

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: Kerry Loewen
Name of Department Chair: Elizabeth Simas (Wade)
Name of Program Coordinator (if different):
Cluster: Arts and Humanities

CRITERION #1: DISCIPLINE/DEPARTMENT/PROGRAM NEEDS

Department: Communication Studies

Discipline: Communication Studies

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

Site(s) of requested position: SR PET PSTC Roseland 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: Dental Hygiene, Radiologic Tech, Diet Tech, and Nursing (ADN) all require a COMM course in their programs

Would this position provide expertise that current discipline faculty do not possess?
 Yes No

- If yes, identify expertise and service or course need: our ideal faculty member would have expertise in argumentation and critical thinking, and speech coaching skills

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): 12

Number of contract faculty in discipline (headcount): 8

Total FTE of contract faculty (data provided): 6.59

Total FTE of reassign time for contract faculty: 0.63

Total FTE of overload assignments (data provided): 1.40

Net loss/gain in number of discipline contract faculty from F19 to F23 (data provided): +2

Net loss/gain in number of discipline contract faculty at target site from F19 to F23 (if different from department; data provided): +2

ASSOCIATE FACULTY (use current data for Fall 2023)

Number of associate faculty members in department (headcount): 26

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

Total FTE of associate faculty members (data provided): 4.2

--

RATIOS (historic data provided)
--

% of associate FTE in department: <ul style="list-style-type: none">• Fall 2023: 36%• Spring 2023: 30%• Fall 2022: 26%• Spring 2022: 39%• Fall 2021: 37%• Spring 2021: 45%• Fall 2020: 45%• Spring 2020: 44%• Fall 2019: 45%
--

% of associate FTE in discipline, if different: <ul style="list-style-type: none">• Fall 2023: 34%• Spring 2023: 26%• Fall 2022: 24%• Spring 2022: 44%• Fall 2021: 38%• Spring 2021: 54%• Fall 2020: 51%• Spring 2020: 45%• Fall 2019: 47%
--

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: <ul style="list-style-type: none">• Fall 2023: 1334• Spring 2023: 1145• Fall 2022: 1208• Spring 2022: 1108
--

- Fall 2021: 1295
- Spring 2021: 1377
- Fall 2020: 1358
- Spring 2020: 1532
- Fall 2019: 1595

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

- Fall 2023: 10.99
- Spring 2023: 10.44
- Fall 2022: 10.64
- Spring 2022: 8.97
- Fall 2021: 9.93
- Spring 2021: 10.95
- Fall 2020: 9.98
- Spring 2020: 11.72
- Fall 2019: 12.39

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

- Fall 2023: 87%
- Spring 2023: 80%
- Fall 2022: 87%
- Spring 2022: 77%
- Fall 2021: 89%
- Spring 2021: 92%
- Fall 2020: 90%
- Spring 2020: 95%
- Fall 2019: 99%

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 #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: 64
- 2020-2021: 57
- 2021-2022: 34
- 2022-2023: 26

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? 2022

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): 86.49%

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:

2023-2024 SRJC Faculty Staffing Process

Narrative Form

DUE WITH DATA FORM & CLUSTER RANKING – OCTOBER 13, 2023 by 5 PM

Email all documents to Victor Tam (vtam@santarosa.edu) and

Nancy Persons (npersons@santarosa.edu)

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.

Communication Studies is ranked as the 6th most popular AA-T program in the 2022-2023 academic year at SRJC, not counting whole area groupings or GE transfer pathways. That's an incredible feat for a discipline with just 8 total contract faculty between both campuses. Oral communication is a vital course to the college in helping students not only become successful community members, but also in transferring. Many of our courses are required by a variety of other majors, including many in the health sciences. The need for our courses is only going to increase with the requirement for oral communication in the Cal-GETC beginning in AY '24/'25. Based on the most recent numbers from Dr. Smotherman, we're looking at 100-200 more students who will need to take the oral communication course when the Cal-GETC begins (looking at numbers from '22/'23 and '20/'21 of students who completed the IGETC and did not take public speaking), translating to 4-8 more sections of oral communication, essentially the load for one contact faculty member.

Roughly half our Santa Rosa campus contract faculty members are in retirement range and two of them have indicated they're planning on retiring in the next year. This leaves us with only 4 contract faculty members on the Santa Rosa campus. Not only will losing those 2 members reduce our on-campus presence by 33%, but because of the overload they teach, it will have a 280% reduction in our full-time FTEF. Our associate pool is also aging and retiring, with 2 retirements last year, and potentially another 2 leaving in the next couple of years. Our last associate recruitment produced only 2 new faculty members who are only able to take on classes in non-traditional times because they have other full-time positions.

