

# HOW APC RANKS NEW FACULTY PRIORITIZATION REQUESTS

FALL FLEX 2022



**NORCO**  
COLLEGE

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3/17/2025

# NEW FACULTY REQUESTS- WHAT ARE THEY?

- Departmental conversations address the need for requesting a full-time faculty hire. Reasons for this may be:
  - A new program that needs a full-time faculty member to develop/grow the program
  - There's been an increase in enrollment; more sections being taught and too few FT faculty member supporting the discipline.
  - The need for a FT faculty member to support an unsupported discipline
  - Projected growth in a discipline thus the need to bring someone in to meet that growing demand for classes/discipline support.

DEMAND IDENTIFIED- WHAT'S NEXT?

It all starts with Program Review

# FORMS AND DATA

## Faculty Hiring Prioritization Request Form: Instructional (Form Revised Summer 2022)

Department Name:  
 Department Chair:  
 Faculty Position Requested:

**DEADLINE:**  
 The deadline for signed requests to the Deans of Instruction.

**COMPLETING THE APPLICATION**  
 Each request for a hire must be reviewed in order to be considered. Remember, each application is for requesting more than one hire, so you must prioritize each position.

Please check one of the following:  
 This request is for a new hire.  
 This request is for a replacement.  
 This request is for a reassignment.

Has this hire been included as a priority?  
 Yes \_\_\_ No \_\_\_

(Attach a copy of the objectives of the review.)

### SECTION A: STATISTICAL DATA

Only fill in the information marked with an asterisk (\*) remaining information since this information will be collected from the Institutional Researcher by the Faculty Hiring Prioritization Committee.

For faculty requests for Counsel

#### A. STATISTICAL DATA (50 points)

Chairs or discipline lead should fill out portions marked with an asterisk (\*) only. The remaining data will be collected from the Institutional Researcher by the Faculty Hiring Prioritization Committee.

#### A. STATISTICAL DATA (50 points)

Chairs or discipline lead should fill out portions marked with an asterisk (\*) only. The remaining data will be collected from the Institutional Researcher by the Faculty Hiring Prioritization Committee.

##### 1. Student Enrollment:

###### A. Total number of students enrolled in

	2019-2020	2020-2021
Summer		
Fall		
Winter		
Spring		
Total		
Average		

###### B. Percent capacity/fill rate for each semester

	2019-2020	2020-2021
Summer		
Fall		
Winter		
Spring		

###### C. Average class size at Census for each semester

	2019-2020	2020-2021
Summer		
Fall		
Winter		
Spring		
Annual		

\*Explain any factors that may affect a semester's enrollment (e.g., etc.).

##### 2. Efficiency (WSCH/FTEF)

	2019-2020	2020-2021
Efficiency		

##### 2. Efficiency (WSCH/FTEF)

	2019-2020
Efficiency	

##### 3. Instructional data:

a. Total number of sections offered in \_\_\_\_\_

\*Are any of the sections \_\_\_\_\_

b. Total number of units offered in \_\_\_\_\_

##### 4. Proportion of full-time vs adjunct in

a. Number of full-time instructional faculty

By headcount \_\_\_\_\_

b. Number of associate faculty

By headcount \_\_\_\_\_

c. Total FTEF reassign NOT reassign

##### 5. How many additional full-time faculty can this discipline support towards reaching a 75/25 ratio? \*Use 75/25 Calculation Worksheet to determine number.

