2023-2024 SRJC Faculty Staffing Process
Data Form
DUE WITH NARRATIVE FORM & CLUSTER RANKING – OCTOBER 13, 2023 by 5 PM
Email all documents to Victor Tam (vtam@santarosa.edu) and
Nancy Persons (npersons@santarosa.edu)

Submitter Information

Name of Cluster Dean: Victor Tam
Name of Department Chair: Rebecca Perlroth
Name of Program Coordinator (if different): Laura Sparks
Cluster: MEATS

CRITERION #1: DISCIPLINE/DEPARTMENT/PROGRAM NEEDS
Department: Earth and Space Sciences
Discipline: Astronomy
Instructional type (Check all that apply): X Credit ☐ Non-Credit ☐ Allied ☐ CE
Site(s) of requested position: X SR ☐ PET ☐ PSTC ☐ Roseland ☐ Shone
Is this request included in PRPP? ☐ Yes X No ● If no, please provide an explanation: Our department was just informed that we have two more associates retiring. We did not know that beyond a month ago.
Is this a growth position (increase in current FT FTE)? X Yes ☐ No
Does target program currently have contract faculty? X Yes ☐ No
Has the department identified external budgetary resources (grants, categorical state funding, etc.) to fund or partially fund this position? ☐ Yes X No ● If yes, please explain.
The new faculty position would teach courses in the following (check all that apply): ● ☐ in department's degree program ● ☐ in department's certificate program ● X GE program ● ☐ in prerequisites for core courses in programs in or outside of discipline ○ Identify:
Would this position provide expertise that current discipline faculty do not possess?

☐ Yes X 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 2023)
Number of contract faculty members in department (headcount): 5
Number of contract faculty in discipline (headcount): 2
Total FTE of contract faculty (data provided): 1.67 (Astron) ***NOTE: This is only below 2.0 because one contract faculty member was required to code classes as overload in Fall 2023 to rectify accumulated load balance due to teaching consistently above 100% load.**
Total FTE of reassign time for contract faculty: 0.00
Total FTE of overload assignments (data provided): 1.02
Net loss/gain in number of discipline contract faculty from F19 to F23 (data provided): 0
Net loss/gain in number of discipline contract faculty at target site from F19 to F23 (if different from department; data provided):

ASSOCIATE FACULTY (use current data for Fall 2023)
Number of associate faculty members in department (headcount): 7
Number of associate faculty members in discipline (headcount): 3* *will reduce to 1 in spring 2023

Total FTE of associate faculty members (data provided): 1.41 (+ 1.02 overload)

RATIOS (historic data provided)

% of associate FTE in department: **(note: percentages provided are total hourly, including associate and overload)**

- Fall 2023: 44%
- Spring 2023: 45%
- Fall 2022: 57%
- Spring 2022: 48%
- Fall 2021: 55%
- Spring 2021: 47%
- Fall 2020: 52%
- Spring 2020: 52%
- Fall 2019: 55%

% of associate FTE in discipline, if different: **(note: percentages provided are total hourly, including associate and overload)**

- Fall 2023: 59%
- Spring 2023: 49%
- Fall 2022: 57%
- Spring 2022: 48%
- Fall 2021: 59%
- Spring 2021: 52%
- Fall 2020: 53%
- Spring 2020: 68% *one FTF on sabbatical
- Fall 2019: 69% *one FTF on sabbatical

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 FOR DEPARTMENT -- OR DISCIPLINE, IF APPLICABLE. (historic data provided)

Enrollment at Census (duplicated headcount) over the past 4 years: (Just Astron)

- Fall 2023: 908
- Spring 2023: 780
- Fall 2022: 799
- Spring 2022: 749
- Fall 2021: 820
- Spring 2021: 856
- Fall 2020: 878
- Spring 2020: 771
- Fall 2019: 762

Productivity (FTES/FTEF) over the past 4 years:

- Fall 2023: 21.81
- Spring 2023: 18.76
- Fall 2022: 18.84
- Spring 2022: 16.68
- Fall 2021: 18.81
- Spring 2021: 20.09
- Fall 2020: 19.42
- Spring 2020: 21.11
- Fall 2019: 24.54

Enrollment efficiency (fill rate) over the past 4 years:

- Fall 2023: 89% ***Note: Class maximums vary from 25 – 198. We offer classes with as many seats as possible in Petaluma and in evening time slots, which sometimes results in low enrollment efficiency numbers even for classes that are extremely productive. For example, a class with 60/95 seats filled would have a lower efficiency even though it would be much more productive than a class with 24/25 seats filled.**
- Spring 2023: 81%
- Fall 2022: 95%
- Spring 2022: 81%
- Fall 2021: 89%
- Spring 2021: 100%
- Fall 2020: 104%
- Spring 2020: 96%
- Fall 2019: 101%

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

☐ YES X NO

- If no, when was the last associate hiring process and how many were hired?

