SAN DIEGO MESA COLLEGE

Instruction

Faculty Hiring Priorities Training

Facilitated by the FHP Committee 11.15.24

FLEX CREDIT

Workshop#	Workshop Title	Start Date	End Date	Start Time	End Time	Location	Presenter
26046	Program Review: Resource Requests: FHP	11/15	11/15	11:00am	12:00 PM	Hy-Flex	Andrew Hoffman

Click here to access the Program Review Training Schedule

Introduction

Agenda

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

Faculty Hiring Priorities Team:

Co-Chairs:

- Isabel O'Connor, Vice President, Instruction
- Andrew Hoffman, President, Academic Senate

Deans:

- Leticia Diaz, Student Success & Equity
- Monica Romero, Business & Technology
- Ryan Shumaker, Exercise Science
- Jennifer Carmichael, Math & Natural Science

Faculty:

- Leah Shufelt, Health Sciences
- Wendy Smith, Humanities
- Shannon Shi, Arts & Languages
- Edeama Jonah, Learning Resources & Academic Support
- Kari Parker, Student Development

Dr. Isabel O’Connor-Co-chair

Andrew Hoffman- Co-chair

Program Review Timeline

Please see below for the Program Review timeline.

Important deadlines include:

- December 3 – Initial Program Review and Resource Request drafts due by noon
- December 4 – January 10: Manager feedback period
- February 3: Final Program Review and Resource Requests due by noon
- February 4: Committee Prioritization Begins
- TBD: Prioritization lists presented to PCAB

Links to Resources

- To access Nuventive, go to “solutions.nuventive.com"
- Program Review Handbook
- 2024-25 Program Review Timeline
- 2024-25 DOC and Lead Writer Assignments
- 2024-25 Training Schedule
- Nuventive Training Videos
- Nuventive @ Mesa: Program Review Resource Needs - YouTube

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.

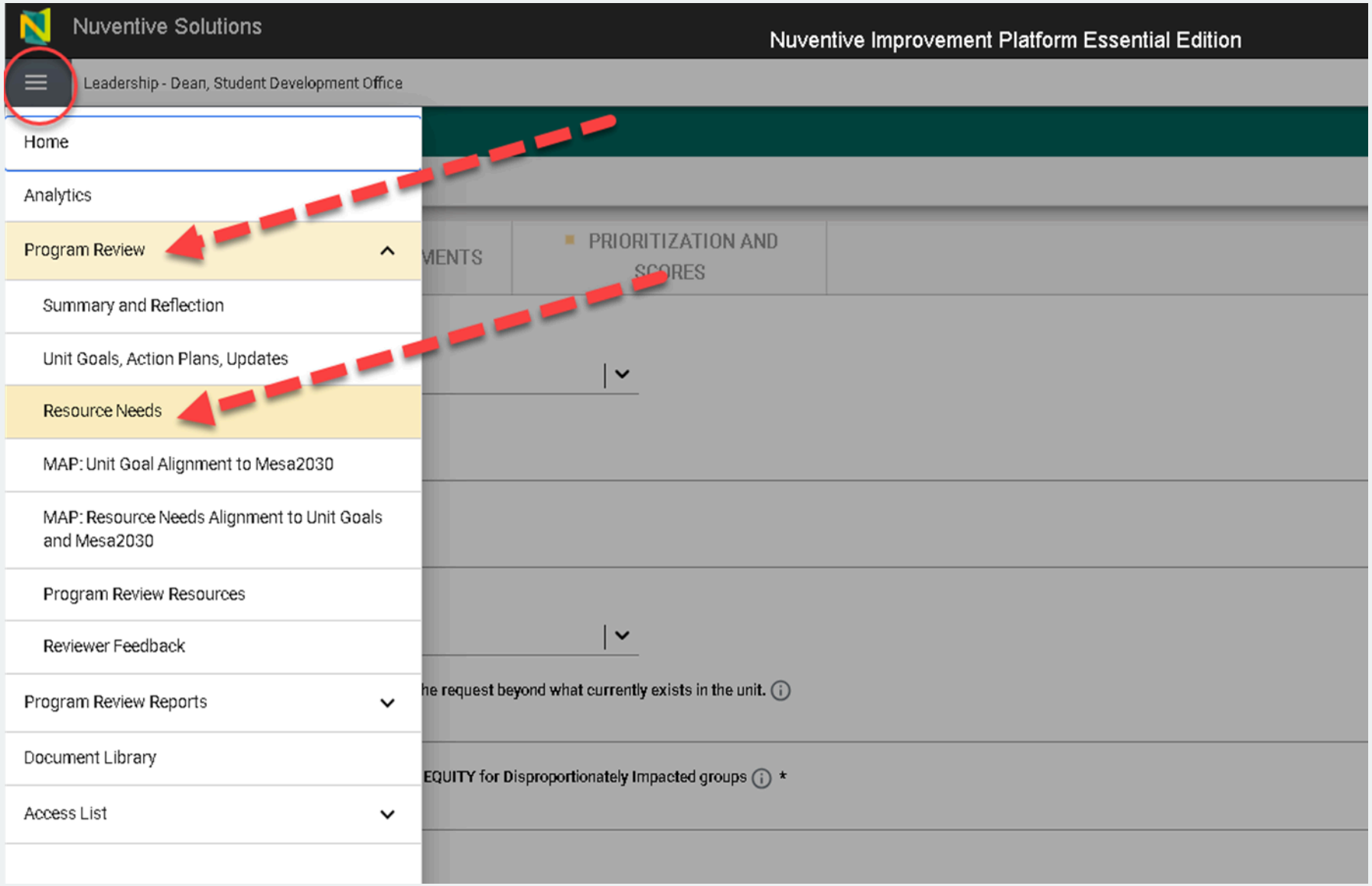
Completing the Form
Type of Request
Select Faculty (1-9)

For Equipment/Supplies and Facilities Requests Only (10-12)

