



In accordance with California's Code of Regulation, Title 5
ARC's Academic Senate is the organization whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters.

"Academic and professional matters" means the following policy development and implementation matters:

(1) curriculum, including establishing prerequisites and placing courses within disciplines;

(2) degree and certificate requirements;

(3) grading policies;

(4) educational program development;

(5) standards or policies regarding student preparation and success;

(6) district and college governance structures, as related to faculty roles;

(7) faculty roles and involvement in accreditation processes, including self-study and annual reports;

(8) policies for faculty professional development activities;

(9) processes for program review;

(10) processes for institutional planning and budget development; and

(11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

10/28/2021

3:00 P.M.

Meeting ID: 986-5887-6175, Password: 10plus1

Zoom link: <https://lrcdd.zoom.us/j/98658876175?pwd=VkZQQUdVS0g5Rkk5TnZUOG9naFBpUT09>

American River College Academic Senate Regular Meeting AGENDA

Preliminaries

1. Call to Order
2. Approval of the Agenda
3. Approval of the Minutes
4. Introduction of Guests
5. Public Comment Period (3 minutes per speaker)
6. President's Report

Consent Items

7. In person meeting presents imminent risks to the health/safety of Academic Senate attendees (authorization to meet remotely in accordance with Executive Order N-25-20, N-29-20, & N-33-20)

Decision (10 minutes maximum per item)

8. Accreditation Report (ISER) (1st Reading)
9. Faculty Hiring Prioritization Ranking (1st Reading)

Time	Position Title	Type
3:10	Accounting Assistant Professor 2 Positions	Instructional
3:15	Anthropology Assistant Professor	Instructional
3:20	Art History Assistant Professor	Instructional
3:25	Auto Technology Assistant Professor	Instructional
3:30	Speech Communication Assistant Professor	Instructional
3:35	Chemistry Assistant Professor	Instructional
3:40	Choral Director/Music Instructor Assistant Professor	Instructional
3:45	Commercial Music Assistant Professor	Instructional
3:50	Computer Science and Programming Assistant Professor	Instructional
3:55	Diesel / Clean Diesel Technology Assistant Professor	Instructional
4:00	Early Childhood Education Assistant Professor	Instructional
4:05	Electrician Trainee Assistant Professor	Instructional
4:10	Engineering Assistant Professor	Instructional
4:15	English Assistant Professor (40%), Writing Across the Curriculum Coordinator (60%)	Instructional
4:20	ESL Assistant Professor	Instructional
4:25	Journalism Assistant Professor	Instructional
4:30	Librarian 2 Positions	Librarian
4:35	Native American History Assistant Professor	Instructional
4:40	Nursing Assistant Professor – 2 Positions	Instructional
4:45	Philosophy Assistant Professor	Instructional
4:50	Program Coordinator - Fire Technology	Coordinator
4:55	Psychology Assistant Professor	Instructional
5:00	Real Estate Assistant Professor	Instructional
5:05	Sociology Assistant Professor	Instructional
5:10	Basic Academy Coordinator (SRPSTC)	Coordinator
5:15	Tutorial Center Coordinator	Coordinator
5:20	Universal Design for Learning Coordinator	Coordinator

Upcoming Meetings:

- District Academic Senate Meeting: Tuesday Nov 2nd 3:00 P.M Meeting ID TBD
- ARC Academic Senate Meeting Thursday Nov 4th, 3:00 P.M., Meeting ID: 986-5887-6175, Password: 10plus1
- ASCCC Fall Plenary (Hybrid Event) – Nov 4-6, 2021
 - Registration deadline Oct 31, 2021 virtual registration is \$325.
- LRCCD Board of Trustees Meeting: Wednesday Nov 10th 5:30 P.M