Our department's goal is to expand our participation in many of the college's specialized community cohorts, like Lanzamiento, Umoja, and the Ignite program. There is also interest in teaching dual enrollment classes and classes at juvenile detention centers. With a reduction of 280% full-time FTEF we simply won't have the people to cover all our outreach goals. Further, we're hoping to get a communication lab up and running soon (like the writing lab, but for help with oral presentations), and our speech and performance team, following a steep drop in interest over several years, is not only growing, but thriving. Becoming the robust department that we envision requires contract faculty on the ground to be there to support our students.

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.

Our current enrollment is trending back up after Covid. We’re back to our Fall 2020 numbers, and I’m anticipating the trend to continue. Based on the most recent data provided, our Fall 2023 enrollment at Census is 84% of what it was in Fall 2019, and Spring 2023 at Census was 75% of the Spring 2020 enrollment. Our enrollment efficiency has consistently hovered in the 80% range, and we look to be heading back to the pre-Covid 90+% range. These numbers will only increase with the Cal-GETC making oral communication a requirement for every transfer student using that pathway.

When we look at who is teaching these students, factoring in the overload of the 2 projected retirees, roughly 46% of our FTEF is coming from non-contract faculty load (36% taught by associates, 10% taught as overload from people who will be retiring). Once they retire, we’ll be a department where almost a majority of our courses are not being taught by contract faculty. Again, this is not factoring in the impending potential 100-200 more students who will need oral communication courses once the Cal-GETC is implemented. Hiring one more faculty member now would bring our current FT/PT ratios more in line with other disciplines that teach foundational skills, like English and Math (57% and 63% FT respectively) so that we are prepared for what appears to be an imminent staffing crisis in Communication Studies. It also would most likely diversify our faculty to better reflect SRJC’s current student demographics.

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.

The Communication Studies department has an Action Statement that serves as a guiding document for ongoing equity work within our department. While we have made progress on many of our goals in the areas of curriculum and student resources, staffing is critical to transformational change. Currently our department has 5 courses in the Lanzamiento project, one of our instructors is going to the Sonoma County Jail to teach as a part of the Ignite program, and we have another instructor who is slated to teach a section in the Umoja community. We have instructors asking to be a part of the new courses to take place in juvenile detention centers, as well as department discussions about dual enrollment and potentially going to high schools to teach our most demanded classes. Another full-time instructor would not only allow the department to participate more in these programs, but also offer more special-focus courses that align with our students’ needs. We currently have social justice focused public speaking courses and are looking at adding some with focus on athletics and gender studies. It’s through the department’s new faculty, not those who are indicating retirement, that these courses are being created and taught – the new faculty are driving this fundamental shift to be more equity-minded in our department. This new position would diversify the faculty in terms of age (and associated generational pedagogies), gender, ethnicity, and discipline expertise. Once our current faculty members retire, we won’t have any contract faculty with a specialty in argumentation or critical thinking.

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

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

Communication Studies is one of the college's core disciplines, serving more than 5000 students annually. There is currently high demand for our courses, especially oral communication, and that's only going to grow with the implementation of the Cal-GETC in Fall 2025. Recent recruitments for our associate pool and some emergency hiring of associates have been met with limited, to no, success. This contact position would set the department up to be ready for the increased demand instead of responding to it in "crisis mode" and potentially impacting the student experience. This position would help meet student demand, diversify the faculty, mitigate the shortage of qualified local instructors, increase the number and variety of sections contract faculty teach, and allow our curriculum to expand with increased full-time support for our majors.

Communication courses in general (and oral communication in particular) are often part of pathway programs or learning communities. This requires full-time faculty dedication to contextualize course content and support our most disadvantaged students. As mentioned above, more full-time faculty means more instructors available to teach oral communication courses with unique focuses and as part of SRJC's vibrant specialty programs. There's not a lack of desire to teach a multitude of these courses, there's a lack of availability.

The National Communication Association surveyed job announcements across the country and determined that, regardless of the field or discipline, strong communication competency is one of the most sought-after skills in the workplace. The SRJC Mission Statement states that the college is dedicated to "improving students' foundational skills" and "preparing students for transfer." The Communication Studies discipline is critical in delivering both goals. Almost all our courses are fully transferable to both the UC and CSU systems and most fulfill general education requirements. Moreover, our most recent hires have been part of underrepresented groups and we're already seeing our students commenting on how beneficial it is to have faculty members who closely align with their identities. Expanding on this trend would only help our student body.