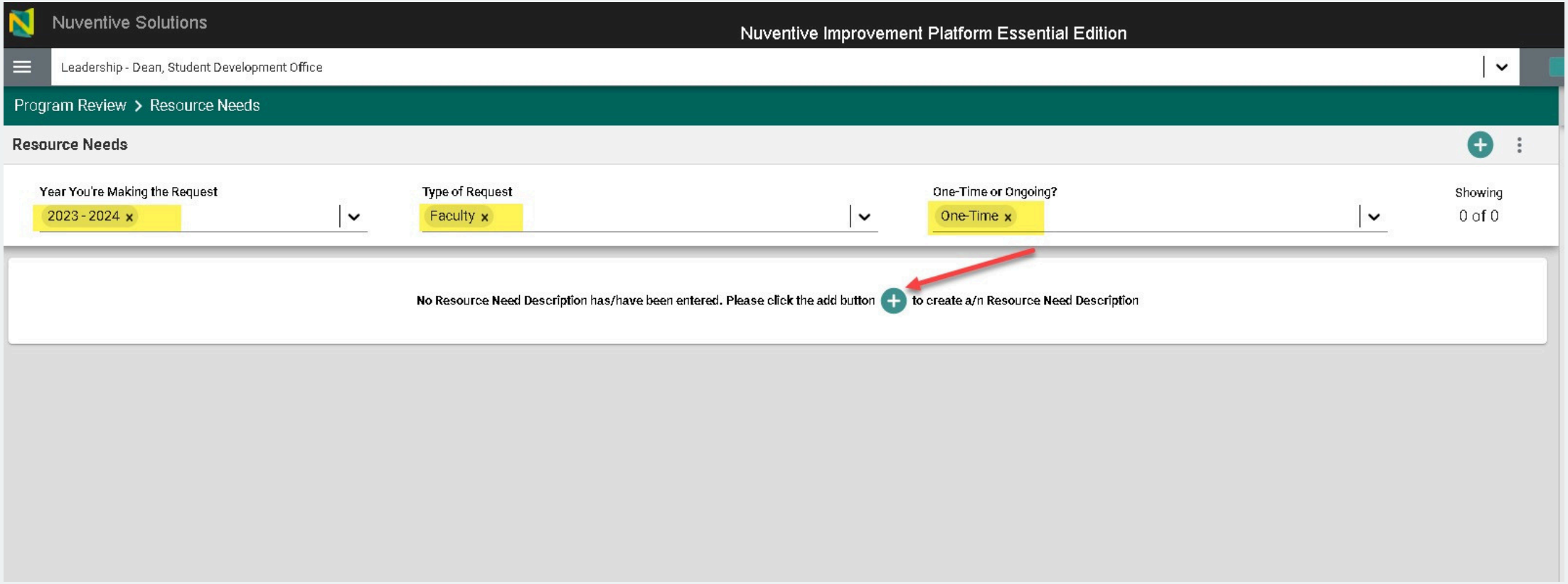
1. Type of Request
2. Title of Request
3. Resource Need Description
4. Year You are Making the Request – Select from the Drop-Down
5. Using accurate and relevant data, explain the NEED for the request beyond what currently exists in the unit.
6. Explain how your request contributes to improvement in EQUITY for Disproportionately Impacted groups.
7. Explain how your request addresses EXCELLENCE.
8. Explain how your request fosters INNOVATION.
9. Explain how your request promotes SUSTAINABILITY.
10. **One-Time or Ongoing?**
11. **Estimated Cost of Ownership**
12. **Maintenance Required? Yes or No**

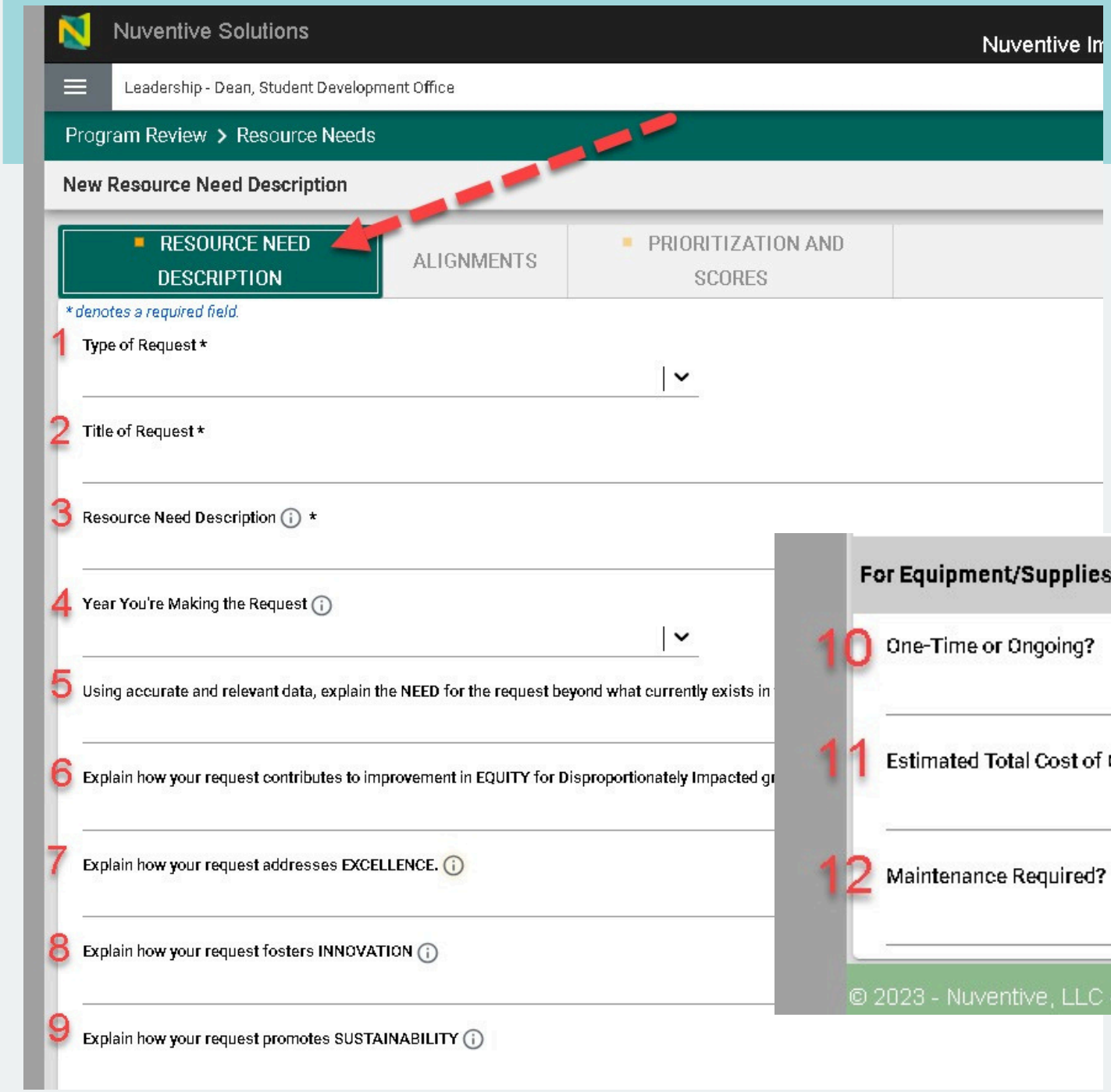
ACCESSING NUVENTIVE/Faculty Request Portal

