

Support _____ Do Not Support _____

Vice President's Comments

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4. Department faculty members (the requestors) are invited to attend and advocate for their request at PaRC.

5. PaRC recommendations to the College President.
Support _____ Do Not Support _____

6. College President
Accept _____ Reject _____ recommendation

President's Rationale

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Foothill College

Out of Cycle Hiring Prioritizations Criteria Guidance

November 20, 2015

I. Full Time to Part Time Faculty Ratioⁱⁱⁱ

- a. How close is the department/program to the legislative goal of 75% of courses being taught by full time faculty?
- b. Guiding principle: The further away from the goal of 75%, the more this substantiates the need for the hire.

II. Sole Full Time Faculty Member

- a. Is there at least one full time faculty in the department who can be responsible for essential functions such as curriculum development and maintenance, program review, and student learning outcome assessment and reflection?
- b. Guiding principle: Both students and faculty are best served when there is at least one full time faculty member who can guide these initiatives

III. Enrollment Trends

- a. Is enrollment going up, down, or staying approximately consistent?
- b. Guiding principle: The request for the full time faculty hire is strengthened if enrollment has been going up or staying constant

IV. Student Impact and Effect on Ability to Graduate

- a. Do students need courses in this department to be able to progress on a pathway to graduate (for example, basic skills math, English, ESL, GE, etc.)?
- b. Guiding principle: The request for the full time faculty hire is strengthened if the department courses serve as pathway courses for degree completion, especially for under-served populations.

V. Programmatic Considerations (for ADTs, etc.)

- a. Are program completion numbers on the rise or staying consistent? Are courses in department needed for program-specific requirements, and/or courses that meet general education requirements for many different programs? If no full time faculty, will it prevent ability to offer courses needed for program completion?
- b. Guiding principles: The hiring request is strengthened if
 - i. program completion numbers are increasing, and/or
 - ii. the department offers courses that are core courses for a degree or certificate

VI. Relationship to Institutional Priorities (FTES goals, Equity Goals, Ed Master Plan Goals, etc.)

- a. FTES
 - i. Is the department maintaining or increasing in FTES while maintaining a productivity level near the college target?
 - ii. Guiding principle: The request for the full time faculty hire is strengthened if FTES has been going up or staying constant and productivity is at or above the college target.
- b. Equity
 - i. Does this department serve a high percentage of disproportionately impacted groups? Does the department's data suggest there are student groups being disproportionately impacted (particularly student groups that are traditionally underserved)? Absolute? Relative to the college's trends?
 - ii. Guiding principle: As data demonstrate that full time faculty are crucial in mitigating disproportionate impact, the hiring request is strengthened if the department/program data evince disproportionate impact, particularly for traditionally underserved students
- c. Ed Master Plan Goals
 - i. How does the department contribute to achieving the goals identified in the Ed Master Plan?
 - ii. Guiding principle: Departments that have identified strong ties to the Ed Master Plan goals have a stronger hiring request
- d. Institution Set Standards
 - i. The college has identified 55% as the minimum acceptable course success rate.
 - ii. Guiding principles: Departments close to, or below, this minimum 55% course completion success rate have a stronger full time faculty hiring request.

ⁱ http://www.asccc.org/sites/default/files/Rostrum_Sep08.pdf

ⁱⁱ <http://www.asccc.org/content/7525-faculty-obligation-number-or-why-are-we-not-all-there-yet>