

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: Catherine Prince
Name of Department Chair: Rima DasGupta
Name of Program Coordinator (if different):
Cluster: Behavioral & Social Sciences & Child Development

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

Department: Behavioral Sciences
Discipline: Psychology
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"><li><input checked="" type="checkbox"/> in department's degree program</li><li><input 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>○ Identify: Psych 9; Psych 1B</li></ul></li></ul>
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: Psych 34, 56, 3

**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): 13

Number of contract faculty in discipline (headcount): 5

Total FTE of contract faculty (data provided): 4.9

Total FTE of reassign time for contract faculty: 0.1

Total FTE of overload assignments (data provided): 1.0

Net loss/gain in number of discipline contract faculty from F19 to F22 (data provided): -2

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

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

Number of associate faculty members in department (headcount): 29

Number of associate faculty members in discipline (headcount): 14

Total FTE of associate faculty members (data provided): 4.0

**RATIOS (historic data provided)**

% of associate FTE in department:

- Spring 2022: 32
- Fall 2021: 32
- Spring 2021: 40
- Fall 2020: 46
- Spring 2020: 45
- Fall 2019: 32

% of associate FTE in discipline, if different:

- Spring 2022: 31
- Fall 2021: 32
- Spring 2021: 38
- Fall 2020: 44
- Spring 2020: 53
- Fall 2019: 32

**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: 17.3
- Fall 2021: 19.71
- Spring 2021: 20.35
- Fall 2020: 18.41
- Spring 2020: 18.79
- Fall 2019: 18.32

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

- Spring 2022: 76%
- Fall 2021: 80%
- Spring 2021: 84%
- Fall 2020: 87%
- Spring 2020: 87%

<ul style="list-style-type: none"> <li>Fall 2019: 86%</li> </ul>
<p>Is the department/discipline able to meet staffing demands with current associate faculty?</p> <p><input checked="" type="checkbox"/> YES    <input 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?</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:</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: 10</li> <li>2020-2021: 24</li> <li>2021-2022: 18</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: 113</li> <li>2020-2021: 179</li> <li>2021-2022: 158</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>

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<b>Program Review</b>
When last was the program reviewed under Policy 3.6? 2017
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): 44.44

<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:

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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 Psychology discipline serves numerous JC students looking to fulfill G.E. requirements, transfer to UCs and CSUs, and those majoring in Psychology (AA; ADT) and Social & Behavioral Sciences. The Behavioral Sciences Department is the most productive, efficient department at the college with an average FTES/FTEF ratio of 19.1 this F22 semester. We know that our large class sizes are paying for other departments to have smaller class sizes. Looking at the Psychology Discipline specifically, this F22 semester we were able to run 33 sections (77%) fully online with a productivity of 21.5 FTES/FTEF, and 16 F2F/hybrid sections (23%) with a productivity of 16.0 FTEF/FTEF. PSYCH 1A is in the top 3 courses at the college for unmet demand in the District for F22. In addition, our success and retention efforts are similar to the District's overall success and retention rates.

**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.

The Behavioral Sciences department houses three main disciplines: Sociology, Anthropology, and Psychology, which is the largest by far. We have had 7 contract faculty in Psychology for many years, but we are currently down to

just 5. In the last 3 years, Psychology had 4 full-time faculty retire (Davis Mannino, Brenda Flyswithhawks, Nikona Mulkovich, and Narmeen Nasseem) – all of whom brought their respective areas of expertise and represented a diverse ethnic, cultural, and gender/sexual orientation. Psychology replaced two of these positions, one with a tenured faculty member retreating from administration, and the second a year-2 colleague moving through tenure – both are accomplished experts in their fields, but we still have many needs to fill in the discipline, particularly in the areas of clinical and social psychology, e.g. courses such as human sexuality, child psychology, abnormal psychology, prejudice & discrimination, and aging, death, and dying. These are popular courses that require consistent, quality staffing. Please note we did lose one tenure track faculty member in the second year last spring, so we are also hiring for that position this year.

**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.

We serve a diverse group of students in Behavioral Sciences, however, both our newest faculty members in Psychology are cisgendered, heterosexual white-identified women. In fact, all of the contract faculty members in Psychology are white-identifying. Simply put, we lack diversity and this is not good for our students. This composition does not reflect our current student population – our students are not easily able to see themselves in our contract faculty. We are committed to recruiting and hiring faculty members who share lived experiences with our students and can serve as role models to them in a variety of different ways. We are building up the discipline as a leader in anti-racist curriculum development, and we are focusing on developing more course offerings that reflect that. Thus, our curriculum will also be welcoming to and reflective of the students from the variety of different backgrounds and life experiences we serve.

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

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

As a discipline, Psychology has a lot to offer our students and the broader community regarding identity, anti-racism, cultural humility, and cross-cultural understanding. We are in the midst of transforming our discipline into an anti-racist discipline that honors indigenous ways of knowing. We are committed to this work and believe we are being responsive to crises that have shown the way to greater societal well-being. Our work is in line with state and district priorities related

to IDEAA, and our discipline has been one of the first at this college to engage in this work wholeheartedly and as a unified discipline faculty. The study of Psychology helps us to grapple with many of our societal problems today. Students trained in Psychology can go into the world armed with the tools to help us better understand the experience and trauma of living through pandemics, racial injustice, violence, gender and sexual discrimination, wealth inequities, and a host of other issues plaguing our world today.