ARC Academic Senate

Approved Minutes: October 28, 2021

Preliminaries

1. Call to Order: Called to order at 3:00pm
2. Approval of the Agenda: Agenda Approved
3. Approval of the Minutes: Minutes Approved
4. Introduction of Guests: Gary Aguilar, Rebecca Arnfeld, David Austin, Tak Auyeung, Connie Ayala, Pamela Bimbi, Derrick Booth, Kale Braden, Aaron Bradford, Alina Cervantes, Rachna Condos, Kirsten Corbin, Alice Dieli, Mike Drobot, Dyne Eifertsen, Ben French, Charissa Gorre, Roger Davidson, David Denman, Helen Han, Doug Herndon, Diana Hicks, Mike Holmes, Kate Jaques, Ally Joye, Frank Kobayashi, Ken Kwong, Sarah Lehmann, Rachel Leibrock, Narine Madramootoo, John McCormack, Marcia McCormick, Angela Milano, Joshua Moon-Johnson, Hilary Mroczka, Liz Nelson, Lisa Parrinella, Mike Payne, Meg Pollard, Shannon Pries, Gabe Ramos, Leslie Reeves, Jeffrey Sacha, Kathy Sorensen, Martee Squire, Kat Sullivan-Torrez, Ocean Tran, Kevin van den Bogert, Merlyn van Regenmorter, Adam Windham, Patricia Wood, Katrina Worley, Brandy Worsfold, Shih-Wen Young, and Victor Zarate
5. Public Comment Period:
none
6. President's Report:
 - a. [Admissions & Records and Financial Aid Redesign Project | Los Rios Community College District Update](#)
 - b. District Academic Calendar committee report back compliments of ARC rep C.R. Messer:
 - i. There is general consensus that we should begin to observe the Juneteenth holiday during the summer term. The administration is going to investigate whether this will mean adding an extra day on to the end of the summer term or whether the holiday can simply be absorbed by making class meetings slightly longer (what I hope happens). Because the Summer 2022 calendar is already fixed and because of the need to investigate further, the first opportunity to observe the holiday will be for Summer 2023.
 - ii. There is also the desire to determine how to observe Cesar Chavez Day during each March. This is a more complicated issue because it will mean lengthening the semester in some way. The administration is going to investigate some different options. Again, because the 2022-2023 calendar is already fixed, I believe the soonest this will happen is for Spring 2024.
 - iii. Some faculty and administrators have pointed out that there seems to be no consistency in the location of the NP date for 8-week or other short-term courses. The district is investigating how to improve this situation to be more student-friendly.

- c. LRCFT FAQ on Vaccine Mandate requires on-ground instructional faculty to regularly check rosters and notify their deans within 12 hours if an unclear student attends an on-ground class session
- d. “Hyflex” is a confusing and potentially problematic term (details later). Instead, faculty interested in working with flexible course design are currently encouraged to use the terms:
 - i. Technology Enhanced Classrooms (TEC) to describe the use of technology in the classroom in order to facilitate flexible attendance/participation allowing students to attend on-ground via zoom, and
 - ii. Web Enhanced Instruction to describe the use of web-based activities & assignments designed to allow students to participate in class work asynchronously.
 - iii. <https://asccc.org/content/what-hyflex-and-why-do-i-keep-hearing-about-it>
- e. ASCCC (Academic Senate for California Community Colleges) Resolutions Fall 2021: <https://asccc.org/resolutions-fall-2021>

Consent Items

7. In person meeting presents imminent risks to the health/safety of Academic Senate attendees (authorization to meet remotely in accordance with Executive Order N-25-20, N29-20, & N-33-20)

Decision

8. Accreditation Report (ISER--Institutional Self-Evaluation Report) (1st Reading). Link to Google Doc [“Institutional Self-Evaluation Report”](#)
9. Faculty Hiring Requests (First Reading)
 - a. Faculty Hiring Request Forms--See supporting materials [“Faculty Request Forms SP2022 Hiring”](#)
 - b. [Faculty Hiring Request Presentation Schedule 2021](#)--See supporting materials
 - c. Senators Submit their rankings (one 2 yes/ 1 maybe /0 not now ranking; one 1-31 no ties ranking) via a Jotform in Canvas by **Nov 1, 2021** .

