**Faculty Hiring Prioritization Tool**

|  |  |
| --- | --- |
| Department/Division |  |
| Dean |  |
| Number of Positions Requested |  |

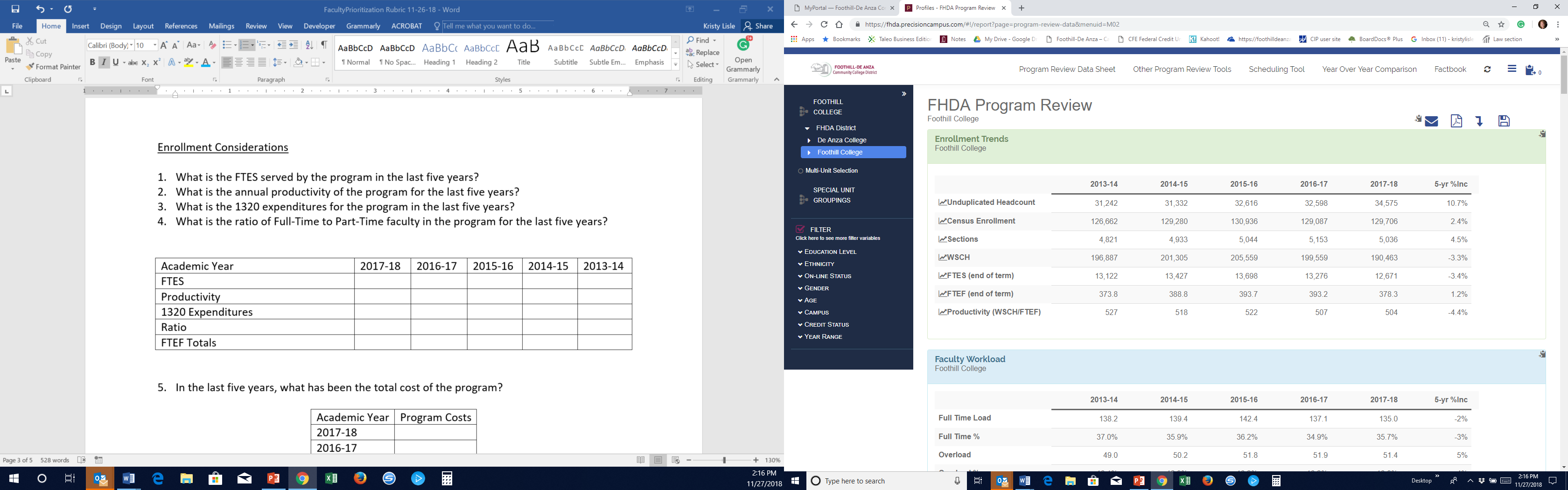
Overall request: please clarify the role each criterion plays in prioritization

Three of the four [overarching strategic objectives](https://foothill.edu/president/pdf/strategic-objectives-2018-19.pdf) for the college are equity, enrollment, and service leadership. These criteria inform our prioritization for faculty hiring for 2018-2019.

**ENROLLMENT CONSIDERATIONS**

Enrollment strongly drives the apportionment the college receives; thus, it is strategic to consider enrollment trends as a factor in prioritization for hiring.

1. What are the disaggregated enrollment trends for the program over the last five years? *(example chart)*



1. The college has identified **dual enrollment** as an opportunity for enrollment growth.
   1. In the last five years, what is the percentage change in Dual Enrollment offerings in the program?

|  |  |
| --- | --- |
| Academic Year | # of Dual Enrollment Sections |
| 2017-18 |  |
| 2016-17 |  |
| 2015-16 |  |
| 2014-15 |  |
| 2013-14 |  |

* 1. What are the disaggregated enrollment and course completion trends in the Dual Enrollment offerings?

1. **Online Courses** are another area the college is emphasizing for enrollment growth.
   1. In the last five years, what is the percentage change in fully online (no hybrid) WSCH in the program?

|  |  |
| --- | --- |
| Academic Year | Increase in WSCH |
| 2017-18 |  |
| 2016-17 |  |
| 2015-16 |  |
| 2014-15 |  |
| 2013-14 |  |

* 1. What are the disaggregated enrollment and course completion trends for fully online offerings?

