

FIVE-YEAR PLAN FOR FACULTY RECRUITMENT 2011

School/Department _____ College _____

Inclusive Years _____

This form is designed to facilitate the program planning process and the request for authorization to conduct searches for tenure-track faculty. In each year of a request for recruitment, this form must be updated.

I. Curricular Responsibilities/Faculty Competencies

The objective of this section is to develop a profile of faculty competencies required to meet current curricular responsibilities. You should assume that the number of equivalent full-time faculty will remain approximately the same over the next five years. Please reference or attach any documents explaining anticipated changes in curricular responsibilities, and describe responsibilities at the level of specificity required to identify faculty competencies (i.e., by major, concentration, or course level).

1. Identify current curricular responsibilities and the number of full-time equivalent faculty required for each.
2. Identify regular faculty currently performing these responsibilities, noting by year any retirements anticipated in the next five years.

Curricular Responsibilities	Equivalent Full-Time Faculty	Names of Faculty	Retirement Date

III. Annual Request and Program Review Documentation

1. Attach position announcements for the areas of specialization for which you wish to conduct searches this year. Announcements must clearly identify the qualifications that will constitute screening criteria, and the responsibilities that appointees will be expected to perform.

- 2.a Using the following formula, calculate the percentage of equivalent full-time faculty positions filled by tenure-track and tenured faculty if recruitment is successful.
 - (1) Number of full-time tenured faculty (include the faculty fraction for the Chair; do not count administrators with full-time assignments outside the department/school.) _____
 - (2) Pre-Retirement faculty (PRTB) – Total FTEF _____
 - (3) Number of tenure-track faculty _____
 - (4) Number of tenure-track searches proposed _____
 - (5) Number of 3 year entitlement 1.0 temporary faculty _____
 - (6) State supported faculty positions (Prior year total AY FTEF used, minus faculty hired via soft money) _____
 - (7) [(1) through (5)] divided by (6) _____

- b. Identify other factors affecting actual or potential use of allocation.
 - (1) Number of faculty in FERP _____
 - (2) Number of full-time administrators with retreat rights _____
 - (3) Number of faculty regularly teaching outside the department/ School (note time fraction and department) _____
 - (4) Number of 1.0 unconditional temporary faculty (w/out a 3 year entitlement) _____
 - (5) Amount of administrative time currently allocated to department chair/school director _____

3. How will the hire of a new tenure-track faculty member affect your pattern of course offerings in GE, the major, graduate classes and in service to the department?

4. Add supplementary information regarding the position request additional documentation supporting a request to hire at an advanced level or above the 80 percent limitation, or particular expectations to be written into the appointment letter.

IV. Department Diversity Profile Overview / Tenured & Tenure-Track Faculty

1. Department Gender and Racial / Ethnic breakdown, tenured and tenure-track faculty. (The Office of Faculty Affairs will provide this table to you at your request)

	# of Male	# of Female
African American & African		
Asian / Pacific Islander (Asian Indian, Cambodian, Chinese, Filipino, Guamanian / Chamorro, Hawaiian, Japanese, Korean, Laotian, Samoan, Vietnamese).		
Hispanic (Cuban, Mexican / American, American / Chicano, Puerto Rican, Other Latin American origin).		
American Indian / Alaskan Native (Original peoples of North America with cultural identification maintained through tribal affiliation or community recognition).		
White (Original peoples of Europe, North Africa, or Middle East, not of Hispanic origin).		
Other		

2. Provide a brief overview of gender, racial / ethnic diversity of doctoral degree recipients (or other terminal degree recipients) in your discipline [e.g. Doctorate Recipients from United States Universities: Summary Report 2006. (2007). Chicago: NORC. <http://www.norc.org/NR/rdonlyres/C22A3F40-0BA2-4993-A6D3-5E65939EEDC3/0/06SRRevised.pdf>] or (e.g. 2007 Doctorate Recipients from United States Universities: Selected Tables <http://www.norc.org/SED/2007+Selected+Tables.htm>)

3. What are the good-faith outreach efforts the department will employ for the recruitment? Enter the designated goal from the Affirmative Action Plan for SJSU for your College/Library (Available from the Office of the Dean). Outline active and passive recruitment strategies (see Appendix B of the “Guide for the Recruitment of Tenure-Track Faculty”).