Reports

none

Discussion

None

Meeting adjourned 5:29 pm

Upcoming Meetings and Events

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Faculty Request Forms SP22 Hiring

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Faculty Request Form SP22 Hiring Process

Title of Requested Position

Accounting Assistant Professor (2 Positions)

Faculty Contact

Meg Pollard

Type of Faculty Position

Instructional

Email

Pollarm@arc.losrios.edu

Department Data (Instructional)

Primary subject code proposed faculty member will teach:

ACCT

- Productivity = Productivity is calculated by dividing Weekly Student Contact Hours (WSCH) by total instructional full-time equivalent faculty (instructional FTEF). Productivity is a measure of instructional resource efficiency
- FT/PT Ratio = The ratio of Full Time Faculty in a Department compared to the Part Time Faculty in the Department

FA16 Enrollment	FA16 Productivity	FA16 FT/PT FTEF	FA16 FT/PT Ratio (% of FTEF)	FA16 # of Class Offerings	FA16 Avg. Class Size (incl. online)
1441	550.15	7.742 / 2.109	0.79 : 0.21	43	33.5
FA17 Enrollment	FA17 Productivity	FA17 FT/PT FTEF	FA17 FT/PT Ratio (% of FTEF)	FA17 # of Class Offerings	FA17 Avg. Class Size (incl. online)
1401	534.75	6.109 / 3.675	0.62 : 0.38	41	34.2
FA18 Enrollment	FA18 Productivity	FA18 FT/PT FTEF	FA18 FT/PT Ratio (% of FTEF)	FA18 # of Class Offerings	FA18 Avg. Class Size (incl. online)
1217	527.27	6.472 / 2.467	0.72 : 0.28	39	31.2
FA19 Enrollment	FA19 Productivity	FA19 FT/PT FTEF	FA19 FT/PT Ratio (% of FTEF)	FA19 # of Class Offerings	FA19 Avg. Class Size (incl. online)
1235	514.14	6.067 / 3.267	0.65 : 0.35	41	30.1
FA20 Enrollment	FA20 Productivity	FA20 FT/PT FTEF	FA20 FT/PT Ratio (% of FTEF)	FA20 # of Class Offerings	FA20 Avg. Class Size (incl. online)
1240	514.78	5.601 / 3.267	0.63 : 0.37	39	31.8

Data Observations/Comments

Are there any observations you would like to provide about productivity?

In the past five years for which data was provided, productivity fell from 550 to 514. This marks a drop of approximately 10%. COVID and a general decline in campus enrollment significantly contributed to this. In fact, enrollment in Accounting fell less than in other areas of the College. Further, we became aware that overenrolling courses, while intended to meet the needs of as many students as possible, was not ideal for the student experience and we have since discontinued this practice.

Are there any observations you would like to provide about the FT/PT ratio?

After the end of Spring 2017, we lost four adjunct faculty, comprising about 50% of our adjuncts, to a variety of factors. In response to the tremendous turnover of both F/T and adjunct faculty in recent years, we did interview and hire new adjuncts during the summer of 2018. Of the five that we hired, only one continued to teach for us in the Spring 2020 semester. Another of the five has become our new F/T faculty member, one has become a F/T colleague at SCC, and two have changes in their other employment schedules which prevent them from teaching next Spring.

Beyond these five hires, yet another, long-serving adjunct faculty member is no longer teaching for us. With this in mind, we interviewed and hired again during 2020-2021, adding several more adjuncts. Consistent with prior results, however, two of these and another previously hired instructor have discontinued their work as adjunct faculty. In short, despite our very frequent attempts to hire adjuncts and robust efforts to support them, we continually have little ability to retain them.

Since this time, all remaining F/T faculty except for the one, newly-hired, pre-tenure individual worked overload. Most remaining adjunct faculty are, and have been, also maxed out on their loads. By not replacing the F/T faculty who retired at the end of Spring 2017, we saw our FT/PT FTE ratio drop from 77:23 in Fall 2016 to 62:38 in Fall 2017. Our Fall 2018 ratio was an even lower 56:44.

Please note that the data provided above does not match the data we were provided two years ago when first submitting this request. Our commentary is based on the figures originally provided to us. Further, Fall 2018 data populated above stands out as an anomaly when compared to past and future Fall semester data.

