

Faculty Hiring Priorities Training

Facilitated by the FHP Committee

02.24.2023 & 03.09.2023

Agenda

1. Introduction
2. Timeline and Resources
3. Accessing and Using the Portal
 - Using Data to Tell the Story
4. Reviewing the Questions and Rubrics
5. Helpful Tips
6. Q & A

Introduction

Program Review Timeline

Please see below for the Program Review timeline. Important deadlines include:

- April 17 to May 8: Manager feedback period
- April 5: All Resource Request are due
- April 12: Committee prioritization begins
- May 16: Prioritization list presented to PCAB
- May 31: All program reviews due

Links to Resources

- [Link to the portal](#)
- [Student Characteristics Dashboard](#)
- [Course Outcomes Dashboard](#)
- [FHP Hiring Prioritization Dashboard](#)
- [All Data Dashboards](#)

FLEX CREDIT

Workshop#	Workshop Title	Start Date	End Date	Start Time	End Time	Location	Presenter
16334	(3) Program Review Training: Faculty Hiring Priority	02/24/23	02/24/23	10:00 am	11:00 am	Hy-Flex	Office of Institutional Effectiveness
16335	(3) Program Review Training: Faculty Hiring Priority	03/09/23	03/09/23	12:00 pm	01:00 pm	Hy-Flex	Office of Institutional Effectiveness

Faculty Hiring Priorities Team:

Dr. Michael Brewer, Biological Sciences Faculty

Dr. John Crocitti, Academic Senate President

Nellie Dougherty, EOPS Department Chair

Linda Hensley, Dean of Humanities

Dr. Andy MacNeill, Dean of Learning Resources and Academic Support

Dr. Thekima Mayasa, Black Studies Department Chair

Dr. Isabel O'Connor, Vice President of Instruction

Dr. Mariette Rattner, Business Faculty

Monica Romero, Dean of Business and Technology

Lindsay Samaniego, Exercise Science Faculty

Leslie Shimazaki, Dean of Arts and Languages

Dr. Ailene Crakes, Dean of Student Development

WE ARE HERE TO HELP!



DR. AILENE CRAKES
DEAN, STUDENT DEVELOPMENT



LINDA HENSLEY
DEAN OF HUMANITIES



DR. THEKIMA MAYASA
PROFESSOR OF BLACK STUDIES



DR. JOHN CROCITTI
ACADEMIC SENATE PRESIDENT
PROFESSOR HISTORY

Accessing and Using the Portal

Using Data to Tell the Story

- Each response should include accurate and relevant data, meaningful analysis of those data, and a clear connection of those data to the program/unit goals.
- Relevant data may include data beyond what is provided by the Office of Institutional Effectiveness.
- Writers should include any and all data they deem relevant to the program/unit request.
- Responses should include considerations around impact to campus practice, proportion of students/employees impacted, impact on equity, and specialized expertise needed to support programming.

Accessing and Using the Portal Completing the Form

Resource Request Form

SAN DIEGO MESA COLLEGE

RESOURCE REQUEST FORM

Each response should include accurate and relevant data, meaningful analysis of those data, and a clear connection of those data to the program/unit goals. Relevant data may include data beyond what is provided by IE. Writers should include any and all data they deem relevant to the request. Responses should include considerations around impact to campus practice, proportion of students/employees impacted, impact on equity, and specialized expertise needed to support programming.

Please be aware that, when making a resource request (FHR, CHP, BARC), writers should link the Goals and Action Plans contained in the Program Review to the resource-request rubric's questions/criteria. Writers should not assume that people scoring the resource requests will read the Program Review, which is most certainly the case with FHR members. Therefore, writers should briefly summarize their Program Review's Goals and Action Plans when addressing the resource-request rubric.