- To accessNuventive, go tosolutions.nuventive.com&login



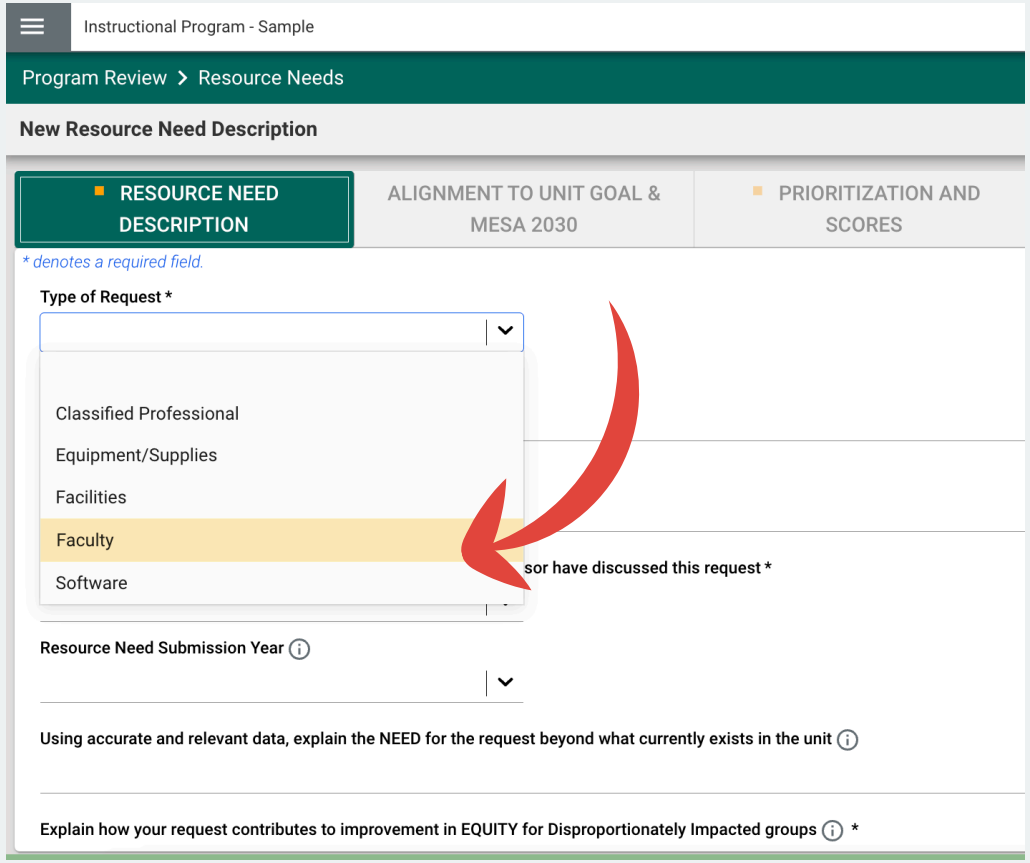
Program Review Resource Needs





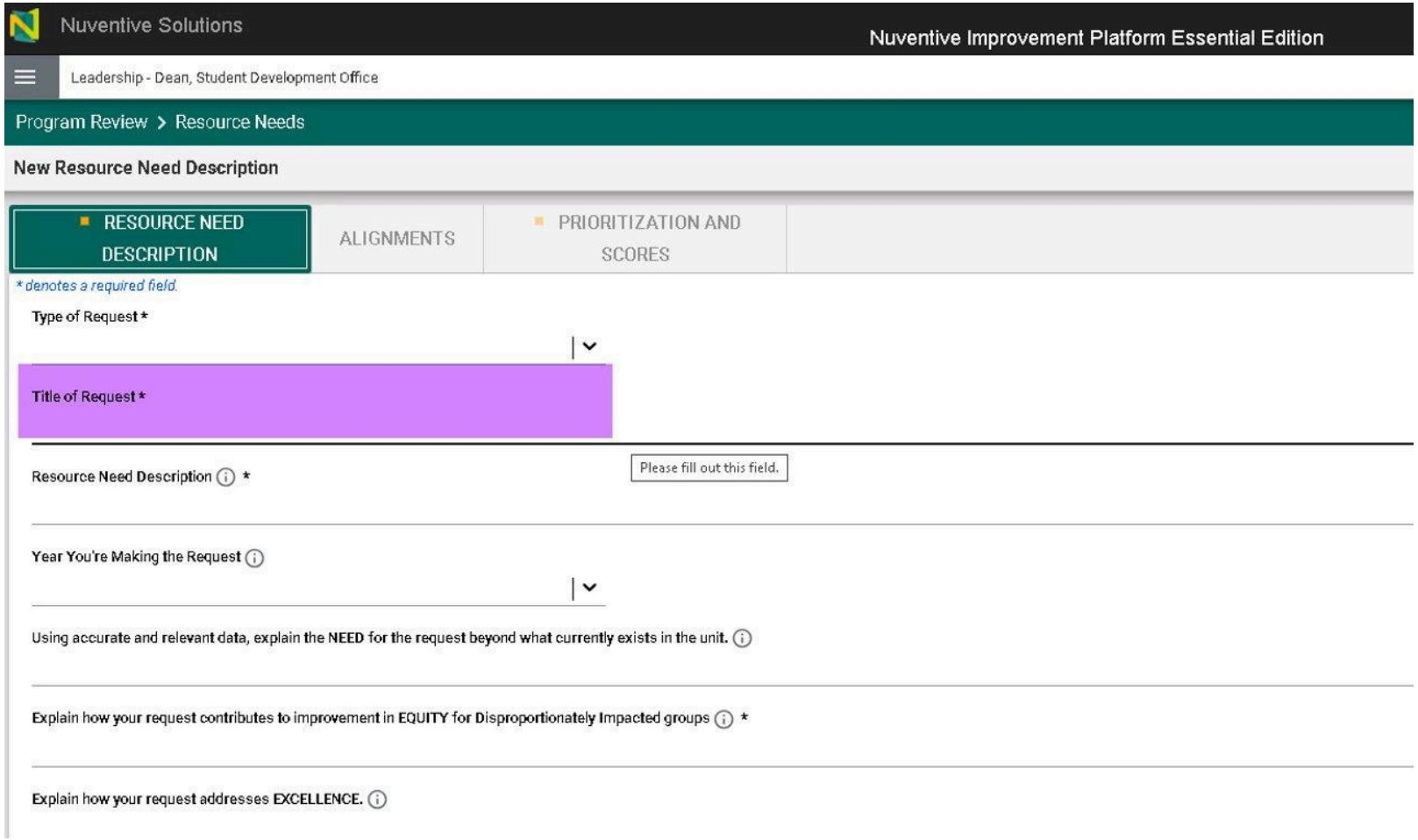
Resource Need Description

