

The background features abstract, overlapping green geometric shapes in various shades of green, creating a modern and dynamic look. The shapes are primarily located on the left and right sides of the slide, framing the central text.

SPRING 2024 FHP Rankings

Isabel O'Connor
Andrew Hoffman

Committee Membership

- Isabel O'Connor, Co-Chair
- Andrew Hoffman, Co-Chair
- Cassandra Storey, School of Health Sciences and Public Service
- Cynthia Rico, School of Student Development
- Howard Eskew, School of Business and Technology
- Leticia Diaz, School of Student Success and Equity
- Linda Hensley, School of Humanities
- Lindsay Samaniego, School of Exercise Science, Health Education and Athletics
- Michael Brewer, School of Mathematics and Natural Sciences
- Pearl Ly, School of Social/Behavioral Sciences and Multicultural Studies
- Shana Carr, School of Learning Resources and Academic Support
- Shannon Shi, School of Arts and Languages

Timeline

- February 8 to February 22-individual committee members review and scoring
- February 23, 9 am to 11 am-committee review of scoring
- March 1, 9 am to 11 am-committee review of scoring (if needed)
- April 26, 9am to 11 am-business meeting

Rubric

Form Questions	Guidance to Lead Writers
What type of resource request is this? (not scored)	<ul style="list-style-type: none"> Classified Professional Faculty Equipment/Supplies/Facilities
Explain how your request contributes to improvements in <u>Equity</u> for Disproportionately Impacted groups.	<p>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:</p> <ul style="list-style-type: none"> 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.
Explain how your request addresses <u>Excellence</u> .	<p>Request will intentionally support excellence and completion. Demonstration of excellence may include discussion of the following:</p> <ul style="list-style-type: none"> 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
Explain how your request fosters <u>Innovation</u>	<p>Request introduces something new and/or makes changes to something established. Examples:</p> <ul style="list-style-type: none"> 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
Explain how your request promotes <u>Sustainability</u>	<p>Request clearly demonstrates a commitment to sustainability of resources (physical, fiscal, and human). Examples include:</p> <ul style="list-style-type: none"> Commitment to and prioritization of policies or practices that improve environmental justice and sustainability 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

Ranked List

Title of Request	Avg Score
36Mathematics Professor - Business/Biology Support Track	
35.5Communication Studies – Generalist 1	
34.7English Generalists (1 of 3)	
34.3Full-Time Tenure-Track Professor in Chicana and Chicano Studies	
34.3PTA Instructional Faculty, 1.0 FTE	
34.1Full Time Tenure Track Chemistry Professor-General Chemistry	
34Mathematics Professor - STEM Support Track	
33.7Geology/Oceanography Contract Faculty	
32.3Assistant Professor, Psychology	
32.2A new contract faculty to replace 2 retired contract faculty-ECON	
31.1Contract Spanish for Spanish Speakers Instructor	
31Assistant Professor of Fine Arts, Photo/Digital	
30.8DPS Contract Counselor and Academic Advisor	
30.7English Generalists (2 of 3)	
30.5American Sign Language (ASL) Studies Faculty	
30.2Culinary Faculty #2	
30.1Full-Time Faculty-Child Development	
29.7Contract - Internship Coordinator	
29.2Assistant Professor of Fine Arts: Printmaking/Drawing	
28.4Multimedia Instructor	
28.1Exercise Science Assistant Professor with an Emphasis in Women's Soccer	
28.1Contract faculty-Nutrition	
28Exercise Science Faculty- Head Women's Volleyball Coach	
27.7Librarian, Emerging Technologies	
27.7New Full-Time Faculty for the Interior Design Program	
27.6Communication Studies – Generalist 2	
27.44General Counselor with knowledge in career planning	
27Zero Textbook Cost Coordinator	
26.7English Generalists (3 of 3)	
26.4Exercise Science Concentration Strength and Conditioning	
26.2Exercise Science Professor, Head Baseball Coach	
23.1Counselor 1 (Housing Specialist)	
22.8Culinary Faculty #3	
22.7Counselor 2 (Fresh Success/CalFresh Specialist)	
22.2Counselor 3: Student Parent Coordinator/Liaison	
20.5Counselor 4- Basic Needs Generalist	
19.7Collections Manager	
10.8Full Time Faculty Hire-Women's Studies	

Preliminary Observations

- Some committee members felt that the process did not capture the information needed to rank faculty position requests.
- The question about need provided the most helpful information to reviewers.
- Answers to other questions seemed perfunctory.
- Lack of relevant data made the process less objective.