New Faculty Position Request/Faculty Prioritization Rubric

NARRATIVE STATEMENT

In 300 words or less, please summarize your request. This is your opportunity to provide the Faculty Prioritization Committee a deeper understanding of the context for your request.

For Criteria 1-3 please respond to the prompt in the box provided underneath each criterion.

% FT Faculty TLU/ Hours			
Reviewer Score	Low priority -	Medium priority -	High priority -
CRITERION 1 **Percentage of courses taught/services provided in the department/program by full-time faculty** A shortage of full-time faculty may limit a department/program's ability to meet program, institutional, and site responsibilities such as committee work, program oversight, program review, etc.	Instructional programs: More than 60% of the sections in the department/program are taught by full-time faculty members. Non-Instructional: More than 60% of work hours are provided by full-time faculty.	Instructional programs: 30-60% of the sections in the department/ program are taught by full-time faculty members. Non-Instructional: 30-60% of work hours are provided by full-time faculty.	Instructional programs: Less than 30% of the sections in the department/program are taught by full-time faculty members, or a minimum number of full-time faculty is required for accreditation or licensing of a program. Non-Instructional: Less than 30% of work hours are provided by full-time faculty.

Please explain any special circumstances not reflected in the data reported above such as recent/upcoming retirements, reduced sections or services due to low staffing, department/program size, location specific needs versus district-wide needs, routine full-time faculty overloads, etc.

Fill Rate			
FTEF/FTES			
Reviewer Score	Low priority -	Medium priority -	High priority -
CRITERION 2 **Documentation of unmet institutional need** Documentation of unmet student demand will be determined by different data in different areas. In instructional programs, efficiency and/or fill rate data are relevant. For librarians and counselors, ratios of students served to full-time faculty are relevant. For LD Specialists, numbers of unserved students requesting services are relevant.	Instructional programs: Section fill rates in the department/program are less than 70% and FTES/FTEF is less than 22. The department/program does not have any unmet institutional needs. Librarian: The number of FTEF is more than 60% of the Title 5 Section 58724 recommendation (3.0 faculty librarians, including full-time and part-time, per 1,001 to 3,000 FTES). Counseling: The ratio of counselor FTEs to student head count on a given campus within a given department is at an acceptable level, and there are no other data that suggest unmet student need. LD Specialist: less than 10% of students requesting services do not receive services in a timely fashion.	Instructional programs: Section fill rates in the department/program are more than 70% and/or FTES/FTEF more than 22. Librarian: The number of FTEF is 30% to 60% of the Title 5 Section 58724 recommendation. Counseling: The ratio of counselor FTEs to student head count on a given campus within a given department is below acceptable levels, and there are no other data that suggests unmet student need. LD Specialist: 10% to 40% of students requesting services do not receive services in a timely fashion.	Instructional programs: Section fill rates in the department/program are more than 80% and/or FTES/FTEF more than 24. Librarian: The number of FTEF is less than 30% of the Title 5 Section 58724 recommendation. Counseling: The ratio of counselor FTEs to student head count on a given campus within a given department is significantly below acceptable levels, and/or there are other qualitative or quantitative data that suggest unmet student need. LD Specialist: More than 40% of students requesting services do not receive services in a timely fashion.
Please explain any special circumstances not reflected in the data above such as potential alternative sources of funding for faculty hires, high-need courses offered infrequently because of staffing issues, chronic under-filling of required courses, or location-specific fill rate expectations (e.g. Eureka versus Del Norte fill rates).			

Frequency/ most recent offering **# of students in program/ receiving services** **Reviewer Score**	Low priority -	Medium priority -	High priority -
CRITERION 3 **Difficulty in recruiting part-time faculty to address the staffing needs of the department/ program** Certain disciplines or sites may find it challenging to solve their staffing needs because associate faculty are unavailable and/or cannot be retained. DATA: Frequency and most recent offering of specific courses required for degrees, or availability of special services needed by students; # of students completing programs in recent years, or # of students utilizing special services in recent years. Use site specific data if relevant.	Instructional programs: All required course offerings can be scheduled. No course offerings are negatively affected by associate faculty availability. Non-instructional programs: All services can be provided. No services are negatively affected by associate faculty availability.	Instructional programs: Some required course offerings cannot be scheduled to meet student needs. Some course offerings or section offerings are negatively affected by associate faculty availability. Non-instructional programs: Some services are negatively affected by associate faculty availability or the ability to retain current associate faculty **List the specific required courses or special services that have been affected and how frequently and recently they have been offered.**	Instructional programs: Critical courses required for degrees are not offered due to lack of associate faculty availability. Program viability is at risk due to associate faculty availability, and/or the program is negatively affected by the resources being invested in the training of each new hire. Full-time faculty may routinely teach overloads. Non-instructional programs: Critical services are not available due to an inadequate number of qualified associate faculty who remain in their position. The program is negatively affected by the resources being invested in each new hire. **List the specific required courses or special services that have been affected, and how frequently and recently they have been offered, and which degree programs or student groups are at risk.**
Please explain the constraints on Associate Faculty hiring that are creating the shortcomings in course offerings, service offerings, and/or degree completions, above. Also, describe the likely impact of reduced services or lower degree completions on the College or greater community.			

For Criteria 4:

- **read the descriptions to choose the appropriate priority level; check the box**
- **document your impacted areas or services**
- **respond to the prompt in the box below the criterion**

Coverage of specialty areas/ special services (select one) **Reviewer Score**	☐ Low Priority -	☐ Medium Priority -	☐ High Priority -
CRITERION 4 **Area of Specialty** A need for specific instructional areas or special service areas exists and cannot be met by current faculty expertise. DATA: Specific areas affected by lack of expertise	Current faculty in the department have the necessary expertise to fulfill community needs, program initiatives, and/or enable student success.	Not all instructional areas or special services are offered to fulfill community needs, program initiatives, and/or enable student success. However, faculty development is planned and/or being provided that could temporarily meet perceived demand. **Please list instructional areas or special services impacted:**	Not all instructional areas or special services are offered. No faculty development is planned or being provided or is feasible. Failure to provide expertise in the needed area would significantly impact the program's ability to fulfill community needs, program initiatives, and/or enable student success. **Please list specific licenses, certificates and/or degrees that are not offered or will not be offered due to shortcomings in specialty areas, or special services that are not offered or will not be offered due to shortcomings in special services.**
Please either 1) describe how faculty development initiatives may not fully mitigate need, or 2) describe how the absence of specific licenses, certificates, degrees, or special services will impact the College and greater community.			

CRITERION 5 –
Other Considerations (DO NOT LEAVE BLANK)

Reviewer Score -

In 200 words or less, please describe additional, salient factors such as oversight of facilities or equipment, Program Viability Committee recommendations, community workforce needs, and/or the needs and interests of underrepresented and marginalized populations.

Reviewer Total Score 0