



Prioritization Process Handbook for Full-time, Tenure Track Faculty

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Purpose Statement

The intent of these procedures is to facilitate voting that reflects college-wide needs, minimize voting for narrow interests, and provide standardized operating procedures that are communicated in advance, thus maintaining equity and fairness for all areas.

Overview

The faculty prioritization process begins at the Division/Unit level. Division/Unit needs are presented in Institutional Program Plan and Review documents. Faculty needs are prioritized in Unit Plans. These needs are presented to the parent Cluster each spring where they are prioritized in ranked order in Worksheet A.1 (Cluster Ranking). During the fall, the Planning and Budget Committee establishes the number of positions to be recommended to hire to the Superintendent/President and communicates this number to the College Council and Institutional Faculty Prioritization Subcommittee. The Institutional Faculty Prioritization Subcommittee determines the number of positions to be ranked.

The minimum number of positions that will be put forward by any cluster will be the maximum of the following conditions:

- a) Three positions; Or
- b) Number of full-time faculty retirements (or unfilled resignations) in the cluster, submitted to Human Resources prior to the retirement deadline in the previous academic year; Or
- c) Total number of positions to be prioritized (as determined in the process) proportional to Cluster FTEF (excluding dual enrollment taught by non-Cuesta faculty) divided by College-Wide FTEF.

Once this number has been established, appropriate Cluster managers submit their positions in ranked order so that data elements used in the objective criteria can be populated. Divisions who have positions to present at the Institutional Faculty Prioritization Subcommittee meeting complete Worksheet C.1 or C.2 (Subjective Criteria Sheet) for each position and submit them to the co-chairs of College Council. The co-chairs of College Council ensure that A.1 worksheets (Cluster Ranking), B.1 (Objective Criteria for Instructional Faculty), B.2 (Objective Criteria for Service Faculty), and B.3 (Objective Criteria Ranking Summary), are distributed to the voting members of the Institutional Faculty Prioritization Subcommittee prior to the presentations meeting. Division Chairs who have a position ranked will submit Worksheet C.1 (Faculty Prioritization Rationale Worksheet) to the College Council co-chairs who are responsible for the distribution of Worksheets C.1 and D to the Faculty Prioritization Subcommittee. Upon receipt of those worksheets, all members of the Faculty Prioritization Subcommittee have the opportunity to submit a Worksheet C.2, Faculty Prioritization Rubric for Position Rationale. At an expanded College Council Meeting where the Faculty Prioritization Subcommittee members are present, presentations for each cluster are given and discussions follow. Once all the presentations and discussions occur, the members of the Institutional Faculty Prioritization Subcommittee rank the positions on Worksheets C.3.A and C.3.B. Each member of the Administrative Ranking Subcommittee ranks the positions on Worksheet D. Each component (Cluster Ranking, Institutional Ranking, Objective Criteria, and Subjective Criteria) are weighted, summed, and ordered, creating a final ranked list.

Four rankings are used in determining the overall prioritization for instructional faculty: cluster ranking, objective ranking, subjective faculty ranking, and subjective administrative ranking. These will be combined in a summary ranking for all positions being considered. Each voter will sign his/her ballot, and the results will be kept confidential. The following is a list of worksheets used during this process:

A. CLUSTER RANKING (15%):

A – Cluster Ranking

B. OBJECTIVE RANKING (35%):

B.1 – Objective Data for Instructional Faculty

B.2 – Objective Data for Service Faculty

B.3 – Objective Ranking Summary

C. SUBJECTIVE FACULTY RANKING (40%):

C.1 – Faculty Prioritization Rationale Worksheet

C.2 – Faculty Prioritization Rubric for Position Rationale

C.3.A – Subjective Instructional Faculty Ranking Voting Sheet

C.3.B – Subjective Service Faculty Ranking Voting Sheet

D. SUBJECTIVE ADMINISTRATIVE RANKING (10%):

D.– Administrative Ranking: Instructional Faculty & Service Faculty

E. SUMMARY RANKING

Here is a summary of the process:

- The **Instructional faculty** is 100 points possible (**40/10/35/15**):
 - **Subjective Faculty Ranking** (voting after presentation/discussion meeting) is **40 points** (all faculty vote for both instructional and non-instructional positions)
 - **Subjective Administrative Ranking** (voting after presentation/discussion meeting) is **10 points** (all admin vote for both instructional and non-instructional positions)
 - **Objective Ranking** criteria weighting is determined by the Faculty Prioritization Subcommittee annually, **35 points total**
 - **Cluster Ranking** is determined by each Cluster. The highest ranked position in the cluster is **15 points**, 2nd 12 pts., 3rd 9 pts. etc. by reduction of 3 each position

- The **Non-Instructional faculty proposal** is for each non-instructional area do a cluster rank, but no points are given. C1 informs Objective data, all faculty vote after discussion.

