

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: Victor Tam
Name of Department Chair: Tim Melvin
Name of Program Coordinator (if different):
Cluster: STEM

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

Department: Mathematics
Discipline: Mathematics
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 <ul style="list-style-type: none"><li>If no, please provide an explanation:</li></ul>
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 <ul style="list-style-type: none"><li>If yes, please explain.</li></ul>
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 checked="" type="checkbox"/> in prerequisites for core courses in programs in or outside of discipline<ul style="list-style-type: none"><li>o Identify:</li></ul></li></ul>
Would this position provide expertise that current discipline faculty do not possess? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <ul style="list-style-type: none"><li>If yes, identify expertise and service or course need:</li></ul>

**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: 23

Number of contract faculty in discipline: 23

Total FTE of contract faculty (data provided): 22.34

Total FTE of reassign time for contract faculty: 0.9 FTE

Total FTE of overload assignments (data provided): 2.31

Net loss/gain in number of discipline contract faculty from F18 to F21 (data provided): 5 loss

Net loss/gain in number of discipline contract faculty at target site from F18 to F21 (if different from department; data provided): 6 loss

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

Number of adjunct faculty members in department: 21

Number of adjunct faculty members in discipline: 21

Total FTE of adjunct faculty members (data provided): 11.7

**RATIOS (historic data provided)**

% of adjunct FTE in department:

- Spring 2021: 12.54
- Fall 2020: 12.09
- Spring 2020: 13.2
- Fall 2019: 10.78
- Spring 2019: 12.64
- Fall 2018: 12.75

% of adjunct FTE in discipline, if different:

- 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:

- Spring 2021: 12.22
- Fall 2020: 12.57
- Spring 2020: 12.89
- Fall 2019: 13.86
- Spring 2019: 14.55
- Fall 2018: 15.53

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

- Spring 2021: 95%
- Fall 2020: 100%
- Spring 2020: 101%
- Fall 2019: 110%
- Spring 2019: 107%
- Fall 2018: 115%

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: 29
- 2019-2020: 38
- 2020-2021: 22

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

- 2018-2019: 22
- 2019-2020: 30
- 2020-2021: 21

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

- 2018-2019:
- 2019-2020:
- 2020-2021:

When last was the program reviewed under Policy 3.6? 2018

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): 53.09%

### 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.

All FT math instructors are expected to teach all mathematics courses in our catalog; however, Statistics currently draws the largest enrollment (38 sections are schedule for Spring 2022) within the department and these sections would constitute a substantial amount of the new faculty members' load. As an indication of the consistent demand for Math courses, the Math Department's average class size and enrollment efficiency has been nearly constant over the six semesters before the pandemic: Average class size is 30 students at Census and over 35 at the beginning of each semester for many sections. Enrollment has dropped during the pandemic, but the Math Department's lowest enrollment efficiency ever was still 95% in Spring 2021. We expect enrollment in math classes to increase as more classes and student services are offered in person in the next couple of semesters, in particular for Statistics, Precalculus, Calculus, and Math for Liberal Arts Majors.

Before the pandemic there was discussion in the department about starting a Data Science class or program/certificate. Pursuing Data Science as an area of study at SRJC will benefit historically marginalized students as most Data Science programs are taught at 4-year universities or via high-cost online programs. Data Science is a fast-growing field with high paying job opportunities that too many marginalized students do not have the opportunity to pursue. Increasing the number of FT faculty will ease the workload of all faculty in the department, which will give us more time to develop a Data Science class and program or certificate to better serve our students and community.

#### **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 are currently able to staff all our courses, but this will not be the case after the emergency declaration due to Covid-19 is no longer in place unless we hire more FT faculty. We do not

normally teach our classes fully online as studies have shown (including the past 1.5 years at SRJC) that student success rates are dismal for fully online college math courses at the community college level, so all math classes at SRJC will be taught either in person or hybrid after the emergency declaration is not renewed. Currently there is one FT math faculty and 3 hourly math faculty that do not live near Sonoma County, and it is highly likely we will lose these 4 faculty members. Even at the current lower enrollment rate and number of course offerings, we would not be able to staff all the math classes students need if we do not hire more FT faculty. In Fall 2020, the Math Department was forced to cut 27 units (5-6 classes) out of the schedule because not enough faculty were available to fill these sections, and for Spring and Fall 2021, a full-time faculty member from the College Skills Department is teaching multiple section of statistics to partially overcome the shortfall of instructors. We have conducted adjunct recruitments in the past couple of years, but they yielded a limited number of qualified candidates. Finding a sufficient number of adjunct faculty is difficult due to the rigorous qualifications and with many current and potential adjuncts being recruited to full time positions.

**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.

Since 2015, 4 of 7 FT hires in Math are BIPOC faculty members, and 4 of 7 FT hires are female. Our department’s hiring committees strive to hire candidates that can serve as role models in Math and STEM to our diverse student body. The Math Department is tied to multiple student success initiatives. We currently participate in the NSF S-STEM Grant, the STEM Student Activities Community of Practice, the Lanzamiento program, the Mathematics of the Mayans and Incans Community of Practice. We also look forward to participating in the new HSI STEM grant to increase student success for Latinx and all students at SRJC.

Due to AB705 and the COVID-19 pandemic, more students are enrolling in math classes underprepared. We have developed a pre-statistics course (Math 161), a co-requisite statistics course (Math 215), and a co-requisite algebra course (Math 200) in response to AB705, but as a department we need to look into other ways such as late start classes, more co-requisite courses, and summer bridge programs that will increase student success, particularly for disproportionately impacted populations. It is important that we hire more FT faculty to both teach our math classes, but also bring in ideas to develop innovative ways to improve student success both in the classroom and in the curriculum.

**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 Math Department serves the District and Sonoma County by offering high-quality, high-demand courses. Nearly all degrees require a Mathematics course, including those needed for career education or transfer. Mathematics courses are integral components of the general education requirements and serve as prerequisites in many fields of study such as business, economics, and especially in STEM classes such as Physics, Engineering, Chemistry, Biology, and Computer Science. Regarding the department’s focus on equity and student success, a

high-quality mathematics education opens doors to all students and closes an equity gap in STEM, but the students need this education from FT faculty invested in their institution with appropriate resources and support to make this happen. Success in Mathematics is core to the CCCCO Vision for Success as well as the new Student- Centered Funding formula. Having the appropriate number of FT faculty to serve our students will allow the Department to address the Chancellor's goals around student equity and success.