FHP Training: Developing a Strong Faculty Hiring Request



Program Review: Faculty Hiring Priorities
FLEX#: 35720

Timeline, Resources, and Committee

12/4/26 @ Noon	Draft
12/4/26– 1/22/27	Manager Review and Feedback
2/5/27 @ Noon	Final Due

Everything Program Review

https://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/

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WELCOME

What the first part of the training will help you do

Understand what the FHP request is asking you to demonstrate

Identify the most persuasive evidence

Connect the need to the proposed faculty position

Explain impact without overstating the case

Build a request that can be understood outside your discipline

Respond directly to each Program Review Faculty Request prompt: Description, Need, Equity, Excellence, Innovation, and Sustainability

KEY MESSAGE

A strong FHP request tells a clear, evidence-based story

1

Here is the need.

2

Here is the evidence.

3

Here is why faculty is the appropriate response.

4

Here is what the position will accomplish.

FIRST

Understand what FHP is trying to determine

THE QUESTION

Why should this faculty position be one of Mesa's priorities for investment?

FHP covers classroom and non-classroom faculty positions. The same prompts apply: show the need, the evidence, and how the position serves students.

Not every strong request is a growth request.

FHP is Mesa's pathway for requests arising from different circumstances, including:

- **Replacement**
- **Growth**
- **New programs**
- **Essential program continuity**

The Program Review Faculty Request prompts

The rest of this training is organized around the prompts reviewers will use to read your request.

Prompt	Weight	What the reviewer needs from you
Title of Request	Not ranked. Use standard naming convention.	Assistant Professor, Department/Discipline, Optional Specialization *EX: Assistant Professor, Fine Arts, Art History* *EX: Assistant Professor-LRAS (name of the school)-Instructional Design-Curriculum*
Need Description	Not ranked, but important	Set the stage: a place where your story begins and information that is not in the ranked prompts is shared.
1. Need	**25%**	Explain the need for the request
2. Equity	**25%**	Explain how the request contributes to improvements in equity for disproportionately impacted groups
3. Excellence	**25%**	Explain how the request addresses Excellence
4. Innovation	**25%**	Explain how the request fosters Innovation
Extra: Sustainability	**Extra**	Show that the position can be supported and sustained

NEED DESCRIPTION · NOT RANKED, BUT IMPORTANT

Set the stage

This section is not ranked, but it frames how reviewers read everything that follows. It's where the story begins, and additional information is shared.

USE IT TO

- Briefly describe the position requested and the circumstance behind it (replacement, growth, new program, or essential program continuity)
- Give the context a reviewer outside your discipline needs to understand the request
- Share relevant information that does not fit neatly into the ranked prompts
- Preview your story: the need, who benefits, and what the position will make possible

KEY MESSAGE

Keep it short and focused. Do not write a long department history that never gets to the need, and do not repeat what the ranked prompts will cover in detail.

NON-CLASSROOM POSITIONS

For positions such as counselors and librarians, describe the services the position provides and the students it serves.

PROMPT 1 · NEED · 25%

Start with the need, not the position

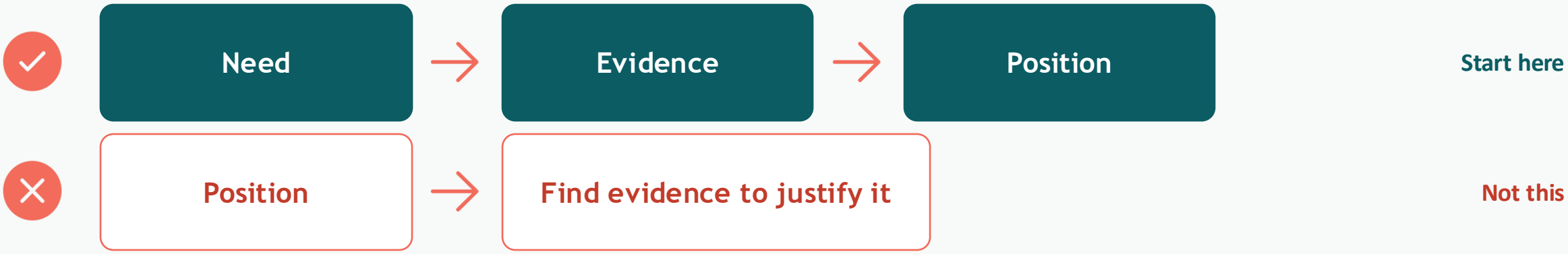
WEAK STARTING POINT

"We need another full-time faculty member."

STRONGER STARTING POINT

"The program is experiencing X, which is producing Y impact on students/program operations. Current staffing/resources cannot adequately address the need because Z."

DISTINGUISH BETWEEN



PROMPT 1 · NEED · 25%

What counts as evidence?

Use the most relevant evidence, rather than burying reviewers in data.