### SECTION B: EDUCATIONAL PROGRAM

Responses should provide detailed information scored as a whole, so please avoid redundant multiple answers. Also, the information you provide should be consistent with the Educational Master Plan sets out 13 goals for the community, and region by 2030:

#### B. EDUCATIONAL PROGRAM (50 points): Part A.

1. Describe how this discipline/program contributes to the portion of the school mission that provides data for certificates, degrees

The Educational Master Plan sets out 13 goals for the community, and region by 2030:

- Goal 1 Access Increase the college-goers doubling current headcount and FTEF
- Goal 2 Success Implement Guided Pathways
- Goal 3 Equity Close all student equity gaps
- Goal 4 Professional Development Implement a culture of ongoing improvement.
- Goal 5 Regional Organization Help establish a regional organization
- Goal 6 Workforce and Economic Development
- Goal 7 Community Development Host a community development program
- Goal 8 Programs Become the regional leader of programs that prepare students for the workforce

- Goal 9 Effectiveness, Planning, and Governance Implement integrated planning systems and governance and continuous improvement as we become a leading institution
- Goal 10 Workforce/Employees Expand and sustain excellent workplace culture
- Goal 11 Facilities Build a comprehensive facilities program that serves as a destination for education
- Goal 12 Operations Implement professional standards of practice
- Goal 13 Resources Develop innovative and comprehensive college and achieve its vision

2. Indicate what this new hire will contribute to the discipline that cannot be accomplished by the existing faculty.

3. Explain the impact this hire will have on the discipline.

4. Explain the impact if this faculty position is not filled.

5. Please describe any other factors not all that may adversely affect your score for this section if you have no additional information to provide.

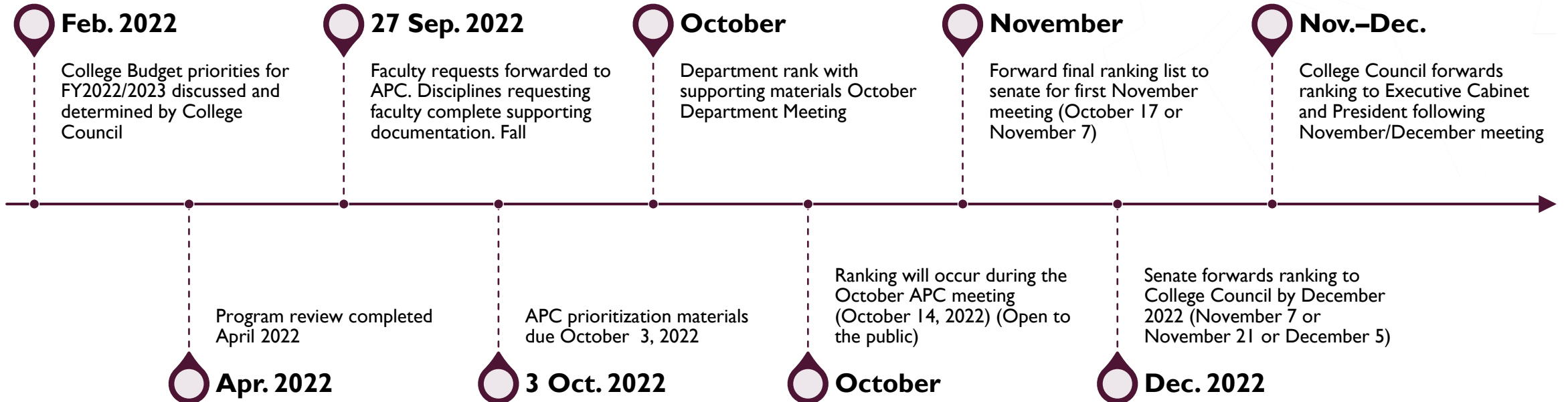
#### C. SUMMARY: Complete the following using information from the most recent Fall semester:

1. How many additional full-time faculty can this discipline support towards reaching a 75/25 full-time to adjunct ratio? \*Use 75/25 Calculation Worksheet to determine number.
2. How many approved hires within this discipline are currently unfilled?
3. How many growth positions in this discipline are being requested and prioritized before this position? Enter a 0 for a replacement position. Retirements and other departures can be considered replacement requests for up to three years.
4. Complete the calculation = (1-2-3) =
5. How many full-time faculty were employed in the discipline in the most recent Fall term? Count total number of full-time faculty and DO NOT subtract release time, sabbaticals, etc.
6. Complete the calculation =  $4 / (2+3+5)$  in the box below (round to two decimal places). This number measures relative need for additional full-time faculty based on the current size of the discipline, factoring in other growth requests.
7. Total: Completed calculation provides department relative need (answer from number 6):