1. What is the part-time faculty (1320) budget for the program in the last five years?

|  |  |
| --- | --- |
| Academic Year | 1320 Cost |
| 2017-18 |  |
| 2016-17 |  |
| 2015-16 |  |
| 2014-15 |  |
| 2013-14 |  |

1. In the last five years, what has been the total cost of the program? \*Request detail re: how this is being determined.

|  |  |
| --- | --- |
| Academic Year | Program Costs |
| 2017-18 |  |
| 2016-17 |  |
| 2015-16 |  |
| 2014-15 |  |
| 2013-14 |  |

1. In the last five years, how many students received an Associate’s degree or a transcribable certificate from this program? \*Disaggregate this data

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Academic Year | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| # of Associates Degrees |  |  |  |  |  |
| # of Transcriptable Certificates |  |  |  |  |  |

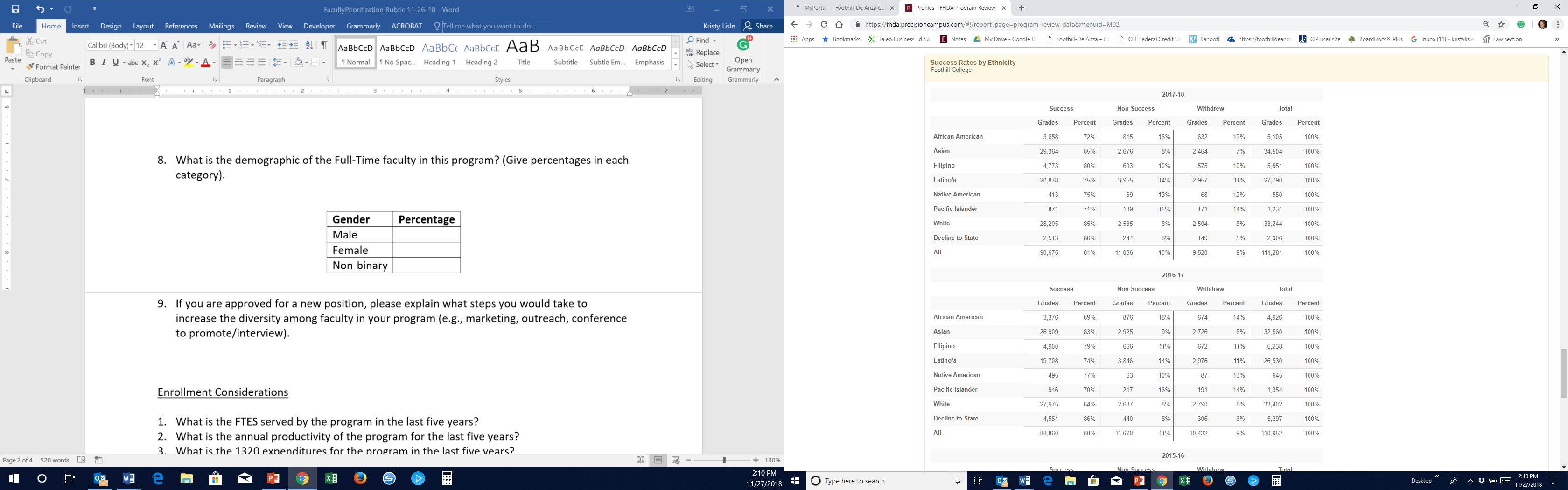
1. Please describe how this program supports the overall general completion rates of the college or specific programs.
2. Has the program experienced a need for additional section offerings based on waiting list data? If so, explain.
3. Has the program experienced personnel or other changes leading to a void in subject matter expertise? If so, explain.
4. If this is a CTE program: what is the trend in wages for graduates of the program, in the last five years?

|  |  |
| --- | --- |
| Academic Year | Wages for Graduates |
| 2017-18 |  |
| 2016-17 |  |
| 2015-16 |  |
| 2014-15 |  |
| 2013-14 |  |

**EQUITY CONSIDERATIONS**

The college is committed to eliminating achievement disparities for traditionally marginalized students.

