

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: Jessica Pardoe
Name of Program Coordinator (if different):
Cluster: LAAF

CRITERION #1: DISCIPLINE/DEPARTMENT/PROGRAM NEEDS

Department: World Languages
Discipline: Spanish
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 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 checked="" type="checkbox"/> in department's certificate program<input checked="" type="checkbox"/> GE program<input type="checkbox"/> in prerequisites for core courses in programs in or outside of discipline<ul style="list-style-type: none">Identify:
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: Vocational Spanish/Spanish for Specific Purposes

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: 3

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: 14

Total FTE of adjunct faculty members (data provided): 8.87

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RATIOS (historic data provided)
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% of adjunct FTE in department:

- | |
|---|
| <ul style="list-style-type: none">• Spring 2021: 62%• Fall 2020: 57%• Spring 2020: 68%• Fall 2019: 74%• Spring 2019: 59%• Fall 2018: 59% |
|---|

% of adjunct FTE in discipline, if different:

- | |
|---|
| <ul style="list-style-type: none">• Spring 2021: 51%• Fall 2020: 47%• Spring 2020: 60%• Fall 2019: 56%• Spring 2019: 51%• Fall 2018: 47% |
|---|

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)
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Productivity (FTES/FTEF) over the past 3 years:

- | |
|--|
| <ul style="list-style-type: none">• Spring 2021: 9.83• Fall 2020: 13.35• Spring 2020: 13.10• Fall 2019: 14.72• Spring 2019: 14.01• Fall 2018: 13.18 |
|--|

Enrollment efficiency (fill rate) over the past 3 years (data provided):
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- | |
|---|
| <ul style="list-style-type: none">• Spring 2021: 81%• Fall 2020: 85%• Spring 2020: 79%• Fall 2019: 90%• Spring 2019: 85%• Fall 2018: 78% |
|---|

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: 3
- 2019-2020: 9
- 2020-2021: 6

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

- 2018-2019: 3
- 2019-2020: 9
- 2020-2021: 6

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?

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

% of SLOs assessed in discipline (data provided): 6.82%

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 World Languages Department currently has five full-time faculty, three of whom are in the Spanish Department. Of the two recent retirements of Spanish faculty, only one was replaced. There are too few full-time faculty remaining to continue to perform curricular innovation and revision, SLO assessment and improvement, and evaluations. Both the Spanish program and the entire World Languages Department have been on a downward trajectory for the past several years due to unfilled full-time faculty positions across several languages. The situation is especially alarming in the Spanish program given SRJC's increasing number of Latinx/Heritage Speaker students and those needing Spanish for the workplace. Approximately 30 adjuncts provide about 75% of the department's instruction, and in Spanish there are a dozen or so active adjuncts with an average age of 60+. We frequently do not have enough instructors to cover our range of scheduled Spanish courses and with many adjuncts in the retirement-age range, our staffing shortages will continue to worsen. SRJC Spanish courses continue to grow in popularity leading to full sections and students left without a class. Additionally, the demand for Heritage Speaker as well as vocationally-oriented Spanish courses is high, and the department would like to meet this student and community need. However, at the moment, we currently do not have enough faculty to maintain the status quo.

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 more than enough existing FTEF in the Spanish program schedule for an additional full-time faculty member to meet load requirements. In fact, full-time faculty members are frequently taking classes as overload to help fill staffing shortages. 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 the following: Spanish for Spanish Speakers, Literature Courses, Spanish for Specific/Vocational Purposes, and the Health Interpreter's Certificate Program. 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 Spanish 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.

We need a faculty member who can teach and develop our Heritage Speakers and Spanish for Specialized Purposes/Vocational programs, an essential undertaking not just for the department but crucial for the college as well as it seeks to help Latinx students be successful in college. SRJC has been designated an Hispanic-Serving Institution, and the Latinx population will continue to grow. We feel its pedagogy should reflect this. A new Spanish instructor will help the college meet the needs of this growing demographic by addressing the language needs of native Spanish speakers. Research has shown that for students to be successful in any academic discipline, they need to be proficient in their native language. For this reason, a new Spanish faculty member who can further develop and expand the Heritage Speaker program is essential to the retention and long-term success of our Latinx students. We should be offering courses to support linguistically qualified Hispanic students where they can thrive and excel in their native language by building on their linguistic assets while acknowledging and promoting their heritage and celebrating their diversity. Having a new faculty member will allow the Spanish program to develop and offer more courses focused on art and literature or other culturally specific topics important to this student demographic's sense of identity and personal history. In particular, one course option under the new Ethnic Studies major at SRJC will be Introduction to Chicanx and Latinx Studies. Such a course can be better understood and appreciated alongside appropriate Spanish and/or Heritage Speaker classes, which the Spanish program hopes to expand upon with the addition of a new faculty member.

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

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

Both the community and the college itself have approached the World Languages Department about reinstating courses in Spanish for Specific Purposes, especially for Health Professionals and Educators. This requires rewriting curriculum. For example, our existing Spanish 70 for Healthcare Professionals, due to tightened repeatability rules, will need to be completely rewritten and expanded into two courses for us to offer it again. There are courses that support the college's commitment to preparing students vocationally. In like manner, we would like to re-introduce our once extremely popular conversation offerings, several of which also need curriculum updating as both Spanish 58 and 55 were once repeatable. We again do not have enough Spanish faculty to focus on these courses.

Furthermore, it is clear that student demand for online and hybrid language courses will continue beyond the pandemic. For SRJC to meet the needs of these students, the World Languages Department needs a new Spanish faculty member adept at creating and teaching courses across a range of modalities. Without a commitment to continuing some language courses online, we will lose students to other colleges offering more robust remote options.

Most importantly, as an HSI, SRJC must continue to demonstrate its commitment to Latinx students through the offering of linguistically and culturally relevant coursework. The Spanish program is uniquely positioned to meet the language needs of native Spanish speakers and help them find and celebrate their heritage in the process. Please give us the human capital we need to make this a reality.