2023-24 Faculty Hiring Priorities Committee (FHPC) Rubric

DRAFT

Note: Examples listed under criteria below represent the types of indicators or information that would typically be considered in faculty position request ratings.

*IESE provided data

+Authors to provide data that is not available from IESE but still relevant.

Point calculations: **The proposal will be ranked on a 5-point scale – whole numbers only.**

Criteria (All Equally Weighted)	1 Point Very Minimal	2 points Minimal	3 Points Moderate	4 points Significant	5 Points Very Significant
Criteria 1: Data/Evidence in Support of Need {link} Instructional examples *may* include the following: *-Full-Time/Total faculty (%) +-Diversification of Staff Engaging in Professional Development related to equity and diversity in hiring and equal employment opportunity *-Number of full-time faculty (provided by the Academic Senate) *-Load cushion *-Productivity: Fill rate and WSCH/FTEF Student Services/Library examples *may* include the following: +-Counselor- or Librarian-to-Student Ratio +-Number of Visits/Appointments +-Number of Workshops/Participants	Very Minimal need as substantiated by appropriate data	Minimal need as substantiated by appropriate data	Moderate need as substantiated by appropriate data	Significant need as substantiated by appropriate data	Very Significant need as substantiated by appropriate data
Criteria 2: Program Student Achievement and Potential Growth Instructional examples *may* include the following: *-Enrollment {link} *-Success and Retention Rates {link} *-Closing Equity Gaps in Access and Outcomes Engaging in Professional Development to close equity gaps and increase student retention Engaging in Professional Development to modify curriculum to reflect the college's diverse student population Ensuring equitable access to courses that have pre-requisites in order to remove barriers for students, especially those from historically marginalized groups +-Throughput/Course Sequence Completion *-Degrees/Certificates Awarded {link} *-Labor Market Demand {link} +-Other/Related Regional College Programs Student Services/Library examples *may* include the following:	Very Minimal growth potential and/or limited improvement in closing equity gaps, student success, retention, completion or throughput as substantiated by appropriate data	Minimal growth potential and/or limited improvement in closing equity gaps, student success, retention, completion or throughput as substantiated by appropriate data	Moderate growth potential and/or moderate improvement or planning in closing equity gaps, student success, retention, completion or throughput as substantiated by appropriate data	Significant growth potential and/or limited improvement in closing equity gaps, student success, retention, completion or throughput as substantiated by appropriate data	Very Significant growth potential and/or significant improvement or substantive work in improving equity gaps, student success, retention, completion or throughput as substantiated by appropriate data

Criteria (All Equally Weighted)	1 Point Very Minimal	2 points Minimal	3 Points Moderate	4 points Significant	5 Points Very Significant
+-Wait Times for Counseling Appointments +-Improved Achievement for Cohort Students +-Other Data Demonstrating Unmet Need or Growth, Including Data from Comparison Colleges, Gate Count, Students Served, etc.					
Criteria 3: Critical Need (Critical to the Program/and Institution) +Examples *may* include the following: -Issues with Federal or State Mandates -Replacement for Recent Retirement or Vacancy -Specialty Areas within Discipline/Service Area results in difficulty in finding part-time faculty -Required for Program, Courses, or Specific Service to Continue -Ranking within division (per division dean feedback) -Supporting students from historically marginalized groups	Lack of position would very minimally impact the program's ability to support student success	Lack of position would minimally impact the program's ability to support student success	Lack of position would moderately impact the program's ability to support student success	Lack of position would significant impact the program's ability to support student success	Lack of position would very significantly impact the program's ability to support student success
*Criteria 4: Support of Strategic Plan {*link*}* +Examples *may* include the following: Ability of Department to Innovate and Meet Changing Needs in support of student success and equity Exploring and adopting strategies to reduce the cost of textbooks and materials as a means to removing barriers to student success Align with college vision, mission and values {link} Direct Support of at least 1 of 5 Strategic Goals {link} *Note:* the more goals addressed the stronger the request -Increase equitable access (enrollment) -Eliminate equity gaps in course success (passing grade in class) -Increase persistence eliminate equity gaps (re-enrolling the subsequent semester or year) -Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring) -Increase hiring and retention of diverse employees to reflect the students and communities we serve	Lack of position would very minimally impact the College's capacity to achieve its strategic goals	Lack of position would minimally impact the College's capacity to achieve its strategic goals	Lack of position would moderately impact the College's capacity to achieve its strategic goals	Lack of position would significantly impact the College's capacity to achieve its strategic goals	Lack of position would very significantly impact the College's capacity to achieve its strategic goals

Total Score:

Notes:

(1) In the event of unforeseen circumstances, such as tenure failure, resignation of a tenure-track faculty member, or internal promotion, the FHPC will develop an off-cycle request process and provide recommendations to the President.

(2) No positions will be automatically replaced regardless of the circumstances.

(3) The proposal will be ranked on a 5-point scale – whole numbers only.

FHPC: 1st Read: 5/05/22   2nd Read/Approval: 5/19/2022
Academic Senate: 1st Review/2nd Read/Approval: 5/26/2022