Full-time Tenure-track Faculty Prioritization Process Flowchart



Timeline/Important Dates

MARCH	
1st Monday of the Month	Divisions submit unit plans to their cluster managers.
APRIL	
Last Friday of the Month	Clusters complete cluster faculty prioritization.
AUGUST	
Last Friday of the Month	Institutional Research provides the administrative co-chair of College Council the ratio of each Cluster's credit FTEF to total insitutional credit FTEF (using total credit FTEF during the fall semester of the previous academic year, will be used in determining one of the three options of number of positions put forward. The number of positions that each Cluster can bring forward are determined.
SEPTEMBER	
1st Tuesday of the Month	The Institutional Faculty Prioritization SubcommitteeSubcommittee meets to establish the number of positions to be ranked. They review the timeline and processes in the Handbook. The administrative co-chair of College Council informs cluster managers about the number of positions that they may bring forward.
By the 2nd Tuesday of the Month	Clusters submit a ranked list of faculty priorities to the adminstrative co-chair of College Council.
2nd Wednesday of the Month	The administrative co-chair of College Council submits the list of faculty requests to the Institutional Research so that Worksheets B.1 and B.2 can be completed.
4th Wednesday of the Month	Institutional Research sends completed B.1 and B.2 worksheets to the administrative co-chair of College Council.
Last Friday of the Month	The administrative co-chair of College Council publishes the completed A, B.1, B.2, and B.3 worksheets on the College Council SharePoint site.
OCTOBER	
1st Friday of the Month	Division Chairs and Directors submit completed C.1 worksheets (subjective criteria) to Office of the Vice President, Academic Affairs.
2nd Tuesday of the Month	Completed C.1 and D worksheets are published on the College Council SharePoint site. C.2 worksheets are made available to subcommittee.

3rd Tuesday of the Month	Subcommittee members submit completed C.2 worksheets to the Office of Academic Affairs.
4th Tuesday of the Month	Completed C.2 worksheets are published. The Institutional Prioritization Subcommittee meets to hear Subjective presentations and have discussion periods. Ranking takes place on Worksheets C.3.A, C.3.B and D (Subjective and Administrative Ranking Voting Sheets). The Academic Senate requests that the Superintendent/President be present for the presentations and discussion.
4th Thursday of the Month	Worksheet E is completed and is published on the College Council SharePoint site. The Superintendent/President is presented with Worksheet E (Final Institutional Ranking).
NOVEMBER	
1st Thursday of the Month	Superintendent/President notifies the College Council of his/her list of positions to be hired for the following Fall semester. The Academic Senate requests that the Superintendent/President provides rationale for any changes in the order of positions to be hired, addressing both the instructional and non-instruction lists.

Rules & Regulations

General

- Maximum number of positions being prioritized by each cluster will be determined by the second week in September. No additional priorities will be accepted.
- **The minimum number of positions** that will be put forward by any cluster will be the maximum of the following conditions:
 - a) Three positions; Or
 - b) Number of full-time faculty retirements (or unfilled resignations) in the cluster, submitted to Human Resources prior to the retirement deadline in the previous academic year; Or
 - c) Total number of positions to be prioritized (as determined in the process) proportional to Cluster FTEF (excluding dual enrollment taught by non-Cuesta faculty) divided by College-Wide FTEF.
- No late documents will be accepted.

This process produces a recommended, ranked list to the Superintendent/President. The Superintendent/President will respond to the recommendation within 1 week. The Academic Senate requests that the **Superintendent/President** provides rationale for any changes in the order of positions to be hired, addressing both the instructional and non-instruction lists. A full-time faculty prioritization list from a previous academic year may not be used in any subsequent academic year for determining which full-time faculty positions would be hired.

