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) and
Megan Lowry Reed (mlowryreed@santarosa.edu)

Submitter Information

Name of Cluster Dean: Kerry Loewen
Name of Department Chair: Hiroshi Fuchigami
Name of Program Coordinator (if different):
Cluster: Arts & Humanities

CRITERION #1: DISCIPLINE/DEPARTMENT/PROGRAM NEEDS
Department: Art
Discipline: Sculpture and 3 D design
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: ARt 5, 3D design.
Would this position provide expertise that current discipline faculty do not possess?   ☐ Yes   ☒ No   • If yes, identify expertise and service or course need:

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(6 SR and 1 petaluma)
Number of contract faculty in discipline: 0
Total FTE of contract faculty (data provided): 6.45 (41%)
Total FTE of reassign time for contract faculty: 57.5%
Total FTE of overload assignments (data provided): 6%
Net loss/gain in number of discipline contract faculty from F18 to F21 (data provided): 0
Net loss/gain in number of discipline contract faculty at target site from F18 to F21 (if different from department; data provided): 0

ADJUNCT FACULTY (current data; Fall 2021)
Number of adjunct faculty members in department: 23
Number of adjunct faculty members in discipline: 1
Total FTE of adjunct faculty members (data provided): 54%

RATIOS (historic data provided)
% of adjunct FTE in department: • Spring 2021: 62% • Fall 2020: 61% • Spring 2020: 65% • Fall 2019: 59% • Spring 2019: 55% • Fall 2018: 59%
% of adjunct FTE in discipline, if different: • Spring 2021: 100% • Fall 2020: 100% • Spring 2020: 100% • Fall 2019: 100% • Spring 2019: 100% • Fall 2018: 100%

ALLIED ASSIGNMENTS (Counseling, DRD, Athletics, Library, etc.)
FTES/FTEF recommendations from national or state groups/associations:
Cite source for and provide link to above data:

STUDENT DEMAND (historic data provided)
Productivity (FTES/FTEF) over the past 3 years: • Spring 2021: 15.28% • Fall 2020: 16.34% • Spring 2020: 15.58% • Fall 2019: 17.51% • Spring 2019: 17.30% • Fall 2018: 15.97%
Enrollment efficiency (fill rate) over the past 3 years (data provided): • Spring 2021: 85% • Fall 2020: 94% • Spring 2020: 89% • Fall 2019: 92% • Spring 2019: 84% • Fall 2018: 81%
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: 20 • 2019-2020: 22 • 2020-2021: 43
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): 0%

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:

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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.

The sculpture/ 3D design area has not had an anchor faculty in the last ten years. Previously, the sculpture/3D area had two adjuncts and one full-time faculty. However, after the contract faculty member retired and an adjunct faculty quit teaching, the sculpture program was significantly reduced. We struggle to find qualified adjunct instructors. During Recent District schedule reductions, the sculpture area absorbed the largest cuts in the department because it lacked a contract faculty member. There is an urgent and essential need to update the sculpture/3D discipline to update the area. The 3D Art field has evolved to include, 3D machine software applications that are essential learning for this century. Without a full-time faculty, this program will be jeopardized. There is only one adjunct and a lab technician who maintains the minimum sculpture/3D program. The art department needs strong leadership in the sculpture/3 D area for bringing back the entire sculpture /3D program. This faculty schedule evaluates Fine Arts faculty, monitors the supply budget and lab fees, facilitates classroom safety, and helping to oversee and schedule the classified Lab Tech and update new equipment. Currently, an adjunct faculty supervises the sculpture area, and that workload is overwhelmed with no full-time faculty.

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.

One adjunct faculty teaches all sculpture/ 3D courses every semester. There is no full-time anchor faculty. The teaching load is 2/3 FTEF. The FTES/FTEF in the sculpture and 3D area in Fall 2020, Spring 2021, and Fall 2021 is 10.83. This low number is due to the absence of full-time faculty and the reduction of scheduled cuts. The full-time anchor faculty restore the sculpture /3D program, and FTES/FTEF will grow upwards. Furthermore, they are needed to schedule the classified Lab Tech and update new equipment. Currently, an adjunct faculty supervises the sculpture area, and that workload is overwhelmed for no full-time faculty.

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.

3D design and sculpture programs need to develop students' skills for traditional sculpture construction such as carving and assembling and computer 3D software application. The 3D software application allows students to develop their skills as computer graphic artists, leveraging traditional fine-art sculpture/ 3D principles of shape and silhouette and scale and proportion. The 3D/ sculpture program will be the foundation for implementing 3D digital computer graphics for gaming, and virtual worlds augmented reality architectural, engineering modeling, museum exhibits, and more. As a result, the Sculpture/3D program helps overcome the barriers to disproportionate populations and provides equal opportunity to accomplish various students' academic goals.

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

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

The district's priority is to provide exemplary educational programs that meet a variety of educational goals. The educational goals are academic success and enrich lifelong experiences. The current pandemic has shown the need for expanded online offerings for 3D design courses and sculpture courses to serve that need with the implementation of transfer. Under the covid 19 pandemic environment, college education has faced a new phase. Many people missed the physical interaction in the learning experience. Art is a good subject for enriching the lifestyle of a diverse community. One of the vital missions of a college education is to provide the students develop problem-solving skills. The art program is not just for the art of sake. It generally provides the learning experience of social well-being in the diverse community through developing problem-solving skills. SRJC sculpture and 3D design programs provide a variety of

creative applications and opportunities to develop problem-solving skills. The learning experience is in the 3D digital fields and traditional sculpture applications.