# RUBRIC/SCORESHEET FOR FULL-TIME FACULTY REQUESTS

**DRAFT**

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| **Evaluation Criteria** | **4 POINTS** | **3 POINTS** | **1 POINT** | **0 POINTS** |
| **Q1 FTES/Enrollment/**  **Services** | Significant increase in workload/FTES leading to an increase in the number of full-time faculty needed of 3 or more faculty members | Moderate increase in workload/FTES leading to an increase in the number of full-time faculty needed of 1-2 faculty members | Decrease in workload/FTES due mitigated by other factors not related to demand | Decrease in workload/FTES because of a decline in demand for courses or increase in full-time faculty |
| **Q2 Student Information** | Decline in successful completions  Significant increase in number of students served | Some decline in successful completions  Some increase in number of students served | Minimal change in successful completions  Minimal change in number of students served | No change in successful completions  No change in number of students served |
| **Q3 FT/PT Ratio** | The FT/PT ratio of faculty is less than 50% and many faculty are reassigned or shared in another discipline | The FT/PT ratio of faculty is less than 50% and few faculty are reassigned or shared in another discipline | The FT/PT ratio of faculty is 50%-69% | The FT/PT ratio of faculty is 75%-100% |
| **Q4 Replacement History** | The ratio of hires/separation is less than 50% | The ratio of hires/separation is between 50% and 80% | The ratio of hires/separation is 80% or more | No justification based on history is given |
| **Q5 Reduced Offerings/Services** | Yes, likely program elimination | Yes, significant elimination of classes or services | Yes, minimal elimination of classes or services | No |
| **Q6 Zero- to One-Person Discipline** | There are no full-time faculty | There is only one full-time faculty | The current situation is short-term | No |
| **Q7 Criteria Not Covered** | Fact/data driven, with concrete/significant consequences to discipline or students | Fact/data driven, with minimal consequences to discipline or students | Overly abstract or non-measurable justification | Unclear explanation or poor/illogical justification |

3/1/23