Academic Affairs Subcommittee Hiring Taskforce
Areas of Consideration for Evaluating and Prioritizing Full Time Faculty Hire Requests

Area 1: Departmental and Institutional Planning
1. How does this full-time faculty hire request align with current short and long term departmental and institutional goals?
2. Is this hire request directly related to programs or initiatives that have been highlighted for support or strengthening for in the Comprehensive Master Plan, Strategic Plan, or other institutional plan?
3. Is this hiring request supporting innovation in the form of new programs, curricula, services, etc?
4. How and when have faculty engaged in dialogue (both within and outside the program/department) about how the hire advances programmatic/departmental and institutional goals? Has this dialogue included all discipline or program faculty and dean?
5. How have college planning processes and data analysis been used to justify the hire request?
6. Is the number of full-time faculty in your department equitable when compared to other departments or divisions with comparable FTES, student contact hours, etc?
7. In the past five years, what full time faculty hire plans or requests have been submitted by the program/department? How have the recent hires been implemented, and in what role(s) are they currently serving within the department?

Area 2: Student Success and Equity
1. What key trends have been noted in student success and equity data indicators such as:
    a. Program completion (degree, certificate, transfer, workforce development, lifelong learning)
    b. Successful course completion
    c. Achievement of course and program learning outcomes and demonstration of institutional core competencies
    d. Utilization of support services
2. What equity gaps in student success or access to programs and/or services have been identified based on disaggregation of data by ethnicity, age, gender, sexual orientation, homeless status, educational goal, course modality, full versus part-time status, etc? (using information from data dashboards, survey results, or other sources)
3. In what ways is the department or program working to close equity gaps for students?
4. In what ways is the department or program working to support student success in general (at the course, service, departmental and/or institutional level)?
5. In what ways is the hiring of a full-time faculty member expected to support under-served or disproportionately impacted student populations, address equity gaps, and meet student learning and achievement needs in general?

Area 3: Leadership
1. Is the hire request intended to replace a full-time faculty member who has left the department or program? If so, what evidence demonstrates a continuing need for the position within the program?
2. What gaps have been identified in faculty leadership for effective reflection, dialogue, and planning to support student success and achievement?
3. What discipline or program-specific leadership responsibilities will this proposed faculty member fulfill in addition to those typically expected of full-time faculty?
4. What evidence demonstrates that the department or program is relying on associate faculty to teach core courses or provide key services?
5. Are availability of associate faculty or other alternatives to hiring full-time faculty limited?

Area 4: Campus Impact and External Factors
1. How is the proposed full-time faculty hire expected to enhance the role of this department or program within the context of the wider campus community? How is this proposed full-time faculty hire expected to affect the breadth and diversity of curricular offerings, programs, and/or services at the college?
2. What external factors such as regulatory requirements or state mandates should be considered in prioritizing this faculty position?
3. What labor market, advisory committee, or other community data supports the need for this faculty position?

Area 5: Program Quantitative Data
1. Over the past three years, what trends have been observed in the following program efficiency and demand indicators?
    a. Instructional faculty requests: enrollment, unduplicated headcount, WSCH, FTEF, FTES, WSCH/FTES, number of sections offered, fill rates, full-time to part-time faculty ratio
    b. Additional metrics for non-instructional or hybrid program faculty requests: Faculty/student ratio, student contact hours, number of student visits, program hours of service
2. What additional demand indicators demonstrate a strong need to hire full-time faculty?