1 -Type of Request Select Faculty



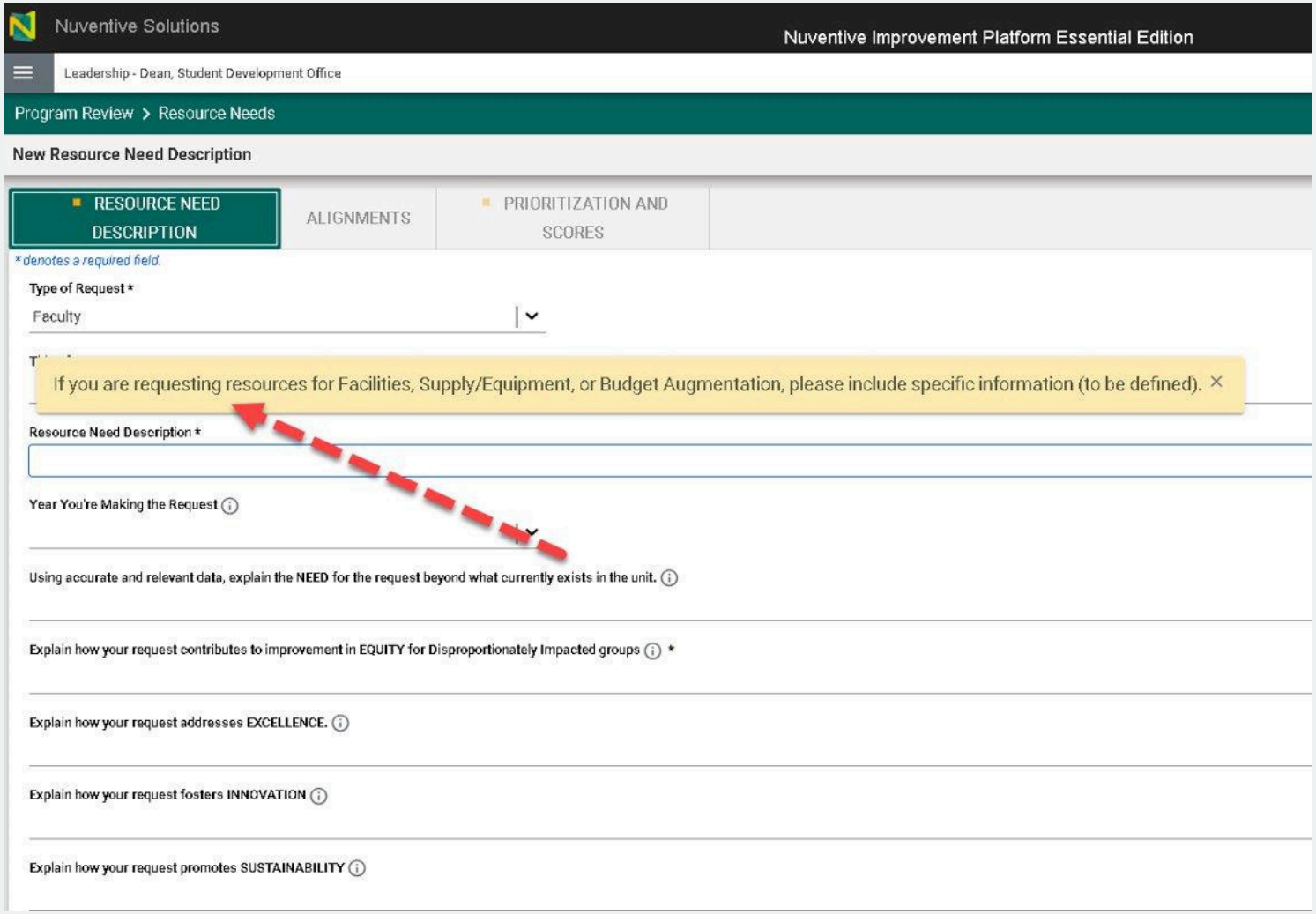
2 – Title of Request

- Write theTitle
- Indicate the number if requesting more than one position.
  - For ex., English Professor #1

