

Instructional Hiring Allocation Committee Manual

Glendale Community College Academic Senate

~~November 2020~~ September 2024

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Statement of Intent

The Instructional Hiring Allocation Committee (IHAC) will be formed to prioritize all instructional hire requests on behalf of the Academic Senate. The program review documents will provide the data and the narrative necessary to complete this process. The data and narrative necessary to complete this process will be provided from the IHAC request form, program review, and information from the Office of Research & Planning.

The committee is expected to function independent of 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 will be forwarded to the Academic Senate President and the Office of Instruction.

This process is intended to produce decisions that are aligned with the college's Mission Statement and Educational Master Plan Statements of Mission, Values, and Vision. 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.

Instructional Hiring Allocation Committee IHAC Composition and Procedures

Committee Composition

1. The Vice President of Instruction will provide a history of the committee's composition to the Division Chairs and the Academic Senate Executive.
2. Three tenured, non-division chair, instructional faculty appointed by Division Chairs.
3. Four tenured, non-division chair, instructional faculty selected by the Academic Senate Executive (after Division Chair appointments).
4. The committee will appoint a chair for one year. This position will rotate each year. In the case that the committee cannot decide on a chair, the Academic Senate Executive will pick a chair.

Note- Committee members are expected to conduct themselves in a professional and collegial manner. Committee conflicts will be referred to the Academic Senate Executive.

Terms of Committee Members

These standards are prioritized

1. Each committee member will serve two years. In order to stagger committee member terms, one of the initial appointments made by the Division Chairs and two of the initial appointments made by the Academic Senate Executive will be appointed for one year.
2. No instructional division may have more than one representative serving on this committee at the same time.
3. Members of IHAC may not advocate for their own areas and should maintain awareness of the needs of both credit and noncredit disciplines.

4. It is recommended that all faculty divisions/departments and constituencies, including Noncredit and CTE, be represented on IHAC within each six-year cycle.
5. No individual may serve more than once on this committee in a 6-year cycle. (There must be a four-year interval between terms.)

Role of the Vice President of Instruction

The Vice President of Instruction may participate in the IHAC process at the discretion of the Senate President. Participation, to be determined by the Senate President, may include written summary of the Administration's point of view (which may include staffing needs) and attendance at IHAC meetings. The purpose of the Vice President's inclusion in the process is to better inform IHAC of the strategic direction of the college administration while maintaining a robust faculty voice in the hiring allocation process.

Instructional Hiring Allocation Procedures

All IHAC Request Forms for proposed positions will contain the following information:

- Description of Position - Include the description used to advertise for the position.
 - Division/Department/Program that this position serves.
 - Criteria - The source of this information is Program Review. Updated information will be sent to all programs each year by the **Vice President of Instruction Office of Research and Planning**.
1. Full-time/Part-time ratio (See Appendix for ratio calculation).
 - All requests are placed in a preliminary order by their full-time/part-time ratio.
 2. Student demand.
 - **WSCH Weekly Student Contact Hours/Positive Attendance- Number of students in the program served by the department.**
 - **FTEs- Number of full-time equivalent students in program served by the department.**
 - **Fill-rate- Computed by dividing the total seats available by the enrollment.**
 3. Faculty load.
 - **Computed by comparing the FTEF (full-time equivalent faculty) to the total enrollment showing a three-year trend.**
 4. **Status of released-time faculty in program faculty in the department (i.e., release time and sabbatical).**
 5. Division or Department efforts to achieve equitable student outcomes.
 6. The narrative of each request form, which includes pertinent information not included in other fields, for example, anticipated or effected retirements, new buildings coming online which increase classroom capacity, labor market data indicating emergent industry needs, or new degrees or certificates.
 7. Further examples of additional factors to consider **for the qualitative portion** (see Appendix)

IHAC Hiring Timeline

November

November/December: Division Chairs select and submit to the Academic Senate representatives for Instructional 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. The 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 division/departments not currently represented on the committee or nominated by Division Chairs.

December: New hire requests are due in Program Review documents. Program Review delivers requests to chair of IHAC by December 31.

Late February/early March: Instructional Hiring Allocation Committee meets to review procedures. The committee receives hiring requests from Office of Instruction ordered based on full time/ part time ratio.