- Planning and Budget Committee must determine the number of full-time faculty positions to recommend for hire to the Superintendent/President prior to the beginning of the recruiting process; and additionally, that if a hiring pool for a particular full-time faculty position fails, the funding be preserved for that position through the next academic year.

Composition

Administrative Prioritization Subcommittee

Voting Members:

- Vice President of Academic Affairs
- Vice President of Student Services and College Centers
- Deans of Academic Affairs

Non-voting Members (participate in discussion only):

- Dean of the North County Campus and South County Center
- Dean of Student Services

Institutional Prioritization Subcommittee Faculty Members

Voting Members:

- Academic Affairs Division Chairs
- CCFT President
- President of Academic Senate

Worksheets

- Worksheet A is populated by the office of the Vice President of Academic Affairs.
- Worksheets B.1 and B.2 are populated by the Director of Institutional Research for each position.
- Worksheet C.1 needs to be completed and submitted to the Co-chairs of College Council by the due date.
- Worksheet C.2 may be completed by each voting member.
- Only C.2 worksheets received before the due date will be provided to the voting members for consideration.

Presentations

“Presentation/Discussion Day” order and details:

- Part 1: Every position gets a 3-minute presentation/speech with no visual aids (Cluster order based on drawing), followed by 1 minute of questions
- Part 2 (offered after each set of Cluster presentations): Everyone one sits at the table for discussion periods
- No more than 10 min per Instructional Cluster; discussion among all committee members.
- No more than 10 min Non-Instructional (Counseling and Library); discussion among all committee members.
- Facilitator—helps guide 10 minutes discussions.
- Presenters may advocate for one position over another within their Cluster.

Voting

- When one discipline brings forth multiple positions, the best ranking will be given to the position marked with a “1”. For example, if there are two ENGL positions (ENGL 1 and ENGL 2), the best ranking (lowest number) will be given to ENGL 1.
- Representatives should vote in the best interests of their areas and the District; there should be no block voting.
- Voting members who cannot attend the meeting on the voting date may send a representative. It is the voting member’s responsibility to ensure that the representative understands the process and the rules. Voting members must provide the name of the representative to the Co-Chairs of College Council in advance of the meeting.
- In order to be eligible to vote, voting members must be present for the entire length of the meeting on the voting date. Arriving late or leaving early will disqualify your vote.

Worksheet A
CLUSTER RANKING

<u>POSITION</u>	<u>CLUSTER RANK</u>

Note: "1" represents the highest ranking.

Explanation of Objective Criteria

Note: all objective data is provided by Institutional Research. When the term “discipline” is used, it is referring to a “department in which there is a prefix”. Sometimes positions will be brought forward covering two or more departments.

Objective Criteria # 1: Projected PT/FT load ratio by discipline (if position were hired)

Overview:

This criteria ranks positions according to the ratio of total part-time load to total full-time load. Use teaching load, exclude release time in calculation. Larger ratios are favored.

Benefits:

Disciplines with large PT faculty load. This criteria also benefits disciplines who are growing and have few or no FT faculty assigned.

Objective Criteria # 2: # PT Faculty (duplicated headcount for previous Fall and Spring) / # FT Faculty (duplicated headcount for next Fall and Spring if hired)

Overview:

This criteria indicates need based upon workload within a **division**; greater number of PT faculty requires more evaluations to be completed by FT faculty. Large numbers are favored.

Benefits:

Divisions with a large number of PT faculty with few FT faculty

Objective Criteria # 3: Fill rates by discipline

Overview:

This criteria indicates student demand or courses in a discipline. Large fill rates are favored.

Benefits:

Disciplines that have high fill rates.

Objective Criteria #4 : FTES/FTEF by discipline

Overview:

This criteria ranks positions according to the discipline’s efficiency. High ratios are favored.

Benefits:

Disciplines that have high weekly student contact hours and low faculty load.

Objective Criteria # 5: Difficulty in Hiring

Overview:

This criteria ranks positions according to the discipline’s difficulty in hiring. This criteria measures: # attempts last 2 years, # applicants who met MQs, and #interviews.

Benefits:

Disciplines that have a history of difficulty in hiring adjunct faculty to meet demand.

Worksheet B.1

OBJECTIVE DATA FOR INSTRUCTIONAL FACULTY

Position: _____

Data provided by Institutional Research; some data may be the same. Percentages of weighting are determined annually by Faculty Prioritization Subcommittee.

