

2021-2022 SRJC Faculty Staffing Process

Data Form

DUE WITH NARRATIVE FORM & CLUSTER RANKING – OCTOBER 15, 2021 by 5 PM

Email all documents to Victor Tam ([vtam@santarosa.edu](mailto:vtam@santarosa.edu)) and

Megan Lowry Reed ([mlowryreed@santarosa.edu](mailto:mlowryreed@santarosa.edu))

**Submitter Information**

Name of Cluster Dean: Kerry Loewen
Name of Department Chair: Michael Traina
Name of Program Coordinator (if different):
Cluster: Arts and Humanities

**CRITERION #1: DISCIPLINE/DEPARTMENT/PROGRAM NEEDS**

Department: Communication Studies

Discipline: Communication Studies (2 positions)

Instructional type (Check all that apply):  Credit  Non-Credit  Allied  CE

Site(s) of requested position:  SR  PET  PSTC  SWC  Shone

Is this request included in PRPP?  Yes  No  
• If no, please provide an explanation:

Is this a growth position (increase in current FT FTE)?  Yes  No

Does target program currently have contract faculty?  Yes  No

Has the department identified external budgetary resources (grants, categorical state funding, etc.) to fund or partially fund this position?  Yes  No  
• If yes, please explain.

The new faculty position would teach courses in the following (check all that apply):

- in department's degree program
- in department's certificate program
- GE program
- in prerequisites for core courses in programs in or outside of discipline
  - Identify: Dental Hygiene, Radiologic Tech, Diet Tech, and Nursing (ADN) all require a COMM course in their programs

Would this position provide expertise that current discipline faculty do not possess?  
 Yes  No

- If yes, identify expertise and service or course need: Seeking faculty members with expertise in Interpersonal Communication and with Speech Lab experience

### CE Position Requests Only

Current labor market demand in Sonoma County (or larger regional area, if appropriate).

Please cite source of data and include link.

Projected labor market demand in Sonoma County (or larger regional area, if appropriate) over the next 3-5 years.

Please cite source of data and include link.

### CRITERION #2: STUDENT & STAFFING NEEDS

**NOTE: Please use site specific data, where appropriate.**

#### CONTRACT FACULTY (current data; Fall 2021)

Number of contract faculty members in department: 7

Number of contract faculty in discipline: 4

Total FTE of contract faculty (data provided): 3.81

Total FTE of reassign time for contract faculty: 0.00

Total FTE of overload assignments (data provided): 1.78

Net loss/gain in number of discipline contract faculty from F18 to F21 (data provided): -1

Net loss/gain in number of discipline contract faculty at target site from F18 to F21 (if different from department; data provided): -2 Comm Studies SR/+1 Comm Studies SR

#### ADJUNCT FACULTY (current data; Fall 2021)

Number of adjunct faculty members in department: 19

Number of adjunct faculty members in discipline: 15

Total FTE of adjunct faculty members (data provided): 4.14

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<b>RATIOS (historic data provided)</b>
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% of adjunct FTE in department:
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- |   |
|---|
| <ul style="list-style-type: none"><li>• Spring 2021: 59%</li><li>• Fall 2020: 60%</li><li>• Spring 2020: 64%</li><li>• Fall 2019: 64%</li><li>• Spring 2019: 58%</li><li>• Fall 2018: 69%</li></ul> |
|---|

% of adjunct FTE in discipline, if different:
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- |   |
|---|
| <ul style="list-style-type: none"><li>• Spring 2021: 63%</li><li>• Fall 2020: 69%</li><li>• Spring 2020: 61%</li><li>• Fall 2019: 63%</li><li>• Spring 2019: 51%</li><li>• Fall 2018: 68%</li></ul> |
|---|

<b>ALLIED ASSIGNMENTS (Counseling, DRD, Athletics, Library, etc.)</b>
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FTES/FTEF recommendations from national or state groups/associations:
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Cite source for and provide link to above data:
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<b>STUDENT DEMAND (historic data provided)</b>
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Productivity (FTES/FTEF) over the past 3 years:
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- |   |
|---|
| <ul style="list-style-type: none"><li>• Spring 2021: 10.48</li><li>• Fall 2020: 10.48</li><li>• Spring 2020: 11.62</li><li>• Fall 2019: 12.37</li><li>• Spring 2019: 13.00</li><li>• Fall 2018: 11.55</li></ul> |
|---|