Department Chairperson's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Designated Dean's Signature \_\_\_\_\_ Date: \_\_\_\_\_

# FACULTY HIRING PRIORITIZATION TIMELINE



# FACULTY HIRING PRIORITIZATION FORM

- Historically, the forms required for this process have been an amalgamation of three separate forms.
- At the upcoming September APC meeting a revision to this process; consolidating three forms into one will be shared with the chairs
- Form starts with stating if this hiring request is a: replacement, growth in existing program, growth in a new program

## Faculty Hiring Prioritization Request Form: Instructional (Form Revised Summer 2022)

Department Name:	Discipline:
Department Chair:	Email:
Faculty Position Requested:	

### DEADLINE:

**The deadline for signed requests to submit is 5:00 p.m., October 1.** Please also send an electronic copy to the Deans of Instruction.

### COMPLETING THE APPLICATION:

Each request for a hire **must** be included as a resource request in the department's annual program review in order to be considered by the Faculty Hiring Prioritization Committee.

Remember, **each application is for one position**—either replacement or growth—only. If you are requesting more than one hire, **you must provide a separate application for each position**. In addition, you must prioritize each position on the front of the application (e.g., #1, #2, etc).

Please check one of the following:

- This request is for a replacement position.
- This request is for a growth position in an existing program.
- This request is for a growth position in a new program.

Has this hire been included as a resource request in the department's annual Program Review?  
\_\_\_\_ Yes      \_\_\_\_ No

*(Attach a copy of the objectives and justifications for a new faculty hire as described in your program review.)*

### SECTION A: STATISTICAL DATA (classroom faculty requests)

Only fill in the information marked with an asterisk (\*) in sections 1C, 3C and 4B. Do not fill in the remaining information since this will be provided by the Institutional Researcher.

**For faculty requests for Counseling & Library, please provide alternate form.**

### A. STATISTICAL DATA (50 points)

**Chairs or discipline lead should fill out portions marked with an asterisk (\*) only!** The remaining data will be collected from the Institutional Researcher by the Faculty Hiring Prioritization Committee.

# FACULTY HIRING PRIORITIZATION FORM (CONTINUED)

- Historically, the process has been data informed but not data driven
- Data comes to us from Institutional Research
- 3 years of data required to support request: total number of students enrolled in the discipline, capacity/fill rate, average class size, WSCH/FTEF)

**A. STATISTICAL DATA (30 points)**

Chairs or discipline lead should fill out portions marked with an asterisk (\*) only! The remaining data will be collected from the Institutional Researcher by the Faculty Hiring Prioritization Committee.

**1. Student Enrollment:**

**A. Total number of students enrolled in the discipline for each term:**

	2019-2020	2020-2021	2021-2022*
Summer			
Fall			
Winter			
Spring			
Total			
Average			

**B. Percent capacity/fill rate for each semester in the discipline:**

	2019-2020	2020-2021	2021-2022*
Summer			
Fall			
Winter			
Spring			

**C. Average class size at Census for each semester:**

	2019-2020	2020-2021	2021-2022*
Summer			
Fall			
Winter			
Spring			
Annual			

\*Explain any factors that may affect average class size (lab limitations, concurrent sections, etc...).

**2. Efficiency (WSCH/FTEF)**

	2019-2020	2020-2021	2021-2022*

# FACULTY HIRING PRIORITIZATION FORM (CONTINUED)

- More data... instructional data
- A comparison of the number of full-time faculty to the number of part-time faculty for the requested area of instruction
- Desired FT:PT ratio
  - 75:25

**3. Instructional data:**

a. Total number of sections offered in the discipline for the Fall 2021 and Spring 2022 semesters \_\_\_\_\_ \*Are any of the sections cross-listed? \_\_\_\_\_ If so, how many? \_\_\_\_\_

b. Total number of units offered in the discipline for the Fall 2021 and Spring 2022 semesters: \_\_\_\_\_