March/April: Committee meets to finalize procedures.

Instructional Hiring Allocation Committee Retreat. Committee prioritizes hires and submits prioritization to College President and Vice President of Instruction. The committee may reconvene to consider concerns of the President and Vice-President at their request. The committee submits final prioritization to Campus Executive.

First Senate Meeting of September: Vice President of Instruction provides a written summary to the Academic Senate, and attends session upon the request of the Academic Senate. This summary should include the ordered list with the original IHAC rankings presented to the Campus Executive by IHAC, a list of the positions to be hired, an explanation for any deviation from IHAC's ordered list, and any additional information that is relevant to the IHAC process which should be documented for future committees.

Before October 1: Division Chairs select and submit to the Academic Senate representatives for Instructional 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. The Academic Senate Exec 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 division/departments not currently represented on the committee or nominated by Division Chairs.

Before October 15: New hire requests submitted. New hire requests are due in Program Review documents. Program Review delivers requests to chair of IHAC.

Before November 1: IHAC meets and completes prioritization of hire requests.

Before November 3: Vice President of Instruction works with Administration Exec and Deans.

First Senate meeting of November (after November 3): Vice President of Instruction provides a written summary to the Academic Senate and attends session upon the request of the Academic Senate. This summary should include the ordered list with the original IHAC rankings presented to the Campus Executive by IHAC, a list of the positions to be hired, an explanation for any deviation from IHAC's ordered list, and any additional information that is relevant to the IHAC process which should be documented for future committees.

November/December: Human Resources prepares jobs.

January: jobs advertised.

February/March: job interviews (with hire during early spring).

APPENDIX

1. Computing the FT/PT Ratio for the Quantitative Portion

First, to compute the FTEF, divide the total hours taught per week in the program by the hourly load of a full-time faculty member.

Then compute the FT/PT Ratio by dividing the FTF by the FTEF.
After computing the ratio, positions should be ordered as seen below:

Note: 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.

The following table provides an example of how the FT/PT ratio might change under this computation. The actual table for each IHAC cycle will list all the Divisions/Departments requesting new positions. A newly computed table, using current data, will be provided for each IHAC cycle.

Division/ Department	FT/PT ratio	New ratio after first hire	New ratio after 2nd hire
Formula	$\frac{\text{Current FTF}}{\text{FTEF}}$	$\frac{\text{FTF}+1}{\text{FTEF}}$	$\frac{\text{FTF}+2}{\text{FTEF}}$
History	.37	.43	.57
English	.26	.32	.39
Math	.38	.45	.51

If multiple positions are requested by a Division/Department, they will be ranked separately. The first position considered will use the second column of the table (labeled “FT/PT ratio”) and the **Criteria Point Scale** table provided below. The second position considered will use the third column of the table (labeled “New ratio after first hire”), etc.

2. Considerations for Subjective Criteria Computing the Qualitative Portion

IHAC members should consider the following questions when assigning each position a numerical score for the qualitative portion.

How does this position relate or contribute to the Mission, Vision, and Values Statements of Glendale Community College?

How does this position relate to the objectives and functions of the College? This includes:

- Associate in Arts/Associate in Science
- Transfer requirements
- Vocational education or occupational certification
- Pre-collegiate basic skills
- Personal improvement
- Noncredit adult education

How does this position relate to the college's Master Plan?

How does this position contribute to Glendale Community College's efforts to create equitable educational outcomes for all students? The types of evidence that may appear in a division/department's narrative submitted to Program Review in an application for a new hire include:

- Division/Department committee work to create authentic assessments, a working definition of which is as follows: "An authentic assignment is one that requires application of what students have learned to a new situation, and that demands judgment to determine what information and skills are relevant and how they should be used. Authentic assignments often focus on messy, complex real-world situations and their accompanying constraints; they can involve a real-world audience of stakeholders" ([CITL](#));
- Agendized Division/Department discussions of disaggregated differences in achievement among various student groups in addition to action plans that resulted from those discussions, and the ongoing implementation of those action plans;
- Work within the Division/Department to revise course outlines of record to decolonize the curricula, introducing significant contributors and contributions to disciplines from outside the predominantly white Eurocentric epistemology;
- Documented work with HR to increase the diversity of the Adjunct and Full-Time teaching pools;
- Documented work with HR (emails, notes based on in-person or telephone conversations, minutes of convened meetings) to widen the range of outlets in which employment opportunities are advertised;
- Department/Division review of hiring practices, including the composition of hiring committees, and holistic revisions of job postings and interview questions to increase equity and diversity;
- Participation in the Faculty Diversity Internship Program or comparable existing programs, and/or the creation of such internship opportunities at the Department/Division level;

