

Instructional Hiring Allocation Taskforce Report

Academic Senate
Glendale Community College
March 2, 2002

Statement of Intent
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Hiring Allocation Taskforce Report
Flow Chart

Task force members: Glenn DeLange, Cindy Dorroh, Guido Girardi, Rob Kibler, Lynn McMurray, Paris Noori, Peggy Renner, Jim Sartoris, Linda Serra, Frances Shaw, Peter Stathis, Pat Zayas

Statement of Intent

The instructional hiring allocation process is designed to provide Academic Senate input into the decision that will determine which programs will receive new hires after the number of permanent new instructional positions (PNP) to be funded from the Unrestricted General Fund has been decided. The program review process will provide the data and the narrative necessary to complete some of this process. Programs will be asked to provide additional data aligning each request with the college's Mission Statement, Educational Master Plan, California State or other outside authority mandates, community, industry, technology, and the overall educational environment at Glendale Community College.

The Instructional Hiring Allocation Committee (IHAC) will be formed to prioritize instructional hire requests. The committee is expected to function independently from the concerns of any campus constituency. The decision of the committee must be based on the published criteria contained in the Instructional Hiring Allocation Procedures. Deliberations of the committee, including discussion and voting, will remain confidential. Results, norms, and procedures will be published.

This process is intended to produce decisions that are aligned with the college's Mission Statement and Educational Master Plan. Members of this committee must align their decisions with the global concerns of the college. Committee members must avoid the influence of individual advocacies and biases. The Vice President of Instruction will chair the IHAC and will vote only in case of a tie.

Instructional Hiring Allocation Taskforce Report

Academic Senate

May 2, 2002

Summary

The Instructional Hiring Taskforce focused on two areas of the problem. First, we considered the appropriate venue for making instructional hiring allocation decisions after the number of positions to be funded from the Unrestricted General Fund has been determined by Executive with input from the Budget Review Committee and Cabinet. Additionally, we developed criteria and information for making that decision.

The task force recommends the formation of an Instructional Hiring Allocation Committee to prioritize the instructional hiring requests. The results would be forwarded to Campus Executive. (See flowchart.)

The taskforce recommends that the Instructional Hiring Allocation Committee use the following information and criteria. **(This information is ordered functionally. Nothing about the relative importance of each item should be inferred by the order.)**

A. Descriptive data

- Job Description
- Program Description

B. Program Review data

- Full-time/Part-time ratio would be used as a starting point for consideration
- Any of a large array of other criteria drawn from Program Review could be used

C. Narrative responses to questions regarding

- Relationship of the position to the College's Mission Statement and Master Plan
- Programs goals, strategies and needs established in Program Review
- State or other outside authority mandates
- Community
- Industry
- Technology
- Overall educational environment at Glendale Community College

The taskforce has also developed

- Preliminary timeline for the completion of the Instructional Hiring Allocation Committee's task
- Rules governing the formation of the Instructional Hiring Allocation Committee

Instructional Hiring Allocation Taskforce

Report to Academic Senate

March 2, 2002

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Instructional Hiring Allocation Committee Composition and Procedures

Committee Composition

1. The Vice President of Instructional Services.
2. Four tenured non-division chair instructional faculty appointed by Division Chairs.
3. Four tenured instructional faculty elected by the Academic Senate (after Division Chair appointments).
4. Vice President of Instructional Services will chair the committee and vote only in the event of a tie.

Terms of Committee Members

These standards are prioritized

1. Each committee member will serve two years. (Two of the initial appointments will serve a one-year term).
2. No instructional division can have more than one representative serving on this committee at the same time.
3. No individual may serve more than once on this committee in a 6-year cycle. (There must be a four-year interval between terms.)

Instructional Hiring Allocation Procedures

All applications for proposed new positions (PNP) will contain the following information. Full-time/part-time ratio must be considered when applicable. No implications regarding the importance of the data is intended by the numbering or order of presentation. The committee should give equal weight to the narrative that accompanies the data.

I. Description of Position – Include the description used to advertise for the position.

II. Description of Division/Department/Program that this position serves.

III. Full-time/Part-time ratio

1. All requests are placed in a preliminary order by their full-time/part-time ratio. This ordering serves as one of the criteria used by the committee.
2. Full-time is defined as the number of full-time faculty assigned to a program. Faculty on released time are credited as teaching full-time in the program.
 - To compute the FTEF, divide the total hours taught per week in the program by the hourly load of a full-time faculty member.
 - Compute the ratio by dividing the FTF by the FTEF.

Order	Full-time position	FT/PT ratio	Place a check in this column if there is a State mandated ratio in this discipline.
1	Position 1	.30	
2	Position 2	.46	
3	Position 3	.48	
4	Position 4	.52	
5	Position 5	.55	
6	Position 6	.60	
7	College Average	.63	
8	Position 8	.66	
9	Position 9	.70	

IV. The Office of Instruction will provide data on instructional hires during the past five years. These data will include the full-time percentage of each new hire.

