**RAPP Personnel Hiring Process**

Location once approved: <https://www.deanza.edu/gov/rapp/index.html>

New Page: **Personnel Hiring Process**

**Step one:** The Budget Advisory Committee informs RAPP of available funds for personnel requests. These funds are within one pot of money to be allocated across faculty and new staff and administrative position requests.

**Step two:** RAPP team members attend a workshop to be trained on the personnel form, review criteria and process. RAPP will host a workshop for managers/deans/chairs on how to complete the form.

**Step three:** Deans, managers and supervisors submit either a faculty request form or a staff/administrator request form:

* [Faculty Request Justification](https://foothilldeanza-my.sharepoint.com/%3Aw%3A/g/personal/20033656_fhda_edu/EVrFe4868mlEpPT5GUObTHYBbdGTSOn2ZFLR9z7IAU_2aA?e=eKl7fZ)
* [New Staff or Administrator Request Justification](https://foothilldeanza-my.sharepoint.com/%3Aw%3A/g/personal/20033656_fhda_edu/ESHifsKY_SpEvYDVTZ92EbsBHnaCPskNhCw37CrB4QOmpQ?e=IGIvzy)

Faculty requests can be made for replacements, retirement or growth positions.

Staff and administrator requests can be made for positions requiring new funding [get definition of new funding from Martin]. Retirements, resignations or grant funded positions do not need to be submitted for ranking at this time.

Each request form clearly outlines the guiding principles of the college and asks requestors to align their request to those guiding principles.

**Step four:** RAPP reviews all submitted forms through a small group evaluation, small group norming, and a large group discussion which includes the following:

* RAPP voting members are randomly divided into groups.
* Two different groups review each position request. REMOVE PEOPLE AFFILIATED WITH ANY POSITIONS FROM REVIEWEING THAT POSITION?
* Groups develop questions for deans/managers if additional information is needed
* Deans/managers are given an opportunity to respond.
* Two different groups assign a priority level to each position.
* The two groups come together to discuss the priority level assigned to each position, reasons behind the decision, and agree upon the priority level for each position.
* All positions go back to the full committee for discussion.
* The full committee makes a recommendation to College Council.

**Step five:** Position requests are randomly assigned to small groups of voting members (each position is reviewed by at least two groups) and the following criteria is used to assign a priority level to each position:

*A. Required Position*

1. Is the position required based on special regulations such as law, Title 5, Education Code, student success initiative or accreditation standards, etc. for the position *(review question C1 of faculty form and B3 in staff form)*.
	1. Is documentation provided? Yes/No
	2. Does the documentation indicate the position is required? Yes/No/Unclear

Through the small group discussion and review of information provided, if it is determined that the position is clearly required and documentation is provided to justify the requirement, the position gets added to the pool without further review and is assigned the priority level of “required”.

If the position is not deemed to be required or documentation is not provided, the group proceeds to the next steps:

*B. Guiding Principles*

1. The position request meets the following guiding principles:
	1. the form was fully complete, the response was thorough, thoughtful and articulates the need for the position *(evaluate entire form)* Yes/No
	2. the position request is clearly aligned to the College’s Educational Master Plan *(evaluate question C2 on the faculty form and question A1 on the staff form).* Yes/No
	3. the position requested is clearly aligned to the College’s Equity Plan Re-Imagined *(evaluate question C2 on faculty form and question A1 on the staff form).* Yes/No

If the small group answered “No” to any of the questions above, the position does not advance.

The group indicates why the position received a “No’ in any category and enters the reason in the priority level template:

* the form was “incomplete”.
* there was "lack of alignment” with the guiding principles of the college

If the small group was able to answer “Yes” to all three questions above the position is “Aligned” to the Guiding Principles.

The small group then engages in dialogue around the following questions:

*C. Alignment with College Goals*

For the following questions, indicate the level of alignment overall with the

1. The program’s goals support the achievement of the College’s mission, Educational Master Plan and Equity Plan Re-Imagined, including:
	1. The position is aligned to one of the college’s Strategic Initiatives including: Outreach, Retention, Student-Centered Instruction and Services, Civic Capacity for Community and Social Change or Racial Equity *(review questions C2-3 in faculty form and question A1 in staff form).*  Indicate the level of alignment: Strongly Aligned, Moderately Aligned, Little Alignment
	2. The program clearly uses, or indicates how it will use, data to develop, adapt, and improve teaching and learning, to respond to the needs of changing environments, populations served, and evolving state priorities *(review question A5 for instructional faculty, B2 for noninstructional faculty, A2-5 for staff)*.   Indicate the level of alignment: Strongly Aligned, Moderately Aligned, Little Alignment
	3. The position clearly supports on-going college operations and/or student success *(review C1 in faculty form and B1 in staff form).*  Indicate the level of alignment: Strongly Aligned, Moderately Aligned, Little Alignment
	4. The position clearly contributes to the health, growth, or vitality of the program *(review data provided in instructional faculty form and question C1, review question B2 and C1-2 for non-instructional positions and B1 in staff form).*  Indicate the level of alignment: Strongly Aligned, Moderately Aligned, Little Alignment

**Step Six:**Small groups determine if there are any outstanding questions that the group needs answered before assigning a priority level. Any requests that were deemed “incomplete” are sent back to the dean/manager to update and resubmit within the requested timeframe.

RAPP leaders compile all questions, send them to the deans/managers and request their response. This could be via email or we could hold a special meeting for this purpose.

**Step Seven:** Based on the **dialogue** within each small group, responses to any outstanding questions, the small group then determines the priority level of the requested position:  DO WE NEED TO ESTABLISH A RUBRIC FOR WHAT THESE MEAN?

* High (3)
* Moderate (2)
* Low  (1)

The group is asked to provide a summary (300 words or less) of their dialogue and why they selected the priority level for the position.

The groups then enter their results in the position tracking sheet. The ranking sheet and 300-word summary of each position will be made public.

**Step Eight:** The two groups that individually reviewed the same positions come together to discuss their priority levels and establish agreement on all positions.In this way, every position is reviewed twice, and the group must review their decision together and come to a consensus on each position. Theoretically norming their decision. THIS IS INSTEAD OF THE RECONCILIATION PROCESS, ONE, THE RECONCILIATION PROCESS WAS A LOT OF WORK FOR THE TRI-CHAIRS AND TWO, THIS ENSURES THAT THERE IS AGREEMENT BETWEEN AT LEAST TWO GROUPS ON EVERY POSITIONS.

**Step Nine:** After the reconciliation process between the two groups, all voting members discuss the priority levels of all positions.

**Step Ten:** RAPP tri-chairs review the scoring sheets for each group and ensure they are complete. If any scoring sheets are incomplete, group members will be asked to update the forms.

**Step Eleven:** RAPP voting members vote to approve the slate of positions. All positions and their priority levels from each group are posted online.

**Step Twelve:** Those positions approved by RAPP go to College Council for approval.