

# West Los Angeles College

## Faculty Position Identification and Prioritization Policy

Revision effective April 14, 2009

### PURPOSE

The purpose of the Faculty Position Identification and Prioritization (FPIP) Policy is to establish procedures at West Los Angeles College (WLAC) to implement Board Rule 10304.1 of the Los Angeles Community College District's Board of Trustees pertaining to the identification and prioritization of full-time probationary faculty positions.

### PHILOSOPHY

The philosophy of the FPIP policy shall be to promote fairness and equity in resource allocation, specifically in regard to faculty hiring, in accordance with the mission of the college. It is the explicit intent of the FPIP Policy to establish an open and objective process which will best serve the collective interests of the WLAC community.

### GOALS

The prioritization of proposals for faculty hiring shall be based on the needs of the students, the college, the disciplines, the programs, and the enrollment trends. A wide range of factors shall be considered in the process.

### FUNDING SOURCES FOR PRIORITIZED POSITIONS

The WLAC Faculty Position Priority list applies to probationary positions funded with program 100 and program 109 funds only.

### COMMITTEE ON FACULTY POSITION IDENTIFICATION & PRIORITIZATION

The Committee on Faculty Position Identification and Prioritization (FPIP Committee) shall be the designee for the WLAC Academic Senate and the President of the College for the implementation of Board Rule 10304.1.

The FPIP Committee shall be composed of the following:

Five (5) Full-Time Faculty

Three (3) Administrators

The President of the Academic Senate and the Academic Senate shall jointly nominate the full-time faculty committee members drawing upon teaching and non-teaching faculty, with appointment to the committee being subject to full Senate confirmation. The appointment shall be for a three-year term. The terms of appointment shall be overlapping. Thus, in the first year of the FPIP Policy three (3) faculty members shall be appointed for three-year terms and the other two (2) faculty members shall be appointed for two-year terms. Division chairpersons shall not serve on the committee. The President of the College shall designate the administrative appointees. The FPIP Committee shall select a chairperson for a term of three years. That selection shall take place at the beginning of an academic year. Members of the committee should be members of the college community who have a comprehensive knowledge of all aspects of the college, i.e. - Academic Affairs, Student Services, and Administrative Services.

The college institutional researcher shall be an ad hoc member of the committee at the meeting(s) devoted to evaluating the quantitative enrollment data.

### PROCESS

1. At its first meeting of each academic year the committee will decide upon and announce a timetable giving the deadlines for submission of faculty position prioritization applications, the date of the FPIP interviews, and the date of release of the final faculty position recommendations. In addition, the FPIP Committee shall review the criteria which will be used to prioritize faculty positions.

2. For pre-collegiate instruction positions, the criteria for prioritization shall include:
- Current staffing status in discipline (% full-time instructors in the classroom)
  - Student demand (Average fall semester census enrollment for past 3 years)
  - How the proposed position supports non-voc ed learning communities
  - Fiscal Impact (FTES/FTEF)
  - Recommendation of current program review

For positions in general education instruction, the criteria for prioritization shall be:

- Current staffing status in discipline (% full-time instructors in the classroom)
- Student demand (Average fall semester census enrollment for past 3 years)
- Annual # of students taking courses in discipline in order to complete associate degree GE
- Number of other disciplines that satisfy same GE requirement
- How the proposed position supports non-voc ed learning communities
- Fiscal Impact (FTES/FTEF)
- Recommendation of current program review

For instructor positions in transfer major preparation, the criteria for prioritization shall be:

- Current staffing status in discipline (% full-time instructors in the classroom)
- Student demand in transfer prep classes (Average fall semester census enrollment for past 3 years)
- Completed roadmaps to transfer in two years
- Annual # of associate degrees and/or certificates of achievement
- How the proposed position supports a transfer preparation learning communities
- Fiscal Impact (FTES/FTEF)
- Recommendation of current program review

For instructor positions in workforce and professional education, the criteria for prioritization shall be:

- Current staffing status in discipline (% full-time instructors in the classroom)
- Student demand (Average fall semester census enrollment for past 3 years)
- Annual # of associate degrees and/or certificates of achievement
- How the proposed position promotes the strategies of the Educational Master Plan
- Active advisory board
- Fiscal Impact (FTES/FTEF)
- Recommendation of current program review
- Impact of position on non-WASC accreditation/approval

