

2021-2022

Guide to Requesting a Full-Time Faculty Position

FINAL

Logistical Notes: The request form will not save partially-completed responses. Please use the “Word” version of this form to plan your responses and discuss with your colleagues before submitting through the SurveyMonkey. The SurveyMonkey electronic request form does not have the ability to save your responses until you submit. **Please support your answers with data provided by IESE and any additional departmental data that demonstrates need.**

1. Which program review goal(s) is this request supporting? Please state how the position will help advance the specific goal(s).
(Rubric Criterion 3)
(300 words or less)

Guidance from FHPC: Please specify which active (in progress or not yet started) goal in this year’s program review this position will support – state the goal and explain exactly how this position will help achieve that goal.

Criteria 3: Critical Need (Critical to the Program)

+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)

2. Which strategic priority/priorities is this request supporting? Please state how the position will help advance the specific priority/priorities and the College’s mission.
(Rubric Criterion 4)
 1. Acceleration
 2. Guided Student Pathways
 3. Student Validation and Engagement
 4. Organizational Health
(300 words or less)

Link to 2016-2022 Strategic Plan: https://www.cuyamaca.edu/_resources/assets/pdfs/about/2016-2022-Strategic-Plan-Cuyamaca.pdf

Guidance from FHPC: Please provide evidence and details on how this specific position will advance one or more of the College’s strategic priorities. Include information on how the position addresses the College’s new mission, vision, and values. Criteria 4: Support of Strategic Plan

+Examples may include the following:

- Ability of Department to Innovate and Meet Changing Needs in support of student success and equity
- Align with college vision, mission and values
- Direct Support of at least 1 of 4 Strategic Goals
- Acceleration
- Guided Student Pathways

-Student Validation & Engagement

-Organizational Health (e.g., SLO/ILO assessment, accreditation, interdepartmental collaboration/support, overall program improvement efforts, etc.)

<p>Acceleration: based on the five core principles of the California Acceleration Project: backwards design from college-level courses; relevant, thinking-oriented curriculum; just-in-time remediation; collaborative practice; and support for students' affective needs. Accelerated basic skills courses in math, English, and ESL represent a structural and cultural change in traditional approaches to developmental education. Acceleration is a structural change in that it eliminates "exit points" for students who are identified as underprepared for college-level work by replacing multicourse developmental sequences with single semester basic skills courses and concurrent-enrollment basic skills support for transfer-level gateway courses. (Page 6) {Major Action Steps/Indicator – page 7}</p>	<p>Guided Student Pathways: integrates academic and student services together in a coherent and intentional system of curricular and co-curricular experiences that guides a student into and through college to the successful completion of a credential and the transition to a baccalaureate program or the labor market. All guided pathways will be clarified for students to follow and will facilitate completion of students' educational goals at Cuyamaca in a timely manner, while also providing engagement opportunities outside of the classroom. (Page 8) {Major Action Steps/Indicators – page 9}</p>	<p>Student Validation and Engagement: integrates culturally appropriate theoretical and practical foundations to effectively address the needs of our diverse student population. These curricular and co-curricular opportunities are designed to validate and engage students and create a meaningful connection and sense of campus community. Cuyamaca College is committed to developing a culture and learning environment that supports student success through validation and engagement. (Page 10) {Major Action Steps/Indicators – page 11}</p>	<p>Organizational Health: effectively uses its human, physical, technology, and financial resources to achieve its mission and strategic priorities. The College will assess and refine its structures, processes, and practices to improve effectiveness and foster student success and equity. (Page 12) {Major Action Steps/Indicators – page 13}</p>
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3. How will this position improve student learning and achievement, and close equity gaps in access and outcomes in your program? (Rubric Criterion 2) (300 words or less)

Guidance from FHPC: *In light of the College's commitment to advancing equity and social justice, as codified in its mission, describe how this position will work to address equity gaps, improve learning inside and/or outside the classroom, and how it will ensure students are able to equitably access academic programs and/or support services.*

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
- +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:
- +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.

You can review past and current program reviews to reference data to support your application. Other data collection points from your department are also applicable. Any data your department could provide that helps the committee understand the need for this position would be helpful. Data should include indicators that demonstrate increased demand or workload (e.g., number of students served over time, number of visits or appointments, number of computers or labs served, number of staff members per student served). Your response should now include a discussion on equity gaps in terms of your department's progress they are making in closing/eliminating equity gaps and the steps the department will take in closing equity gaps.