V. Additional Criteria – The source of this information is Program Review. Updated information will be sent to all programs each year.

1. Student demand
 - WSCH/Positive Attendance – Number of students in the program. (PR 1.01)
 - FTES – Number of full-time equivalent students in program. (PR 1.02)
 - Fill-rate (PR 1.07) Computed by dividing the total seats available by the enrollment.
 - Per cent of seats filled in type classes to be taught. (1.07)
2. Student satisfaction with scheduling. (PR 1.08)
3. Faculty load (PR 4.01) Computed by comparing the FTEF (full-time equivalent faculty) to the total enrollment showing a three-year trend.
4. Number of full-time faculty currently assigned to program. (PR 4.01)
5. Replacement rate for part-time positions teaching these courses. (Data currently not available.)
6. Status of released-time faculty in program.
7. CPF index. (5.06)

VI. Questionnaire to be filled out by all programs requesting position.

1. How does this position relate or contribute to the Mission Statement of Glendale College? Refer to the four bulleted items on page 1 of the Mission Statement.
 - to provide a rich and rigorous curriculum that helps students understand and appreciate the artistic and cultural heritage of this society, the history and development of civilization, the scientific environment in which they live, and the challenges of their personal lives;
 - to emphasize the coherence among disciplines and promote openness to the diversity of the human experience;
 - to help students develop important skills that are critical for success in the modern workplace, such as verbal and written communication, numeracy, effective use of

- technology for work and research, information analysis and evaluation, problem solving, and the ability to work with others and conduct their lives with responsibility;
- to provide an extensive array of student services and learning tools, including state-of-the-art technology, and to assist students in all aspects of their college experience.
2. How does this position relate to the objectives and functions of the College?
 - Associate in Arts/Associate in Science
 - Transfer requirements
 - Vocational education or occupational certification
 - Pre-collegiate basic skills
 - Personal improvement
 - Non-credit adult education
 3. How does this position relate to the college Master Plan and Long Range Plan?
 4. How does this position relate to the program goals listed in “Summary” section of Program Review?
 5. Are there State or Federal mandates regarding full-time/part-time ratio that are particular to this discipline?
 6. How does this position relate to the overall discipline or to other disciplines, and does this position meet specific instructional skill needs?
 7. Does this position cover classes that are currently being taught by part-time staff or does it involve program expansion?
 8. Are there community or industry needs that relate directly to this position? If yes, how?
 9. How does this position contribute to currency in state-of-the-art technical education?
 10. What implications does the addition of this position have for the following:
 - Budget
 - Staffing
 - Facilities
 - Equipment
 11. Discuss any benefits your program may lose from not receiving the requested hire.
 12. Are there special concerns that are not addressed in this document?

Note: Editing assistance is available through the instruction office.

Position on Replacement Hiring

When a faculty member resigns or retires, the Appropriate Vice President will determine whether the position will be automatically refilled. If the Vice President maintains that it should not be filled, and the division disputes this position, then the division will compile information from Program Review data and other information to establish grounds to hire a replacement. These data will then be forwarded to the Hiring Allocations Committee. That committee will review the data and will affirm or reject the position taken by the Division Chair and will report its findings in the same manner that it reports new positions.

If the Hiring Allocation Committee determines that the position is not to be filled, then the position will be put included in the pool of new positions.

Specific factors to be considered in making this decision should include:

- State or outside authority mandates
- Full and part-time ratio.
- Relevant data generated by program review, including demand and success rates.
- Narrative justification by the division chair, which should include the relevance of the program to the mission of the college, its value to the community, as well as any outside considerations.

When it becomes known that a position is to be vacated, the division chair should notify the administration.

The decision to replace the position or place the vacancy in the general hiring pool shall be made by the Hiring Allocations committee in consultation with the Vice President.

