

**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: Robert Holcomb
Name of Department Chair: Jessica Pardoe
Name of Program Coordinator (if different):
Cluster: LAAF

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

Department: World Languages
Discipline: French
Instructional type (Check all that apply): <input checked="" type="checkbox"/> Credit <input type="checkbox"/> Non-Credit <input type="checkbox"/> Allied <input type="checkbox"/> CE
Site(s) of requested position: <input checked="" type="checkbox"/> SR <input type="checkbox"/> PET <input type="checkbox"/> PSTC <input type="checkbox"/> SWC <input type="checkbox"/> Shone
Is this request included in PRPP? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No • If no, please provide an explanation:
Is this a growth position (increase in current FT FTE)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does target program currently have contract faculty? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Has the department identified external budgetary resources (grants, categorical state funding, etc.) to fund or partially fund this position? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No • If yes, please explain.
The new faculty position would teach courses in the following (check all that apply): <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> in department's degree program</li><li><input checked="" type="checkbox"/> in department's certificate program</li><li><input checked="" type="checkbox"/> GE program</li><li><input type="checkbox"/> in prerequisites for core courses in programs in or outside of discipline<ul style="list-style-type: none"><li>Identify:</li></ul></li></ul>
Would this position provide expertise that current discipline faculty do not possess? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

- If yes, identify expertise and service or course need: French for French Speakers; seeking candidate with French/Arabic or French/Italian ability so would be able to offer courses in a secondary language as well.

#### **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: 5

Number of contract faculty in discipline: 0

Total FTE of contract faculty (data provided): 14.62

Total FTE of reassign time for contract faculty: 0

Total FTE of overload assignments (data provided): 0.27

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): -1

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

Number of adjunct faculty members in department: 33

Number of adjunct faculty members in discipline: 3

Total FTE of adjunct faculty members (data provided): 8.87
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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: 62%</li><li>• Fall 2020: 57%</li><li>• Spring 2020: 68%</li><li>• Fall 2019: 74%</li><li>• Spring 2019: 59%</li><li>• Fall 2018: 59%</li></ul> |
|---|

% of adjunct FTE in discipline, if different:
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- |   |
|---|
| <ul style="list-style-type: none"><li>• Spring 2021: 44%</li><li>• Fall 2020: 34%</li><li>• Spring 2020: 44%</li><li>• Fall 2019: 99%</li><li>• Spring 2019: 44%</li><li>• Fall 2018: 47%</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: 11.26</li><li>• Fall 2020: 14.16</li><li>• Spring 2020: 11.71</li><li>• Fall 2019: 14.11</li><li>• Spring 2019: 14.63</li><li>• Fall 2018: 13.42</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: 80%</li><li>• Fall 2020: 81%</li><li>• Spring 2020: 69%</li><li>• Fall 2019: 81%</li><li>• Spring 2019: 87%</li><li>• Fall 2018: 75%</li></ul> |
|---|

<p>Is the department/discipline able to meet staffing demands with current adjuncts?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p> <ul style="list-style-type: none"> <li>If no, when was the last adjunct hiring process and how many were hired?</li> </ul>
<p>If this position is not approved, will core classes be cancelled? <input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> <ul style="list-style-type: none"> <li>If yes, please explain:</li> </ul>

### 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: 2
- 2019-2020: 3
- 2020-2021: 4

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

- 2018-2019: 2
- 2019-2020: 3
- 2020-2021: 4

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? 2021

What was the Policy 3.6 determination?

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Vital                    | <input checked="" type="checkbox"/> Further Information Require | <input type="checkbox"/> Discontinue           |
| <input type="checkbox"/> Voluntary Discontinuance | <input type="checkbox"/> Revitalize                             | <input type="checkbox"/> Evaluation Report Req |
| <input type="checkbox"/> Other                    |   |  |

% of SLOs assessed in discipline (data provided): 25%

**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.

The World Languages Department has been decimated by the retirements of full-time faculty whose positions went unfilled. In May 2016, the sole full-time German instructor retired and was not replaced, and in May 2019, the only full-time Italian instructor retired and was not replaced. As a result of these unfilled positions, the German and Italian programs have suffered enormously. Without anchor faculty members to energize the program and guide continuous curricular innovation, enrollment has declined precipitously to the point that the future of both languages is in jeopardy.

