

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: Kerry Loewen
Name of Department Chair: Eric Thompson
Name of Program Coordinator (if different):
Cluster: LAAF

<b>CRITERION #1: DISCIPLINE/DEPARTMENT/PROGRAM NEEDS</b>
Department: Humanities and Religious Studies
Discipline: Religious Studies
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 checked="" 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 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No

- If yes, identify expertise and service or course need: Due to faculty turnover, the range of expertise for Religious Studies, which includes all parts of Asian, Western/Abrahamic/Book, and global Indigenous peoples and traditions, at least, has been decimated. Although there is associate faculty support, the program is lacking substantial expertise in Asian and Indigenous traditions, the former recently lost through faculty departures. This position would both restore lost expertise and potentially advance expertise in the program.

**CE Position Requests Only**

Current labor market demand in Sonoma County (or larger regional area, if appropriate). NA

Please cite source of data and include link. NA

Projected labor market demand in Sonoma County (or larger regional area, if appropriate) over the next 3-5 years. NA

Please cite source of data and include link. NA

**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): 3

Number of contract faculty in discipline (headcount): 1

Total FTE of contract faculty (data provided): 0.80

Total FTE of reassign time for contract faculty: 22%

Total FTE of overload assignments (data provided): 0.20

Net loss/gain in number of discipline contract faculty from F19 to F22 (data provided): 0

Net loss/gain in number of discipline contract faculty at target site from F19 to F22 (if different from department; data provided): 0

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

Number of associate faculty members in department (headcount): 9

Number of associate faculty members in discipline (headcount): 4
Total FTE of associate faculty members (data provided): 0.40

<b>RATIOS (historic data provided)</b>
% of associate FTE in department: <ul style="list-style-type: none"> <li>• Spring 2022: 20% Rels, 20% Human</li> <li>• Fall 2021: 71% Rels, 50% Hum</li> <li>• Spring 2021: 60% Rels, 39% Hum</li> <li>• Fall 2020: 71% Rels, 39% Hum</li> <li>• Spring 2020: 100% Rels, 58% Hum</li> <li>• Fall 2019: 50% Rels, 58% Hum</li> </ul>
% of associate FTE in discipline, if different: <ul style="list-style-type: none"> <li>• Spring 2022: See Above</li> <li>• Fall 2021: See Above</li> <li>• Spring 2021: See Above</li> <li>• Fall 2020: See Above</li> <li>• Spring 2020: See Above</li> <li>• Fall 2019: See Above</li> </ul>

<b>ALLIED ASSIGNMENTS (Counseling, DRD, Athletics, Library, etc.)</b>
FTES/FTEF recommendations from national or state groups/associations, if any: NA
Cite source for and provide link to above data: NA

<b>ALLIED ASSIGNMENTS - CONTINUED</b>
If any, provide other data metrics or recommendations that inform appropriate staffing levels in the discipline/department: NA

<b>STUDENT DEMAND (historic data provided)</b>
Productivity (FTES/FTEF) over the past 3 years: <ul style="list-style-type: none"> <li>• Spring 2022: 10.57 (Rels), 14.35 (Human)</li> <li>• Fall 2021: 12.29 (Rels), 13.96 (Human)</li> <li>• Spring 2021: 13.10 (Rels), 12.47 (Human)</li> <li>• Fall 2020: 15.21 (Rels), 12.97 (Human)</li> <li>• Spring 2020: 15.00 (Rels), 14.26 (Human)</li> <li>• Fall 2019: 16.00 (Rels), 15.92 (Human)</li> </ul>

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

- Spring 2022: 64%
- Fall 2021: 74%
- Spring 2021: 75%
- Fall 2020: 87%
- Spring 2020: 86%
- Fall 2019: 92%

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

YES     NO

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

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

- If yes, please explain: This is a retirement replacement position. For the duration of this academic year, 2022-23, staffing is almost but not quite adequate in terms of disciplinary expertise; if the position is not approved it will radically impair the program from functioning as there is only 1 contract position in the discipline. If only associates remain in the discipline, given Special Expertise DSPs, no one will be qualified to teach some core courses.

### 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

#### 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):

- 2019-2020: 1 Rels [100 Human]
- 2020-2021: 9 Rels [109 Human]

<ul style="list-style-type: none"> <li>• 2021-2022: 2 Rels [98 Human]</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: NA</li> <li>• 2020-2021: NA</li> <li>• 2021-2022: NA</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: NA</li> <li>• 2020-2021: NA</li> <li>• 2021-2022: NA</li> </ul>

<b>Program Review</b>
<p>When last was the program reviewed under Policy 3.6? F 2021</p> <p>What was the Policy 3.6 determination?</p> <p> <input type="checkbox"/> Vital                      <input type="checkbox"/> Further Information Require                      <input type="checkbox"/> Discontinue  <input type="checkbox"/> Voluntary Discontinuance                      <input checked="" type="checkbox"/> Revitalize                      <input type="checkbox"/> Evaluation Report Req  <input type="checkbox"/> Other </p> <p>% of SLOs assessed in discipline (data provided): 7 (21.88 %)</p>

<b>CRITERION #5: MANDATES</b>
<p>This position request is required to fulfill a licensing and/or accreditation mandate?</p> <p><input type="checkbox"/> YES    <input checked="" type="checkbox"/> NO</p> <ul style="list-style-type: none"> <li>▪ If yes: <ul style="list-style-type: none"> <li>○ Identify agency: NA</li> <li>○ Provide language of requirement: NA</li> <li>○ Provide link to relevant language: NA</li> </ul> </li> </ul>

