**2020-21 Faculty Hiring Priorities Committee (FHPC) Rubric**

**Final**

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

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

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| **Criteria (All Equally Weighted)** | **1 Point** | **3 Points** | **5 Points** |
| ***Criteria 1:*** ***Data/Evidence in Support of Need*** {[link](https://www.cuyamaca.edu/about-cuyamaca-college/planning/college-wide-data-and-data-for-instructional-programs.php)}Instructional examples ***may*** include the following:-Full-Time/Total faculty (%)-Number of full-time faculty (will be 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 | Minimal need as substantiated by appropriate data | Moderate need as substantiated by appropriate data | Significant need as substantiated by appropriate data |
| ***Criteria 2:*** ***Program Student Achievement and Potential Growth***Instructional examples ***may*** include the following:-Enrollment {[link](https://www.cuyamaca.edu/about-cuyamaca-college/planning/college-wide-data-and-data-for-instructional-programs.php)} -Success and Retention Rates {[link](https://www.cuyamaca.edu/about-cuyamaca-college/planning/college-wide-data-and-data-for-instructional-programs.php)}\*-Throughput/Course Sequence Completion-Degrees/Certificates Awarded {[link](https://www.cuyamaca.edu/files/cuyamaca-pr-data-2020-2021-college-wide-certs-and-degrees-awarded.pdf)}-Labor Market Demand {[link](https://www.cuyamaca.edu/about-cuyamaca-college/career-education/cuyamaca-program-employment-data.php)}\*-Other/Related Regional College ProgramsStudent 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 | Minimal growth potential and/or limited improvement in student success, retention, completion or throughput as substantiated by appropriate data | Moderate growth potential and/or moderate improvement in student success, retention, completion or throughput as substantiated by appropriate data | Significant growth potential and/or significant improvement in student success, retention, completion or throughput as substantiated by appropriate data |
| ***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 or Service Area-Required for Program, Courses, or Specific Service to Continue-Ranking within division (per division dean feedback) | 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 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 support of student success and equityDirect Support 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.) | 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 |
|  |  | **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) Tenure failure and the resignation of tenure-track faculty positions will not be automatically replaced.~~**

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

FHPC: 1st Read: 9/17/2020 2nd Read/Approval: 10/1/2020 Revised based on Academic Senate Feedback: 10/8/20

Academic Senate: 1st Review 10/8/2020 to be continued at 10/22/2020 meeting for action

FHPC: Revised based on Academic Senate edits: 10/15/2020