

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](mailto:vtam@santarosa.edu)) and

Nancy Persons ([npersons@santarosa.edu](mailto:npersons@santarosa.edu))

**Submitter Information**

Name of Cluster Dean: Kerry Loewen
Name of Department Chair: Michael McKeever
Name of Program Coordinator (if different): Ethan Wilde
Cluster: Arts and Humanities

<b>CRITERION #1: DISCIPLINE/DEPARTMENT/PROGRAM NEEDS</b>
Department: Computer Studies
Discipline: Computer Information Systems
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"/> Roseland <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 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 <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 type="checkbox"/> in prerequisites for core courses in programs in or outside of discipline<ul style="list-style-type: none"><li>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: Mobile Application Development and User Experience (UX) / User Interface (UI) Designer

### CE Position Requests Only

Current labor market demand in Sonoma County (or larger regional area, if appropriate). Using TOP Code: 061430 Website Design and Development both current and projected annual job openings are 550-600.

Please cite source of data and include link. CA Employment Development Department , <https://labormarketinfo.edd.ca.gov/commcolleges/Projections.asp>

Projected labor market demand in Sonoma County (or larger regional area, if appropriate) over the next 3-5 years. Using TOP Code: 061430 Website Design and Development both current and projected annual job openings are 550-600.

Please cite source of data and include link. CA Employment Development Department , <https://labormarketinfo.edd.ca.gov/commcolleges/Projections.asp>

### 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): 10

Number of contract faculty in discipline (headcount): 1

Total FTE of contract faculty (data provided): 9.16

Total FTE of reassign time for contract faculty: 0.55

Total FTE of overload assignments (data provided): 1.56

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): 0

#### ASSOCIATE FACULTY (use current data for Fall 2023)

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

Number of associate faculty members in discipline (headcount): 5

Total FTE of associate faculty members (data provided): 4.78

**RATIOS (historic data provided)**

% of associate FTE in department:

- Fall 2023: 31%
- Spring 2023: 34%
- Fall 2022: 39%
- Spring 2022: 44%
- Fall 2021: 42%
- Spring 2021: 46%
- Fall 2020: 52%
- Spring 2020: 50%
- Fall 2019: 39%

% of associate FTE in discipline, if different:

- Fall 2023: 06%
- Spring 2023: 07%
- Fall 2022: 08%
- Spring 2022: 09%
- Fall 2021: 08%
- Spring 2021: 09%
- Fall 2020: 20%
- Spring 2020: 21%
- Fall 2019: 16%

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

FTES/FTEF recommendations from national or state groups/associations, if any:0

Cite source for and provide link to above data: N/A

**ALLIED ASSIGNMENTS - CONTINUED**

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

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

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

- Fall 2023: 2,022
- Spring 2023: 1,837
- Fall 2022: 1,821
- Spring 2022: 1,769
- Fall 2021: 1,809
- Spring 2021: 1,965
- Fall 2020: 2,061
- Spring 2020: 1,953
- Fall 2019: 2,245

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

- Fall 2023: 15.48
- Spring 2023: 13.99
- Fall 2022: 14.77
- Spring 2022: 13.55
- Fall 2021: 14.24
- Spring 2021: 14.03
- Fall 2020: 15.19
- Spring 2020: 15.38
- Fall 2019: 15.49

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

- Fall 2023: 90
- Spring 2023: 90
- Fall 2022: 86
- Spring 2022: 79
- Fall 2021: 84
- Spring 2021: 84
- Fall 2020: 91
- Spring 2020: 87
- 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:



**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.

We have seen growth to levels preceding the pandemic-and-fires levels in our department this semester, especially in our Programming and new Cyber Security programs. Our year-one new full-time programming instructor is, just in time, filling old and new staffing deficiencies. We have entered into a collaborative effort with six (6) other BACCC colleges to establish a Regional Virtual Production Academy (RVPA). The web development program is robust with classes full each semester and will grow with the RVPA.

The Computer Studies Department (CSD) is requesting three (3) new positions in different technical arenas and locations. One of them is in Petaluma for supporting the Cyber Security major. Of the two in Santa Rosa, one is a replacement position for one of our most innovative and the most senior member of the department, Donald Laird, who will conclude his tenure at SRJC at the end of this semester. The other position in SR for someone with a Computer Science masters to conduct our Artificial Intelligence (AI) and Data Science (DS) courses.

This Narrative is for the replacement position with specialization in the fields of Virtual Production – Mobile Application Development – User Interface/Experience (UI/UX).

**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.

See the RVPA Mission/Vision Statement here, <https://baccc.net/rvpa/>, along with additional details and industry needs.

Virtual production (VP) is an entertainment technology for television and film production in which LED panels are used as a backdrop for a set. It is used in the Star Wars spinoffs and Star Trek productions. VP replaces the "green screen" and provides more realistic and interactive backgrounds. [https://en.wikipedia.org/wiki/On-set\\_virtual\\_production](https://en.wikipedia.org/wiki/On-set_virtual_production)

The User Experience (UX) is how a user interacts with and experiences a product, system or service. Improving user experience is important to most companies, designers, and creators when creating and refining products because negative user experience can diminish the use of the product.

A User Interface (UI) Designer is a professional who collaborates with a User Experience (UX) designer to create an intuitive and visually appealing interface for product design.

Mobile application (app) development is the process of creating software applications that run on a mobile device. The two dominant platforms in the modern smartphone market are the iOS platform that powers the iPhone, and Android from Google. Android is used not only by Google devices but also by many Other Equipment Manufacturers (OEMs) to build their own smartphones and other smart devices (e.g. Samsung).

Developers can build apps for hundreds of millions of devices by targeting both of these platforms.

<https://aws.amazon.com/mobile/mobile-application-development/>

There is high demand and interest for both mobile platforms. The courses for mobile app development follow after our existing Web Development course.

### **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.

Conducting the classes in this program (and most all our programs) using online, combined-modality, and HyFlex modalities of instruction, allow us to reach students who otherwise would not be able to attend classes on campus. This locally unique and innovative program provides access to learning opportunities and high-earning careers many would be hard-pressed to obtain. We frequently hear from students in hard manual-labor jobs that they



need to get out and do something less taxing on their young bodies. Barriers of race, gender orientation, income disparity, socioeconomic status, etc., are more easily overcome with online and technical professions.

<https://www.oecd.org/digital/bridging-the-digital-gender-divide.pdf>

<https://www.americanprogress.org/article/occupational-segregation-in-america/>

Furthermore, we will attract both a larger potential student population beyond Sonoma county and allow incumbent workers to enhance their employability.

**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 is for a dynamic, innovative, and cutting edge discipline enabling significant career building skills for our students. The programs this instructor will lead are vital to the ongoing rehabilitation of the SRJC image within the Sonoma County community and afford our students, especially the traditionally underserved, access to learning opportunities and high-earning careers they would otherwise not obtain.

As mentioned above, our embracing and use of a variety of course delivery modalities not only increases FTES, it helps balance our budget shortfalls, makes our instructors more efficient. Furthermore, in this mobile work environment, we help students to learn to communicate, problem solve, collaborate, and troubleshoot both in-person and remotely.