**4. Proportion of full-time vs adjunct instruction:**

a. Number of full time instructors currently in the discipline:  
By headcount \_\_\_\_\_ By FTEF \_\_\_\_\_

b. Number of associate faculty instructors currently in the discipline:  
By headcount \_\_\_\_\_ By FTEF \_\_\_\_\_

c. Total FTEF reassign NOT reoccurring each year (do not include dept. chair). \_\_\_\_\_

5. How many additional full-time faculty can this discipline support towards reaching a 75/25 full-time to adjunct ratio? \*Use 75/25 Calculation Worksheet to determine number. \_\_\_\_\_

**Worksheet to determine the number of Full Time faculty needed to reach 75%**

**You only need to fill in the sections labeled in red USE FALL 2021 NUMBERS ONLY**

Discipline: \_\_\_\_\_

Type of Sections	Number of Sections	Units	
1 unit sections=		0	lab added as 18 hrs
2 unit sections=		0	
3 unit sections=		0	
4 unit sections=		0	
5 unit sections=		0	
6 unit sections=		0	
7 unit sections=		0	
8 unit sections=		0	
Total Units in Department		0	
Enter the Number of Full Time Faculty			
Fulltime Load = 15 units			
Units taught by Full Time Faculty		0	
75% of total units in the department		0	
Subtract number of units taught by FT		0	
Remaining units divided by 15. The number in cell B23 is the number of FT faculty needed to reach 75%. Please put this number in the first line of your faculty request spreadsheet.		0	



# FACULTY HIRING PRIORITIZATION FORM (CONTINUED)

Next, make a case for how your discipline/program/unit contributes to the mission of the college and supports the Educational Master Plan

**B. EDUCATIONAL PROGRAM (50 points):** Please do not include data that is already included in section A.

1. Describe how this discipline/program/unit contributes to the mission of the college with regard to the portion of the school mission statement shown below. If relevant to this application, provide data for certificates, degrees, employment opportunities, etc...

The Educational Master Plan sets out 13 Goals for the College to achieve for its students, community, and region by 2030:

- **Goal 1 Access** Increase the college-going rate in the region; Expand college access by doubling current headcount and FTES.
- **Goal 2 Success** Implement Guided Pathways
- **Goal 3 Equity** Close all student equity gaps.
- **Goal 4 Professional Development** Implement PD around GP and equity framework; Foster a culture of ongoing improvement.
- **Goal 5 Regional Organization** Help establish a distinct regional identity and organization.
- **Goal 6 Workforce and Economic Development** Reduce working poverty and the skills gap
- **Goal 7 Community Development** Host initiatives that impact regional development.
- **Goal 8 Programs** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.
- **Goal 9 Effectiveness, Planning, and Governance** Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.
- **Goal 10 Workforce/Employees** Expand NC workforce to support comprehensive college and develop/sustain excellent workplace culture
- **Goal 11 Facilities** Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.
- **Goal 12 Operations** Implement professional, intuitive, and technology-enhanced systems
- **Goal 13 Resources** Develop innovative and diversified resources to build and sustain a comprehensive college and achieve its visionary goals.

# FACULTY HIRING PRIORITIZATION FORM (CONTINUED)

Next, some reflective thought on how this new hire will contribute to the department that fills a need that isn't currently being met

2. Indicate what this new hire will contribute to your department or discipline that currently **cannot be accomplished by the existing faculty**.
  
3. Explain the impact this hire will have on other disciplines, programs, and the college.
  
4. Explain the impact if this faculty position is NOT hired.
  
5. Please describe any other factors **not already addressed** that reinforce the need for a full-time faculty hire. (NOTE: If you have no additional factors to address please put "NA". This will NOT adversely affect your score for this section.)