Continuing with Fall 2019 data, this ratio seems to have stabilized, but stabilized at a lower rate than traditionally experienced by our department. For a department that has consistently been at or above the 75:25 ratio, this ratio is concerning.

Are there any particular difficulties securing, maintaining or managing adjunct faculty?

Adjunct hiring is necessary to build flexibility for the program. However, hiring and retaining adjunct faculty is extremely difficult. There is little, if any, unemployment in industry Accounting and is arguably at a current, all-time low if not 0% when considering the employment environment of the people who meet the Minimum Qualifications for adjunct teaching in Accounting. The industry pay is far greater than what adjunct faculty can earn. Accountants tend to work long hours year round, not just during tax season, and even those not prioritizing pay do not have time for adjunct work. Of those who do apply for adjunct work, few have any teaching experience at all, which equates to significant mentoring by our fulltime faculty.

To maximize our chances of hiring new adjuncts, we continually reach out to our industry partners. We send many emails to our partners but find that this outreach is not as effective as

hoped when we view the adjunct pools. Few individuals approached seem interested in applying. Further, many seem not to be viable candidates. Many live out of the city, state, or even the country. Many have applied, been screened, and even interviewed previously without being hired as additions to our Adjunct pool. Some make assertions in their applications that appear to be logically inaccurate.

In addition, the openings in our courses do not easily fit new adjunct faculty. Many are advanced courses rivaling those taught at four-year colleges and in graduate programs, and applicable to CPA licensure. Others involve continually changing tax law and labor law and the use of industry software. The challenge of preparing for this material while learning to teach can be overwhelming.

Other challenges exist. Many unstaffed classes are daytime courses during which adjuncts are not available. Many are online. Consistent with the College, we ask that online adjunct instructors complete the Online Institute. New hires would not have had the chance to do this. Although COVID and the move to remote learning forced us to back away from completing the Online Institute as a hard requirement and increased flexibility in when our adjunct partners could work, it also created an unprecedented learning curve for them.

We have depended on Long-term temporary F/T instructors during two recent semesters. Both have worked a full-time load for us. Without them, having truly exhausted all the availability of our F/T and adjunct staff, we would absolutely have been forced to cancel viably enrolled classes.

Is there additional data you can provide that provides evidence of student demand such as waitlists, etc.?

The same economic environment that results in little if any unemployment among Accountants and few potential Accounting instructors drives student demand for our courses. As an early adopter of the online modality, our online Accounting courses fill immediately. Often, we use waiting lists that are 20 students deep to accommodate student interest. When FTE is available, we add as many sections as we can staff and fund and yet online offerings are still quickly filled. Classroom and traditional courses fill fast, too, and are often more than fully enrolled.

Are there other Subject codes that you would like to include for consideration?

PROP TX is another subject code appropriate for consideration. ACCT faculty teach PROP TX courses for the CDFTA under a contractual arrangement. While this agency provides the FTE, two, 1.5 unit sections per semester are scheduled to be taught by one of our adjunct faculty members, reducing her availability to teach other classes due to load limitations.

Department Operations

Are there accreditation or outside agency requirements? For example, the Nursing program is required to maintain an appropriate number of full time faculty to meet Board of Registered Nursing requirements.

While there is no direct accreditation or outside agency requirement impacting our program, there is one of substantial indirect impact. Specifically, becoming a Certified Public Accountant (CPA) in California mandates the completion of a bachelor's degree plus additional year's work of upper-division college credit. Plus, licensure necessitates the fulfillment of units in four different areas of Accounting, Ethics, and Business-related course work. This means that many ARC Accounting students have come to our program to complete this specific course work, thus driving the need for our Accounting classes.

Have there been, or are there expected to be changes to the enrollment patterns of courses within your department?
Have there been, or are there expected to be changes to the discipline?

Changes in the profession and new ventures do create a new need as noted above. To expand

one of these needs in particular, the California Board of Accountancy requires 10 units of ethics education for CPA licensure and continuing education in ethics for existing licensees. The business environment's relatively recent wave of fraud has increased the need for auditors. Increased and revised legislation in payroll and income taxation has driven the need for coursework that covers these areas.

