Existing Criteria for Ranking Faculty Position Requests, Developed by Division Chairs and IAR&P, Adopted by the Taft College Academic Senate on January 6, 2012

- Immediate Impact on Existing Programs
- Impact on Major Requirements
- Impact on Transfer/Completion for Certificate Programs
- Distinction between GE and Programs (Gen Ed. is precedent) Transfer/CTE/Basic Skills
- Number of Students Served
- Student Need (professional services needed to help student success i.e. counselor)
- Number of Other Faculty Remaining in Division
- Linked to Program Review and Planning
- Fits Mission of the College—CTE and Transfer, community needs, student needs
- Campus/Faculty Resources
- How Many Students in Each Major
- Length of Time Position has been Vacant

Notes:

*When these criteria were adopted, each member of the senate was originally provided with a scoring rubric for each position; the rubric included a Likert scale for each of the twelve criteria above. By November of 2013, a different rubric was distributed to members of the senate, which simply requires each senator to rank every position. That rubric has been used ever since, though the senate has never voted to change these criteria.

*The product of ongoing taskforce work, Michelle Oja and Jennifer Altenhofel presented to the Senate-of-the-whole on February 6, 2017 a proposal that the Academic Senate Council annually “evaluate institutional needs . . . and then establish a list of priorities.” The minutes reflect that, per the proposal, “Each senator would then use this list of priorities as a guide in making their own ranking choices.” While the proposal failed by a narrow margin (21 against, 16 for, 1 abstention), members of the senate expressed in discussion that Oja and Altenhofel’s work indicated that the issue should be revisited. Objections to the proposal included the amount of time such a process would take and the feasibility of its implementation annually.