# FACULTY HIRING PRIORITIZATION FORM (CONTINUED)

Last stop- summarize

**C. SUMMARY: Complete the following using information from the most recent Fall semester:**

1. How many additional full-time faculty can this discipline support towards reaching a 75/25 full-time to adjunct ratio? *Use 75/25 Calculation Worksheet to determine number.	
2. How many approved hires within this discipline are currently unfilled?	
3. How many growth positions in this discipline are being requested and prioritized before this position? Enter a 0 for a replacement position. Retirements and other departures can be considered replacement requests for up to three years.	
4. Complete the calculation = (1-2-3) =	
5. How many full-time faculty were employed in the discipline in the most recent Fall term? Count total number of full-time faculty and DO NOT subtract release time, sabbaticals, etc.	
6. Complete the calculation = $4 / (2+3+5)$ in the box below (round to two decimal places). This number measures relative need for additional full-time faculty based on the current size of the discipline, factoring in other growth requests.	
7. Total: Completed calculation provides department relative need (answer from number 6):	

DONE WITH THE FORM- IS THAT IT? ANYTHING ELSE?



# FORMS PLACED IN SHARE-POINT FOLDER FOR CHAIRS USE IN THEIR RANKINGS AND (NEXT SLIDE)

## Next:

- Requesting faculty member submits their form to the DOIs
- DOI's collect these forms and place them in Sharepoint folder for chairs to access and share with their department in order to create their rankings.

The image displays four overlapping spreadsheets, each representing a different discipline: ADJ, BIO, CHE, and GUI. Each spreadsheet contains data for the years 2018-2019, 2019-2020, and 2020-2021\* across four semesters: Summer, Fall, Winter, and Spring. The data is organized into several sections: enrollment numbers, percent capacity/roll rate, average class size at Census, and efficiency (WSCH/FTEF).

		1819	1920	2021
		2018-2019	2019-2020	2020-2021*
Total number of students enrolled in the discipline for each term				
ADJ	Summer	54	17	

		1819	1920	2021
		2018-2019	2019-2020	2020-2021*
Total number of students enrolled in the discipline for each term				
BIO	Summer	190	312	
	Fall	952	1184	
	Winter	257	210	
	Spring			
	Total			
	Average			

		1819	1920	2021
		2018-2019	2019-2020	2020-2021*
Total number of students enrolled in the discipline for each term				
CHE	Summer	98	96	
	Fall	511	572	
	Winter	86	93	
	Spring	526	573	
	Total	1221	1334	
	Average			

		1819	1920	2021
		2018-2019	2019-2020	2020-2021*
Total number of students enrolled in the discipline for each term				
GUI	Summer	30	180	221
	Fall	748	1169	1071
	Winter	81	195	181
	Spring	493	661	590
	Total	1352	2205	2063
	Average			

# DOI'S PREPARE COMPARATIVE DATA FOR CHAIRS TO SHARE WITH THEIR DEPARTMENTS

Full-Time Faculty Requests														Data 2020-2021 academic calendar year (all items) gathered from Enrollment Dashboard Stats		
Full-time Faculty Position Requested	DIS	Student Count at Census	FTEs at census	Section Count	Student Success (%)	Student Retention (%)	Total Annual FTEF*	Annual FTEF Fulltime (contract)	Annual FTEF Fulltime (overload)	Annual FTEF Part-time	% taught by FT faculty annually (on contract) (J/I)	Efficiency WSCH/FTEF	Efficiency FTES/FTEF			
1	Adminstratin of Justice	ADJ	788	76.6	25	70.6%	88.6%	4.70	2.00	0.40	2.30	42.6%	521.77	16.30		
2	Biology	BIO	2938	619.49	116	72.5%	84.8%	41.13	10.73	6.93	23.47	26.1%	473.05	15.06		
3	Chemistry	CHE	1269	276.84	52	59.4%	78.7%	20.20	6.60	0.60	13.00	32.7%	442.54	13.70		
4	Education***	EAR	1352	133.23	46	79.5%	89.1%	9.57	3.60	1.57	4.40	37.6%	445.73	13.93		
5	English (WRC Coordinator)	ENG	4967	699.9	209	62.7%	82.2%	58.28	21.46	9.83	27.00	36.8%	372.93	12.01		
6	Counselor	GUI	2063	185.69	83	76.9%	92.2%	13.53	1.87	2.87	8.80	13.8%	436.31	13.72		
7	Humanities	HUM	679	64.95	25	76.9%	89.1%	4.80	2.00	0.20	2.60	41.7%	433.31	13.53		
8	Library (Outreach Librarian)	LIB	198	6.19	8	74.9%	90.9%	0.53	0.03	0.00	0.50	5.5%	371.06	11.60		
9	Library (Instructional Design Librarian)	LIB	198	6.19	8	74.9%	90.9%	0.53	0.03	0.00	0.50	5.5%	371.06	11.60		
10	Mathematics	MAT	6715	870.81	192	73.1%	86.6%	50.53	19.60	14.30	16.63	38.8%	542.79	17.23		
11	Psychology	PSY	3235	321.31	91	77.2%	89.6%	19.24	5.40	3.84	10.00	28.1%	519.75	16.70		
12	Theatre	THE	348	32.91	12	77.8%	89.6%	2.40	1.60	0.80	0.00	66.7%	438.98	13.71		

