

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: Roam Romagnoli
Name of Department Chair: Sheryl Cavales Doolan
Name of Program Coordinator (if different):
Cluster: Language Arts and Academic Foundations

CRITERION #1: DISCIPLINE/DEPARTMENT/PROGRAM NEEDS

Department: English
Discipline: NA
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 • 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"><input checked="" type="checkbox"/> in department's degree program<input type="checkbox"/> in department's certificate program<input checked="" type="checkbox"/> GE program<input checked="" type="checkbox"/> in prerequisites for core courses in programs in or outside of discipline<ul style="list-style-type: none">Identify: Engl 1A
Would this position provide expertise that current discipline faculty do not possess? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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 2023)
Number of contract faculty members in department (headcount): 26
Number of contract faculty in discipline (headcount): NA
Total FTE of contract faculty (data provided): 20.97 (F19-F23 avg.)
Total FTE of reassign time for contract faculty: 19.3667 (23-24)
Total FTE of overload assignments (data provided): 0.69 (F19-F23 avg)
Net loss/gain in number of discipline contract faculty from F19 to F23 (data provided): +1 (4 retirements, 1 resignation, 6 hires). An additional retirement in Sp24 will put us at 0
Net loss/gain in number of discipline contract faculty at target site from F19 to F23 (if different from department; data provided): +2 (Santa Rosa campus)

ASSOCIATE FACULTY (use current data for Fall 2023)
Number of associate faculty members in department (headcount): 41
Number of associate faculty members in discipline (headcount): NA
Total FTE of associate faculty members (data provided): 14.41 - F23

RATIOS (historic data provided)

% of associate FTE in department:

- Fall 2023: 38%
- Spring 2023: 21%
- Fall 2022: 31%
- Spring 2022: 32%
- Fall 2021: 40%
- Spring 2021: 38%
- Fall 2020: 48%
- Spring 2020: 39%
- Fall 2019: 48%

% of associate FTE in discipline, if different:

- Fall 2023:
- Spring 2023:
- Fall 2022:
- Spring 2022:
- Fall 2021:
- Spring 2021:
- Fall 2020:
- Spring 2020:
- Fall 2019:

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:

- Fall 2023: 3,903
- Spring 2023: 2,489
- Fall 2022: 3,403
- Spring 2022: 2,484
- Fall 2021: 3,350
- Spring 2021: 2,886

<ul style="list-style-type: none"> • Fall 2020: 3,932 • Spring 2020:3,642 • Fall 2019: 4,598
<p>Productivity (FTES/FTEF) over the past 4 years:</p> <ul style="list-style-type: none"> • Fall 2023: 12.54 • Spring 2023: 10.2 • Fall 2022: 11.77 • Spring 2022: 10.15 • Fall 2021: 9.93 • Spring 2021: 9.82 • Fall 2020: 10.62 • Spring 2020: 11.57 • Fall 2019: 11.56
<p>Enrollment efficiency (fill rate) over the past 4 years:</p> <ul style="list-style-type: none"> • Fall 2023: 91% • Spring 2023: 80% • Fall 2022: 85% • Spring 2022: 79% • Fall 2021: 84% • Spring 2021: 84% • Fall 2020: 85% • Spring 2020: 86% • Fall 2019: 91%
<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"> • If no, when was the last associate hiring process and how many were 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

- 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:
- 2020-2021:
- 2021-2022:
- 2022-2023:

Number of ADT degrees awarded for each of the last 4 years (if applicable):

- 2019-2020: 25
- 2020-2021: 24
- 2021-2022: 29
- 2022-2023: 17

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? Sp22

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):
66.3%

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.

Response:

The English Department has been impacted, like most other departments, by the enrollment drop. However, in the semesters since the rescinding of the distance education waiver, we have seen a steady increase in enrollment, particularly in our online sections. With the repeal of the vaccine mandate starting in Fall 23, we experienced a large increase in student enrollment. After the DE waiver was rescinded, our online program for our composition pathway courses remained strong, and students were heavily favoring online over in-person sections. In Fall 23, this trend change, most likely due to the repeal of the vaccine mandate. Our in-person sections were the first to fill, and most were closed before we got to open registration. Our online sections were much slower to fill, but eventually, they all did, and demand continued after the start of classes. Our department is committed to providing a strong variety of modalities and scheduling options to our students, including our online sections. With the college becoming part of the CVC, we see an opportunity to build enrollment and grow our literature, linguistics, and creative writing courses. The increased demand for both in person and online modalities for our core composition courses remains the bulk of our anticipated growth.

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.

Response:

This fall, we saw a major jump in our enrollment that we haven't seen in three years with 3,903 students enrolled. We could have filled several more sections, particularly of English 1A and English 5. All sections of these courses were filled, wait lists were filled, and instructors were overwhelmed by students requesting add codes. We were fortunate to add several late start sections, all of which filled within days. We could have continued filling more sections; we were limited only by lack of associate faculty with available load. Student demand is already there and increasing for the required core courses, and we need to maintain our contract faculty staff in order to provide the strongest, most consistent, and highest quality composition programming. Our department efforts to improve SLO assessments and equitable student success outcomes continues. This work in particular requires contract, tenured faculty who can commit to this work and engage in meaningful

professional learning and collaborative department reflection and innovation.

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.

Response: Our department’s most recent hires have all been literary specialists – Chicano/a literature, African American literature, and Ethnic literature. The expertise these folks have brought into the department also shapes how they teach composition employing culturally relevant and sustaining pedagogy, equity-minded practices such as contract grading, and liberatory language practices in providing feedback on and grading student writing. Although the position we are now requesting is a generalist position, our recent hires have helped us hone how we recruit for diverse faculty who are invested in racial educational equity and improving student success outcomes. As one retirement is known for Sp 24, and at least three more anticipated in the next 1-3 years, it is crucial to build a strong, equity-oriented faculty who can bring expertise particularly in teaching composition employing effective theory, practice, and pedagogy that will close equity gaps.

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

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

Response: Our district has made great strides in becoming a student-centered educational institution. AB 705/1705 have transformed “remedial” English education into a model of learning and support that embodies exactly what it means to be a student-ready college (and department!). As a gateway department with English 1A and English 5 figuring prominently in students’ educational plans, the English department has a dramatic impact on student success. The Student Equity plan 2.0 cites improving completion rates in transfer level Math and English as a particular outcome. Further, the target population of 1st generation college students and sub-populations who experience the greatest disproportionate impact, including men of color and foster youth, are clearly identified areas for our department to continue improving. Accomplishing this work requires recruiting faculty who are well-informed, equity-minded compositionist educators – people who can see how our curriculum development, SLO assessment, professional learning and collaborations, as well as our classroom instruction are a web of transformative change.