moved to the Board of Trustees for authorization to hire will be removed from the “*New Full-Time Recommended Faculty Positions*” list.
8. Revisiting Requests
 - a. *It is not necessary to re-present arguments to the committee for New Full-Time Faculty Positions that have been placed on the “New Full-Time Recommended Faculty Positions” list during the 3-year cycle, unless data or circumstances surrounding the program needs have changed dramatically since the initial presentation; i.e. Change in legal mandate, extreme program growth, increase in Unfunded Vacant Positions.*

X. Considerations for Grant Funded / Categorical Faculty Positions

1. All *New Full-Time* and *Vacant* grant-funded and/or categorically-funded faculty positions shall be submitted to the FHPC for review.
2. During the fall prioritization process, funding sources will not be considered. During the spring semester, prioritized resources will be matched with available funding sources during the resource allocation process.

XI. Carry-Over Positions and Unexpected Position Openings

1. All *Requests for Faculty Positions* in program review and annual updates are retained in the database and do not require a new position request form unless the position or supporting data have substantially changed. All unfilled positions, however, are subject to the three-year review described above.
2. Carry-Over Positions
 - a. A position is considered to be a "carry-over position," if the FHPC decides to rank the position first for the following hiring cycle. Carry-over positions are subject to available funding.
 - b. If a faculty position is not filled, it may be considered for carry-over if the following criteria are met:
 - i. The screening committee has observed all deadlines and procedures established by policy and administrative procedures.
 - ii. It is affirmed that the pool was inadequate or the number of approved positions was reduced due to funding.
 - iii. The need still exists; and

**AHC Faculty Hiring
Prioritization Committee**
Procedures 2018-19

- iv. A good faith effort regarding recruitment was made.
- c. At the first meeting of the Hiring Priorities Committee in the fall semester, the area dean may present any position to be considered for carry-over, along with proof that the criteria for carry-over have been met.
- d. After hearing the presentation from the dean, the Hiring Priorities Committee shall vote by a majority whether to recommend a position for carry-over.

XII. Unexpected Position Openings

When additional faculty positions become available after the initial hiring priorities ranked list has been established - due to unexpected retirements, death, resignations, or failure to hire prioritized positions - the following procedure will be observed:

- a. Available members of the FHPC will reconvene as soon as possible to determine the best ways in which to fill the open positions.
- b. The committee will reconsider both the previous ranking of the FHPC and any new and crucial needs that have arisen at the college since the initial ranking list was approved.
- c. The committee will consider any extenuating factors in current hiring conditions, such as the feasibility of a new search at the time of the discussion.
- d. The committee will develop and recommend a prioritized list for filling the available positions to College Council to enable resource allocation decisions and to the Superintendent/President for recommendation to the Board of Trustees.

Reference:

Education Code Section 87360 states, "[H]iring criteria, policies, and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the governing board and the academic senate, and approved by the governing board."



JUSTIFICATION: NEW/REPLACEMENT FULL-TIME FACULTY POSITION

Academic Year 2021-22

Department:

Program/discipline:

TYPE: Instructional Service

The Comprehensive Program Review and Annual Update must be current for the program supported by this position request in order for the application to be processed. What is the year of the most recent Comprehensive Program Review for this program?

PART A: OBJECTIVE DATA

1. Educational Master Plan Alignment

- a. Explain how this position aligns with the mission/vision/values of the college. (100 words max)

- b. Below are the college's 2020-26 Educational Master Plan goals and strategies. Select all the strategies this position supports, and then explain how this position meets each strategy selected. (150 words max)

- A. Connect with students: Allan Hancock College will encourage new students to apply and enroll in a timely manner, secure necessary financial aid, and develop a plan for college and careers.
1. Enhance the student enrollment experience and create a community bridge by implementing strategic outreach activities and continually improving student onboarding processes.
2. Expand and enhance campus diversity and inclusionary programming to ensure broad participation of all students, with a focus on traditionally marginalized communities.
3. Implement a Strategic Enrollment Management Plan that emphasizes flexible and innovative scheduling, with an emphasis on meeting the needs of non-traditional age students.
4. Develop and maintain collaboration with K-12 partners to build successful early academic, career pathways, and encourage enrollment after high school as a Promise