\* remember a single faculty member contributes 2.0 FTEF annually AND Total Annual FTEF includes FTEF for large lecture (not accounted for in columns J, K, or L)

Full-Time Faculty Requests														Data 2019-2020 academic calendar year (all items) gathered from Enrollment Dashboard Stats		
Full-time Faculty Position Requested	DIS	Student Count at Census	FTEs at census	Section Count	Student Success (%)	Student Retention (%)	Total Annual FTEF*	Annual FTEF Fulltime (contract)	Annual FTEF Fulltime (overload)	Annual FTEF Part-time	% taught by FT faculty annually (on contract) (J/I)	Efficiency WSCH/FTEF	Efficiency FTES/FTEF			
1	Adminstratin of Justice	ADJ	764	79.68	24	77.6%	95.0%	4.87	2.00	0.23	2.63	41.1%	503.91	16.37		
2	Biology	BIO	2912	641.77	101	76.9%	89.1%	35.80	10.53	3.67	21.60	29.4%	543.52	17.93		
3	Chemistry	CHE	1334	324.53	48	76.5%	90.1%	19.20	4.80	0.60	13.80	25.0%	465.59	16.90		
4	Education***	EAR	1408	149.74	47	78.8%	92.5%	10.20	4.00	1.40	4.80	39.2%	418.05	14.68		
5	English (WRC Coordinator)	ENG	5615	834.07	211	70.5%	87.2%	59.72	18.88	5.16	35.68	31.6%	363.96	13.97		
6	Counselor	GUI	2205	212.41	72	82.3%	94.8%	13.73	2.13	2.07	9.53	15.5%	429.96	15.47		
7	Humanities	HUM	731	74.81	23	81.2%	93.5%	4.60	1.60	0.80	2.20	34.8%	452.15	16.26		
8	Library (Outreach Librarian)	LIB	190	6.09	7	81.5%	91.9%	0.47	0.00	0.00	0.47	0.0%	424.07	13.04		
9	Library (Instructional Design Librarian)	LIB	190	6.09	7	81.5%	91.9%	0.47	0.00	0.00	0.47	0.0%	424.07	13.04		
10	Mathematics	MAT	7615	1057.81	216	74.7%	89.2%	58.48	16.52	11.62	30.35	28.2%	469.00	18.09		
11	Psychology	PSY	3469	361.26	86	83.5%	93.9%	17.63	3.20	2.24	12.20	18.1%	567.15	20.49		
12	Theatre	THE	652	68.42	15	73.4%	90.6%	3.37	1.92	1.05	0.40	57.0%	312.94	20.32		

# DOI'S SEND OUT ALPHABETICAL RANKING SHEET AND ASK CHAIRS TO SUBMIT THEIR DEPARTMENT'S RANKINGS (INITIAL RANKINGS)

## New Faculty Prioritization AY 21-22

Faculty requests

1. Administration of Justice
2. Biology
3. Chemistry
4. Education
5. English (WRC Coordinator)
6. Counselor
7. Humanities
8. Librarian (Outreach Librarian)
9. Librarian (Instructional Design Librarian)
10. Mathematics
11. Psychology
12. Theatre

Prioritization Timeline	
9/13	Data to Chairs
9/13 – 9/24	Department Rankings
9/24	Initial APC Rankings
9/30	Forms Due to APC
10/8	Finalized Rankings at APC Meeting Discipline representatives encouraged to join
Summary of process and results published to college community.	