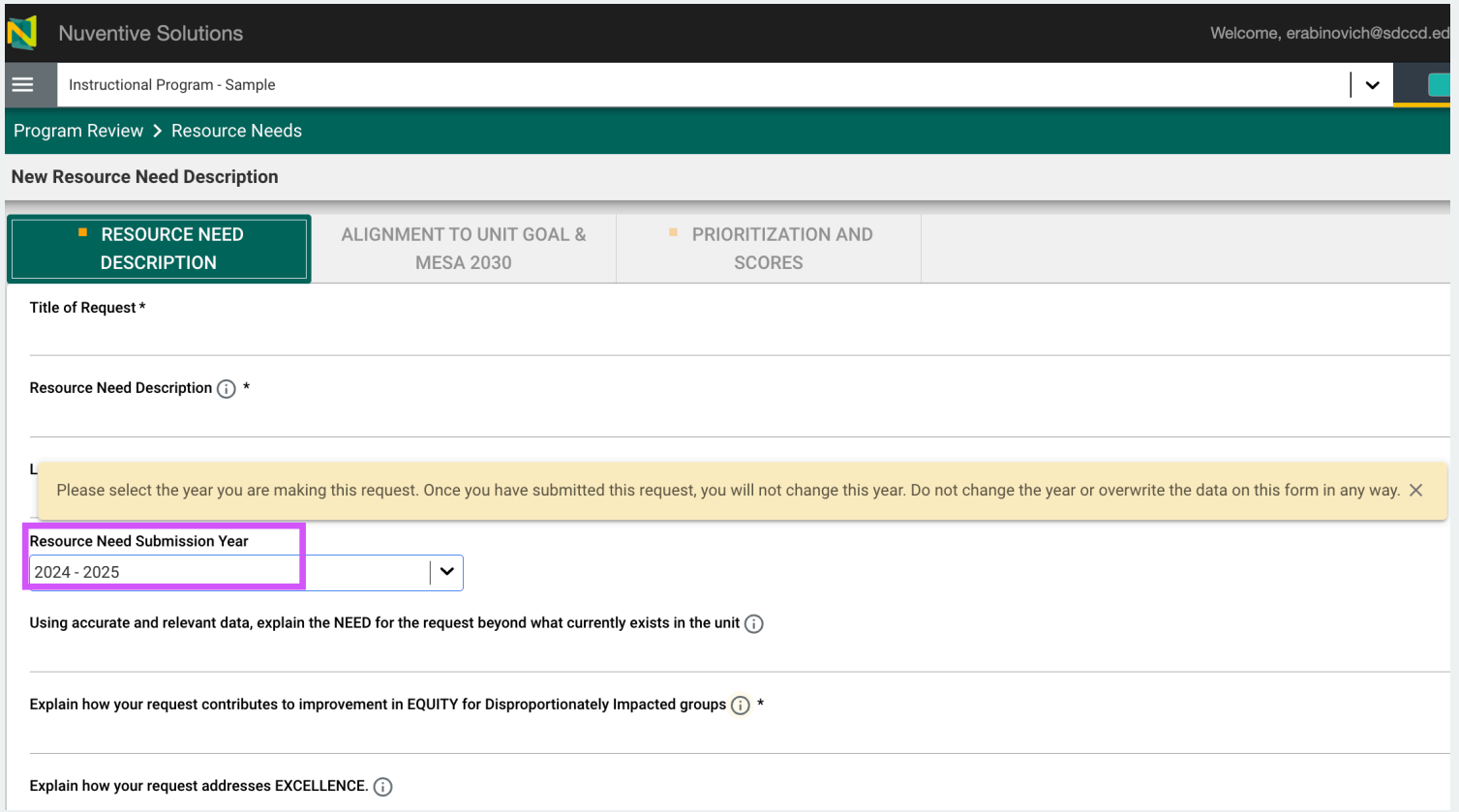


3 – Resource Need Description

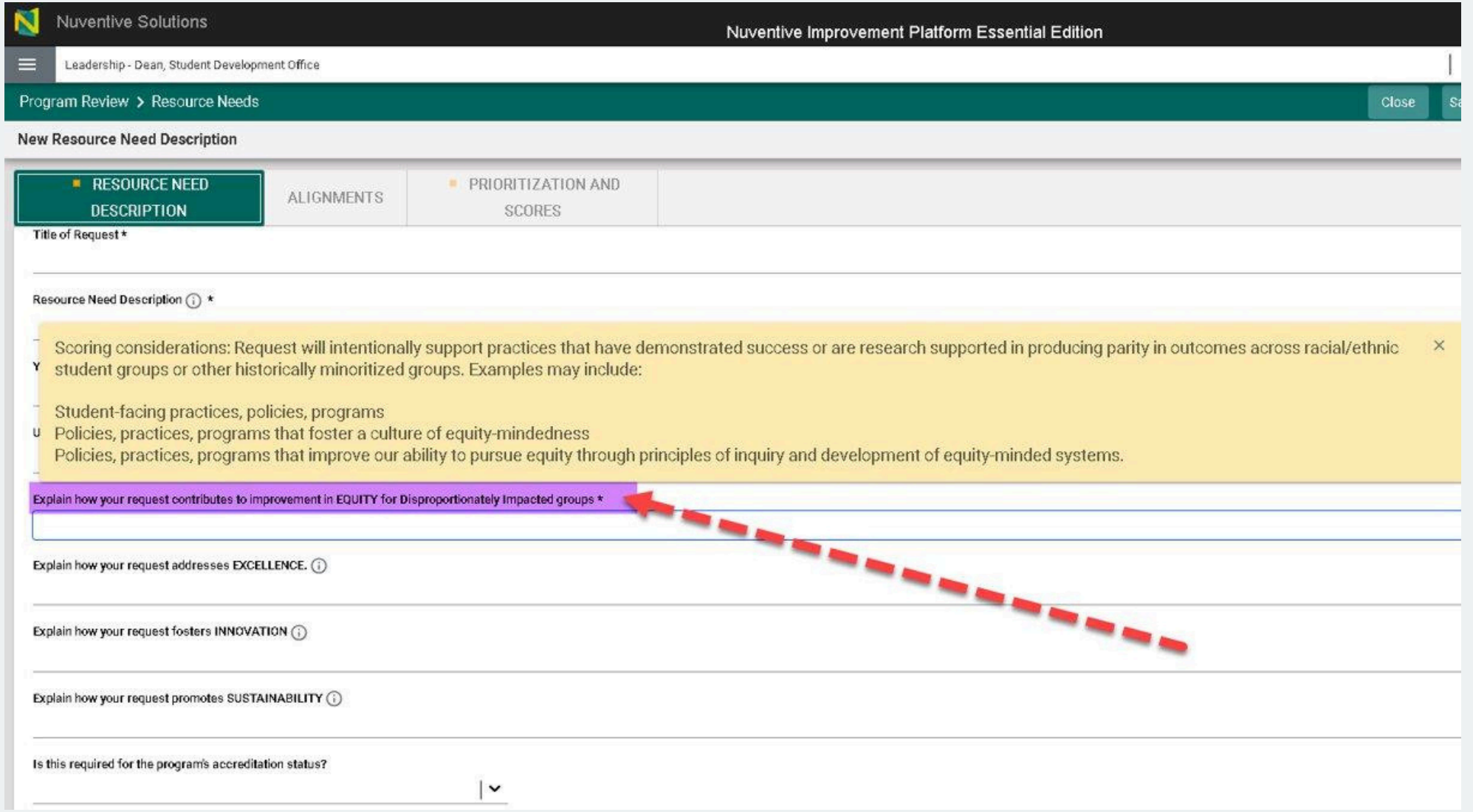
- Be Specific



4 – Year You're Making the Request



5 - Explain how your request contributes to improvement in EQUITY for Disproportionately Impacted groups.



Reviewing the Questions and Rubrics

