

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: Robert Holcomb
Name of Department Chair: Lauren Servais
Name of Program Coordinator (if different):
Cluster: Language Arts and Academic Foundations

CRITERION #1: DISCIPLINE/DEPARTMENT/PROGRAM NEEDS
Department: English
Discipline: English
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 checked="" 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 checked="" type="checkbox"/> Yes <input 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"><input checked="" type="checkbox"/> in department's degree program<input type="checkbox"/> in department's certificate program<input checked="" type="checkbox"/> GE program<input checked="" type="checkbox"/> in prerequisites for core courses in programs in or outside of discipline<ul style="list-style-type: none">Identify: English 1A
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: Multiethnic Literature expertise and expertise in Culturally Validating, Responsive, and Sustaining Pedagogies.

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: 29

Number of contract faculty in discipline: 29

Total FTE of contract faculty (data provided): 22.77

Total FTE of reassign time for contract faculty: 3.9 - Reassigned time includes accreditation, Academic Senate, and multiple SEA-funded programs, which are essential to district.

Total FTE of overload assignments (data provided): 2%

Net loss/gain in number of discipline contract faculty from F18 to F21 (data provided): From 18-21, we lost 2 faculty and gained 3, but from 06-21, we lost 21 and gained 19.

Net loss/gain in number of discipline contract faculty at target site from F18 to F21 (if different from department; data provided):

ADJUNCT FACULTY (current data; Fall 2021)

Number of adjunct faculty members in department: 28 Currently Teaching

Number of adjunct faculty members in discipline: 28

Total FTE of adjunct faculty members (data provided): 16.02

RATIOS (historic data provided)
% of adjunct FTE in department: <ul style="list-style-type: none">• Spring 2021: 38%• Fall 2020: 48%• Spring 2020: 39%• Fall 2019: 48%• Spring 2019: 38%• Fall 2018: 49%
% of adjunct FTE in discipline, if different: <ul style="list-style-type: none">• Spring 2021:• Fall 2020:• Spring 2020:• Fall 2019:• Spring 2019:• Fall 2018:

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: <ul style="list-style-type: none">• Spring 2021: 9.85• Fall 2020: 10.65• Spring 2020: 11.57• Fall 2019: 11.56• Spring 2019: 12.21• Fall 2018: 12.80
Enrollment efficiency (fill rate) over the past 3 years (data provided): <ul style="list-style-type: none">• Spring 2021: 84%• Fall 2020: 85%• Spring 2020: 86%• Fall 2019: 91%• Spring 2019: 87%

<ul style="list-style-type: none"> Fall 2018: 92%
<p>Is the department/discipline able to meet staffing demands with current adjuncts?</p> <p><input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <ul style="list-style-type: none"> If no, when was the last adjunct hiring process and how many were hired? In Summer 2019, we hired 5 PT faculty to join our probationary PT pool.
<p>If this position is not approved, will core classes be cancelled? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <ul style="list-style-type: none"> If yes, please explain: We will have 3 retirements in spring 2022, and we are already down 2 faculty positions since 2006.

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: 1
- 2019-2020: 0
- 2020-2021: 0

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

- 2018-2019: 21
- 2019-2020: 25
- 2020-2021: 24

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

- 2018-2019: N/A

- 2019-2020: N/A
- 2020-2021: N/A

Program Review

When last was the program reviewed under Policy 3.6? Spring 2021

What was the Policy 3.6 determination?

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Vital | <input 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): 13.27%

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:

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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 English Department is requesting 2 English Generalist positions to replace previous retirement positions. English generalists teach the full range of English courses offered in our pathway. Further, we will seek instructors who are adept in culturally validating, responsive, and sustaining teaching and learning practices to help us infuse these practices throughout our pathway. Of our 28 faculty, 27 were hired as generalists, and 1 was hired as a dual generalist & Black/African American Lit Specialist.

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.

We need FT faculty with expertise in culturally validating, responsive, and sustaining teaching and learning practices, who will help participate and lead Communities of Practice that invite our department into more inquiry and dialogue about teaching and learning practices for equity and antiracism. We cannot put this extra work on our PT faculty without compensating them. We need full-time hires to engage in, and lead, this work. We also need faculty who are prepared to teach in our learning communities when current faculty are ready to rotate out.

Additionally, English composition courses--English 1A and English 5--constitute two of the "Golden Four" GE requirements, which all students must take in order to transfer to a CSU regardless of a student's major. As such, both courses are uniquely foundational, core components of student completion, and driving engines of FTES accrual for the College.

English department faculty are actively engaged in the work of the department and district. 10 English faculty are on partial reassigned time for department work: Department Chair, WC Coordinator, and PALS coordinator, and District-Wide Work: Puente and APASS Learning Communities, Queer Resource Center, Academic Senate, Professional Development, CRC, Accreditation, and AFA.

The English department needs an infusion of faculty with expertise in culturally affirming, anti-racist, and equitable assessment and pedagogical practices to help us meet the demands of AB705, Guided Pathways, and SEA.

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.

Validation theory asserts that when students see themselves reflected in curriculum, pedagogy, and faculty, they are affirmed and eddied. Culturally Responsive theory and practices invite faculty to design learning experiences that validate and reflect the cultures and experiences of students. Culturally Sustaining theory and practices invite faculty to design learning that does not demand assimilation to standards, which are often biased towards mainstream, White US culture. All three practices together invite students to anchor in their cultural selves and epistemologies, as they tether to new shores of learning, while firmly anchored and rooted.

Our 2 new generalists will help us accomplish this, and they will share with our department new practices and theories that we can learn to scale and infuse throughout the department.

SRJC understands how important English 1A is to student success, as evidenced by our SEA learning communities where our culturally diverse students are thriving and experiencing higher completion rates; it is time to take culturally validating, responsive, and sustaining practices to scale and these faculty positions are being leveraged to help us do just that.

These hires would teach the full range of courses currently offered in the English pathway, most especially English 1A and English 5, where we have the greatest disproportionate impact, student demand, and need for instructors, as it is a course that's required across the district for degree and certificate completion.

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

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

SRJC is being called to action to revise its hiring and retention practices, to scale anti-racism, and to offer Black/Ethnic Studies. It's time for the district to take critical action and the English department is ready to partner.

The English department is doing our work and we need colleagues with expertise in antiracist, culturally affirming composition instruction and US Ethnic Literature to anchor us in ending the disproportionate impact of students of color.

English, particularly our students' abilities to critically think, read, and write are also foundational to Guided Pathways. If SRJC is to employ equity, so that we achieve equality in outcomes for our disproportionately impacted students of color, then the English department needs these positions to aid us in building our capacity to engage in equitable assessment and curricular practices.

Further, we need these positions to help us meet the on-going demands of AB 705 that call for the completion of English 1A in one year. Additionally, under the new Student Centered Funding Formula (SCFF), apportionment is now based, in part, on specific District-wide metrics, including completion of English and math in a student's first academic year. Clearly, investments in English composition instruction renders strategic returns to SRJC.