- Recent Division/Department hiring choices that demonstrate awareness and efforts to diversify the ranks of faculty through a broadened range of academic preparation (types of degrees, professional experience), as well as demographic diversity that increases faculty reflection of student demographics; individual preparation and/or perspectives of hires that broaden and/or complement the Division/Department.
- Any additional evidence of equity efforts not already mentioned, that help to demonstrate the Division/Department's commitment to equity and diversity.

How does this position relate to the Program Goals listed in the department's program review?

How does this position relate to the overall discipline or to other disciplines, and does this position meet specific instructional skill needs?

Does this position cover classes that are currently being taught by part-time staff or does it involve program expansion?

Are there community or industry needs that relate directly to this position? If yes, how?

How does this position contribute to currency in state-of-the-art technical education?

What implications does the addition of this position have for the following:

- Budget
- Staffing
- Facilities
- Equipment

Discuss any benefits your program may lose from not receiving the requested hire. Are there special concerns that are not addressed in this document?

3. Considerations for Subjective Criteria on Equity Efforts [added to #2]

How does this position contribute to Glendale College's efforts to create equitable educational outcomes for all students?

The types of evidence that may appear in a division/department's narrative submitted to Program Review in an application for a new hire include:

- Division/Department committee work to create authentic assessments, a working definition of which is as follows: "An authentic assignment is one that requires application of what students have learned to a new situation, and that demands judgment to determine what information and skills are relevant and how they should be used. Authentic assignments often focus on messy, complex real-world situations and their accompanying constraints; they can involve a real-world audience of stakeholders" (CITL);
- Agendized Division/Department discussions of disaggregated differences in achievement among various student groups in addition to action plans that resulted from those discussions, and the ongoing implementation of those action plans;
- Work within the Division/Department to revise course outlines of record to decolonize the curricula, introducing significant contributors and contributions to disciplines from outside the predominantly white Eurocentric epistemology;
- Documented work with HR to increase the diversity of the Adjunct and Full-Time teaching pools;
- Documented work with HR (emails, notes based on in-person or telephone conversations, minutes of convened meetings) to widen the range of outlets in which employment opportunities are advertised;
- Department/Division review of hiring practices, including the composition of hiring committees, and holistic revisions of job postings and interview questions to increase equity and diversity;
- Participation in the Faculty Diversity Internship Program or comparable existing programs, and/or the creation of such internship opportunities at the Department/Division level;
- Recent Division/Department hiring choices that demonstrate awareness and efforts to diversify the ranks of faculty through a broadened range of academic preparation (types of degrees, professional experience), as well as demographic diversity that increases faculty reflection of student demographics; individual preparation and/or perspectives of hires that broaden and/or complement the Division/Department.
- Any additional evidence of equity efforts not already mentioned, that help to demonstrate the Division/Department's commitment to equity and diversity.

4.3. Criteria Score Sheet

	CRITERION 1 FT/PT RATIO 0-10 Points	CRITERION 2 Fill Rate/Positive Attendance* 0-10 Points	CRITERION 3 Equity Efforts 0-10 Points	CRITERION 4 Subjective 0-10 Points	CRITERION 5 State Mandated Position (if currently known) Yes or No
Dept./Division					
Dept./Division					
Dept./Division					
Dept./Division					
Dept./Division					
Dept./Division					
Dept./Division					

*If no other plan for computing Positive Attendance for Criteria 3 is approved before the next IHAC cycle, the value "Average Daily Attendance (ADA) divided by Number of Seats in the Class" shall be used.