APC Meeting: Discipline Representatives given 4 minutes to advocate for their request.

## New Faculty Prioritization AY 21-22

\* This ranking reflects the collective 3 votes from BEIT

Faculty requests

1. Administration of Justice
2. Theater
3. Counselor
4. Chemistry
5. Biology
6. Mathematics
7. English (WRC Coordinator)
8. Psychology
9. Humanities
10. Librarian (Instructional Design Librarian)
11. Librarian (Outreach Librarian)

\*\*Education removed themselves from this ranking

Prioritization Timeline	
9/13	Data to Chairs
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10/8	Finalized Rankings at APC Meeting Discipline representatives encouraged to join
Summary of process and results published to college community.	

APC Meeting: Discipline Representatives given 4 minutes to advocate for their request.

# FACULTY ADVOCATES GIVE 3-MINUTE PRESENTATION FOLLOWED WITH 1-2 MINUTES Q&A



Presentations are given in alphabetical order (order reversed every-other year).



# PRESENTATIONS CONCLUDE. DOI'S PRESENT COLLECTIVE INITIAL RANKING SHEETS

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
Final Rank	Faculty Request	Initial Rank	Sum	AHWL 1	AHWL 2	AHWL 3	BEIT 1	BEIT 2	BEIT 3	COMM 1	COMM 2	COMM 3	Math 1	Math 2	Math 3	S&K 1	S&K 2	S&K 3	SBS 1	SBS 2	SBS 3
	Biology	1	53	1	1	1	5	5	5	3	4	3	2	2	2	2	2	1	7	5	2
	Chemistry	2	65	3	3	3	4	4	4	4	5	4	1	1	1	1	1	2	6	7	11
	English (WRC Coordinator)	3	82	2	2	2	7	7	7	5	3	5	5	5	5	7	7	7	1	1	4
	Counselor	4	83	4	4	4	3	3	3	7	7	7	8	8	8	3	3	4	3	3	1
	Mathematics	5	96	8	8	8	6	6	6	6	6	6	3	3	3	6	6	6	2	2	5
	Psychology	6	101	5	5	5	8	8	8	8	8	8	4	4	4	5	5	5	4	4	3
	Librarian (Instructional Design Librarian)	7	114	9	9	9	10	10	10	1	1	1	6	6	6	4	4	3	8	8	9
	Education	8	147	6	6	6	12	12	12	9	9	9	7	7	7	9	9	8	5	6	8
	Administration of Justice	9	150	7	7	7	1	1	1	11	11	11	11	11	11	10	10	10	10	10	10
	Librarian (Outreach Librarian)	10	162	10	10	10	11	11	11	2	2	2	9	9	9	12	12	12	9	9	12
	Humanities	11	174	11	11	11	9	9	9	10	10	10	10	10	10	8	8	9	11	11	7
	Theatre	12	177	12	12	12	2	2	2	12	12	12	12	12	12	11	11	11	12	12	6



FACULTY DEBATE RANKINGS. AND YES... THIS FEELS VERY MUCH LIKE A PARLIAMENTARIAN DEBATE

DEBATE CAUSES SEVERAL ROUNDS OF RE-RANKING

APC ULTIMATELY AGREES ON A RANKING TO SUBMIT TO SENATE



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# AND THAT IS HOW THE NEW FACULTY PRIORITIZATION RANKING PROCESS WORKS WITH THE ACADEMIC PLANNING CHAIRS (APC)