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

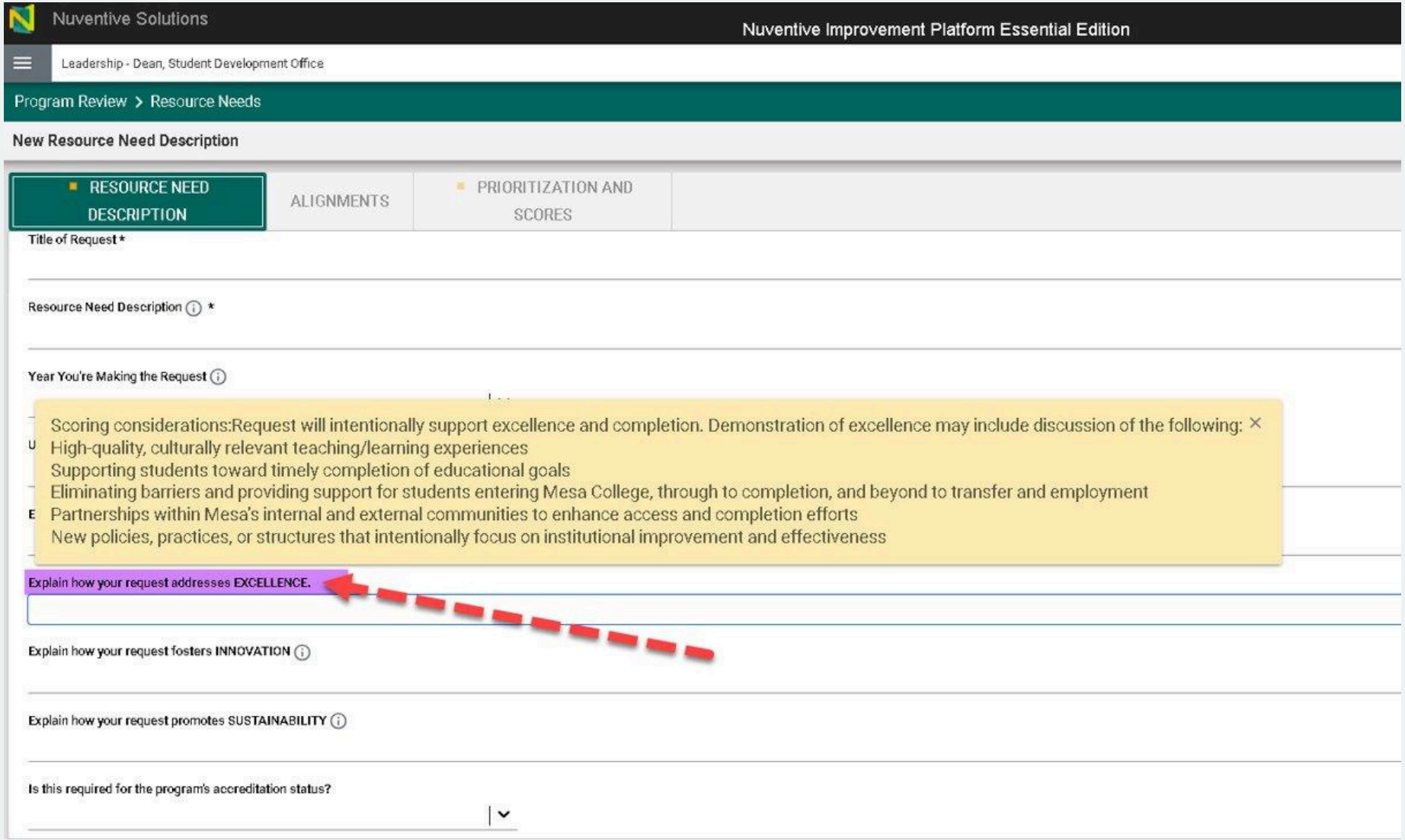
Scoring considerations: Request will intentionally support practices that have demonstrated success or are research supported in producing parity in outcomes across racial/ethnic student groups or other historically minoritized groups.

