

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) and

Megan Lowry Reed (mlowryreed@santarosa.edu)

Submitter Information

Name of Cluster Dean: Victor Tam
Name of Department Chair: Mas limura
Name of Program Coordinator (if different): Saska Gjorgjievska
Cluster: STEM

CRITERION #1: DISCIPLINE/DEPARTMENT/PROGRAM NEEDS

Department: Chemistry and Physics

Discipline: Physics

Instructional type (Check all that apply): Credit Non-Credit Allied CE

Site(s) of requested position: SR PET PSTC SWC Shone

Is this request included in PRPP? Yes No
• If no, please provide an explanation:

Is this a growth position (increase in current FT FTE)? Yes No

Does target program currently have contract faculty? Yes No

Has the department identified external budgetary resources (grants, categorical state funding, etc.) to fund or partially fund this position? Yes 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
- 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 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): 12

Number of contract faculty in discipline (headcount): 3

Total FTE of contract faculty (data provided): 3.13

Total FTE of reassign time for contract faculty: 0.08 (program coordinator reassigned time = 8%)

Total FTE of overload assignments (data provided): 0.80

Net loss/gain in number of discipline contract faculty from F19 to F22 (data provided): -1

Net loss/gain in number of discipline contract faculty at target site from F19 to F22 (if different from department; data provided): -1

ASSOCIATE FACULTY (use current data for Fall 2022)

Number of associate faculty members in department (headcount): 13

Number of associate faculty members in discipline (headcount): 3

Total FTE of associate faculty members (data provided): 0.40

RATIOS (historic data provided)

% of associate FTE in department:

- Spring 2022: 38
- Fall 2021: 36
- Spring 2021: 37
- Fall 2020: 35
- Spring 2020: 42
- Fall 2019: 45

% of associate FTE in discipline, if different:

- Spring 2022: 14
- Fall 2021: 14
- Spring 2021: 20
- Fall 2020: 16
- Spring 2020: 20
- Fall 2019: 17

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: *7.94 (*reduced class size due to COVID)
- Fall 2021: *9.22
- Spring 2021: 11.89
- Fall 2020: 9.79
- Spring 2020: 13.35
- Fall 2019: 14.39

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

- Spring 2022: 70%
- Fall 2021: 75%
- Spring 2021: 91%
- Fall 2020: 94%

<ul style="list-style-type: none"> • Spring 2020: 83% • Fall 2019: 89%
<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"> • If no, when was the last associate hiring process and how many were hired? Spring 2022, 1 was hired
<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"> • If yes, please explain:

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)
<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"> • 2019-2020: 7 • 2020-2021: 3 • 2021-2022: 8
<p>Number of ADT degrees awarded for each of the last 3 years (if applicable):</p> <ul style="list-style-type: none"> • 2019-2020: • 2020-2021: • 2021-2022:
<p>Number of certificates awarded in discipline for each of the last 3 years (if applicable):</p> <ul style="list-style-type: none"> • 2019-2020:

- 2020-2021:
- 2021-2022:

Program Review

When last was the program reviewed under Policy 3.6? 2019

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): 86.67%

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.

The Chemistry and Physics Department appreciates and embraces the rewards of a diverse and inclusive learning/working environment. We are deeply committed to excellence in education and thus to providing a safe, welcoming, and collegial environment conducive to collaborative working and learning. We strive to prepare our students for pursuing successful STEM careers. In that effort, we utilize modern equipment in the physics lab and provide the students with a variety of experiments where they apply concepts to real world problems and learn and develop relevant analytical skills.

One of our primary missions is to support our current STEM students and increase the number of underrepresented STEM students. To assist this goal, we need to hire a replacement for a physics faculty member that suddenly retired before the beginning of the Fall 2022 semester. Ideally, the new hire would expand the groups of students that our faculty can be role models for and help us reach a wider range of students.

We need to hire a replacement to operate under optimal strength. Currently, there are 3 contract physics faculty members, which is not enough to cover the schedule demands. Because of the sudden retirement, each contract faculty member took on additional load this semester. From the total load of 4.34 FTEF, 0.40 FTE is taught by associate faculty, and the rest is split among the three contract faculty members. We are committed to making it work, but this arrangement is not sustainable. The total load for SPRING 2023 is 4.94 FTE, with several sections unstaffed.

[Empty Box]

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.

Maintaining an adequate number of full-time faculty is essential to the success of all STEM majors. While there has been a small decline in the FTES/FTEF ratio over the past few years, the ratio is comparable to the STEM Cluster average for both Spring 2021 and Fall 2021. However, that was before the unexpected reduction of Physics FTF from four to three just before the Fall 2022 semester. In addition, at the end of Fall 2021 a long time, reliable, associate faculty member retired.

We need an FTF replacement so we can meet the department's and the students' needs. Physics is a fundamental science, and completion of a number of physics courses is required for transfer for all STEM majors. The above mentioned 4.94 FTE load can't be covered by three contract faculty members. Although we have actively searched for and recently recruited several new associate faculty members, their availability is very limited. Recruiting new high-quality associate faculty has proven to be a challenge due to a lack of industry in the area that employs physicists.

In addition, the associate faculty members are not required to perform college service, and we cannot expect them to contribute to the other aspects of running a successful Physics program such as mentoring, outreach, and club advising. To maintain continuity to fulfill department/program responsibilities and to support our program's vision and goals, we need a fourth full-time physics faculty member.

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.

Providing an inclusive, safe learning atmosphere is and will always be one of the primary goals for the members of the department. We believe we've been making small but significant

improvements. For example, there has been an increase in Latinx students in the Physics program. While this is encouraging, we could and need to do much better.

For the new FTF position, we want to find a qualified candidate who shares our passion for equity in STEM. Ideally, the new FT hire will be someone who can expand the diversity of underrepresented STEM students for which SRJC physics faculty can be a role model and who will work with current faculty to continue to improve the learning experience for all students studying physics at SRJC.

Furthermore, if the position is approved, it will allow the Physics program to offer physics courses in Petaluma, expanding the range of students we are able to reach.

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

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

Science and technology have direct impacts on almost every aspect of our daily lives, and according to an AAAS report titled "STEM and the American Workforce," it was reported that STEM supports two-thirds of US jobs, 69% of the U.S. GDP and \$2.3 trillion in annual federal tax revenue. And according to the U.S. Bureau of Labor Statistics (BLS), occupations in the STEM field are expected to grow 8.0 percent by 2029, compared with 3.7 percent for all occupations. However, some believe that there might not be enough in the field to fill these jobs.

As mentioned in the previous sections, a new FT position would help us to offer a more inclusive learning environment and to find ways to increase diversity in STEM. In this ever-changing world, it is important for the members of the STEM community to represent the diversity of the society that we live in. Having a wide range of experiences and perspectives benefits everyone.