- student.
5. Build a more vibrant college-going culture through a broad and engaging community presence.
 6. Expand relationships with community-based organizations as a means to reach prospective students and their families.
 7. Build and maintain a student-centered online presence that appeals to the diverse community served.
 8. Improve mechanisms (such as completing Student Education Plans) for students to make informed decisions about their educational goals.
 9. Student Focus Group recommendations 1 and 2:
 - 1) Increase the physical presence of Allan Hancock counselors and staff and the quality of outreach services to all local high schools in AHC's service area.
 - 2) Explore ways to reduce the student-to-counselor ratio in education planning workshops to ensure all participants are able to identify an educational goal around which to develop their student education plan.
- B. Successful Entry into an Area of Interest and Program of Study: Allan Hancock College will facilitate student entry into programs of study within areas of interest by helping students choose and enter a program of study as quickly as possible.
1. Implement Areas of Interest to simplify informed and structured exploration leading to a chosen program of study.
 2. Ensure successful first-year student experiences, with an emphasis on underserved populations, by designing and implementing integrated Student Success Teams that integrate instructional and student services such as academic and career planning, financial planning, and development of study skills.
 3. Prioritize elimination of achievement gaps in gateway courses, including an evaluation of AB 705 implementation to ensure appropriate placement and impact of support courses.
 4. Enhance the noncredit-to-credit bridge and assessment tools to prepare students for college-level coursework.
 5. Encourage inquiry practices and utilization of equity data that facilitates coordinated support activities with a commitment to underserved populations.
 6. Student Focus Group recommendations 3, 4, 5, 6, and 14:
 - 3) Increase the capacity of the Counseling Center to provide sufficient appointments for students early on in their first semester and at key times during subsequent semesters.
 - 4) Explore changes to policies and practices in general counseling that would enhance student/counselor relationships and increase the delivery of accurate information and helpful services.
 - 5) Equip and encourage counselors to take the "whole student" into account when helping students develop educational plans and make decisions about their academic path.
 - 6) Empower everyone who works at the college to be a source of student support.
 - 14) Ensure ESL courses are sufficiently customized and/or differentiated to meet students' broad range of needs.
 7. Provide adequate support to students and faculty to foster successful remote teaching and learning.
 8. Develop new degree programs that lead to an associate degree in transfer and implement an Associate Degree for Transfer (ADT) informational campaign to students to promote transfer opportunities.

- C. Student Progression through Program of Study: Allan Hancock College will ensure students' progress along their pathways to complete program requirements and achieve their educational goals.
1. A With implementation of Student Success Teams, leverage current technology and staffing capabilities to provide real-time feedback, advising, and student-centered support to all students at all locations and in all relevant modalities to keep students on their path.
 2. Implement an integrated campus wide financial resources campaign to mitigate student dropout as a result of financial hardship.
 3. Foster a college climate that is responsive to student equity gaps and mitigates implicit bias by building in training and opportunities to share, discuss, and respond to disaggregated student achievement and outcomes data.
 4. Emphasize culturally responsive instruction that supports diversity, equity, inclusion, and student success by expanding opportunities for faculty to implement high impact practices.
 5. Ensure existing classroom and campus spaces encourage student engagement and reflects multicultural and multi-ethnic backgrounds.
 6. Student Focus Group Recommendations 7, 8, 9, 10, 11, 12:
 - 7) Leverage student voices to close the communication gap between students and the college's faculty, staff, and administrators. Moreover, the college should devise creative and effective strategies for clearly and broadly conveying what resources are available at AHC and how to access them.
 - 8) Expand student supports and services for evening students.
 - 9) Re-examine course availability and scheduling options, especially with respect to key courses required for transfer, and make adjustments to better balance the supply of courses with student demand.
 - 10) Expand activities and events that promote student life at the Lompoc Valley Center.
 - 11) Increase student and academic supports at Lompoc Valley Center.
 - 12) Explore communication strategies that enable Lompoc Valley Center students to understand why certain degree-applicable courses are being cancelled or not offered every semester and proactively assist them to identify acceptable alternative courses.
 7. Expand student support services such as library, peer tutors, and counselors in high impact courses.
 8. Expand engaging and relevant cross-disciplinary content for students that is equity-minded and communicates a sense of belonging for students who have been historically marginalized in higher education.
- D. Student Completion: Allan Hancock College will increase timely student completion rates and reduce excess units upon completion.
1. Provide a cross-functional student support approach and assist completion through Student Success Teams.
 2. Expand technology-driven counseling practices such as webinars, remote, chat, and artificial intelligence to assist students near completion.
 3. Implement and facilitate the auto-award degree process.
 4. Strengthen awareness of student completion metrics to inform strategic student support practices, such as contacting students who are close to completion.
 5. As part of the Strategic Enrollment Management plan, implement class scheduling practices to ensure that courses are offered with adequate frequency for timely completion, and meet the diverse needs of part-time, full-time and weekend students.
 6. Implement college wide comprehensive curriculum evaluation, design, and redesign to ensure viable degree and certificate programs that are responsive to labor market needs and workforce demand.
 7. Implement college wide capacity to assess and evaluate student achievement and completion in all service programs with an emphasis on mitigating equity gaps.