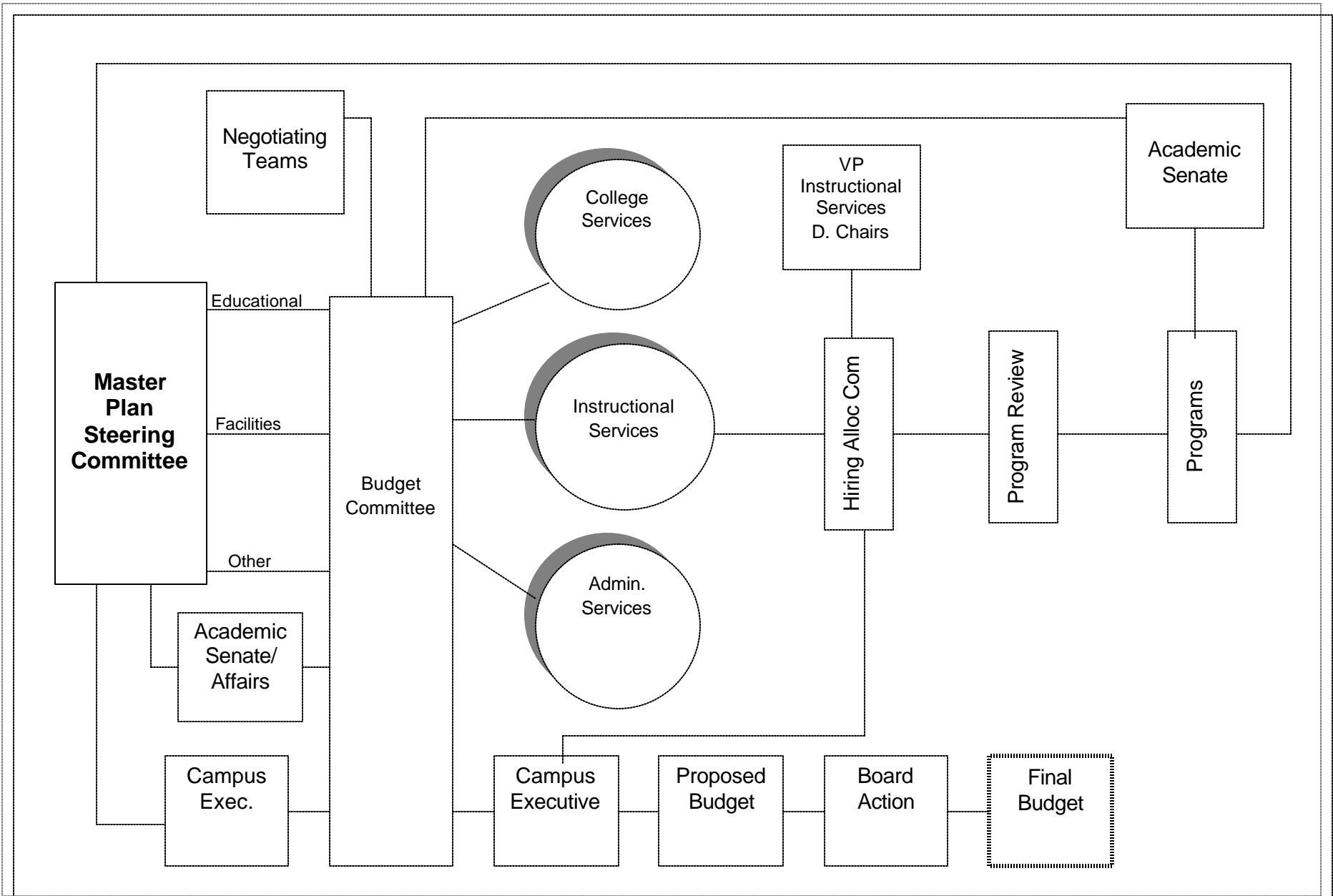
Timeline

- March Division Chairs select and submit to the Academic Senate representatives for Hiring Allocation Committee. These representatives must be, non division chair, full-time tenured faculty. They may not come from the same division, and must represent divisions not currently represented on the committee.
Academic Senate selects and submits representatives for the Instructional Hiring Allocation Committee. These representatives must be, non division chair, full-time tenured faculty. The individuals must represent instructional divisions not currently represented on the committee or nominated by Division Chairs.
- April New hire requests are due by April 30. Requests must use information from most recent Program Review document.
- May Office of instruction prepares and orders requests for new position. Instructional Hiring Allocation Committee meets to establish norms, meeting dates, and procedures. The committee receives hiring requests from office of instruction.
- September Committee meets to finalize procedures.
- October Instructional Hiring Allocation Committee Retreat. Committee prioritizes hires and submits prioritization to College President and Vice President of Instruction.
Committee may reconvene to consider concerns of the President and Vice-President at their request.
The committee submits final prioritization to Campus Executive.
- November Campus Executive submits final list to Board of Trustees for approval.

Approved at Executive Committee: August 20, 2002
Amended at Executive Committee: May 13, 2003

Two - Year Timeline

Year 1	January	February	March	April	May	June
		Initial budget Projections			Budget Proposal	
			Academic Affairs fills committee positions. Academic Senate fills committee positions	1. Program Review documents due 2. New Hire Requests Due	First Meeting of Allocation Committee – Establish norms and procedures.	
	July	August	September	October	November	December
				Oct 1. Final Budget		
			Second meeting of Allocation Committee Complete selection standards..	1. Committee Retreat. 2. Prioritization submitted to campus review. 3. Emergency positions advertised subject to funding.		Positions Approved by Board
Year 2	January	February	March	April	May	June
	Emergency hiring Process	Emergency hires begin to teach	Hiring process			
	July	August	September			
			New hires begin instruction			



Instructional Services Planning, Hiring, Budget Process Flow Chart