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

6- Explain how your request addresses EXCELLENCE.



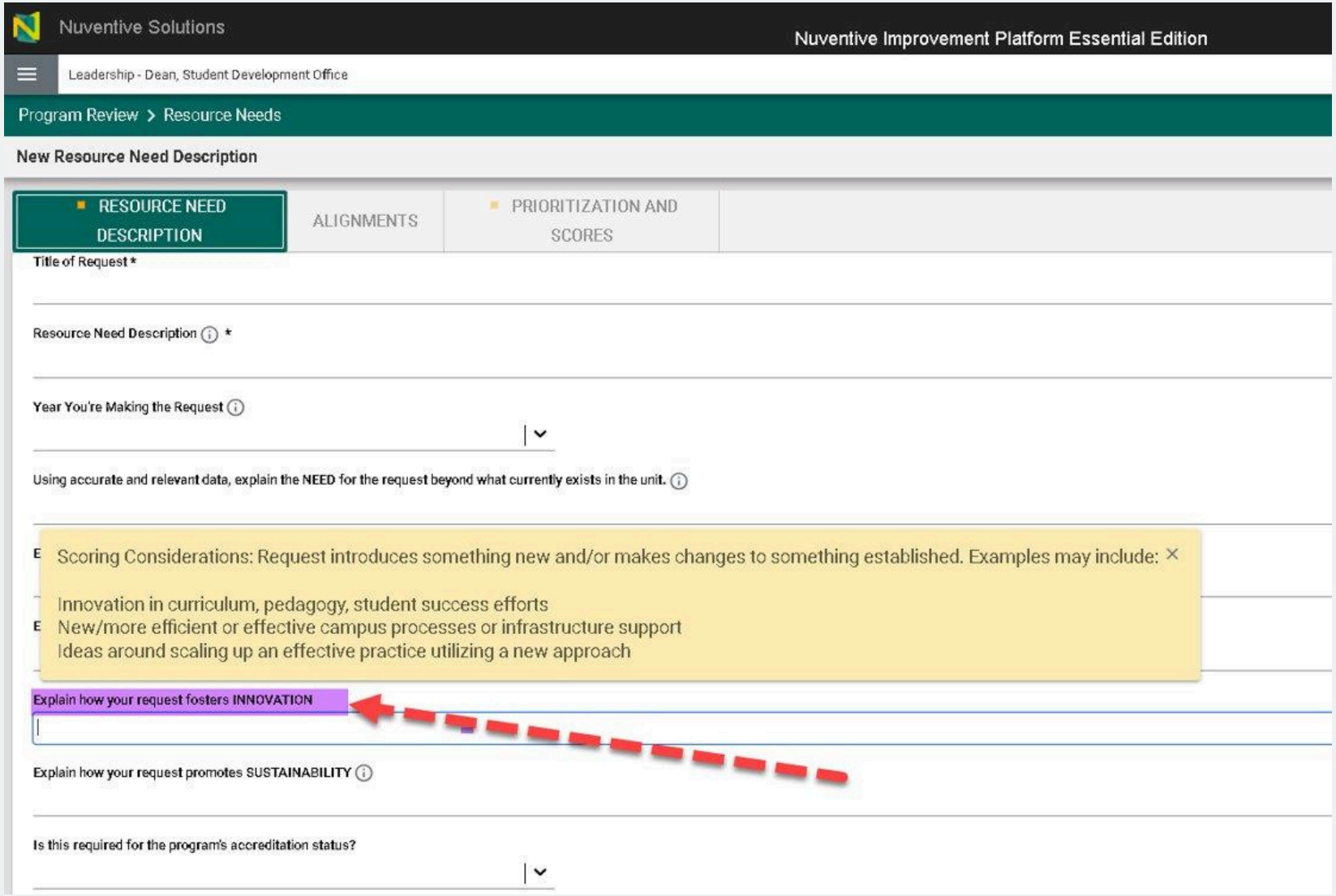
EXCELLENCE

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 experience
- 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

7 - Explain how your request fosters INNOVATION.