4. Has there been or is there evidence to demonstrate that there will be an increase in student demand for your programs and/or services? How are students being adversely impacted without this position? Please discuss supporting data from recent semesters. For example, enrollment trends, waitlist pressures, or wait time for appointments and support services, students served, etc. as they apply to this position. (Rubric Criterion 2)
(300 words or less)

Guidance from FHPC: Please provide specific data points illustrating the demand for your program or service, such as enrollment, number of students served, number of appointments or visits, number of degrees/certificates awarded. Also note what the impact on student access and completion if this position is not prioritized/hired. What is the student experience currently in this program or service area? What will it be if this position is prioritized and hired?

Criteria 3: Critical Need (Critical to the Program)

+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)

Please use this section to share with the FHPC the effect the position will have on your program. Highlight the needs that will be taken care of and improvements to your area and include some language here about how the position will impact students and/or the college's commitment to student success and equity, as well as any operational improvements or impact in finding part-time faculty that will be made as a result of hiring this position.

5. What are the racial and gender demographics of the faculty within your program? What steps will your program take to ensure that the recruitment for this position will encourage/promote faculty diversity? (Rubric Criterion 1)
(300 words or less)

Guidance from FHPC: Note the makeup of your department's faculty from a gender and race/ethnicity lens. How does that compare to the student population we serve? Note: Specific HR data on employees will not be provided, but overall college data on faculty demographics can be found on the [CCCCO DataMart](#).

Criteria 1: Data/Evidence in Support of Need {link}

Instructional examples may include the following:

*Full-Time/Total faculty (%)

+Diversification of Staff

*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

Please highlight the racial and gender demographics for your department, and explain the department's vision and what steps to take in promoting staff diversity.

If you need help identifying appropriate data to provide context for your request, please contact the IESE Office at brianna.hays@gcccd.edu.

6. Describe why this position is essential to your program and/or service area. How has the lack of this position impacted your program and/or service area? What will be the impact to the program and/or service area if this position is not filled? (Rubric Criterion 1, 3)
(300 words or less)

Guidance from FHPC:

<p>Criteria 1: Data/Evidence in Support of Need {link}</p> <p>Instructional examples may include the following:</p> <ul style="list-style-type: none">*-Full-Time/Total faculty (%)+Diversification of Staff*-Number of full-time faculty (provided by the Academic Senate)*-Load cushion*-Productivity: Fill rate and WSCH/FTEF <p>Student Services/Library examples may include the following:</p> <ul style="list-style-type: none">+Counselor- or Librarian-to-Student Ratio+Number of Visits/Appointments+Number of Workshops/Participants	<p>Criteria 3: Critical Need (Critical to the Program)</p> <p>+Examples may include the following:</p> <ul style="list-style-type: none">-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)
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Please highlight the most important responsibilities you would like the FHPC committee to understand about this position and why it is imperative that this position gets funded and the department's vision would be for promoting staff diversity, and explain any difficulties your department encounters in hiring of part-time faculty.

Please provide the category for this position and the details surrounding the current status.

7. Is this a new position, replacement for a retirement/upcoming retirement or replacement for internal promotion (faculty to administrator), or replacement for other circumstances? Please explain. (Rubric Criterion 3)
(100 words or less)

Guidance from FHPC: *Please use this section to share with the FHPC the effect the position will have on your program. Highlight the needs that will be taken care of and improvements to your area and include some language here about how the position will impact students and/or the college's commitment to student success and equity, as well as any operational improvements that will be made as a result of hiring this position.*

Definitions:

- *New position – position has not ever previously existed at Cuyamaca*
- *Replacement for retirement/upcoming retirement (retirement within the past 10 years or within the next year)*
- *Replacement for internal promotion (within the past 5 years)*
- *Replacement for other unforeseen circumstances (includes resignation, tenure failure)*

8. Please confirm that you have discussed this faculty position request with the Division Dean and that you understand that Division Deans will be providing feedback to help inform the prioritization process.
- { } Yes, I have discussed this position request with the Division Dean

The Faculty Hiring Priorities Committee (FHPC) will also consider the program review data provided by the IESE Office in reviewing this request. (Rubric Criterion 1)

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.

FHPC Approved: 9/2/21