Curriculum changes have also driven changes in the number of courses needed by students to earn the Accounting Degree as well as the Accounting Certificate. Specifically, to better prepare students for success in the Auditing and Intermediate Accounting courses as well as for the work force, prerequisites have been revised. These require students to complete additional course work.

Further, several pending partnerships are resulting in the addition of more Accounting classes, and groups of Accounting classes. It should be noted that these partnerships are not initiated by the Accounting Department and are instead mandated by the College, meaning that we simply must staff them. Our new partnerships include:

- Financial Services Apprenticeship Program (FSAP) - This partnership with various CA State agencies has been active for two years, and its first cohort will be completing their work during this Fall 2021 semester. A second cohort has already begun. Each cohort includes around ten courses, and these cohorts are foreseen to continue indefinitely.
- A partnership with the CA Air Resource Management Board generated the offering of a new Accounting course specific to this partnership. While this endeavor has been suspended due to lack of funding, it is not unforeseeable that it will resume in the future.
- A partnership with the CA Department of Fee and Tax Administration additionally caused the creation of two new Accounting course sections.
- A new, ASU/ARC collaboration, called the Los Rios Colleges Online (LRCO), began in Fall 2020 and will mean at least an additional two sections of Accounting per year. This, too, is seen as an ongoing program.

Finally, two F/T Accounting faculty have qualified their online courses to be offered on a state-wide basis through the Online Educational Initiative. To date, five Accounting courses have been thus qualified. This potential for greatly expanded enrollment can create increased demand for ARC Accounting courses.

How will the position improve Department workload? For example, evidence cited could include a single person department or faculty with too many preps.

These positions will offload F/T faculty who have consistently been working at maximum, or near-maximum, load limits for years. Although F/T folks may continue to choose overload work, the addition of F/T faculty will provide for cushion should they choose not to do so. Further, COVID has underscored the point that life is unpredictable and unforeseen staffing needs can, and do, happen. The breadth of these additions would provide much-needed resilience and flexibility among a faculty team that has been carrying tremendous course loads and have been doing so for many years.

Additionally, Accounting offers thirteen courses in three different modalities: Online, hybrid, and on ground. Many of these courses are also offered in full-term as well as accelerated formats. This necessitates specialization in course content as well as in the nuances of the various modalities and formats to ensure efficacy. This Increased F/T faculty would maximize the ability to maintain this broad range of options in a manner which assures the quality of these options.

What is the back up plan should this position not be filled?

If we are unable to fill the requested faculty position, we would have to cancel classes. We simply do not have the FTE to make any other choice. For Fall 2021, there was approximately .20 FTE available among all Accounting faculty, meaning that only one more, three-unit section could possibly have been staffed; it would simply have been impossible to add anything further.

As noted previously, our adjunct pool remains shallow. We have continually hired new adjunct faculty to build the depth and breadth in the program not only to staff current classes but also to allow for growth, personnel changes, and other unexpected events. However, this has not proven to be a sustainable option for staffing an increasing number of classes. Our adjunct partners truly enhance our program and are valued, respected contributors to it. However, we need the knowledge, depth, and breadth of colleagues who can fully devote themselves to our program through the benefits afforded by F/T employment.

How would the addition of this position help to address disproportionately impacted students? (may include evidence such as low DI rates, high population of BIPOC students, connection to learning communities Umoja, Puente, Prise, etc.)

The addition to our team would be someone who would further our practices of and commitment to honoring the AICPA Diversity and Inclusion Statement which reads and we adhere to:

"The AICPA works to encourage and promote diversity, equity, & inclusion within the CPA profession and its workforce as we believe a workplace that is reflective and inclusive of the global communities in which they serve - different people, different cultures, and different perspectives – are greatly positioned to innovatively solve the challenging and complex issues facing clients and the evolving public interest."

Our department works to reflect inclusion and diversity constantly and the new positions will further contribute to our ability to continue to address the needs of disproportionately impacted students.