	Quantitative Portion (FT/PT Ratio and Fill Rate/Positive Attendance*) 0-10 Points	Qualitative Portion 0-10 Points	State Mandated Position (Yes or No)
Dept./Division			
Dept./Division			
Dept./Division			
Dept./Division			

Dept./Division			
Dept./Division			
Dept./Division			

*If no other plan for computing Positive Attendance is approved before the next IHAC cycle, the value "Average Daily Attendance (ADA) divided by Number of Seats in the Class" shall be used

5 4. Criteria Point Scales (Point Scale Needs Adjustment)

CRITERION 1	CRITERION 2	CRITERION 3	CRITERION 4	CRITERION 5
FT/PT RATIO	Fill Rate/Positive Attendance*	Equity Efforts (Refer to Equity portion of IHAC Request Form)	Subjective (Refer to IHAC Request Form)	State Mandated Position (if currently known)
0-10 Points	0-10 Points	0-10 Points	0-10 Points	Yes or No
< 20% = 10	≥ 100% = 10	Points assigned at the discretion of each IHAC member	Points assigned at the discretion of each IHAC member	
20 - 29.9% = 9	98 - 99.9% = 9			
30 - 34.9% = 8	96 - 97.9% = 8			
35 - 39.9% = 7	94 - 95.9% = 7			
40 - 44.9% = 6	92 - 93.9% = 6			
45 - 49.9% = 5	90 - 91.9% = 5			
50 - 54.9% = 4	88 - 89.9% = 4			
55 - 59.9% = 3	85 - 87.9% = 3			
60 - 64.9% = 2	75 - 84.9 = 2			
65 - 69.9% = 1	60 - 74.9 = 1			

*If no other plan for computing Positive Attendance for Criteria 2 is approved before the next IHAC cycle, the value "Average Daily Attendance (ADA) divided by Number of Seats in the Class" shall be used.

Quantitative Portion		Qualitative Portion	State Mandated Position
0-10 Points		0-10 Points	Yes or No
FT/PT Ratio	Fill Rate/Positive Attendance*	Points assigned at the discretion of each IHAC member	
< 20% = 5	≥ 100% = 5		
20 - 29.9% = 4.5	98 - 99.9% = 4.5		
30 - 34.9% = 4	96 - 97.9% = 4		
35 - 39.9% = 3.5	94 - 95.9% = 3.5		
40 - 44.9% = 3	92 - 93.9% = 3		
45 - 49.9% = 2.5	90 - 91.9% = 2.5		
50 - 54.9% = 2	88 - 89.9% = 2		
55 - 59.9% = 1.5	85 - 87.9% = 1.5		
60 - 64.9% = 1	75 - 84.9 = 1		
65 - 69.9% = 0.5	60 - 74.9 = 0.5		

*If no other plan for computing Positive Attendance is approved before the next IHAC cycle, the value "Average Daily Attendance (ADA) divided by Number of Seats in the Class" shall be used

6. Two-Year Timeline [everything below this will be cut]

Year 1	July	August	September	October	November	December
			Program Review Conducted	Program Review Conducted	Program Review documents due New Hire Requests due Division Chairs Academic Affairs fills IHAC position(s) Academic Senate fills IHAC positions	Program Review completed and validated IHAC receives hiring requests from Program Review
Year 1	January	February	March	April	May	June
		First Meeting of Hiring Allocation Committees Establish norms and procedures	Second meeting of Hiring Allocation Committees Complete selection standards Third meeting of IHAC (Retreat) Prioritize hires & submit to VPI and	Third meeting of Hiring Allocation Committees (Retreat) Hires prioritized & submitted to VPI and Sup/Pres & College Executive	May Revise Budget approves number of new hires College Exec. review/ Administration determines its hiring allocations	Job announcements reviewed by Divisions & HR