  July, 2018. One Associate was hired. We have attempted to hire since then, but have received no local applications.

If this position is not approved, will core classes be cancelled? X Yes ☐ No

- If yes, please explain: Two (2) of our Astron Associates are retiring after this semester and we lost another one last year. Our lone remaining Associate lives out of the area. We have had extreme trouble attracting Associates to teach one or two sections for many years. People in the Bay Area and beyond are unwilling to come to Santa Rosa for a part-time position. The two full-time Astronomy Faculty are maxed out in their loads/overloads and many core classes will be canceled without a new contract faculty position staffed.

CRITERION #3: STUDENT EQUITY NEEDS

- **Please discuss the department/discipline's student equity efforts, plans, and challenges in the narrative form.**

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 4 years (if applicable):

- 2019-2020:
- 2020-2021:
- 2021-2022:
- 2022-2023:

Number of ADT degrees awarded for each of the last 4 years (if applicable):

- 2019-2020:
- 2020-2021:
- 2021-2022:
- 2022-2023:

Number of certificates awarded in discipline for each of the last 4 years (if applicable):

- 2019-2020:
- 2020-2021:
- 2021-2022:
- 2022-2023:

Program Review

When last was the program reviewed under Policy 3.6?

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): 87.50%

CRITERION #5: MANDATES

This position request is required to fulfill a licensing and/or accreditation mandate?

☐ YES X 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 Earth and Space Sciences (ESS) Department houses multiple disciplines with distinct Minimum Qualifications. Faculty for other disciplines in the department do not meet the MQs to teach astronomy.

Due to retirements of two long-time associates, in spring 2023 there will be only two full-time instructors and only one associate astronomy instructor who does not live locally.

We have reached a faculty staffing crisis point. As of right now we are planning a spring schedule with a projected student headcount of 800-900 with only two full-time and one part-time instructor. We commonly query HR about how many associate pool applications have been received and find that there are zero local applicants. To make matters worse, we are competing with SSU at a time when they are also grappling with retirements.

Because the department does not want to turn away any students, the two contract faculty in astronomy are obligated to take overload assignments. We regularly reach contractual overload limits, and often obtain special permission from the VPAA to exceed normal limits. This has always been the case, and now that we are facing associate retirements, it is nearing a catastrophic situation. Without a full-time position that can entice someone to relocate to the area, we will have to cancel many highly efficient/productive sections because there will simply be no one to teach them.

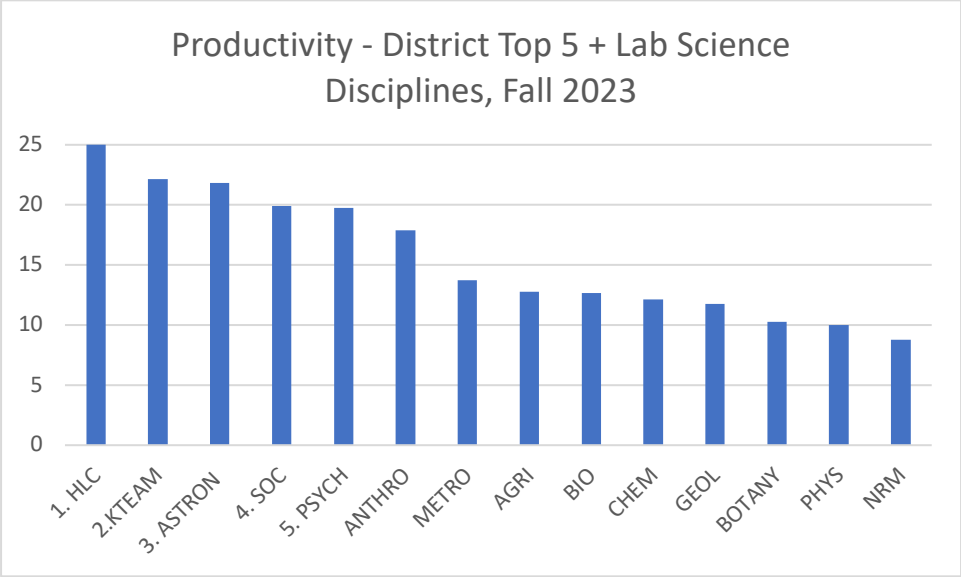
CRITERION #2: STUDENT & STAFFING NEEDS (0 - 10 points)

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.