1. Increasing faculty diversity can have a significant positive effect on student success for marginalized students. If you are approved for a new position, please explain what steps you would take to increase the diversity among the candidates in your applicant pool (e.g., marketing, outreach, specific conferences to promote/interview).
2. In the last five years, what is the program’s trend in student success achievement disparities for traditionally marginalized student groups? *(example chart)*



1. The college recognizes that our honors program has significant potential to eliminated achievement disparities.
   1. In the last five years, what is the number of Honors course offerings in the program?

|  |  |
| --- | --- |
| Academic Year | # of Honors Sections |
| 2017-18 |  |
| 2016-17 |  |
| 2015-16 |  |
| 2014-15 |  |
| 2013-14 |  |

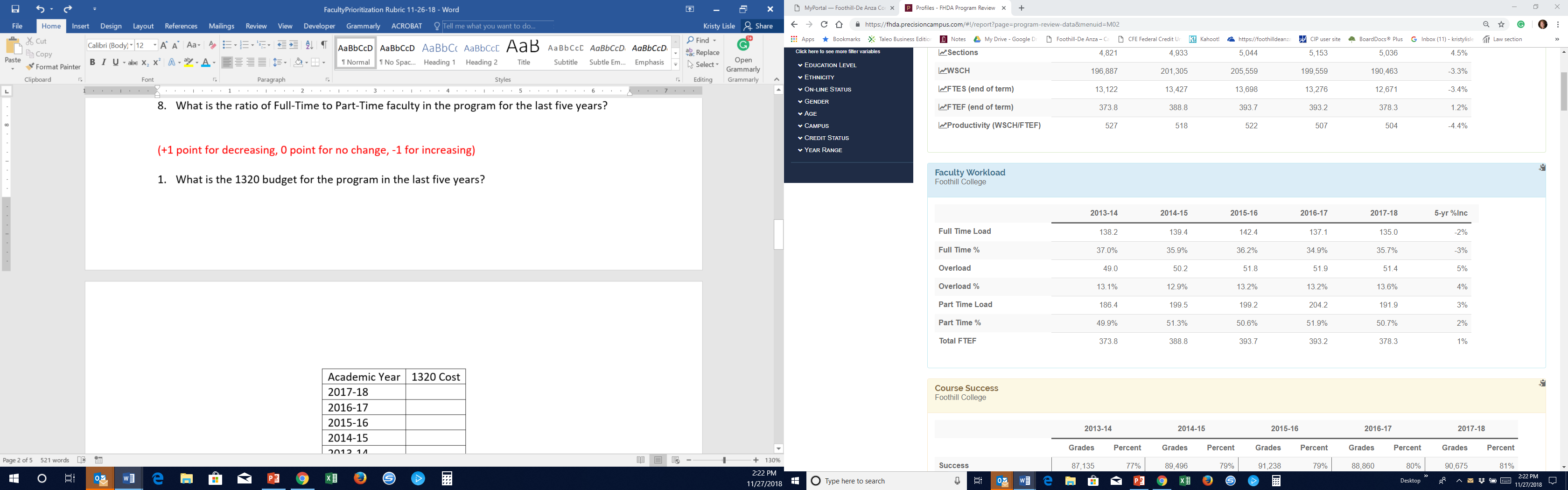
* 1. Please describe how your honors courses help the college eliminate achievement disparities.

1. Does the program have any collaborations with any of the learning communities on campus? If so, please list them here.
2. Does the program offer any interdisciplinary curriculum? If yes, please list the courses here.
3. Has the program been engaged in creating and or revising course content, curriculum, or pedagogy to offer culturally relevant classroom experiences? If so, please list examples here.
4. What is the demographic and gender of the Full-Time faculty in this program?

|  |  |  |
| --- | --- | --- |
| **Ethnicity** | **Percentage** | **Head Count** |
| White |  |  |
| Asian |  |  |
| Latinx |  |  |
| Filipinx |  |  |
| African American |  |  |
| Pacific Islander |  |  |
| Native American |  |  |
| Other |  |  |

|  |  |  |
| --- | --- | --- |
| **Gender** | **Percentage** | **Head Count** |
| Male |  |  |
| Female |  |  |
| Non-binary |  |  |

1. What is the ratio of Full-Time to Part-Time faculty in the program for the last five years?



**PROGRAM ACCREDITATION REQUIREMENTS**

1. Does the program have accreditation related requirements the college should consider this faculty hiring cycle? If yes, please explain said requirements in detail.

2. What consequences might the college/program face should the above accreditation requirements not be met?

**SERVICE LEARNING/LEADERSHIP CONSIDERATIONS**

1. If your program were going to get an award for service learning or service leadership, what would it be for?
2. How does the program plan to engage with Service Leadership in the coming years?