Enrollment efficiency (fill rate) over the past 3 years (data provided):
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- |   |
|---|
| <ul style="list-style-type: none"><li>• Spring 2021: 92%</li><li>• Fall 2020: 91%</li><li>• Spring 2020: 95%</li><li>• Fall 2019: 99%</li><li>• Spring 2019: 99%</li><li>• Fall 2018: 93%</li></ul> |
|---|

Is the department/discipline able to meet staffing demands with current adjuncts?

YES     NO

- If no, when was the last adjunct hiring process and how many were hired?

If this position is not approved, will core classes be cancelled?  Yes     No

- If yes, please explain:

### CRITERION #3: STUDENT EQUITY NEEDS

- Data will be provided by OIR on October 15 to FSC and Clusters.
- The data provided will include the following:
  - Successful course completion rate at the discipline level compared to the District average
  - Demographic data of successful completers
  - Demographic data of non-successful completers
  - Demographic data is planned to include ethnicity data, financial aid status, and first-generation status.
- Although Clusters will not have this information for the narrative and data forms, it will be available in time for Cluster presentations.

### CRITERION #4: DISTRICT, STATE, AND SOCIETAL PRIORITIES

#### Degrees and Certificate Data (historic data provided)

Number of local AA/AS degrees awarded in discipline for each of the last 3 years (if applicable):

- 2018-2019: 56
- 2019-2020: 63
- 2020-2021: 57

Number of ADT degrees awarded for each of the last 3 years (if applicable):

- 2018-2019:
- 2019-2020:
- 2020-2021:

Number of certificates awarded in discipline for each of the last 3 years (if applicable):

- 2018-2019:
- 2019-2020:
- 2020-2021:

**Program Review**

When last was the program reviewed under Policy 3.6? 2016

What was the Policy 3.6 determination?

- Vital  Further Information Require  Discontinue  
 Voluntary Discontinuance  Revitalize  Evaluation Report Req  
 Other

% of SLOs assessed in discipline (data provided): 40.54%

**CRITERION #5: MANDATES**

This position request is required to fulfill a licensing and/or accreditation mandate?

YES  NO

▪ If yes:

- Identify agency:
- Provide language of requirement:
- Provide link to relevant language:

**2021-2022 SRJC Faculty Staffing Process**

**Narrative Form**

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Please use this section of the request process to provide additional information that the Data Form did not ask for, nuance, or explanations of responses on the Data Form that you believe should inform the Committee's consideration of your data.

In scoring each criterion, the Faculty Staffing Committee will consider the data that you provide for that section and the information that you provide in the text boxes below (250-word limit for each). Effective responses will be specific and, where information on the form does not already provide evidence for claims, will provide evidence.

**CRITERION #1: DISCIPLINE/DEPARTMENT/PROGRAM NEEDS (0 – 10) points**

Please address the overall well-being of the Department's programs, the existing faculty's disciplinary expertise in relation to program needs (services, courses), and any plans for strategic growth.

Communication Studies is one of the most in-demand disciplines on the Santa Rosa campus. Virtually all students fulfill their oral communication requirements in our department and many fulfill their critical thinking requirement. We are one of the most popular AA-Ts in the District and our courses are required for a variety of other majors, including many in the health sciences. Over the past few decades, our course offerings have grown by more than 100%. Despite these statistics, the Santa Rosa campus currently has the smallest number of full-time faculty in the discipline since the early 1990s at 4. Most are over 60, possess expertise in argumentation and critical thinking, and do not reflect our county's changing demographics. Two of these instructors have expressed their intent to retire in the next academic year. Last year, we also had a full-time retirement that was not replaced (with a specialization in intercultural communication). Clearly the Department is in a major period of transition and ready to reimagine its future for SRJC's next generation of students. Three of our primary goals are (1) the establishment of a Speech Lab (similar to the writing and math labs) to assist with both the District's and the Department's equity goals, (2) the expansion of our course offerings in Human Communication, particularly interpersonal communication, and (3) more full-time coverage in our foundation course, Public Speaking. We're requesting one replacement position and one growth position with expertise in interpersonal communication and speech lab operations respectively.

