

2022-2023 SRJC Faculty Staffing Process

Data Form

DUE WITH NARRATIVE FORM & CLUSTER RANKING – OCTOBER 14, 2022 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: Tony Graziani
Name of Program Coordinator (if different):
Cluster: STEM

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

Department: Biological Sciences
Discipline: BIO/ANAT/PHYSIO/MICRO
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): • <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 ○ Identify: Health Sciences - certificates and degrees
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 (use current data for Fall 2022)**

Number of contract faculty members in department (headcount): 14

Number of contract faculty in discipline (headcount): 8 - ANAT/PHYSIO/MICRO

Total FTE of contract faculty (data provided): 11.85

Total FTE of reassign time for contract faculty: 0.74

Total FTE of overload assignments (data provided): 1.74

Net loss/gain in number of discipline contract faculty from F19 to F22 (data provided): +3

Net loss/gain in number of discipline contract faculty at target site from F19 to F22 (if different from department; data provided): +2

**ASSOCIATE FACULTY (use current data for Fall 2022)**

Number of associate faculty members in department (headcount): 24

Number of associate faculty members in discipline (headcount): 9 - ANAT/PHYSIO/MICRO

Total FTE of associate faculty members (data provided): 10.50

**RATIOS (historic data provided)**

% of associate FTE in department:

- Spring 2022: 51
- Fall 2021: 46
- Spring 2021: 45
- Fall 2020: 58
- Spring 2020: 47
- Fall 2019: 39

% of associate FTE in discipline, if different:

- Spring 2022: 40.5
- Fall 2021: 33.7
- Spring 2021: 37.7
- Fall 2020: 49.7
- Spring 2020: 41.9
- Fall 2019: 39.6

**ALLIED ASSIGNMENTS (Counseling, DRD, Athletics, Library, etc.)**

FTES/FTEF recommendations from national or state groups/associations, if any:

Cite source for and provide link to above data:

**ALLIED ASSIGNMENTS - CONTINUED**

If any, provide other data metrics or recommendations that inform appropriate staffing levels in the discipline/department:

**STUDENT DEMAND (historic data provided)**

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

- Spring 2022: 8.70
- Fall 2021: 8.40
- Spring 2021: 10.36
- Fall 2020: 11.96
- Spring 2020: 17.35
- Fall 2019: 18.38

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

- Spring 2022: 91
- Fall 2021: 98
- Spring 2021: 101
- Fall 2020: 98
- Spring 2020: 107

<ul style="list-style-type: none"> <li>Fall 2019: 103</li> </ul>
<p>Is the department/discipline able to meet staffing demands with current associate faculty?</p> <p><input type="checkbox"/> YES    <input checked="" type="checkbox"/> NO</p> <ul style="list-style-type: none"> <li>If no, when was the last associate hiring process and how many were hired? F21 - 3</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: but likely fewer sections of ANAT58 and PHYSIO58</li> </ul>

**CRITERION #3: STUDENT EQUITY NEEDS**

- Departments/disciplines can request course completion data by submitting the following form by Sept 26: <https://forms.gle/1yLPnn5sZNnisShn6>
- Course completion data will be provided by OIR on October 3 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 disaggregated by ethnicity, financial aid status, and first-generation status.
- Programs may choose to utilize this information as they deem appropriate in the narrative form as part of their faculty staffing request.

**CRITERION #4: DISTRICT, STATE, AND SOCIETAL PRIORITIES**

<b>Degrees and Certificate Data (historic data provided)</b>
<p>Number of local AA/AS degrees awarded in discipline for each of the last 3 years (if applicable):</p> <ul style="list-style-type: none"> <li>2019-2020: Pre-Allied = 106 / Biology = 14</li> <li>2020-2021: Pre-Allied = 79 / Biology = 11</li> <li>2021-2022: Pre-Allied = 107 / Biology = 10</li> </ul>
<p>Number of ADT degrees awarded for each of the last 3 years (if applicable):</p> <ul style="list-style-type: none"> <li>2019-2020: Biology = 0</li> <li>2020-2021: Biology = 4</li> <li>2021-2022: Biology = 12</li> </ul>
<p>Number of certificates awarded in discipline for each of the last 3 years (if applicable):</p> <ul style="list-style-type: none"> <li>2019-2020:</li> <li>2020-2021:</li> <li>2021-2022:</li> </ul>

--

<b>Program Review</b>
When last was the program reviewed under Policy 3.6? Spring 2022
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): 64.29% (but 80.6% for course that have been taught during current cycle)

<b>CRITERION #5: MANDATES</b>
This position request is required to fulfill a licensing and/or accreditation mandate? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO ▪ If yes: ○ Identify agency: ○ Provide language of requirement: ○ Provide link to relevant language:

