FSPC Timeline, Application Questions, Quantitative Data, and Rubric

Timeline

- **9/19/2019:** FSPC submits process to Staffing Committee
- **9/23/2019:** Request for applications sent to deans to share with departments
- Quantitative data gathered for departments
- Departments write applications and submit through their deans
- **10/28/2019:** Deadline for deans to submit applications to FSPC chairs
- FSPC members rank applications holistically based on qualitative data and quantitative rubric
- **11/8/2019 (8:00-5:00):** FSPC hears mini-presentations on positions and discusses applications
- FSPC members re-rank applications individually
- **11/13/2019:** FSPC members submit rankings to FSPC chairs
- Rankings combined
- **11/15/2019 (2:00-5:00):** FSPC meets to discuss results, possibly re-rank, and create narrative
- **11/20/2019:** FSPC submits results to Staffing Committee
- **11/22/2019:** Staffing Committee submits results to College Council
- **11/27/2019:** College Council considers results and may make a recommendation to president

APPLICATION

General Information from Departments

1. For what discipline (may be a sub-discipline) are you requesting a full-time faculty position?
2. Is this faculty position required by law or accreditation standards?
3. Has a new full-time faculty member begun in this discipline since the end of spring semester?
4. Will this position be categorically funded?

Qualitative Data from Departments (maximum of 100 words per item)

5. How will hiring a new FT faculty member support the equity efforts of the college?
6. What impact will a new FT faculty member have on other college programs or departments?
7. Describe your plans for addressing low WSCH/FTEF, success rates, or retention rates.
8. If you are seeking a FT counselor position, provide data on why this position is necessary and explain your analysis of it.
9. If you are seeking a FT librarian position, provide data on why this position is necessary and explain your analysis of it.
10. What other factors should be considered in determining whether your discipline should receive approval to hire a new FT faculty member?

Qualitative Data from Annual Unit Plans

1. What changes, opportunities, or challenges do you see happening over the next two years that necessitate a new FT faculty member?
2. What specific functional needs do you have that necessitate a new FT faculty member?
3. What other factors should be considered in determining whether your discipline should receive approval to hire a new FT faculty member?

Quantitative Data from Reports (from prior spring semester)

1. Full-time FTEF (not including reassigned time nor extra pay)
2. Extra pay FTEF
3. Part-time FTEF
4. Contractual reassigned time FTEF

5. Discretionary reassigned time FTEF
6. Earned FTES (if applicable)
7. Total census enrollment (if applicable)
8. Total final enrollment (if applicable)
9. Number of sections (if applicable)

Computed Quantitative Data

1. Number of FT faculty
2. Total discipline FTEF
3. Total discipline FTEF devoted to instruction
4. Proportion of instruction from FT faculty
5. Proportion of instruction from XP
6. Proportion of instruction from PT faculty
7. Proportion of FTEF as discretionary reassigned time
8. Earned WSCH
9. Productivity with respect to total FTEF
10. Productivity with respect to instructional FTEF
11. Retention rate
12. Mean census enrollment per section
13. Mean final enrollment per section

Automatic Rubric to Produce Score from Quantitative Data

1. **Is there enough load to justify a FT hire?**
   - **Explanation:** If there is not enough demand for a new FT faculty member, then the rubric should give a very low score.
   - **Calculation:** If extra pay and part-time FTEF do not add up to at least 1.0, then this item receives -99 points; otherwise, it receives 0 points.
2. **Is a large proportion of instruction from PT faculty?**
   - **Explanation:** This is to apply pressure toward complying with the "75% suggestion."
   - **Calculation:** For each 10% of teaching done by PT faculty above 25%, this item receives 1 point; for each 10% below 25%, it receives -1 point.
3. **Does the department have excessive discretionary reassigned time?**
   - **Explanation:** Departments with excessive discretionary reassigned time may have enough FT faculty; they just happen to be doing non-teaching activities.
   - **Calculation:** For each 1.0 FTEF used as discretionary reassigned time, this item receives -1 point.
4. **Are a large number of students served?**
   - **Explanation:** The more students served by a department, the larger the need for FT faculty members.
   - **Calculation:** For each 3500 students served, this item receives 1 point.
5. **Is the department's productivity high?**
   - **Explanation:** Productive departments generate FTES efficiently, supporting departments that are not as efficient.
   - **Calculation:** For each 25 points above the benchmark of 525 WSCH/FTEF, this item receives 1 point; for each 25 points below 525, this item receives -1 point.
6. **Is the department's retention rate high?**
   - **Explanation:** It may be more effective to address low retention rates with professional development rather than a new faculty member.
   - **Calculation:** For each 5% above 80% in retention rate, this item receives 1 point; for each 5% below 80%, this item receives -1 point.