**CRITERION #2: STUDENT & STAFFING NEEDS (0 - 10 points)**

Please describe how this position will provide necessary FTEF and contract faculty positions to meet the program's FTES demand and contribute to the work of the department.

Communication Studies has one of the largest FTEF workloads in the District with extremely high enrollment efficiency. This fall however, only 39% of Santa Rosa-based Communication Studies courses are taught by contract faculty. It's also important to note that all of these faculty are currently in residence and without reassignment time. If one of them were to assume Chair or take a sabbatical, our full-time teaching staff would drop into the 20%-range. With the imminent retirement of two more faculty next year and a Petaluma faculty scheduled for a one-year sabbatical, we desperately need more contract faculty to meet the basic responsibilities of maintaining and revising the curriculum, assessing SLOs, and conducting evaluations. Three of our four full-timers also maintain loads of 140% (partially due to the difficulty of finding qualified adjuncts). In practical terms, the net effect of next year's retirements will be losing 2.8 FTEF in staffing. Hiring two faculty this year would help provide much needed continuity in a period of significant faculty turnover. It would bring our current FT/PT ratios more in line with other disciplines that teach foundational skills, like English and Math (57% and 63% FT respectively). It also would most likely diversify our faculty to better reflect SRJC's current student demographics. Hopefully we can be proactive instead of reactive in what appears to be an imminent staffing crisis in Communication Studies.

**CRITERION #3: STUDENT EQUITY NEEDS (0 – 10 points)**

Please describe how this position will allow the Department or Program to effectively serve disproportionately impacted populations, help students to overcome barriers, and close equity gaps.

In the Summer of 2020, Communication Studies drafted an Action Statement that serves as a guiding document for ongoing equity work within our department. While we have made progress on many of our goals in areas of curriculum and student resources, staffing is the lynchpin to transformational change. The Santa Rosa Communication Studies faculty is composed of three white men (nearing retirement) with specializations in argumentation and debate and one young Latina intercultural scholar who is still in tenure. New positions would diversify the faculty in terms of age (and associated generational pedagogies), gender, ethnicity, and discipline expertise (we need contract faculty expertise in Human Communication, especially interpersonal, intercultural, and small group). Additionally, in accordance with a Statewide trend, the Department is planning to establish a Speech Lab to offer tutorial services in oral communication in pursuit of narrowing our equity gaps. Our department has taken three important steps in advancing this endeavor. We drafted a 770 course to establish a FTES generating basic skills class, we designed a speech lab facility that is part of the Garcia building remodel in Santa Rosa, and one of our Petaluma-based faculty is embarking on a one-year sabbatical project to investigate best practices and visit speech labs across the State. The final

piece of the puzzle is a Santa Rosa-based faculty to help implement and manage the program and its facility (which is scheduled to open in the fall of 2022).

**CRITERION #4: DISTRICT, STATE, & SOCIETAL PRIORITIES (0 - 10 points)**

Please address how this position will support District priorities, statewide initiatives, and societal well-being.

Communication Studies is one of the college's core disciplines serving more than 5000 students annually. Virtually all SRJC transfer students enroll in at least one communication course making the demand for these classes (particularly COMM 1 on the Santa Rosa campus) extremely high. These positions would help meet student demand, diversify the faculty, mitigate the shortage of qualified local instructors, increase the number and variety of sections contract faculty teach, support the implementation of a District Speech Lab, and allow our curriculum to expand with increased full-time support for our majors. Comm courses in general (and public speaking in particular) are often part of pathway programs or learning communities. This requires full-time faculty dedication to contextualize course content and support our most disadvantaged students. The National Communication Association surveyed job announcements across the country and determined that, regardless of the field or discipline, strong communication competency is one of the most sought-after skills in the workplace. The SRJC Mission Statement states that the college is dedicated to "improving students' foundational skills" and "preparing students for transfer." The Communication Studies discipline is critical in delivering on both of these goals. Almost all of our courses are fully transferable to both the UC and CSU systems and most fulfill general education requirements. In an era filled with racial, class, and political division, strong listening and communication skills are among the most important qualities we can develop in our students as they face the challenges of the 21st century.