

Instructional Hiring Allocation Committee Manual

Glendale Community College Academic Senate

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Statement of Intent

IHAC Composition and Procedures

Hiring Timeline

Appendix

Criteria Score Sheet

Point Scales

Computing the Quantitative Portion

Computing the Qualitative Portion

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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 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 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.

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 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.
 - Weekly Student Contact Hours/Positive Attendance- Number of students served by the department.
 - FTES- Number of full-time equivalent students 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 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)

Hiring Timeline

Before September 1: The Academic Senate President requests data (to be used when computing the quantitative portion) from the Office of Research and Planning.

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. Criteria Score Sheet

	Quantitative Portion (FT/PT Ratio, Fill Rate/Positive Attendance, and Enrollment Patterns) 0-15 Points	Qualitative Portion 0-15 Points	State Mandated Position (Yes or No)
Dept./Division			
Dept./Division			
Dept./Division			
Dept./Division			
Dept./Division			
Dept./Division			
Dept./Division			

To compute

2. Point Scales

Quantitative Portion			Qualitative Portion	State Mandated Position
0-15 Points				
FT/PT Ratio	Fill Rate/Positive Attendance	Enrollment Patterns	0-15 Points	Yes or No
< 20% = 5	≥ 100% = 5	Strong growth (20+%) = 5	Points assigned at the discretion of each IHAC member	
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	Moderate growth (6%-20%) = 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	Negative growth to 5% = 1		
60 - 64.9% = 1	75 - 84.9 = 1			
65 - 69.9% = 0.5	60 - 74.9 = 0.5			

3. Computing the Quantitative Portion

The three criteria of the Quantitative Portion should have all data provided to IHAC members. But, for the sake of transparency, here's how the calculations work.

FIRST, for the FT/PT Ratio, begin with computing 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:

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

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. 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.

SECOND, for the Fill Rate/Positive Attendance, the former is self-explanatory. The latter is computed by taking the average daily attendance and dividing it by the number of seats in the class.

THIRD, for the Enrollment Patterns, you begin by taking the total number of FTES served by the Department during the previous academic year. Next, you tabulate the number of full-time faculty members in the Department. Then, divide the first number by the second number.

Now repeat that process for the preceding four academic years.

Next, calculate the percentage change (new – old, divided by old) from the last two academic years. Then repeat that process to calculate the percentage change for the last four academic years. For example, if you are making a request in 2024, you will need:

- Percent change from 2022-23 to 2023-24
- Percent change from 2021-22 to 2022-23
- Percent change from 2020-21 to 2021-22

Finally, take the average of those three numbers

4. 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 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?