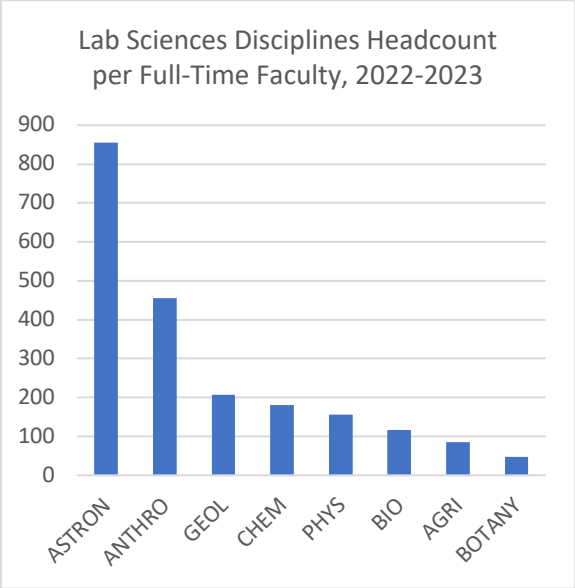
In Fall 2023, Astronomy has the 3rd highest productivity of all disciplines district-wide.

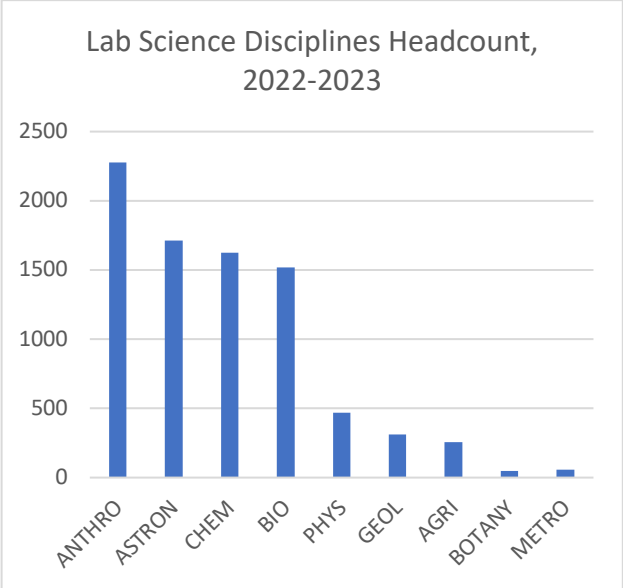
Astronomy currently has enrollments across our courses that is *higher* than pre-COVID levels. We have worked hard to pivot, offering a variety of fully-online, hybrid, blended, and face-to-face sections to meet student demand.

Astronomy is severely understaffed. A new full-time position is critical to avoiding cancelling some of the most highly productive classes offered in the district. We have high productivity even though we also support many smaller lab classes. Among disciplines that offer lab science seats, our productivity is about double the average.



Among disciplines that offer GE lab science classes, we have the second highest headcount, offering 450 GE lab seats per year, though we have only two full-time Astronomy faculty. This is highlighted in the most illuminating metric, "Headcount per Full-Time Faculty," which gives a sense of just how imbalanced our staffing is compared to other disciplines.





The workload for our current full-time Astronomy faculty outside the classroom is unsustainable. We have had two classified staff positions disappear since 2016. Other lab science disciplines have support staff that we don't have. We struggle with the added work of running a rigorous astronomy lab science program: equipment maintenance and repairs, managing consumable supplies, Planetarium maintenance and repairs, lab manual updates, in addition to recruitment, training, and supervision of over twenty volunteers annually, all tasks for which we receive no release time.