	DATA	SEMESTER					
		Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
1	<i>Projected PT/FT load ratio by <u>discipline</u> (if position were hired)</i>						
2	<i># PT Faculty (duplicated headcount for previous Fall and Spring) / # FT Faculty in division (duplicated headcount for next Fall and Spring if hired)</i>	# PT Faculty:	# FT Faculty:	Ratio:			
3	<i>Fill rates by <u>discipline</u></i>						
4	<i>FTEs/FTEF by <u>discipline</u></i>						
5	<i>Difficulty in Hiring (advisory or a low percentage 2019/2020 to assess data)</i>						

Worksheet B.2
OBJECTIVE DATA FOR SERVICE FACULTY

Not Updated for Fall 2019 Faculty Prioritization Process

Position:

1. Data Provided by Research Office

%	DATA		SEMESTER		
			Fall 2015	Fall 2016	Fall 2017
20%	1	Headcount/FTEF compared with peer group average			
20%	2	FTES/FTEF compared with peer group average			
20%	3	New Student Headcount/FTEF compared with peer group average			
20%	4	Student Contacts/FTEF (Cuesta only)			
20%	5	Student Contacts/FTES (Cuesta only)			

Definition of Peer Group:

ARCC Group 3, subcategory of 10 most similar colleges in student headcount (Mira Costa excluded due to Basic Aid funding)

Objective Data Explanations

Objective Criteria #1: Ratio: Headcount/FTEF (CUESTA) divided by Headcount/FTEF (PEER GROUP)

Overview:

This criteria ranks positions according to the ratio of district student headcount to full-time faculty within the Cuesta College service area (Library, Counseling, DSPS, Student Life) to that number for the peer group.

Benefits:

This criteria provides comparisons with the same service area (Cuesta library staffing levels to ARCC peer group library staffing levels), rather than comparing very dissimilar service areas at Cuesta (Cuesta library staffing levels to Cuesta counseling staffing levels).

Objective Criteria #2: Ratio: FTES/FTEF (CUESTA) divided by FTES/FTEF (PEER GROUP)

Overview:

This criteria ranks positions according to service efficiency for the Cuesta College service area to the efficiency for the peer group.

Benefits:

This criteria provides comparisons with the same service area (Cuesta library staffing levels to ARCC peer group library staffing levels), rather than comparing very dissimilar service areas at Cuesta (Cuesta library staffing levels to Cuesta counseling staffing levels).

Objective Criteria #3: Ratio: New Student Headcount/FTEF (CUESTA) divided by New Student Headcount/FTEF (PEER GROUP).

Overview:

This criteria addresses the emphasis on student success in the first semester and ranks positions according to the ratio of total new student headcount to full-time faculty within the Cuesta College service area to that number for the peer group.

Benefits:

This criteria provides comparisons with the same service area in the peer group, rather than comparing very dissimilar service areas at Cuesta.

Objective Criteria #4: Student contacts/FTEF

Overview:

This criteria ranks positions by actual student volume/demand to full-time equivalent staffing levels within a service area at Cuesta College.

Benefits:

This criteria benefits service areas with high student contact.

Objective Criteria #5: Student contacts/FTES

Overview:

This criteria ranks positions by actual student volume/demand to the number of full-time equivalent students at Cuesta.

Benefits:

This criteria benefits service areas with high student contact.

Worksheet B.3

OBJECTIVE CRITERIA: RANKING SUMMARY

POSITION	OBJECTIVE CRITERIA 1	OBJECTIVE CRITERIA 2	OBJECTIVE CRITERIA 3	OBJECTIVE CRITERIA 4	OBJECTIVE CRITERIA 5

Note: "1" represents the highest ranking.

WORKSHEET C.1

Faculty Position Rationale Worksheet

Division/Cluster: _____ **Position:** _____

- What type of position: _____ new position _____ replacement
- Was this position requested in the APPW or CPPR? _____ yes _____ no (If no, then please explain why _____)
- Are there any regulatory or safety requirements _____ yes _____ no

Detailed Answers: Referring to your current APPW or CPPR, respond to each question below with a maximum of 150 words each. The bullets within each section are prompts to consider; choose those relevant for this position.