For counselor, librarian, athletic coach, and other faculty positions, the criteria for prioritization shall be:

- Current staffing status
- Student demand
- How the proposed position promotes the strategies of the Educational Master Plan
- Impact of position on non-WASC accreditation/approval
- Recommendation of current program review

For new programs, disciplines, and services, the criteria that will be used for prioritization shall include:

- How the proposed position promotes the strategies of the Educational Master Plan,

3. Faculty position identification and prioritization (FPIP) application forms which reflect the criteria to be used for determining the faculty position recommendations shall be distributed to the division chairpersons and shall be available to any faculty member or administrator. The criteria for ranking shall also be distributed.

4. A FPIP application shall be required for each full-time, probationary faculty member to be replaced or added. (An application may be submitted for an anticipated retirement.)

5. FPIP applications for proposed probationary tenure-track faculty in existing disciplines, programs, and services may be submitted to the FPIP Committee by regular or probationary faculty members, division

chairpersons, the college Academic Senate, or the college administration. FPIP applications submitted by a division chairperson for a division shall include signatures by a majority of the faculty members of the division. A division chairperson may submit an application as a discipline faculty member. Applications submitted by discipline faculty members must include the signature of the Division Chairperson, **or** program director **or** the President of the Academic Senate, **or** the Vice President of Academic Affairs, **or** (for counselors only) the Vice President of Student Services. A division chairperson submitting an FPIP application as a discipline faculty member may not sign his/her own supporting signature in the capacity as division chairperson. The signature of the President of the Academic Senate represents a motion of support passed by the WLAC Academic Senate. Discipline faculty members and division chairpersons should coordinate their efforts to insure that only one application per position is submitted for prioritization.

Requests for proposed probationary tenure-track faculty for new programs or special programs shall be submitted only by the Planning Committee or the Vice President of Academic Affairs or the Vice President of Student Services. The FPIP Committee shall formally request the Planning Committee to submit a list of proposed probationary tenure-track faculty for new programs and/or special programs. This list of positions shall be based upon an analysis of program reviews/unit plans conducted by the divisions.

6. The Articulation Officer shall provide assistance to the FPIP Committee and the applicants with regard to responses on the FPIP application about articulation matters.

7. The College Institutional Researcher shall provide the quantitative data required in the prioritization process. This shall include:

- Census enrollment data by subject area (Average fall semester census enrollment for the past three years)
- Percent full-time instructors in the classroom by subject area
- Annual # of degrees and certificates
- FTES/FTEF

And other available data that the committee deems appropriate

8. Once the FPIP applications have been submitted, the FPIP Committee will review the information and may send by email a list of additional questions for each applicant in order to clarify the FPIP application. The FPIP Committee may then invite the applicant to appear before the FPIP Committee to answer these additional questions.

Proposed probationary positions that would be supported by specifically designated funds (i.e. a categorically-funded program or a specially-funded program) shall be reviewed for merit. The FPIP Committee may validate the justification for the requested position. If the requested position is found to have merit, then the FPIP Committee will recommend that the position be filled. The positions will not be included on the faculty position priority list.

9. Horizontal Prioritization to Connect to Educational Master Plan.

Each proposed probationary tenure-track position shall be placed into one of five categories

Category: Instructors for pre-collegiate instruction

Category: Instructors for general education, transfer preparation and degree preparation

Category: Instructors for career technical education and professional education

Category: Counselors, librarians, athletic coaches, and other faculty

Category: Faculty for new program development and for special programs (see provision 5)

(NOTE: Notwithstanding extenuating circumstances and subject to future student needs, it is the expectation of the FPIP Committee that upon hire, the majority of the instructor's teaching assignment in subsequent years will reflect the category selected in this FPIP process.)

Within each category, the faculty positions shall be prioritized, creating horizontal tiers composed of one position from each of the five categories. Using the first tier (the 1<sup>st</sup> position from each category), the FPIP Committee shall create a ranked tier one. The prioritized positions within each category and the prioritized list of five created from tier #1 shall be forwarded to the College President. The FPIP Committee shall recommend filling the first five positions authorized for search and selection from tier #1 in rank order. The FPIP Committee shall recommend filling subsequent authorized positions from tier #2 (the second ranked positions in each of the five categories).