Please do not allow the SRJC French program to go the way of German and Italian. In Spring 2021, the sole full-time French instructor retired, leaving the program without an anchor faculty member. The need for a French instructor is urgent and failure to hire a new full-time faculty in 2022 may portend the end of the French program at SRJC.

Furthermore, the World Languages Department currently only has five full-time faculty members, with two in tenure-review. Among these five faculty members, only two languages are represented: Spanish and ASL. At this rate, we will need to change our name from "World Languages Department" to "Two Languages Department." A full-time French instructor is needed to not only begin rebuilding a robust offering of languages with anchor faculty but to also meet the functioning demands of the department as a whole. There are too few remaining full-faculty to continue to perform curricular innovation and revision, SLO assessment and improvement, and evaluations.

**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.

There is currently enough existing FTEF in the French program schedule for a full-time faculty member to meet load requirements. However, in addition to assisting with current instructional demands, this new hire would allow the World Languages Department to expand existing programs with a special focus on high school partnerships/dual enrollment, the development of a French for French Speakers program, and the creation of courses in alignment with the goals of the Ethnic Studies major. Additionally, if the department is successful in its recruitment of a French instructor with comparable Arabic or Italian language skills, the new faculty member would work to develop Arabic coursework or assist with the current Italian program at SRJC. The new faculty member would also help create and expand hybrid and online course offerings to meet the post-pandemic need for remote language classes. Lastly, the instructor would provide essential pedagogical and organizational leadership to the World Languages Department in general as this position is core to departmental functioning as a whole, not just to the French program.

**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.

The World Languages Department will lobby for French language courses to become part of the new Ethnic Studies major at SRJC to complement Ethnic Studies coursework. For example, Ethnic Studies plans to offer a course entitled Introduction to African-American Studies. As many African countries are French-speaking nations, it is important to develop and offer French courses that highlight the contributions of African nations to French language and culture. With a full-time French instructor, the World Languages Department would be able to create such courses and play an integral role in the emerging Ethnic Studies program.

Similarly, there is a notable population of Haitians and French-speaking Africans living in Sonoma County. SRJC could better serve these students with a French for French Speakers program that builds on these students' linguistic assets while acknowledging and celebrating their heritage and cultural diversity. Again, a full-time French instructor would be critical to this mission.

Furthermore, all SRJC students, but particularly disproportionately impacted populations, deserve a robust offering of language courses from which to fulfill their transfer-level requirement of at least two semesters of a foreign language. Sometimes students from disproportionately

impacted populations grow up with the sense that their choices in life are limited, but healthy language departments inspire students to realize that the world is so much bigger than their immediate surroundings and that their lives are full of exciting possibilities beyond what they have already experienced. Hiring a full-time French instructor is a step toward becoming the thriving World Languages Department we once were, and an important piece of the department's aim to provide all students a range of interesting language options to challenge and inspire them to reach their potential.

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

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

World Languages currently offers a French major and also has coursework part of multiple other majors and certificates at SRJC, including Art History for Transfer, Culinary Arts: Restaurant Management, Global Studies, History for Transfer, and Humanities. French courses will also play an important role in the emerging Ethnic Studies major. The French program has clearly established itself as an important component of SRJC's educational offerings and would be put in jeopardy without the immediate hiring of a new full-time French instructor.

Furthermore, bedrock institutions of the local French community, including the Santa Rosa French-American Charter School and the Santa Rosa French Alliance along with French programs at high schools throughout Sonoma County, have expressed strong support for the hiring of a new full-time French instructor at SRJC as the vibrancy of the college's French program is central to their respective missions as well.