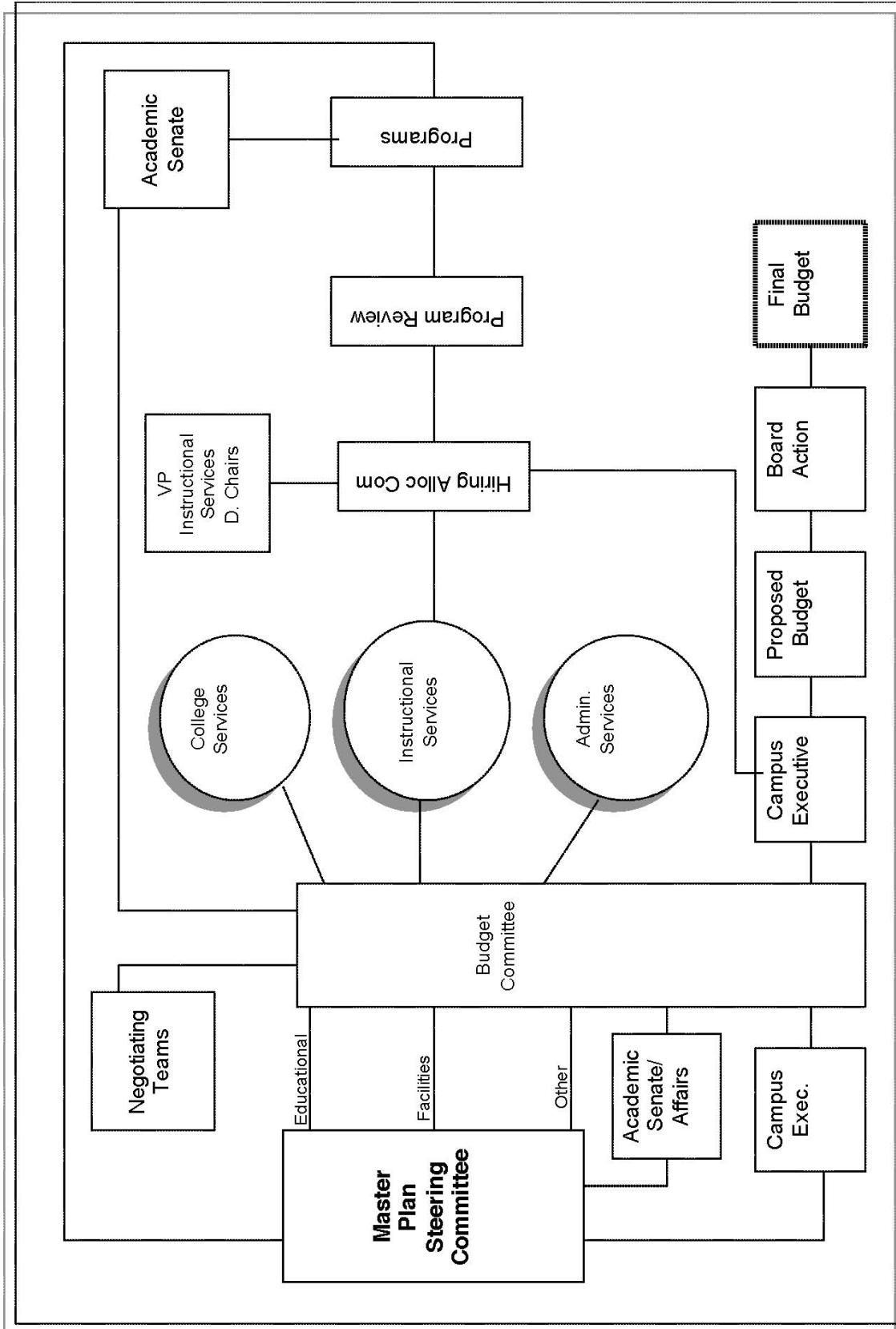
			Sup/Pres & College Executive			
			OR			
Year 2	July	August	September	October	November	December
	Job announcements reviewed by Divisions & HR	Board approves positions Emergency hiring process	VPI visits Academic Senate	Job announcements flow Hiring committees assembled	Hiring Process Emergency hiring process	Hiring Process

2013 HIRING TIMELINE _ REVISED ABOVE [cut everything below]

Timeline below to be cut

Year 1	January	February	March	April	May	June
		Initial budget Projections	Academic Affairs fills committee positions. Academic Senate fills committee positions	1. Program Review documents due 2. New Hire Requests Due	Budget Proposal First Meeting of Allocation Committee – Establish norms and procedures.	
	July	August	September	October	November	December
			Second meeting of Allocation Committee Complete selection standards..	Oct 1. Final Budget 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			

6. Instructional Services Flow Chart [cut this]



Instructional Services Planning, Hiring, Budget Process Flow Chart