Resources

- Student Characteristics Dashboard
- Course Outcomes Dashboard
- FHR Hiring Prioritization Dashboard
- All Data Dashboards

First Last Phone

Email Confirm Email


Division

Data resources to support your request

Accessing and Using the Portal

Completing the Form - Continued

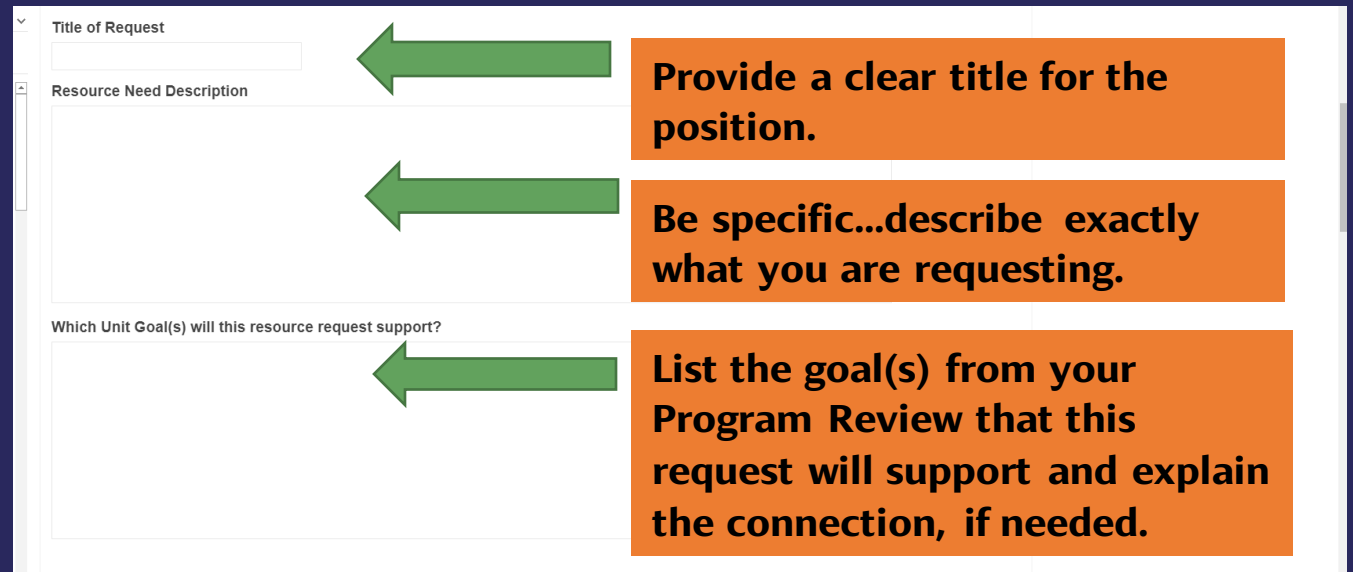
First Anna	Last Conda	Phone (619)388-xxxx
Email aconda@sdccd.edu	Confirm Email aconda@sdccd.edu	
Division Instruction		
School or Branch Mathematics & Natural Sciences		
Department Biology		
Reports to Dean, Math and Sciences		
Type of Request <input type="radio"/> Budget Augmentation <input type="radio"/> Classified Professional <input type="radio"/> Equipment / Supplies <input type="radio"/> Facilities <input checked="" type="radio"/> Faculty		



Submitters
information and
type of request

Accessing and Using the Portal

Completing the Form



The screenshot shows a form with three main sections. Each section is followed by a green arrow pointing left towards an orange instruction box on the right.

- Title of Request**: A text input field. Instruction: **Provide a clear title for the position.**
- Resource Need Description**: A large text area. Instruction: **Be specific...describe exactly what you are requesting.**
- Which Unit Goal(s) will this resource request support?**: A text area. Instruction: **List the goal(s) from your Program Review that this request will support and explain the connection, if needed.**

Reviewing the Questions and Rubrics

- Unit Goal Alignment
- Mark "Faculty" under the Type of Request
- Title of Request
- Using accurate and relevant data*, explain the **Need** for the request beyond what currently exists in the unit.
 - Some data will be provided but writers should include any additional data they deem relevant to the demonstration of need. Classroom requests must minimally include the FTES/FTEF, amount of Adjunct FTEF on the schedule, and current Headcount of Full-time faculty in the department.
 - Other data could include student utilization, faculty/employee utilization, growth/demand, time on task, efficacy of services, etc.
 - Request may include discussion of how it will support a new policy, practice or requirement (internal or external). The requirement should be clearly articulated with relevant details describing how this request supports the requirement.