The college president shall accept the top five FPIP recommendations. If more than five hires are authorized for search and selection, then the college president shall propose positions #6 and #7 in consultation with the FPIP Committee and the Academic Senate, with written justification. If more than 7 hires are authorized for funding, the college president would reconvene with the FPIP Committee and come to a mutual agreement on additional positions.

10. Consensus evaluation of applications

The ranking of the proposed probationary tenure-track positions identified through FPIP applications shall be by FPIP Committee consensus.

11. If a FPIP Committee member is a member of a discipline which has an FPIP application under consideration, that member shall be excluded from the discussion and the evaluation process. This FPIP Committee member may be replaced by an alternate appointment.

12. Procedures when consensus cannot be reached in scoring.

In the event consensus cannot be reached on the ranking of position for a particular criterion, the disputed criterion shall be separated from the evaluation. The remaining criteria shall be considered and the ranks determined. If the omitted criterion(a) would not elevate the position to the top 2 tiers, then the recommendations shall be released.

Appeals Process (when consensus can not be reached in scoring)

a. If the omitted criterion(a) could elevate the position to the top 2 tiers, then the disputed criterion(a) alone shall be referred for resolution to the College President and to the Academic Senate President.

b. All appeals shall be forwarded in writing from the FPIP Committee to the College President and to the Academic Senate President within five (5) working days of the FPIP Committee meeting when consensus was not reached.

c. All appeals shall be in writing and shall state which criterion(a) is (are) in dispute. The written appeal shall state the reason(s) for the appeal.

d. The appeal shall be resolved based only upon the FPIP application and all supporting information which was submitted to the FPIP Committee during the initial evaluation process. No new information shall be considered.

e. The College President and the Academic Senate President shall review the materials and shall determine the rankings for the criterion (a) in question within five (5) working days of the filing of the appeal.

f. Until the evaluation of the disputed criterion(a) is resolved, the faculty position recommendations shall not be released.

13. Preview of the FPIP Committee's Faculty Position Recommendations

The college president shall be invited to attend the last prioritization meeting of the FPIP Committee for the purpose of previewing the recommendations. The recommendations shall be given to the president of the WLAC Academic Senate and to the college president five (5) days prior to its distribution to all of the FPIP applicants. When a proposed position is premised upon a retirement, then the recommendations shall indicate that the faculty position has a contingent ranking.

14. Appeals Process (regarding FPIP Committee's faculty position recommendations).

Once the FPIP Committee's faculty position recommendations have been distributed, an appeals process may be conducted. The function of the appeals process is to review the FPIP process to ensure that the procedures of the FPIP process policy were properly followed and that all relevant facts as submitted to the FPIP committee were considered in the creation of the faculty position recommendations.

a. All appeals shall be in writing. Appeals may be filed by any FPIP applicant. All appeals shall be filed within ten (10) working days of the announcement of the FPIP Committee's faculty position recommendations and shall be sent to the FPIP Committee Chairperson. All appeals shall be based only upon the FPIP application and all supporting information which was submitted to the FPIP Committee during the initial evaluation process. No new information shall be considered. No new information shall be accepted or considered. All written appeals shall state in detail the specific reason(s) for the appeal.

b. The FPIP appeals committee shall consist of a three-member subcommittee elected by the FPIP

Committee from its own ranks. The FPIP appeals committee shall review and shall determine the merit of any appeal within ten (10) working days of the filing deadline for appeals.

c. The decision of the FPIP appeals committee shall be final.

#### 15. Release of the FPIP Priority List

After the time for filing an appeal has expired or after the appeals process is completed, where an appeal has been filed, the FPIP Committee's faculty position recommendations or the amended FPIP Committee's faculty position recommendations (in the case of a successful appeal) shall become final, except for faculty positions which may subsequently be removed from the faculty position recommendations, and it shall be known as the FPIP Priority List. The FPIP Priority List shall be sent to the President of the College and written notification of the release of the FPIP Priority List shall be sent to the Academic Senate.