1. College Enhancement/Need: How will this position enhance the college? Consider:

- the impact on other college programs
- number of degrees and certificates completed in last three years/job placement
- success and course completion rates
- how the position addresses current college and statewide initiatives
- What does this position offer to support student success and the student funding formula? How does this position affect the fiscal viability of the college?
- How does this position service the greater community?

2. Program Enhancement/Need: How will this position enhance your program? Consider:

- the impact on division workload
- program growth and stability/job market
- leadership in program development
- college representation
- What classified position(s), directors, student interns, student help does this position supervise, if any?
- Instructional faculty advisory data:
 - total # of students in the discipline and number of FT faculty
 - Total # of departments, program reviews, and advisory committees in division and number of FT faculty
- Non-instructional faculty advisory data:

Library

- Number of Full-time librarians (that help with shared governance)
- Number of Full-time equivalent librarians (to cover departmental assignments)
- Headcount of adjunct librarians (that must be reviewed and scheduled)
- Librarian/student ratio (can be compared with best practice numbers)
- Number of sites supported; number of classified staff, student workers at each site (argues for need for higher level of responsibility)
- Number of student visits per year per site (door gate count)

In person support

- Library hours per year per site (Reference Desk staffed with librarian)
- Number of in person information requests (reference desks)
- Number of library orientations (“one shot” classes taught by librarians)
- Total students in orientations (for de version of librarian/student ratio)

Online support

- Sections of DE courses supported with embedded librarians (ENG 201A/LILA in Canvas broken out)
- Number of Students supported in DE courses

- Number of chat/email student/faculty reference questions answered

Counseling

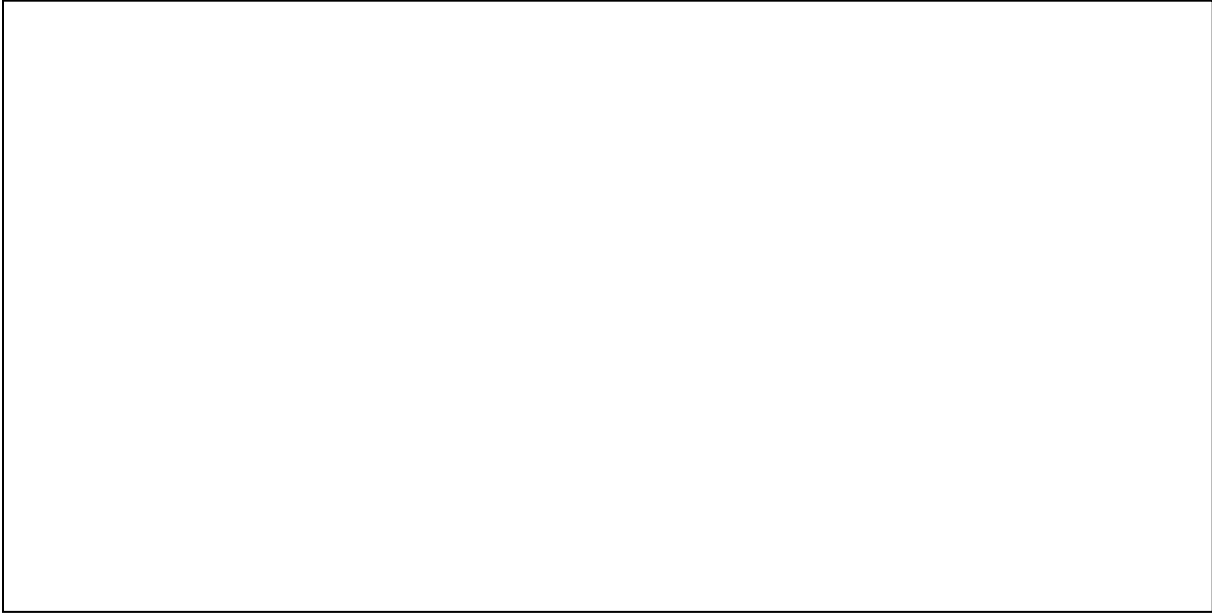
- Number of Full-time counselors (that help with shared governance)
- Number of Full-time equivalent counselors (to cover departmental assignments)
- Headcount of adjunct counselors (that must be reviewed and scheduled)
- Counselor/student ratio (can be compared with best practice numbers)
- Number of sites supported; number of classified staff, student workers at each site (argues for need for higher level of responsibility)
- Number of student visits per year per site (door gate count)
- Peak demand numbers broken down by activity (Transfer Center – University application review sessions and supplemental applications).