**2022-2023 SRJC Faculty Staffing Process**

**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.

There are 2 disciplines: Humanities (HUMAN) and Religious Studies (RELS). All RELS faculty teach HUMAN also, but HUMAN faculty are not qualified in RELS. Department faculty include 3 contract--2 HUMAN/1 RELS--and a pool of 9 associates, 4 HUMAN only, 5 RELS and HUMAN; 2 of those are unavailable, leaving 3 available for RELS courses. For many years the combined FT/PT RELS faculty represented global diversity of expertise: South and East Asia, West Asia and Africa, Roman Empire, India, Indigenous America, et al. We lost a Buddhist/Asia specialist to retirement (Grady, taught RELS and PHIL, Dec. 1, 2019), and a South Asia/Japan specialist to a full time position in PHIL (Whyly, Aug. 2022). The impending retirement of Thompson (May 29, 2023) will increase expertise gaps. The AA-T in RELS was reviewed under 3.6 in 2021-22. Revitalizing recommendations include reducing non-RELS electives and clarifying the course sequence toward greater RELS focus (12 completers total in the last 3 years for a humanities area is not unusual, but could improve). There is an AA/Humanities that the department doesn't coordinate, but contributes to, averaging ca 100 completers per year. Both RELS and HUMAN courses primarily serve GE and the Humanities AA. There are no plans for strategic growth per se, but there are plans for RELS to collaborate closely with HUMAN and Ethnic Studies in curriculum. This position is badly needed to: 1) anchor the AA-T/RELS; 2) shoulder the work of the department (SLOs, curriculum, evaluations); and 3) fill increasing expertise gaps.

**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.

RELS must have a full-time coordinator; the department needs FT faculty for work associates cannot do. Slumps in fill rates and productivity correspond to a) COVID, and b) 80-100% RAT for the coordinator (Academic Senate President 2016-2020). During that time, Thompson continued oversight of scheduling, curriculum, and program review though associates did most instruction. Our program is inexpensive, especially as our offerings are still mostly online. Current data suggest enrollment is returning. The qualitative data provided doesn't always communicate reality straightforwardly, because of disciplinary overlap and department reorganization (split from PHIL in 2021). Therefore, HUMAN/RELS data are both reported in some cases in the Qualitative Data form. The cleanest data is Academic Outcomes: there RELS appropriately includes HUMAN 8, a de facto RELS course. RELS fill rates: 92% in F 19, 86% S 20, 64% in S 22, then back up to 94% this semester. Slump, not trend. Productivity had a recent high of 17.34 in S 19 and low of 10.57 in S 22, a similar slump. HUMAN productivity is 14.35 in S 22, and includes HUMAN 8; if RELS productivity data included HUMAN 8, it would boost RELS numbers. RELS faculty teach other HUMAN courses too, so RELS FTEF are part of HUMAN. FTEF in RELS has been disproportionately made up by PT faculty: 100% PT in S 20, 71% in F 20 & F 21. Now it is 20 % (S 22) for reasons mentioned. This position would solidify these improvements; lacking it would leave RELS drifting.

**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.

Academic Outcomes data show change in equity gaps, presumably effects of progress in faculty diversification and equity-minded pedagogy. Highlights:

1. In District-wide average data (Dist), as well as RELS, African American (AA) students' successful course completion now exceeds that of whites (W). Dist: 75.4 %/AA to 73%/W; RELS: 71.4%/AA to 56.5%/W. RELS AA students constitute a higher percentage than Dist: 3.2 %/RELS, 2.2%/Dist. RELS African American students do almost as well as their Dist peers, and they do a lot better than white RELS students--by 15 percentage points!
2. Latinx (L) to white (W) comparison shows parity both Dist and RELS: In RELS Latinx students do slightly better than whites--57.9%/L, 56.7 %/W; Dist 72.8%/L, 73%/W. Most notable is that L and W students achieve outcomes with approximate parity in both Dist and RELS, but in RELS

both Latinx and white students are far below African Americans, whereas District-wide, AA, L and W students are all within 73-75.4%.

3. In RELS, Asian, Filipino, Pacific Islander, and Native American students do better than the district average, although the sample size for the later 3 is too small for analysis.

This position will be an opportunity to continue positive change in faculty diversification and closing traditional equity gaps; it will be an opportunity to focus new attention on the equity gap between minority populations, and the two majority populations that are now behind: Latinx and white.

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

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

Our courses (see CORs, syllabi), faculty (webpages), and breadth and depth of our program (global, critical, nuanced) abundantly support District priorities and statewide initiatives. We are academically excellent, address environmental stewardship, teach social justice, strive for equity and inclusion, treat women's rights, LGBT rights, are devoted to antiracism. Student achievement data, student evaluations, and the popularity of our courses give further evidence. This position is necessary for the program and department to function. External testimony recently surfaced unexpectedly. "Best Universities" (<https://best-universities.net/>) ranked our Religious Studies AA number 1 (!) under "Best Christian Colleges California Has to Offer" (<https://bestuniversities.net/colleges/california-christian/>). It describes the program, lists some courses. It is not quite accurate and "Christian" is inappropriate, but the quality of the program has caught the attention of people looking for an affordable, academically excellent religion program, and found us. The importance of RELS is global. Consider: The United States, and world, are undergoing an assault on democracy. This is evident in political campaigns and movement in the US, Russia, Hungary, Brazil, and threatening Western Europe. The explicit driving ideology behind all these autocratic, fascistic and totalitarian tendencies I name is some form of Christian Religion. In Turkey the same tendency is in an Islamic context; Iran is now in violent upheaval over the conflict between traditional religious dogma and human rights. In Myanmar it's Buddhists who abuse religious minorities. The world badly needs educational programs imbuing it with expert knowledge of, an environmental and social justice oriented critique of, all religions.