#### 16. Removal of a faculty position from the WLAC Faculty Position Priority List

a. In the event that an anticipated faculty retirement does not occur and the ranking of a faculty position is premised upon that retirement, then that faculty position shall be dropped from the Priority List.

b. A faculty position shall be removed from prioritization before or after the release of the FPIP Committee's faculty position priority list upon the written request of the individual submitting the FPIP application for that faculty position. The written request must include signatures from all of the individuals who signed in support of the original FPIP application.

c. In the event that an individual submitting a FPIP application for a faculty position desires to withdraw that faculty position from the priority list after the date of release, the FPIP applicant shall submit a written request to the WLAC Academic Senate and to the administration for joint approval. Without joint approval the faculty position shall remain on the priority list.

17. The final faculty position priority list shall remain in effect until the next priority list is issued. Unfunded positions remaining on the priority list shall automatically be included on the updated priority list, unless withdrawn by the removal procedures. When there are significantly new factors that may impact the justification for a position already on the list, a request may be submitted for reconsideration of its rank on the priority list. For reconsideration of ranking, the FPIP Committee shall only re-evaluate the specific criterion(a) affected by the change(s). Reconsideration requests must include a written rationale for the request and signatures from all of the individuals who signed in support of the original FPIP application.

The FPIP Committee may update the priority list for these special extenuating circumstances: retirement, resignation, transfer, death or instructor special assignment appointments. To request a probationary, full-time faculty replacement, a FPIP application must be submitted and an interview conducted. These identified positions shall be inserted into the current priority list.

#### 18. Circumstances for automatic probationary faculty rehire

The selection process shall be automatic if a new hire leaves the employment of the college at any time up until the end of the 2<sup>nd</sup> year of probation. After the 2<sup>nd</sup> year, a justification for the position, including the most current program review, shall be evaluated for merit by the FPIP Committee before a selection process is initiated to fill the vacated position. If the position is vacated after the 4<sup>th</sup> year, the position must submit a new FPIP application and be prioritized.

#### 19. Annual Review

Each academic year, the FPIP Committee shall evaluate the FPIP process and make recommendations to improve the FPIP process. The Academic Senate and the College President shall review the recommendation(s) of the FPIP Committee and shall mutually agree to adopt the recommended revisions to the FPIP Policy as appropriate.

# FACULTY POSITION IDENTIFICATION & PRIORITIZATION APPLICATION

## Existing Disciplines, Programs, and Services

(Effective April 14, 2009)

**SUBMIT A SEPARATE APPLICATION FOR EACH REQUESTED POSITION**

### PRELIMINARY INFORMATION

1. Identify the type of tenure-track position being requested. Check one.  
 Instructor     Counselor     Librarian     Other
2. How many retirements are anticipated in this area before the next academic year?
3. Individual identifying probationary faculty position: \_\_\_\_\_  
Under which capacity are you submitting this application? (check one)  
 Regular or probationary faculty     Division chair     Program director     Vice President

### **SUPPORTING SIGNATURES**

Applications submitted by a division chair on behalf of a division must include signatures from a majority of the members of the division. Applications submitted by individual discipline faculty must include the signature of the division chair, or the program director, or the president of the Academic Senate, or an administrator from the Office of Academic Affairs or Office of Student Services.

### INSTRUCTOR POSITION

Name of Discipline: \_\_\_\_\_ .

1. **Assignment.** What is the standard teaching load for this discipline? \_\_\_\_ (e.g. - 12, 15, 18, 21 standard hours)  
Prepare a hypothetical fall semester & spring semester assignment for the requested instructor.  
(Include class meeting days & start times.)  
Based upon the **majority** of these assigned classes, select the appropriate category:  
(NOTE: If none of these categories applies, proceed to the section for other faculty.)

ASSIGNMENT CATEGORY	CHECK ONLY 1
Pre-collegiate instruction	
General Education instruction (classes satisfy GE requirement for non-major)	
Instruction required for transfer major preparation: _____major	
Voc Ed Instruction	

**NOTE:** Notwithstanding extenuating circumstances and subject to student need, it is the expectation of the FPIP Committee that upon hire, the majority of the instructor's teaching assignment in subsequent years will reflect the category selected in this FPIP process.