In person support

- Counseling hours per year per site
- Number of walk-in counselor requests
- Number of orientations, workshops lead by counselors (Welcome Cougar Days, MyCuesta Orientations, Back on Track Workshops, etc).
- Total students in orientations (for de version of counselor/student ratio)

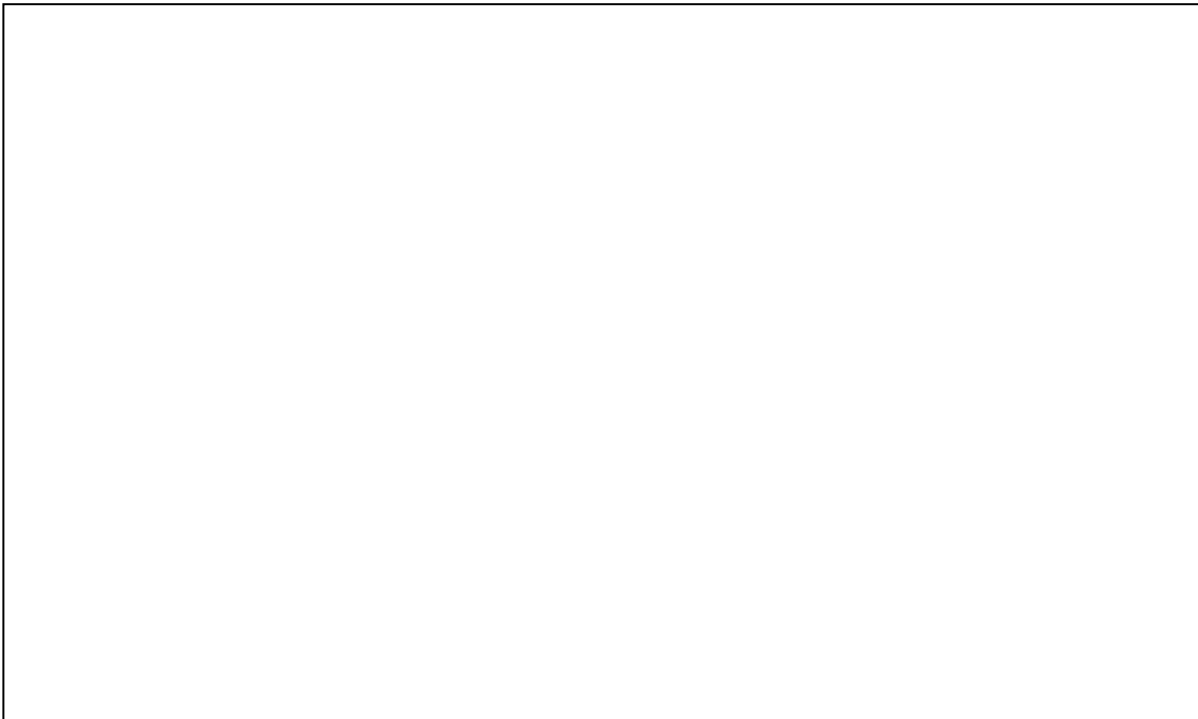
Online support

- Number of Students supported via on-line services (phone appointments, eadvising, live chat)
- Number of chat/email student/faculty reference questions answered



3.Overall rationale: Provide the context for the proposed position. Consider:

- discipline specific best practices
- history of FT and PT hiring in last 5 years
- Anything else?
- critical effects of this position on overall division and college



WORKSHEET C.2

Faculty Hire Prioritization Meeting Dialogue Process and Rubric for the Positional Rationale Form

CM = Committee Members

Before Meeting:

1. CM use rubric to assign points for college need, discipline/division need, and overall narrative based upon review of the Position Rationale Form for each position.
2. All CM submit rubrics with points to the office of Academic Affairs prior to the meeting.
3. The office of Academic Affairs generates a spreadsheet of positions from most to least points which also displays each CM's total points for college need, division need, and overall rationale. Committee member names are anonymous.
4. This position list (of most to least points) is used only for discussion; it does not result in points used towards the overall prioritization.
5. Facilitator or Co-Facilitators of the meeting are identified.

