

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: Victor Tam
Name of Department Chair: Tony Graziani
Name of Program Coordinator (if different):
Cluster: STEM

CRITERION #1: DISCIPLINE/DEPARTMENT/PROGRAM NEEDS

Department: Biological Sciences
Discipline: Biology
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 checked="" type="checkbox"/> Yes <input 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"><input type="checkbox"/> Identify: pre-allied health / biology
Would this position provide expertise that current discipline faculty do not possess? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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: 13

Number of contract faculty in discipline: 13

Total FTE of contract faculty (data provided): 12.95

Total FTE of reassign time for contract faculty: 0.50

Total FTE of overload assignments (data provided): 1.20

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: 26

Number of adjunct faculty members in discipline: 26

Total FTE of adjunct faculty members (data provided): 12.14

RATIOS (historic data provided)

% of adjunct FTE in department:

- Spring 2021: 45
- Fall 2020: 58
- Spring 2020: 47
- Fall 2019: 39
- Spring 2019: 48
- Fall 2018: 44

% of adjunct FTE in discipline, if different:

- Spring 2021: 51
- Fall 2020: 64
- Spring 2020: 53
- Fall 2019: 40
- Spring 2019: 52
- Fall 2018: 49

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: 11.32* (COVID; reduced lab size)
- Fall 2020: 12.71* (COVID; reduced lab size)
- Spring 2020: 17.98
- Fall 2019: 19.01
- Spring 2019: 19.71
- Fall 2018: 17.75

Enrollment efficiency (fill rate) over the past 3 years (data provided):

- Spring 2021: 101
- Fall 2020: 100
- Spring 2020: 105
- Fall 2019: 101
- Spring 2019: 103
- Fall 2018: 99

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

YES NO

<ul style="list-style-type: none"> If no, when was the last adjunct hiring process and how many were hired? Fall 2020; 4 adjunct faculty were hired
If this position is not approved, will core classes be cancelled? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <ul style="list-style-type: none"> 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): <ul style="list-style-type: none"> 2018-2019: 129 2019-2020: 119 2020-2021: 88
Number of ADT degrees awarded for each of the last 3 years (if applicable): <ul style="list-style-type: none"> 2018-2019: N/A 2019-2020: N/A 2020-2021: 4 (first year offered)
Number of certificates awarded in discipline for each of the last 3 years (if applicable): <ul style="list-style-type: none"> 2018-2019: 2019-2020: 2020-2021:

Program Review

When last was the program reviewed under Policy 3.6? 2017

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): 36%

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 Biological Sciences Department is requesting a general biology position for the Santa Rosa campus. This position would fill an urgent need: a FT faculty to anchor our introductory biology courses. Increasing FT/PT ratio is recognized as an important step to increasing student retention and completion. It also helps promote the long-term stability, sustainability, and effectiveness of a department. Compared to other STEM departments, the Biological Sciences Department has one of the lowest FT/PT ratios. For the 2 years prior to the pandemic (18/19 and 19/20), the average FT/PT ratio in the biology discipline (BIO) at the Santa Rosa campus was 50%/50%. But, a closer look reveals the more concerning trend, the exceedingly low FT/PT ratio in our introductory biology course (BIO10). Only 25% of BIO10 sections in Santa Rosa were taught by FT faculty over the past 2 years. This is primarily due to the implementation of lab equity and the need for current FT faculty to teach discipline-specific courses (Anatomy, Microbiology, Botany, Cell/Molecular Biology, etc.). Without a permanent and stabilizing presence in our introductory biology courses to help coordinate among sections, student experiences have become widely inconsistent. A dedicated FT instructor will help provide a more consistent and positive experience for students across sections, greater support for adjunct faculty, and a more regular and coordinated curriculum revision/development process, all of which will translate into improved student success - not only in this foundational course but also in subsequent biology and pre-allied health courses.

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.

Although this is a growth position, it is needed to meet the enrollment demands we face as a department. Unlike the broader, college-wide trend towards reduced demand, our total enrollment is limited by the number of sections we offer. For the past 6 semesters our Fill Rate for biology courses (BIO) has ranged from 99% to 106%. Across all of our disciplines the department's average Fill Rate over the same period is 103%. Only two departments have higher Fill Rates: ESL (107.7%) and Math (104.8%). In Santa Rosa, we currently run 12 sections of BIO10 (introductory biology) plus 3 BIO16 (non-majors biology), yet we have the space for up to 14 and 6, respectively, if FTEF allocation and instructor availability would allow.

Another important metric used to help ensure fiscal stability is FTES/FTEF. The department's average FTES/FTEF for the 18/19 and 19/20 academic years was 18.68 (18.41 for the BIO discipline)*. This is the highest of all STEM departments and only second to the Behavioral Sciences department (19.93) across campus. This high productivity stands out even more when considering that almost all our courses have a laboratory component, effectively capping our class size at around 25. When considering both fill rate and productivity, it is clear that the Biological Sciences should be at the center of any enrollment growth strategies pursued by the District.

*The most recent academic year (20/21) was excluded due to the impact the pandemic has had on FTES, particularly for in-person lab courses, which were required to have reduced class size due to social distancing.

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.

Beyond being our primary laboratory science course (GE requirement), BIO10 is required for our Biology and Pre-Allied Health majors. For many students it is the first of several biology courses they take. For others, it's likely the only college-level science course they ever take. Regardless of a student's long-term goals, BIO10 is typically their first experience with biology. Performance in introductory courses has been found to be the primary predictor of long-term persistence and success in STEM, especially for individuals from populations historically underrepresented. It is essential that we provide a welcoming, inspiring, and rigorous academic experience to provide our students with the confidence, curiosity, and transferrable skills needed for future success. Yet, developing and modifying a course that meets the needs of such diverse students is challenging, especially in the

absence of a FT faculty at its core. It is imperative that we hire a permanent, anchoring instructor for this course. We can look to the Petaluma campus, where we have a FT general biology instructor, as an example. A dedicated instructor will be able to prioritize revising our introductory biology curriculum through a DEI lens and establish and maintain collaborative relationships with partners across campus (counseling, tutorial, etc.) to provide targeted support for disproportionately impacted groups. Their direct and consistent involvement in these introductory courses will allow for more informed and coordinated responses to our students' changing needs. The department has a record of supporting equity efforts: participation in the NSF S-STEM grant (supports low-income STEM majors) and the STEM Success CoP (focus on mentorship and retention). Overall, this position will help advance the department's commitment to student success and to promoting diversity in biological sciences.

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

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

This position supports District priorities by helping advance its mission, specifically its desire to "prepare students for transfer by improving students' foundational skills", "support the economic vitality, social equity and environmental stewardship of our region", and "foster critical and reflective civic engagement and thoughtful participation in diverse local and global communities". As an HSI with a strong commitment to closing the equity gaps that exist for all marginalized groups, SRJC has embraced its responsibility for promoting income equality, workforce diversity, climate equity and justice, and societal well-being. Our department shares these priorities and is uniquely positioned to directly impact these outcomes. The core objective of general biology courses like BIO10 is to help students become informed, valuable contributors to a diverse, healthy society. This occurs through the teaching of complex socioenvironmental issues and the promotion of scientific literacy and sustainability. Additionally, our BIO10 serves as a prerequisite for several degree and certificate programs, including those leading to respected, high paying health science careers. Considering how important BIO10 is to the persistence in and completion of these competitive and demanding programs, especially for populations historically underrepresented in STEM, maintaining a responsive curriculum is essential. Without a dedicated FT faculty overseeing our introductory biology courses, the overall academic experiences in these foundational courses will struggle to meet the needs of our diverse student body.