3. **Educational Master Plan.** Will this requested instructor have duties *directly* related to supporting a non-voc ed learning community (i.e., a cohort of students enrolled in more than one class together)? EXPLAIN
4. **Program Review.** Attach copy of faculty hiring section of program review.
5. **Roadmaps.** Attach copy of roadmap to prepare students for transfer in two years in this subject area or to prepare students to obtain a certificate of achievement.
6. **General Education Courses.** Based upon the courses listed in the assignment in item 1 above, which general education requirements are satisfied by these courses? How many other disciplines offer courses that satisfy this same GE?
7. **Transfer Major Preparation ONLY**
  - a. For the last ten years, how many students have transferred in this major?
  - b. On an annual basis, what percent of discipline's sections are required for the transfer major?
8. **Voc Ed ONLY**

- a. Are there any enrollment restrictions in this discipline related to non-WASC accreditation or outside agency standards? Explain.
- b. Attach copies of the advisory board minutes for this past academic year.

### **COUNSELOR POSITION**

1. Staffing Status:
  - a. How many full-time counselors are there?
  - b. For the fall semester, how many students were enrolled in on campus classes?
  - c. For the fall semester, how many students were enrolled in off campus classes?
2. Student Demand. For the past 3 fall semesters, how many students received counseling services?
3. Educational Master Plan.
  - a. How would this requested counselor specifically support the implementation of Strategies a & d of Objective 1. of the 2008-2011 Educational Master Plan (EMP)?
  - b. How would this requested counselor specifically support the implementation of Strategy c of Objective 2. of the EMP?
  - c. How would this requested counselor specifically support the implementation of Strategy c of Objective 3. of the EMP?
  - d. How would this requested counselor specifically support the implementation of Strategies b & e of Objective 4. of the EMP?
4. Program Review. Attach copy of faculty hiring section of program review.
5. How will hiring this counselor impact WASC recommendations?

### **LIBRARIAN POSITION**

1. Staffing Status: How many full-time librarians are there?
2. Student Demand: For the past 3 fall semesters, how many students used the library services?
3. Educational Master Plan
  - a. How would this requested librarian support the implementation of Strategy d of Objective 1 of the 2008-2011 Educational Master Plan?
  - b. How would this requested librarian support the implementation of Strategies b & e of Objective 4 of the 2008-2011 Educational Master Plan?
4. Program Review. Attach copy of faculty hiring section of program review.

### **OTHER FACULTY**

1. Staffing Status: How many full-time faculty are there in this position already?
2. Student Demand: For the past 3 fall semesters, how many students were served?
3. Educational Master Plan: How would this requested new hire support the implementation of the 2008-2011 Educational Master Plan?
4. Program Review. Attach copy of faculty hiring section of program review.
5. How does this position affect the college's compliance with outside agency (non-WASC) standards or recommendations?

## CRITERIA FOR RANKING WITHIN CATEGORIES

(Effective April 14, 2009)

Pre-Collegiate Instruction	General Education Instruction & Transfer Degree Instruction	Workforce & Professional Education	Counseling, Librarian, Athletic Coaches, and Other Instruction	Special Programs & New Program Development
<p><u>Criteria for ranking</u></p> <ul style="list-style-type: none"> <li>• Staffing status : % full-time instructors in classroom</li> <li>• Student Demand: census enrollment (Ave fall semester census enrollment for past 3 years)</li> <li>• Educational Master Plan implementation: Position supports non-voc ed learning communities, (i.e., cohorts of students that are enrolled in more than one class together)</li> <li>• Fiscal Impact: FTES/FTEF</li> <li>• Program review recommendation</li> </ul>	<p><u>Criteria for ranking</u></p> <ul style="list-style-type: none"> <li>• Staffing status : % full-time instructors in classroom</li> <li>• Student Demand: census enrollment (Ave fall semester census enrollment for past 3 years)</li> <li>• Annual #:               <ul style="list-style-type: none"> <li>-Students taking courses in discipline in order to complete Associate degree GE requirements</li> <li>- Associate degrees &amp;/or certificates of achievement</li> </ul> </li> <li>• Educational Master Plan implementation: Position supports non-voc ed learning communities, (i.e., cohorts of students that are enrolled in more than one class together)</li> <li>• Fiscal Impact: FTES/FTEF</li> <li>• Number of other disciplines that satisfy same GE requirement</li> <li>• Discipline has completed roadmaps to               <ul style="list-style-type: none"> <li>○ Transfer in 2 years</li> <li>○ Certificates of Achievement</li> </ul> </li> <li>• Program review recommendation</li> </ul>	<p><u>Criteria for ranking</u></p> <ul style="list-style-type: none"> <li>• Staffing status : % full-time instructors in classroom</li> <li>• Student Demand: census enrollment (Ave fall semester census enrollment for past 3 years)</li> <li>• Annual # Associate degrees and/or certificates of achievement</li> <li>• Educational Master Plan implementation</li> <li>• Fiscal Impact: FTES/FTEF</li> <li>• Program review recommendation</li> <li>• Active advisory board</li> <li>• Impact on non-WASC accreditation or approval – Special class size restriction</li> </ul>	<p><u>Criteria for ranking</u></p> <ul style="list-style-type: none"> <li>• Staffing Status</li> <li>• Student Demand</li> <li>• Educational Master Plan implementation: Position supports Objective 1 Position supports Objective 2 Position supports Objective 3 Position supports Objective 4</li> <li>• Impact on WASC accreditation, other agency approval or non-WASC accreditation</li> <li>• Position recommended in program review</li> </ul>	<p><u>Criteria for ranking</u></p> <ul style="list-style-type: none"> <li>• Educational Master Plan implementation</li> <li>• Position identified in Program Review/Unit Plan</li> </ul>