Reviewing the Questions and Rubrics

- Explain how your request contributes to improvements in Equity for Disproportionately Impacted groups.

Scoring considerations: Request will intentionally support practices that have demonstrated success or are research supported in producing parity in outcomes across racial/ethnic student groups or other historically minoritized groups. Examples may include:

- Student-facing practices, policies, programs
- Policies, practices, programs that foster a culture of equity-mindedness
- Policies, practices, programs that improve our ability to pursue equity through principles of inquiry and development of equity-minded systems.

EQUITY

Reviewing the Questions and Rubrics

Explain how your request addresses **Excellence**. Scoring considerations: Request will intentionally support excellence and completion. Demonstration of excellence may include discussion of the following:

- High-quality, culturally relevant teaching/learning experiences
- Supporting students toward timely completion of educational goals
- Eliminating barriers and providing support for students entering Mesa College, through to completion, and beyond to transfer and employment
- Partnerships within Mesa's internal and external communities to enhance access and completion efforts
- New policies, practices, or structures that intentionally focus on institutional improvement and effectiveness

EXCELLENCE

Reviewing the Questions and Rubrics

Explain how your request addresses **Innovation**. Request introduces something new and/or makes changes to something established. Examples may include:

- Innovation in curriculum, pedagogy, student success efforts
- New/more efficient or effective campus processes or infrastructure support
- Ideas around scaling up an effective practice utilizing a new approach

INNOVATION

Reviewing the Questions and Rubrics

Explain how your request addresses **Sustainability**. Scoring considerations: Request clearly demonstrates a commitment to sustainability of resources (physical, fiscal, and human). Examples may include:

- Established frameworks related to sustainability may be used to broaden understanding of what "sustainability" means and structure discussion (e.g. "[3 Pillars of Sustainability](#)" from UN World Commission on Environment & Development's [Our Common Future](#))
- Discussion may focus on aspects of sustainability other than environmental (e.g., economic & social sustainability).
- Commitment to and prioritization of policies or practices that improve environmental justice and sustainability
- Responsible stewardship of resources (physical, fiscal, and human)
- Climate action education
- Policies, practices, programs committed to reducing Mesa College's carbon footprint
- Replacement/maintenance of current resources
- Cross-functional/interdisciplinary request that improves efficiency of resources, practices, and programming

SUSTAINABILITY

Reviewing the Questions and Rubrics

Is the request necessary for the Program's Accreditation Status?

Example applies to programs that have a separate accreditation process.

- Radiologic Technology - Joint Review Committee on Education in Radiologic Technology (JRCERT)
- Dental Assisting - Dental Board of California (DBC) & Commission on Dental Accreditation of the American Dental Association (CODA)
- Health Information Management - Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)
- Veterinary Technology Program - AVMA CVTEA
- Physical Therapist Assistant Program - Commission on Accreditation in Physical Therapy Education (CAPTE)
- Health Information Technology – Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)

Helpful Tips

- In reviewing rubric & discussion prompts, note the "or" conjunctions. These indicate that your response may address some, but not all, of the listed criteria & still receive a high score.
- Where appropriate, use data discussion from Program Review responses to address discussion prompts.
- As recommended earlier, use Mesa Institutional Effectiveness dashboards to locate additional institutional data (e.g., [Awards dashboard](#), [Course Outcomes dashboard](#), [Enrollment Management dashboard](#), [Faculty Staffing Trends dashboard](#), etc.)
- To find compelling non-institutional data needed to support discussion, consider using scholarly search engines such as [Google Scholar](#). Also consider using articles from reference sources available through the [Mesa Learning Resource Center](#), such as *The Chronicle of Higher Education*.

Q & A

Thank you