In addition, the Financial Services Apprenticeship Program targets current state workers who are seeking a path to a career or a new career opportunity, and many of these apprentices/students are from disproportionately impacted groups.

Is this a Growth or Replacement position? Los Rios only considers positions that were vacated in the last fiscal year to be replacement positions. If this proposal is replacing a colleague who has retired or resigned in the past year, please indicate which position this is replacing.

Growth Position

Do you have any comments or observations that you would like to provide regarding the position being a growth or replacement position?

These positions are actually replacement positions. Robert Diamond and Diane Ardans retired about two years ago but notified the department of their retirements after the deadline to request positions, which lead to the need for a LTT. We were awarded a replacement position in 2019-20. However, COVID cancelled this hiring process and the running clock meant that these people retired longer ago than the one year time frame needed to specify these as replacement positions.

Recruiting Suggestions

Do you have suggestions to recruit more under-represented people for this position?

Yes, we suggest that the District reach out to Accounting Associations whose membership includes under-represented people for this position. We fully support and welcome the assistance from the District to facilitate communication with these organizations. Further, we encourage the development of, and look forward to, a broader pool of applicants who reflect a greater and significant proportion of under-represented people.

Some possibilities include:

- American Institute of Certified Public Accountants (AICPA)
- California Society of Certified Public Accountants (CalCPA)
- Institute of Managerial Accountants (IMA)
- Accounting and Financial Women's Alliance (AFWA)
- National Association of Black Accountants (NABA)

Will you need special advertising for this position? If so, what would you recommend?

Yes, It is critical to recruit qualified applicants by advertising with various professional sources. These include:

- CalCPA <https://cpajobs.calcpa.org/>
- The Journal of Accountancy <https://www.journalofaccountancy.com/>
- The Accountant <https://www.theaccountant-online.com/>



Faculty Request Form SP22 Hiring Process

Title of Requested Position

Anthropology Assistant Professor

Faculty Contact

Katrina Worley

Type of Faculty Position

Instructional

Email

worleyk@arc.losrios.edu

Department Data (Instructional)

Primary subject code proposed faculty member will teach:

ANTH

- Productivity = Productivity is calculated by dividing Weekly Student Contact Hours (WSCH) by total instructional full-time equivalent faculty (instructional FTEF). Productivity is a measure of instructional resource efficiency
- FT/PT Ratio = The ratio of Full Time Faculty in a Department compared to the Part Time Faculty in the Department

FA16 Enrollment 1241	FA16 Productivity 649.08	FA16 FT/PT FTEF 4.35 / 1.75	FA16 FT/PT Ratio (% of FTEF) 0.71 : 0.29	FA16 # of Class Offerings 32	FA16 Avg. Class Size (incl. online) 38.8
FA17 Enrollment 1122	FA17 Productivity 598.68	FA17 FT/PT FTEF 4 / 1.95	FA17 FT/PT Ratio (% of FTEF) 0.67 : 0.33	FA17 # of Class Offerings 31	FA17 Avg. Class Size (incl. online) 36.2
FA18 Enrollment 1129	FA18 Productivity 583.7	FA18 FT/PT FTEF 4 / 2.1	FA18 FT/PT Ratio (% of FTEF) 0.66 : 0.34	FA18 # of Class Offerings 32	FA18 Avg. Class Size (incl. online) 35.3
FA19 Enrollment 1295	FA19 Productivity 605.28	FA19 FT/PT FTEF 4.5 / 2.3	FA19 FT/PT Ratio (% of FTEF) 0.66 : 0.34	FA19 # of Class Offerings 36	FA19 Avg. Class Size (incl. online) 36
FA20 Enrollment 1232	FA20 Productivity 598.96	FA20 FT/PT FTEF 2 / 4.4	FA20 FT/PT Ratio (% of FTEF) 0.31 : 0.69	FA20 # of Class Offerings 35	FA20 Avg. Class Size (incl. online) 35.2

Data Observations/Comments

Are there any observations you would like to provide about productivity?

Our productivity is generally high... we have relatively large enrollment caps (45 students for most lecture classes), and our classes typically fill and many have full waitlists. As a result, we often end up adding sections to accommodate waitlisted students.