We have maintained our course offerings through a combination of associate faculty assignments and consistent and large full-time faculty overloads. With the retirement of several associate faculty and the inability to replace them, we will have no choice but to cancel classes. This would be a poor institutional outcome from a strategic enrollment standpoint.

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.

Astronomy serves a large number of non-white students. According to the 2022-2023 PRPP equity data, 915 non-white students enrolled in astronomy classes. This is second only to anthropology among lab science disciplines and has the highest non-white headcount among any discipline in the STEM cluster.

Astronomy is approachable and engaging to first-generation college students who may not feel confident in disciplines that are perceived to be more rigorous or math-intensive. Many students who are introduced to science through astronomy build confidence and go on to

take more science classes and pursue STEM degrees. For many others, astronomy is the only college physical science class they will ever take.

By understaffing astronomy, we are shortchanging our most vulnerable students. We need more help to provide additional services. If we had another full-time faculty position, there would be more capacity to support student success by coordinating tutoring, clubs, and outreach. This additional support would be particularly helpful in eliminating equity gaps for our most historically underserved populations. We used to be able to do more of these things when we had more associate faculty. Without them, it is not possible to offer anything extracurricular. The full-time faculty constantly feel obligated to carry overload to avoid cancelling essential classes, and our capacity to go above and beyond required college and departmental service is limited.

If we are forced to cancel lab sections due to staffing constraints, it will have a disproportionate impact on non-white and first generation college students.

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

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

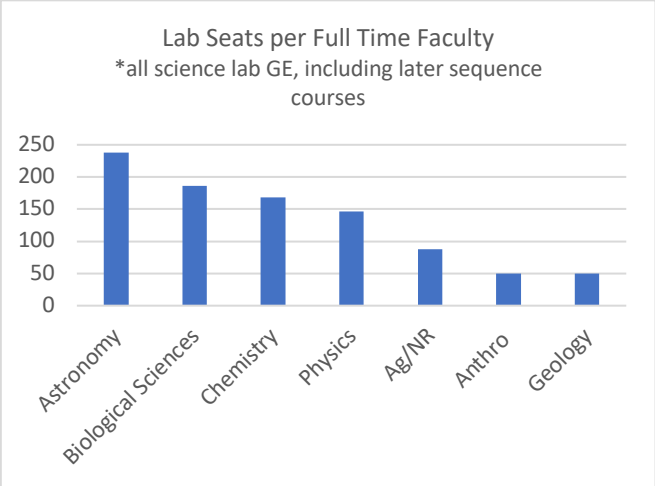
SRJC does not offer an astronomy degree because the first two years of an Astronomy B.S. are identical to a Physics B.S. Students who wish to major in Astronomy after transfer typically major in Physics at SRJC.

Astronomy is a "service discipline," meaning that we offer courses that meet Physical Science lecture and lab general education degree and transfer requirements. Astronomy is the go-to, most popular GE science class for non-science majors. In addition to science lecture, we offer approximately 450 lab science seats per year. Because we offer more lecture seats than lab seats, it is very common to hear astronomy students requesting add codes for our limited lab seats, saying "this is the last class I need to graduate." With a new full-time position, we could offer additional lab science seats to ease this bottleneck that can delay graduation/transfer.

We offer the third highest number of lab science seats in the district, after biology and chemistry. However, many of the students in Bio and Chem will take several other science classes. Astronomy meets the needs of students who are only planning to take one science lab class. A large number of students rely on astronomy as part of their Educational Plan.

Academic Plan Courses

COURSE	Fall 2022	Spring 2023	Summer 2023	Fall 2023	Spring 2024
ASTRON 12	21	38	44	40	23
ASTRON 3	90	83	29	192	40
ASTRON 3L	25	26	5	64	26
ASTRON 4	31	41	18	76	23
ASTRON 4L	4	10	0	13	4



Even when considering all lab science classes (including later sequence classes that are not usually taken for GE requirements), Astronomy faculty are supporting a program with more lab students per faculty than any other discipline. Every STEM discipline has lab support staff except for those in the Earth and Space Sciences dept., including astronomy and geology. The workload on existing full-time faculty is therefore even higher than would be expected based on this chart.

Without this position, we will have to cut astronomy lab sections. There will be a direct and immediate consequence: delaying graduation and transfer for students who are not able to get into a science lab class when they need it. Not only would this be bad for students, but it will have financial consequences to the district as we transition to the student-centered funding formula.