



2025-2026

Program Review & Planning Request for Full-Time Faculty Position **DRAFT**

Department	
Position Title	

1a.	Did you request a position last year (2024-2025)?	<input type="checkbox"/> Yes (answer 1b.)	<input type="checkbox"/> No (skip 1b.)
1b.	If you checked “yes” on question 1a and that position was funded, do you want this position ranked as well?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
1c.	Is there dedicated permanent funding for the position that is not unrestricted general fund (i.e. categorical/special funded programs)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
1d.	Is your department requesting more than one of the same positions?	<input type="checkbox"/> Yes (answer 1e.)	<input type="checkbox"/> No (skip 1e.)
1e.	If you checked “yes” on question 1d, your department must submit a separate form for each request for the same position. Is this the first or an additional request form for this position?	<input type="checkbox"/> First	<input type="checkbox"/> Additional*

***For Additional Requests:** Within your responses below, consider and account for the impact on this position should the first request for this position be filled.

Request for a Full-Time Faculty Position

Before drafting a request, review the **FHPC Rubric** ([link](#)) and [past examples of High-Ranking Requests](#) ([Google Drive link](#)).

Support your answers to the questions below with:

- **Data provided by IESE and any additional departmental data that demonstrates need.**
- **References to appropriate sections of your program review as needed in your responses.**
The Faculty Hiring Priorities Committee (FHPC) will also consider the program review data provided by the IESE Office in reviewing this request.

2.	Why is this position essential to your program and college? Discuss the potential impact of this position on the department, college, district and/or region. (300 words or less) (Rubric Criterion 1 and Criterion 3) Response:
3.	What are the racial and gender demographics of the faculty within the program and how do they compare to the demographics of the students served within the program?

	<p>Outline your steps to ensure a recruitment of diverse candidates that reflective of the students served as well as the mission, vision and values of the college. (300 words or less) (Rubric Criterion 1 and Criterion 4)</p> <p>Response:</p>
4.	<p>Describe your planned onboarding process to support the new hires inclusion into the department and campus and explain if there are any resources or collaboration that would assist. (e.g. AFT mentorship, THRIVE, Tenure Review, EMTLI, Communities of Practices, etc.) (300 words or less) (Rubric Criterion 2 and Criterion 4)</p> <p>Response:</p>
5.	<p>Within the context of the steps your department has taken to close equity gaps in access and outcomes, how will this position help advance student learning and achievement? (300 words or less) (Rubric Criterion 2)</p> <p>Response:</p>
6.	<p>Provide evidence that demonstrates current or future student demand for your programs and/or services as well as how students are or would be adversely impacted without this position. (300 words or less) (Rubric Criterion 2)</p> <p>Response:</p>
7.	<p>Which program review goal(s) is this request supporting? Explain if this position is new or a replacement and state how the position will help advance the specific goal(s) and explain how this position would support historically marginalized groups. (300 words or less) (Rubric Criterion 3)</p> <p>Response:</p>
8.	<p>How will this position help advance the <u>strategic priority/priorities</u> and the <u>College's mission, vision and values</u>? (300 words or less) (Rubric Criterion 4)</p> <p>Response:</p>
9.	<p>Please confirm that you have discussed this faculty position request with the Chair of the Department and the Dean.</p> <p><input type="checkbox"/> Yes. I have discussed this position request with the Chair of the Department</p> <p><input type="checkbox"/> Yes. I have discussed this position request with the Dean.</p> <p>Note: The Dean will be providing feedback to help inform the prioritization process</p>

2025-2026 Faculty Hiring Priorities Committee

Rubric Criteria

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

Items Marked with an Asterisk (*): Information provided through Program Review Data

Criterion 1: Data/Evidence in Support of Need

Related form questions: [Question 2](#), [Question 3](#)

Instructional examples *may include, but are not limited to*, 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 but are not limited to*, the following:

- Counselor, or Librarian, to Student Ratio
- Number of Visits/Appointments
- Number of Workshops/Participants

Criterion 2: Program Student Achievement and Potential Growth

Related form questions: [Question 4](#), [Question 5](#), [Question 6](#)

Instructional examples *may include, but are not limited to*, the following:

- *[Enrollment](#)
- *[Success and Retention Rates](#)
- *[Closing Equity Gaps in Access and Outcomes](#)
- Waitlist pressures
- 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](#)
- *[Labor Market Demand](#)
- Other/Related Regional College Programs

Student Services/Library examples *may include but are not limited to*, the following:

- Wait Times for Counseling Appointments
- Students Served
- Improved Achievement for Cohort Students
- Other data demonstrating unmet need or growth, including data from comparison colleges, gate count, students served, etc.

Criterion 3: Critical Need (Critical to the Program/and Institution)

Related form questions: [Question 2](#), [Question 7](#)

Examples may include, **but are not limited to**, the following:

- Issues with Federal or State Mandates
- Replacement for Recent Retirement or Vacancy
- **No full-time faculty within discipline**
- 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

Criterion 4: [Support of Strategic Plan](#)

Related form questions: [Question 3](#), [Question 4](#), [Question 8](#)

Examples may include, **but are not limited to**, the following:

- Direct support of at least 1 of 5 [Strategic Goals](#)
- Alignment with [college vision, mission and values](#)
- Ability of Department to Innovate and Meet Changing Needs in support of student success and equity
- Removing barriers to student success (e.g. Exploring and adopting strategies to reduce the cost of textbooks and materials)
- Engaging in professional development related to inclusion, diversity, equity, accessibility, and antiracism
- Engaging in Professional Development related to equity and diversity in hiring and equal employment opportunity

Form Governance Review and Approval

FHPC	Review & Approval:	
Academic Senate	1st Review:	2 nd Read/Approval:
ROC		