- Enrollment trends
- FTES/FTEF
- Fill rates
- Course demand
- Waitlists/unmet demand
- Sections offered or unable to be offered
- Full-time/part-time faculty balance
- Faculty workload/capacity
- Scheduling challenges
- Student progression
- Completion/award trends
- Transfer requirements
- Workforce demand
- Licensure/accreditation requirements
- Program growth
- New curriculum/program requirements
- Specialized faculty expertise
- Equity/disproportionate impact data

NON-CLASSROOM POSITIONS (COUNSELORS, LIBRARIANS, AND OTHERS)

Evidence may focus on service demand rather than course demand: student contacts or appointments, wait times, caseloads, hours of coverage, and student services or library resources that are currently limited.

PROMPT 1 · NEED · 25%

Don't data dump: tell us what the data means

DATA DUMP

Enrollment increased 18%.

Fill rate is 94%.

Adjunct FTEF is 72%.

There were 46 students on waitlists.

ANALYSIS

Enrollment has increased 18% while courses continue to operate at a 94% fill rate. 72% percent of instructional FTEF is currently provided by adjunct faculty, and 46 students were waitlisted last year. Together, these indicators suggest that demand is exceeding the program's stable instructional capacity.

KEY MESSAGE

Don't make reviewers interpret your data. Tell them what it means.

Note: Prior FHP guidance similarly emphasized accurate data, meaningful analysis, and a clear connection between the evidence and the request.

PROMPT 1 · NEED · 25%

Think further about the need:

Why is a full-time faculty position the appropriate response to this need?

It means showing:

1. **What the need is**
2. **What is currently being done**
3. **Where the gap remains**
4. **Why faculty capacity/expertise is the appropriate solution**

PROMPT 1 · NEED · 25%

Explain the consequence of deferral

What is the likely impact if this faculty position is deferred or not funded? Be specific.

INSTEAD OF

“The program will suffer.”

USE

“Without the position, the department expects to continue relying on adjunct availability for approximately X% of instruction, limiting its ability to consistently offer required courses in the sequence.”

POSSIBLE IMPACTS

- Reduced course access
- Delayed completion
- Loss of instructional capacity
- Continued reliance on difficult-to-recruit adjunct expertise
- Accreditation/compliance risk
- Inability to expand or sustain a program
- Reduced student support
- Increased workload on existing faculty

PROMPT 2 · EQUITY · 25%

How does the request improve equity?

Which students are disproportionately impacted, and how will this position help close those gaps?

Identify the group(s)

Name the disproportionately impacted student groups in your program using the equity/disproportionate impact data available to you

Name the gap

State what the data show about access, success, retention, completion, or transfer, and what it means

Connect the position to the gap

Explain how the position's specific responsibilities (for example, course availability, scheduling, mentoring, curriculum, outreach, or teaching practices) address the barrier

Show how you will know

Describe the improvement you expect and how it will be measured

Impacted group → **Gap in the data** → **Role of the position** → **Expected improvement**

AVOID General statements that the position “supports equity” without data, and claiming an equity impact without explaining how the position creates it.

PROMPT 3 · EXCELLENCE · 25%

What will this position make possible?

Prompt 3 asks: How does your request address Excellence? Show how the position strengthens the quality of instruction, student learning, and student success.

SHIFT FROM

"Why we need someone"

↓ TO

"What changes if we hire someone?"

POTENTIAL IMPACTS IDENTIFIED IN THE PROPOSED FRAMEWORK

Instructional capacity	Student access	Course availability
Student learning	Student progression	Completion
Transfer	Workforce preparation	Department/division priorities

ASK YOURSELF

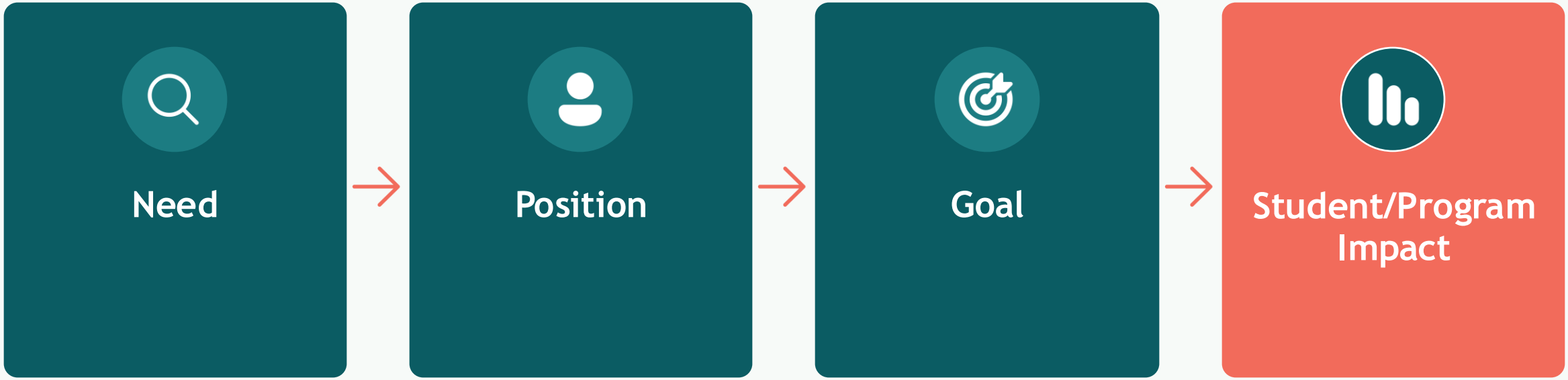
What can students or the program do with this position that they cannot reliably do today?