Are there any observations you would like to provide about the FT/PT ratio?

Our Fa20 FT/PT ratio is a reflection of two factors. One was that a FT Anthro faculty member retired at the end of the Sp20 semester, the other was another FT Anthro faculty member who took a leave in Fa20. The result was that instead of our previous 4 FT faculty, we only had two for that semester.

Are there any particular difficulties securing, maintaining or managing adjunct faculty?

In the past 2 years, we've lost 4 part-time faculty, with a 5th set to retire as of the end of Spring 22, as well as the FT faculty we're hoping to replace. Most of those who have retired have been with us for decades. The remaining adjunct faculty are teaching at other campuses and as a result are limited in their availability. Some were hired specifically to teach online during the pandemic closure, so may not be in a position to teach on campus as we re-open.

The other factor is that the majority of applications from those wishing to teach part time are from those with a background in cultural anthropology. Our greatest need, though, is for those who have a background in biological anthropology. Most semesters, the schedule is 65-75% biological and biological adjacent classes, and only 25-35% cultural and cultural adjacent classes. This makes it very difficult to find enough qualified PT instructors for those biologically focused classes. The lab (Anth 301) is particularly problematic, since it takes a different skill-set than the lecture and those skills aren't something needed or utilized by those teaching the cultural-focused classes. As a result, it's even harder to find lab instructors.

Is there additional data you can provide that provides evidence of student demand such as waitlists, etc.?

The Anthropology department normally experiences full classes and in most semesters, full waitlists. Even during the COVID shutdown and the shift to online classes, our enrollment remains relatively high, and every semester we have ended up adding additional sections to accommodate full or nearly full waitlists. In addition, the Anthropology department is an active presence at the Natomas Center through the ACE and the CECA programs. We teach three ACE classes each semester; Anth 300, 301, and 310), and in Spring 2022 we've scheduled three sections of Biological Anthropology for CECA. We also teach a number of classes at Natomas that are not part of either CECA or ACE, but rather are part of the general outreach center schedule.

Are there other Subject codes that you would like to include for consideration?

None.

Department Operations

Are there accreditation or outside agency requirements? For example, the Nursing program is required to maintain an appropriate number of full time faculty to meet Board of Registered Nursing requirements.

No

Have there been, or are there expected to be changes to the enrollment patterns of courses within your department?
Have there been, or are there expected to be changes to the discipline?

We're expecting the demand for anthropology to continue and increase, especially for those

biologically-focused classes. Anthropology overall fills a number of requirements in the transfer pattern, and our classes are popular with non-major students for that reason. Anth 300 and 301 are particularly popular with non-science majors because they fulfill the life science and lab components of the transfer patterns.

How will the position improve Department workload? For example, evidence cited could include a single person department or faculty with too many preps.

It's not unusual for FT anthropology faculty to have 5 preps... During COVID, this has shrunk to 3 for each of us, since we're no longer teaching the same class online and on-ground (two preps for the same course content), but with a return to F2F instruction, it will likely go back to 4 or 5 preps for each of us.

What is the back up plan should this position not be filled?

Given the problems we've had with finding PT faculty to teach the biologically focused classes, unless that situation dramatically changes we would end up having to cancel sections. Since we only teach one section at a time (and often every 2nd or 4th semester) of the classes needed by Anthro majors to complete their degrees, cutting those would impact our majors and their ability to complete their degrees. If we kept those, but cut the Anth 300 and 301 (Biological Anthropology lecture and lab) classes that are popular with non-majors for transfer requirements, it would create even more difficulty for those non-major students in completing their transfer requirements.

How would the addition of this position help to address disproportionately impacted students? (may include evidence such as low DI rates, high population of BIPOC students, connection to learning communities Umoja, Puente, Prise, etc.)

Full-time faculty have a more "weighty" presence on campus. It's easier for students to form a connection with someone who's on campus more of the time. In addition, FT faculty are more likely to be involved in the various campus programs and services that help students. Adjunct faculty, on the other hand, typically spread their time and energy across multiple campuses and districts.