During Meeting/Process of Presentations (Part 1 of Meeting Day)

1. CM given the spreadsheet of positions
2. Cluster order determined by lot (i.e. pick number out of hat)
3. Every position gets a 3-minute presentation/speech with no visual aids (Cluster order based on drawing), followed by 1 minute of questions

During Meeting/Process of Discussion (Part 2 of Meeting Day):

1. This part is offered after each set of Cluster presentations. Everyone one sits at the table for discussion periods
 - i. No more than 10 min per Instructional Cluster; discussion among all committee members.
 - ii. No more than 10 min Non-Instructional (Counseling and Library); discussion among all committee members.
2. Facilitator—1 or 2 begin discussion of positions by asking who within the cluster would like to represent the positions providing an overview and advocating for any particular Cluster order of the positions in terms of importance to the college or division. The dialogue is open for discussion.

After Discussion:

1. CM anonymously vote.
2. Results are translated into points which are then added to the objective data points, the administration points, and the cluster ranking points. The total determines the final prioritization ranking.

Rubric scoring information and template on following pages

**Faculty Hire Prioritization
Rubric for Position Rationale Form (Subjective Data)**

1. Complete a rubric for each position using only the Position Rationale Form prior to the faculty prioritization hiring meeting.
2. Submit rubrics for all positions to office of Academic Affairs by the deadline (see timeline).
3. A spreadsheet will be generated with positions listed from most to least points to inform the committee and each cluster’s dialogue during the discussion portion of the meeting.
 - This position list (of most to least points) is used only for discussion; it does not result in position points used towards the overall prioritization.
4. After the dialogue, committee members will vote anonymously The results are translated into points which are then added to the objective data, the administration, and the cluster ranking points. The total determines the final prioritization ranking.

Position:

Criteria	Highest 4-5 points	Mid 2-3 points	Minimum: 0-1 points	
College Enhancement/Need	Strong college need is demonstrated	College need is demonstrated	College need is minimally demonstrated	0-5 pts.
Program Enhancement/Need	Strong program need demonstrated and program is significantly impacted	Program need demonstrated and program is impacted	Program need minimally demonstrated and program is not significantly impacted	0-5 pts.
Overall narrative rationale	Strong rationale for position articulated and need strongly justified	Somewhat strong rationale for position articulated and need justified	Weak rationale for position articulated and need minimally justified	0-5 pts.

Total points out of 15:

Subjective Data Rubric Worksheet C.2

Position	Criteria	4-5 points	2-3 points	0-1 points	0-5 points

WORKSHEET C.3.A

SUBJECTIVE RANKING INSTRUCTIONAL FACULTY VOTING SHEET

(Filled in during presentation and voting meeting)

In the second column (Subjective Criteria Rank), assign the position with the greatest need a value of 1, continuing in ascending order until all positions have been ranked.

Position	Subjective Ranking

Note: "1" represents the highest ranking.

Signature: _____

WORKSHEET C.3.B
SUBJECTIVE RANKING SERVICE FACULTY VOTING SHEET
(Filled in during presentation and voting meeting)

In the second column (Subjective Criteria Rank), assign the position with the greatest need a value of 1, continuing in ascending order until all positions have been ranked.

Position	Subjective Ranking

Note: "1" represents the highest ranking.

Signature: _____

WORKSHEET D

ADMINISTRATIVE RANKING: INSTRUCTIONAL FACULTY & SERVICE FACULTY

(Administrative ranking for service and instructional faculty)

INSTRUCTIONAL FACULTY		SERVICE FACULTY	
POSITION	ADMINISTRATIVE RANK	POSITION	ADMINISTRATIVE RANK

Note: "1" represents the highest ranking.

Signature: _____

WORKSHEET E
OVERALL RANKING AND POINTS

Rank	Position	Cluster Ranking (15%)	Objective Criteria (35%)	Subjective Criteria (40%)	Administrative Ranking (10%)	Total (100%)

Cluster Ranking Criteria Score = Cluster Ranking Total Points/maximum possible points X 0.15 X 100

Objective Criteria Score = Objective Criteria Total Points/maximum possible points X 0.35 X 100

Subjective Criteria Score = Subjective Criteria Total Points/maximum possible points X 0.40 X 100

Administrative Ranking Score = Administrative Ranking Points/maximum possible points X 0.10 X 100

Note: "1" represents the highest ranking.