## **PRIORITIZATION OF THE REQUESTED POSITIONS WITHIN EACH CATEGORY**

(Effective April 14, 2009)

### **Category: Pre-collegiate instruction**

The positions in this category shall be prioritized based upon the positions' rank standing for these four criteria: staffing status, student demand, fiscal impact, learning communities implementation. Positions will automatically be ranked last within the category when the staffing status is above the standard for the discipline (e.g. – 75% for instructors) or when the need for the requested position was not identified in the program review for the discipline.

#### Ranking Staffing Status Compared to Standard

The requested positions shall be ranked using the 75:25 Standard as modified by the Board of Governors of the California Community Colleges in November 1997. The requested position with the lowest average percent regular faculty shall receive the highest rank for this criterion.

#### Ranking Student Demand

The requested positions shall be ranked according to the average census enrollment or positive attendance for the past three fall semesters. The requested position with the highest average census enrollment or positive attendance shall receive the highest rank for this criterion.

#### Ranking Fiscal Impact

The requested positions shall be ranked according to the average FTES/FTEF for the past three fall semesters. The requested position with the highest average FTES/FTEF shall receive the highest rank for this criterion.

#### Ranking Learning Communities Implementation

The requested positions shall be ranked based upon the information provided to the FPIP Committee.

### **Sub-category: Instructors for general education**

The positions in this sub-category shall be prioritized based upon the positions' rank standing for these six criteria: staffing status, student demand, annual number of students taking courses in the position's discipline in order to complete associate degree GE, number of other disciplines that satisfy the same GE requirement, fiscal impact, and learning communities implementation. Positions will automatically be ranked last within the category when the staffing status is above the standard for the discipline (e.g. – 75%) or when the need for the requested position was not identified in the program review for the discipline.

#### Ranking Staffing Status Compared to Standard

The requested positions shall be ranked using the 75:25 Standard as modified by the Board of Governors of the California Community Colleges in November 1997. The requested position with the lowest average percent regular faculty shall receive the highest rank for this criterion.

#### Ranking Student Demand

The requested positions shall be ranked according to the average census enrollment for the past three fall semesters. The requested position with the highest average census enrollment shall receive the highest rank for this criterion.

#### Ranking for General Education Requirements

The requested positions shall be ranked according to the annual number of students taking courses in the position's discipline in order to complete associate degree GE. The requested position with the highest number of students shall receive the highest rank for this criterion.

#### Ranking for General Education Course Alternatives

The requested positions shall be ranked according to the number of other disciplines that satisfy the same GE requirement. The requested position with the fewest alternative disciplines shall rank highest in this category.

#### Ranking Fiscal Impact

The requested positions shall be ranked according to the average FTES/FTEF for the past three fall semesters. The requested position with the highest average FTES/FTEF shall receive the highest rank for this criterion.

### Ranking Learning Communities Implementation

The requested positions shall be ranked based upon the information provided to the FPIP Committee.

#### **Sub-category: Instructors for transfer preparation**

The positions in this sub-category shall be prioritized based upon the positions' rank standing for these five criteria: staffing status, student demand, annual number of associate degrees &/or certificates of achievement awarded, fiscal impact, and support of learning communities. Positions will automatically be ranked last within the category when the staffing status is above the standard for the discipline (e.g. – 75%) or when the need for the requested position was not identified in the program review for the discipline.