PROMPT 3 · EXCELLENCE · 25%

Connect the position to goals, but don't force it

Aim for focused alignment with department goals, division goals, and Roadmap 2, rather than broad claims that a position supports everything.

A SIMPLE STRUCTURE



PROMPT 3 · EXCELLENCE · 25%

Contribution beyond sections taught

THINK BEYOND

“We need someone to teach classes.”

KEY MESSAGE

Explain the institutional value of the position, not simply its teaching load or the services the position provides and the students it reaches.

DEPENDING ON THE DISCIPLINE, A POSITION MAY PROVIDE

- Curriculum leadership
- Program coordination
- Specialized expertise
- Accreditation or regulatory responsibilities
- Student mentoring
- Industry/community partnerships
- Program development
- Assessment
- Committee/service responsibilities
- Continuity of instruction
- Scheduling flexibility
- Direct student services (e.g., counseling, library)

PROMPT 4 · INNOVATION · 25%

How does your request foster innovation?

What new or improved approach does this position make possible that is not happening today?

INNOVATION MIGHT INCLUDE

- New or redesigned curriculum, courses, or pathways
- New instructional methods, modalities, or technology (including AI)
- Cross-discipline or cross-program collaboration
- Industry, community, or K-16 partnerships
- New scheduling or delivery models that expand access
- New approaches to student support, mentoring, or engagement

BE SPECIFIC ABOUT

- What is new or different, compared with current practice
- Why it requires this position's time, expertise, or continuity
- Who benefits and how you will assess whether it works
- How the practice could be shared or scaled beyond the program

KEY MESSAGE

Innovation is a new or better way of serving students, not simply “more of the same” or a new tool without a clear purpose.

PUTTING IT ALL TOGETHER

The anatomy of a strong FHP request

NEED DESCRIPTION not ranked	What context and additional information set the stage for this request?
1. NEED 25%	What is the need, how do we know (evidence), why is a faculty position the appropriate response, and what happens if the request is deferred?
2. EQUITY 25%	Which disproportionately impacted groups benefit, and how does the position improve equity?
3. EXCELLENCE 25%	What becomes possible or improves for instruction, student learning, and student success, and how does it connect to relevant goals?
4. INNOVATION 25%	What new or improved approach does the position foster?
EXTRA: SUSTAINABILITY extra	What is required to successfully support and sustain the position?

WRITE FOR THE REVIEWER

Write for someone outside your discipline

Assume the reviewer understands Mesa, but does not understand your discipline.

Give the reviewer enough context to understand why the information matters.

AVOID UNEXPLAINED

- Acronyms
- Discipline-specific terminology
- Accreditation language
- Course sequencing
- Specialized equipment
- Industry credentials

AVOID

Common pitfalls

- "We deserve a position."
- Making the argument entirely about workload
- Data without interpretation
- Claiming impact without explaining how the position creates it
- A long history of the department that never gets to the need
- Ignoring existing resources or alternatives
- Assuming reviewers understand the discipline
- Overstating the consequence of not receiving the position
- Listing every possible institutional goal
- Generic equity or innovation statements without data, specifics, or a clear link to the position
- Treating adjunct faculty as inherently problematic
- Putting all the effort into Need and giving Equity, Excellence, and Innovation only a sentence each (each is worth 25%)

BEFORE YOU SUBMIT

Final self-check

Can a reviewer answer YES to each?

- [ ] The Need Description sets the stage briefly and shares any additional context.
- [ ] I clearly understand the need and the evidence supporting it **(Need)**
- [ ] I understand why faculty is the appropriate response and what happens if the request is deferred **(Need)**
- [ ] I understand which disproportionately impacted groups benefit and how the position improves equity **(Equity)**
- [ ] I understand what the position will make possible for instruction, student learning, and student success, and how it connects to relevant priorities **(Excellence)**
- [ ] I understand what is new or improved about the approach **(Innovation)**
- [ ] I understand what is required to support and sustain the position **(Sustainability)**
- [ ] I can understand the argument even if I am not from this discipline.