Reviewing the Questions and Rubrics

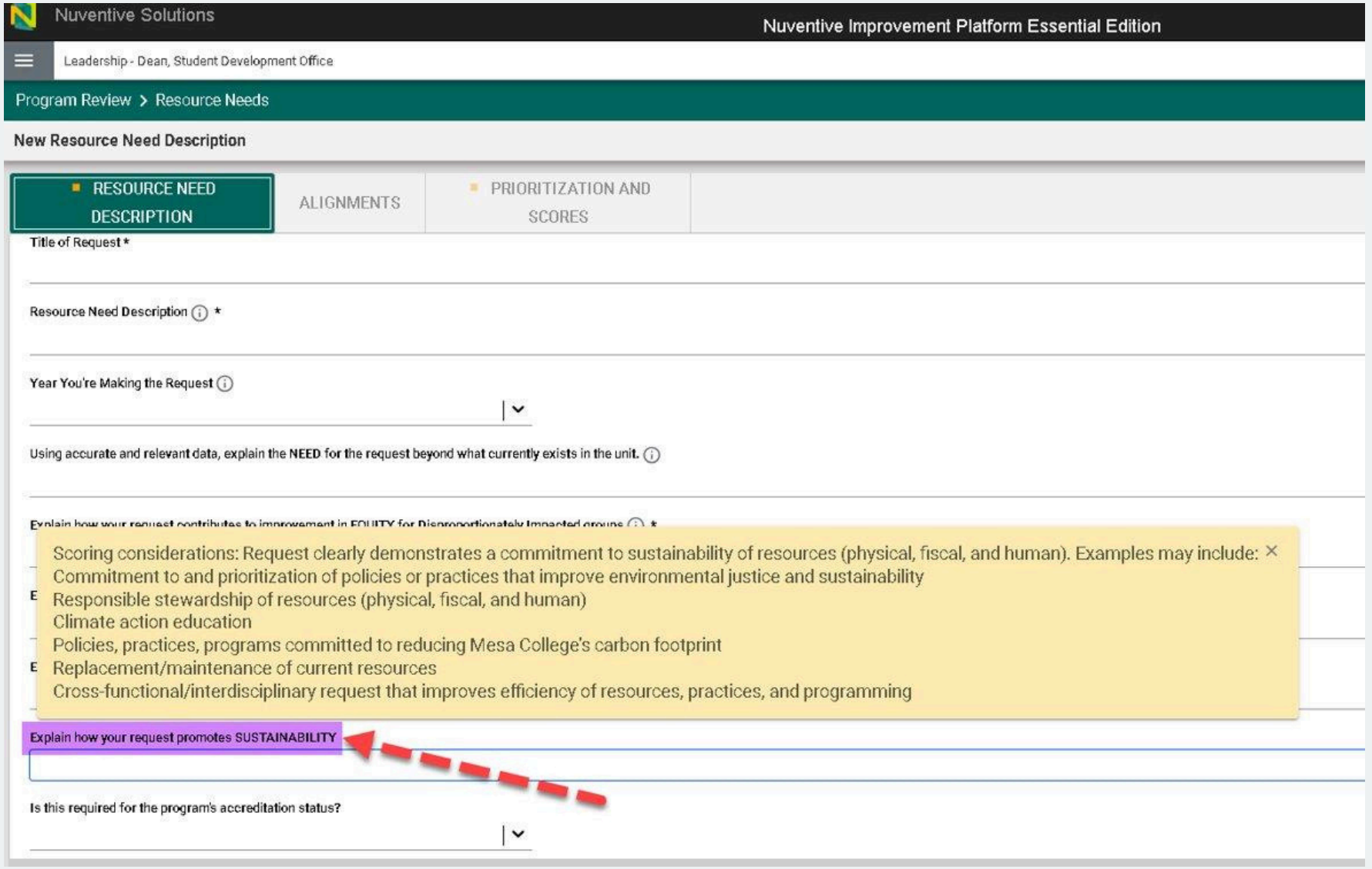
Explain how your request addresses **Innovation.**
Request introduces something new and/or makes changes to something established.

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

8 - Explain how your request promotes SUSTAINABILITY.



SUSTAINABILITY

Reviewing the Questions and Rubrics

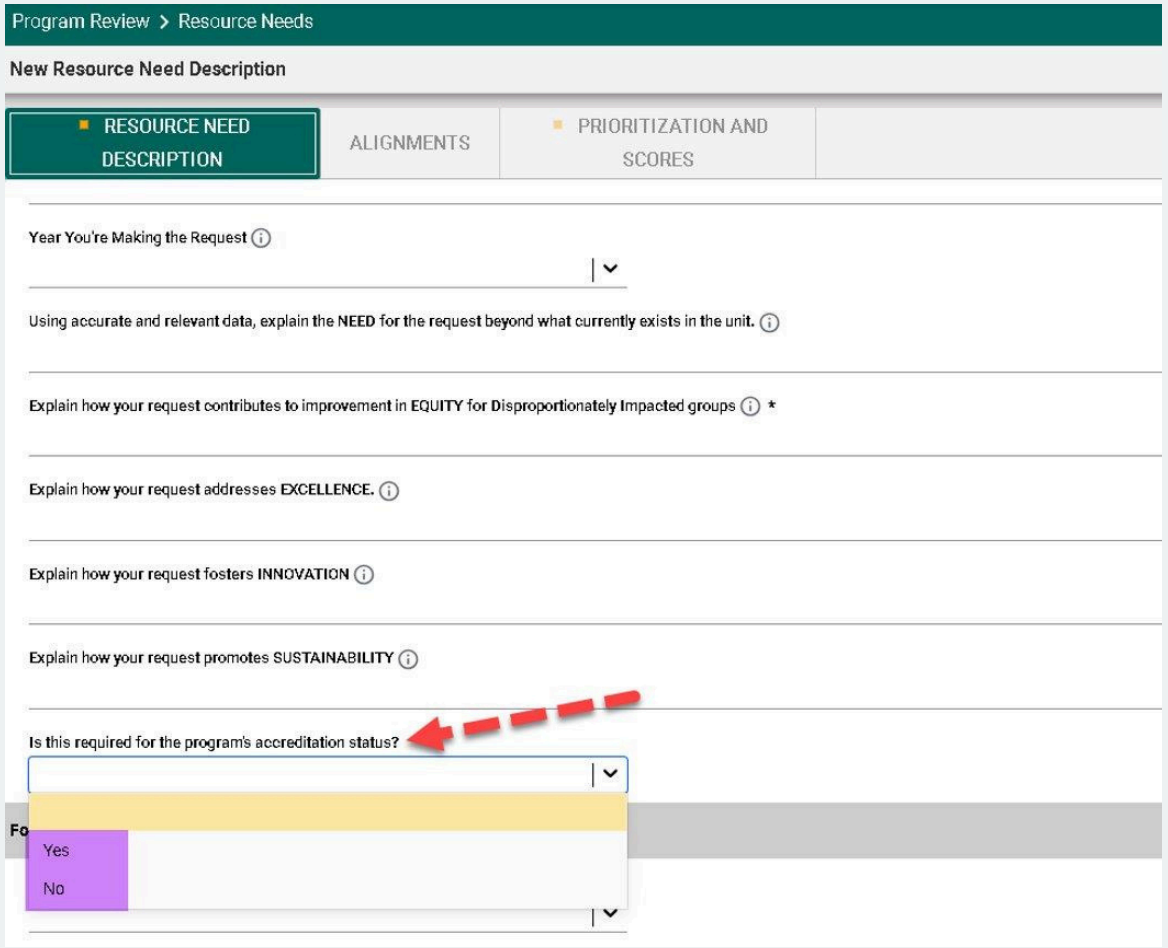
Explain how your request addresses **Sustainability**.

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

9 – Is this required for the program's accreditation status?



ACCREDITATION

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*.

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.

Q & A

Thank you

On Behalf of the SD Mesa FHP Committee