

MEMORANDUM

Date: December 8, 2023

From: Danette Ifert Johnson, Provost

To: All Faculty

Re: Criteria for evaluating open faculty lines proposed for search in 2024-25

Thank you to everyone who has engaged in conversation about the criteria to be used in evaluating which requests for searching open faculty lines will be approved for search. From my perspective, the conversations have been productive in identifying concerns about both the specific criteria used and the process and I am optimistic that, while leaving some lines unfilled is not anyone's ideal outcome, changes to both the specific criteria and process will result in greater clarity as we move forward.

Below is a list of the criteria that I expect to consider when reviewing faculty search requests:

Qualitative Factors

- Contributions of the open position and the department to other units/academic programs across the college, including contributions to Shared Passages
- Links to specific strategic initiatives at the college
- Uniqueness/unique elements of the open position and department (including pedagogy)
- Ability of the program to be sustained with remaining faculty
- To the extent knowable, contributions in attracting students to the college and retaining them once here
- The divisional and disciplinary range of all other currently proposed and paused searches.

Quantitative Factors

- For the person vacating the line, the following information for the most recent five years:
 - Total student units taught
 - Number of student units per course taught (total student units taught/number of course units taught by the person)
 - Number of SIPs advised
 - Number of unique students taught
 - % of students identifying as BIPOC within course enrollments
 - Number of 100/200 sections enrolling fewer than 10 and 300/400 sections enrolling fewer than 5 students
- For the department (all course contributions, regardless of subject code or units, taught by those whose primary assignment is the department):
 - Number of SIPs advised
 - Number of student units per full-time continuing faculty (total student units taught/number of full-time continuing faculty)
 - Number of student units per course taught (total student units taught/number of courses units)

- Number of students graduating with majors and minors
- % of students identifying as BIPOC among total course enrollments and among majors
- Number of unique students taught
- Number of 100/200 sections enrolling fewer than 10 and 300/400 sections enrolling fewer than 5 students

Notes: Independent study courses and similar practicum courses that are not part of a faculty member's regular teaching load will not be included in analyses, as they will artificially lower student units per courses taught and artificially increase number of courses enrolling fewer than 10 (100/200 level) or 5 (300/400 level) students. Departments with unusual teaching responsibilities (i.e., other than 6 courses or 4 courses + 4 labs annually) should include that information in their narrative rationale in the search request so that can be accounted for.

All department level quantitative factors will be reviewed by primary department of faculty member. Data means and standard deviation will be provided for the division for context and notes on each tab of the departmental data report will identify the search parameters.