#### Ranking Staffing Status Compared to Standard

The requested positions shall be ranked using the 75:25 Standard as modified by the Board of Governors of the California Community Colleges in November 1997. The requested position with the lowest average percent regular faculty shall receive the highest rank for this criterion.

#### Ranking Student Demand

The requested positions shall be ranked according to the average census enrollment for the past three fall semesters. The requested position with the highest average census enrollment shall receive the highest rank for this criterion.

#### Ranking Annual # of Associate Degrees and/or Certificates of Achievement

The requested positions shall be ranked according to the annual number of associate degree and/or certificates of achievement awarded. The requested position with the highest annual number of awards shall receive the highest rank for this criterion.

#### Ranking Fiscal Impact

The requested positions shall be ranked according to the average FTES/FTEF for the past three fall semesters. The requested position with the highest average FTES/FTEF shall receive the highest rank for this criterion.

#### Ranking Support of Learning Communities

The requested positions shall be ranked based upon the information provided to the FPIP Committee, including the completion of roadmaps to transfer in two years and how the requested position would support a transfer preparation learning community.

#### **Category: Instructors for career technical education and professional education**

The positions in this category shall be prioritized based upon the positions' rank standing for these five criteria: staffing status, student demand, annual number of associate degrees &/or certificates of achievement, fiscal impact, and learning communities/roadmaps/advisory board activity/outside agency standards. Positions will automatically be ranked last within the category when the staffing status is above the standard for the discipline (e.g. – 75% for instructors) or when the need for the requested position was not identified in the program review for the discipline.

#### Ranking Staffing Status Compared to Standard

The requested positions shall be ranked using the 75:25 Standard as modified by the Board of Governors of the California Community Colleges in November 1997. The requested position with the lowest average percent regular faculty shall receive the highest rank for this criterion.

#### Ranking Student Demand

The requested positions shall be ranked according to the average census enrollment for the past three fall semesters. The requested position with the highest average census enrollment shall receive the highest rank for this criterion.

#### Ranking Annual # of Associate Degrees and/or Certificates of Achievement

The requested positions shall be ranked according to the annual number of associate degree and/or certificates of achievement awarded. The requested position with the highest annual number of awards shall receive the highest rank for this criterion.

#### Ranking Fiscal Impact

The requested positions shall be ranked according to the average FTES/FTEF for the past three fall semesters. The requested position with the highest average FTES/FTEF shall receive the highest rank for this criterion.

#### Ranking for Learning Communities, Advisory Board Activity, & non-WASC Accreditation or Approval

The requested positions shall be ranked based upon the information provided to the FPIP Committee, including the completion of roadmaps to transfer in two years, how the requested position would support a learning community, impact of filling the position on the program's non-WASC accreditation or approval, and the activity of the advisory board for the voc ed program.

#### **Category: Counselor, librarian, athletic coach, and other faculty positions**

The positions in this category shall be prioritized based upon the positions' rank standing for these four criteria: staffing status, student demand, implementation of the Educational Master Plan, and how the requested position would impact a program's non-WASC approval. Positions will automatically be ranked last within the category when the staffing status is above the standard for the discipline or when the need for the requested position was not identified in the program review for the discipline.

#### Ranking Staffing Status Compared to Standard

The requested positions shall be ranked using the standards for the area of the faculty position. The ideal counselor-to-student ratio shall be 1:800. The librarian staffing standard is defined in Title 5. The requested position with the lowest percent regular faculty compared to its particular standard shall receive the highest rank for this criterion.

#### Ranking Student Demand

The requested positions shall be ranked based upon the annual number of students that received services in this area for the past three fall semesters. The requested position with the highest number served shall receive the highest rank for this criterion.

#### Ranking for Educational Master Plan implementation

The requested positions shall be ranked based upon the information provided to the FPIP Committee on how the requested position would implement the Educational Master Plan.

#### Ranking for non-WASC Accreditation or Approval

The requested positions shall be ranked based upon the information provided to the FPIP Committee on how the requested position would impact the program's non-WASC accreditation or approval.

#### **Category: Faculty for new program development and for special programs**

The requested positions in this category shall be ranked based upon the information provided to the FPIP Committee on how the requested position would implement the Educational Master Plan.