



**2025-2026**

# Faculty Hiring Priorities Committee (FHPC) Full-Time Faculty Position Request Rubric DRAFT

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

**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

Criteria	1 Point Very Minimal	2 Points Minimal	3 Points Moderate	4 Points Significant	5 Points Very Significant
<p><b>Criterion 1: <u>Data/Evidence in Support of Need</u></b>  <b>Instructional examples may include, but are not limited to, the following:</b></p> <ul style="list-style-type: none"> <li>*Full-Time/Total faculty (%)</li> <li>Diversification of Staff</li> <li>Engaging in Professional Development related to equity and diversity in hiring and equal employment opportunity</li> <li>*Number of full-time faculty (provided by the Academic Senate)</li> <li>*Load cushion</li> <li>*Productivity: Fill rate and WSCH/FTEF</li> </ul> <p><b>Student Services/Library examples may include but are not limited to, the following:</b></p> <ul style="list-style-type: none"> <li>Counselor, or Librarian, to Student Ratio</li> <li>Number of Visits/Appointments</li> <li>Number of Workshops/Participants</li> </ul>	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	1 Point Very Minimal	2 Points Minimal	3 Points Moderate	4 Points Significant	5 Points Very Significant
<p><b>Criterion 2: <u>Program Student Achievement and Potential Growth</u></b></p> <p><b>Instructional examples may include, but are not limited to, the following:</b></p> <ul style="list-style-type: none"> <li>• *<a href="#">Enrollment</a></li> <li>• *<a href="#">Success and Retention Rates</a></li> <li>• *<a href="#">Closing Equity Gaps in Access and Outcomes</a></li> <li>• Waitlist pressures</li> <li>• Engaging in Professional Development to close equity gaps and increase student retention</li> <li>• Engaging in Professional Development to modify curriculum to reflect the college's diverse student population</li> <li>• Ensuring equitable access to courses that have pre-requisites in order to remove barriers for students, especially those from historically marginalized groups</li> <li>• Throughput/Course Sequence Completion</li> <li>• *<a href="#">Degrees/Certificates Awarded</a></li> <li>• *<a href="#">Labor Market Demand</a></li> <li>• Other/Related Regional College Programs</li> </ul> <p><b>Student Services/Library examples may include but are not limited to, the following:</b></p> <ul style="list-style-type: none"> <li>• Wait Times for Counseling Appointments</li> <li>• Students Served</li> <li>• Improved Achievement for Cohort Students</li> <li>• Other data demonstrating unmet need or growth, including data from comparison colleges, gate count, students served, etc.</li> </ul>	<p>Very Minimal growth potential and/or limited improvement in closing equity gaps, student success, retention, completion or throughput as substantiated by appropriate data</p>	<p>Minimal growth potential and/or limited improvement in closing equity gaps, student success, retention, completion or throughput as substantiated by appropriate data</p>	<p>Moderate growth potential and/or moderate improvement or planning in closing equity gaps, student success, retention, completion or throughput as substantiated by appropriate data</p>	<p>Significant growth potential and/or limited improvement in closing equity gaps, student success, retention, completion or throughput as substantiated by appropriate data</p>	<p>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</p>

Criteria	1 Point Very Minimal	2 Points Minimal	3 Points Moderate	4 Points Significant	5 Points Very Significant
<p><b>Criterion 3: Critical Need (Critical to the Program/and Institution)</b></p> <p><b>Examples may include, but are not limited to, the following:</b></p> <ul style="list-style-type: none"> <li>• Issues with Federal or State Mandates</li> <li>• Replacement for Recent Retirement or Vacancy</li> <li>• No full-time faculty within discipline</li> <li>• Specialty Areas within Discipline/Service Area results in difficulty in finding part-time faculty</li> <li>• Required for Program, Courses, or Specific Service to Continue</li> <li>• Ranking within division (per division dean feedback)</li> <li>• Supporting students from historically marginalized groups</li> </ul>	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 significantly impact the program's ability to support student success	Lack of position would very significantly impact the program's ability to support student success
<p><b>Criterion 4: <u>Support of Strategic Plan</u></b></p> <p><b>Examples may include, but are not limited to, the following:</b></p> <ul style="list-style-type: none"> <li>• Direct support of at least 1 of 5 <u>Strategic Goals</u></li> <li>• Alignment with <u>college vision, mission and values</u></li> <li>• Ability of Department to Innovate and Meet Changing Needs in support of student success and equity</li> <li>• Removing barriers to student success (e.g. Exploring and adopting strategies to reduce the cost of textbooks and materials)</li> <li>• Engaging in professional development related to inclusion, diversity, equity, accessibility, and antiracism</li> <li>• Engaging in Professional Development related to equity and diversity in hiring and equal employment opportunity</li> </ul>	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

Form Governance Review and Approval

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