## 2022-2023 SRJC Faculty Staffing Process

### Narrative Form

**DUE WITH DATA FORM & CLUSTER RANKING – OCTOBER 14, 2022 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))

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 new faculty member capable of teaching general biology and in at least one of the pre-allied health disciplines (anatomy, physiology, and microbiology). This position would fill a need, a FT faculty to support our introductory biology courses while also anchoring one of our 4-unit pre-allied health courses (ANAT58, PHYSIO58, or MICRO60). 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 has one of the lowest FT/PT ratios (reported as % of FTEF for PT). For the past 3 terms (F21, S22, and F22), the average PT% of FTEF in the BioSci department was 47%. But, a closer look reveals the more concerning trend, the low FT/PT ratio in our introductory biology course (BIO10) and 4-unit pre-allied health courses. For the 2 years prior to F22, only 25% of BIO10 sections in Santa Rosa were taught by FT faculty. We did hire an introductory biology instructor last year, but even with that new instructor's overload assignment, 67% of BIO10 FTEF is associate faculty for this semester. Regarding ANAT58, PHYSIO58, and MICRO60, 100%, 100%, and 50% of FTEF is taught by associate faculty, respectively. For S23, no FT instructor is scheduled to teach those courses, and due to a reliable associate faculty taking a permanent position elsewhere, we will be cutting 33% of the sections of these aforementioned pre-allied health courses. Given our dependence on associate faculty to teach these courses and regularly assess the course SLOs, having a dedicated FT instructor in at least one of those courses will help provide a more consistent and positive experience for

students across sections, greater support for associate faculty, a greater ability to expand the number of sections (including night sections), and a more regular and coordinated curriculum revision/development process, all of which will translate into improved student success.

**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. Include information about the program's current enrollment trend in the context of the recent budget climate.

Although the department's FTEF/FTES ratio suggests a decline in productivity, these numbers are misleading given that, for several terms, enrollment was capped at 50% for all but a few of our sections due to social distancing requirements. For the current semester (F22) FTES/FTEF = 11.25. Although not back to pre-pandemic numbers, this does indicate substantial improvement compared to the most recent academic year (F21 = 8.4 and S22= 8.7).

FTES in BIO10 is a better surrogate for overall enrollment trends in the department given that the course serves as a prerequisite for our Biology and Pre-Allied Health major courses and it accounts for about 1/3 of our total enrollment each semester. Considering the 3 terms prior to the pandemic (S19, F19, and S20) the average FTES in BIO10 was 98.7. We saw this decline only by only 4% during the 20/21 academic year (FTES = 94.8). Enrollment did decline substantially during the 21/22 year (FTES = 78.7), but this was due to a return to in-person instruction and the mandated reduced class size. Encouraging is the return of students to BIO10 we are seeing this semester (FTEF = 93.2). Given these numbers, we've experienced only a 5.5% drop in enrollment in our most heavily enrolled course compared to pre-pandemic numbers. Given BIO10's importance as a prerequisite, this enrollment trend has greatly impacted enrollment in our Biology and Pre-Allied Health courses. The large enrollment increase in BIO10 this semester should translate into similar growth in the majors courses beginning Spring 2023.

We've seen similar trends in ANAT58 and PHYSIO58. Combined FTES in those courses have gone from averaging 21.51 (S19, F19, and S20) to 17.35 (F20 and S21) to 13.9 (F21 and S22) to 23.8 (F22), revealing a growth of 10.6% from pre-pandemic levels. As mentioned above, unfortunately we will be cutting several sections of these high-demand courses due to difficulty finding qualified associate faculty.

**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. Include an assessment of the current department or program’s ability to serve disproportionately impacted student groups.

When looking at success rates across demographic groups, we see that Biology is in line with the college as a whole. Although our success rates and enrollment diversity closely mirror that of the college, a discrepancy emerges when considering the Anatomy discipline. Overall success in ANAT courses was 64.1% for the 21/22 year compared to 73.8% and 73.0% for Biology and All Disciplines, respectively. This lower success was fairly consistent across major ethnic groups, but was more pronounced for students identified as having financial need (CCPG/PELL eligible) = 60.5% overall success. This group makes up 54.1% of ANAT students compared to 48.5% and 43.5% for Biology and All Disciplines. These lower success numbers in Anatomy are partly due to the rigorous nature of these courses given their critical importance to preparing students for the Health Sciences programs. Also likely at play is the fact that success alone (C or better) does not guarantee access to these Health Sciences programs. Students interpret the competitiveness of these programs to mean that only an A or B will suffice, leading to many students choosing to withdraw instead of successfully completing the course with a C. As a department we have identified a need for early intervention so students don’t fall behind. This intervention could take the form of a short or supplemental course focusing on both, basic content and vocabulary and study skills specific to pre-allied health courses while also helping connect students to existing resources (HOPE, Avanzando programs, DRD, etc.). A new FT instructor, with experience with and strong commitment to equity in pre-allied health disciplines would help facilitate this important work. Their direct and consistent involvement in these courses will allow for more informed and coordinated responses to our students’ changing needs.

**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. Our BIO10 and pre-allied health courses serve as a prerequisite for several degree and certificate programs, including those leading to respected, high paying health science careers. Considering how important introductory biology and pre-allied health courses are 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. A dedicated FT faculty supporting these critical courses will help provide a welcoming, inspiring, and rigorous academic experience to provide our students with the confidence, curiosity, and transferrable skills needed for future success.