E. Transition to Transfer and/or Gainful Employment: Allan Hancock College will collaborate with industry and four-year colleges to ensure a seamless transition for students.

1. Evaluate, improve, and expand career education programs ensuring alignment with changing labor market needs.
2. Invest in cutting-edge relevant industry technology to prepare students for the workforce.
3. Coordinate with university partners to identify innovative options for students to complete a bachelor's degree for students that may be place-bound because of family obligations.
4. Maximize usage of the transfer center and other transfer supports and services.
5. Employ technology solutions that help students access up-to-date information on transfer requirements and processes and real-time advice that supports completion of their path.
6. Leverage the Student Success Teams to direct students to campus career resources that provide connections and other networking opportunities.
7. Develop and implement robust strategies to facilitate student-to-industry connections.
8. Work with community and industry partners to develop and maintain programs that support emerging and ongoing community workforce needs.

Please use the text box below to explain specifically how the position meets the initiatives and strategies selected.

2. Institutional Need

Check the following applicable statements regarding the college-wide role of the related program or discipline:

Basic Skills: The program/discipline provides basic skills (i.e. reading, writing, math, college readiness) necessary for success in all courses.

Student Support Services: The program/discipline provides essential student support services such as library, counseling, and learning assistance services affecting all areas of instruction.

Career Technical Education (CTE): The program/discipline provides CTE training in viable workforce and industry sectors.

General Education: The program/discipline provides courses that satisfy part of General Education requirements.

Transfer, Certificate, or Degree: Applicable to an AA degree or transfer requirements. The program/discipline offers a degree/certificate or is part of the core curriculum of a degree or certificate.

If applicable, check ONE of the following:

The program/discipline provides courses that are prerequisites to two or three degrees or certificates. List the degrees/certificates.

The program/discipline provides courses that are prerequisites to four or more degrees or certificates. List the degrees/certificates.

3. External Mandate

Is the position required as the result of an external mandate? Check all that apply and explain:

- External accreditation requirements
- State regulations
- New legislation
- Other

4. Specialized Courses

Are there courses that are required for a degree/certificate or transfer for which existing faculty do not possess knowledge to teach? Explain (75 words max) and list courses:

5. Analysis of Relevant Program Data (500 words max)

For service faculty:

- a. Attach the following program data and discuss how it supports your request:
 - A. What is the five-year history of FT and PT FTEF in the program/discipline?
 - B. Provide a five-year history of relevant data (e.g., student/faculty FTEF ratios, percent of student contact by FT FTEF, etc.) along with any benchmarks, legal requirements, or best practices.

For instructional faculty:

- a. Attach your program's prioritization data for 2016-2021 (supplied by Institutional Effectiveness).
- b. Drawing on the program prioritization data provided and waitlist data for the last five years, explain how this information supports your request for the faculty position.
- c. For programs primarily in CTE disciplines, please summarize relevant regional labor market data that supports a need for the position.

6. Documentation from Recent Annual Update or Program Review

Please include the URL and page numbers of your most recent Annual Update or Program Review that address the need for this position. If you do not have any supporting documentation, explain why (e.g., vacancy created after an update):

7. Impact of the Pandemic on the Program

Please describe the impact of the pandemic, if any, on the program:

PART B: NARRATIVE SUMMARY

Use this section to explain why the requested position should be given high priority. **Do not repeat information already provided**, but you may elaborate on the objective data. (500 words max)

You might consider addressing any of the following (these are only suggestions):

- Is this a single faculty program with no full-time faculty member?
- Is the percentage of FT FTEF inadequate to support program growth?
- Are program reviews, assessments, curriculum development and other program requirements incomplete because of the lack of FT faculty?
- Does this position require a high degree of specialization that existing faculty cannot adequately provide to maintain the integrity and continuity of the program?
- What is the projected growth of the program over the next five years?
- Can it be shown there is inadequate oversight of course scheduling, equipment maintenance and acquisition, ordering of materials and supplies, etc.?
- Is this a new or proposed program without a FT faculty position where there is reasonable evidence for high student demand?

PART B: NARRATIVE SUMMARY (Continued)

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