Is this a Growth or Replacement position? Los Rios only considers positions that were vacated in the last fiscal year to be replacement positions. If this proposal is replacing a colleague who has retired or resigned in the past year, please indicate which position this is replacing.

Anthropology Professor (Sukkary-Stolba, Soheir)

Do you have any comments or observations that you would like to provide regarding the position being a growth or replacement position?

This position is to replace Soheir Sukkary-Stolba, who retired at the end of the Spring 2020 semester. Given that she typically taught a double-overload (1.3-1.4 FTE every semester), replacing her will still leave us needing additional part-time faculty over what we had previously.

Recruiting Suggestions

Do you have suggestions to recruit more under-represented people for this position?

Type here...

Will you need special advertising for this position? If so, what would you recommend?

The most focused advertising would probably be through the American Association of Biological Anthropologists. Their job listings are at <https://physanth.org/jobs/>



Faculty Request Form SP22 Hiring Process

Title of Requested Position

Art History Assistant Professor

Faculty Contact

Patricia Wood

Type of Faculty Position

Instructional

Email

woodp@arc.losrios.edu

Department Data (Instructional)

Primary subject code proposed faculty member will teach:

ARTH

- Productivity = Productivity is calculated by dividing Weekly Student Contact Hours (WSCH) by total instructional full-time equivalent faculty (instructional FTEF). Productivity is a measure of instructional resource efficiency
- FT/PT Ratio = The ratio of Full Time Faculty in a Department compared to the Part Time Faculty in the Department

FA16 Enrollment	FA16 Productivity	FA16 FT/PT FTEF	FA16 FT/PT Ratio (% of FTEF)	FA16 # of Class Offerings	FA16 Avg. Class Size (incl. online)
893	820.69	2.4 / 1	0.71 : 0.29	14	63.8

FA17 Enrollment	FA17 Productivity	FA17 FT/PT FTEF	FA17 FT/PT Ratio (% of FTEF)	FA17 # of Class Offerings	FA17 Avg. Class Size (incl. online)
722	776.42	1.9 / 1	0.66 : 0.34	13	55.5

FA18 Enrollment	FA18 Productivity	FA18 FT/PT FTEF	FA18 FT/PT Ratio (% of FTEF)	FA18 # of Class Offerings	FA18 Avg. Class Size (incl. online)
659	684.84	2 / 1	0.67 : 0.33	15	43.9

FA19 Enrollment	FA19 Productivity	FA19 FT/PT FTEF	FA19 FT/PT Ratio (% of FTEF)	FA19 # of Class Offerings	FA19 Avg. Class Size (incl. online)
663	738.79	2.2 / 0.6	0.79 : 0.21	14	47.4

FA20 Enrollment	FA20 Productivity	FA20 FT/PT FTEF	FA20 FT/PT Ratio (% of FTEF)	FA20 # of Class Offerings	FA20 Avg. Class Size (incl. online)
668	731.14	1.6 / 1.2	0.57 : 0.43	15	44.5

Data Observations/Comments

Are there any observations you would like to provide about productivity?

Course offerings in ARTH have historically had very high productivity. Art History classes have higher caps than studio classes in the Art Department and therefore regularly have higher productivity rates than those other classes.

Are there any observations you would like to provide about the FT/PT ratio?

The FT/PT ratio trended sharply upward in FA20 with the loss of a full-time faculty member whose five course load was entirely made up of ARTH300. ARTH300 is an important basic GE course which satisfies the Area I. Humanities requirement for the hundreds of AA degrees on campus. It also satisfies half of the 3A Arts and Humanities requirement for the IGETC, or the C1 requirement for transfer to the CSU. As such, it is a key component of the Art History program and there is reliable and consistent demand for it.

Recent curriculum changes have aligned ARC's ARTH300 course more closely the other Los Rios campuses. A key part of that change has been changing the instructor discipline from Fine Art or Art History to Art History only. This reflected changes to the discipline over the last decade, as well as expectations from our transfer partners.

Are there any particular difficulties securing, maintaining or managing adjunct faculty?

Art History is a smaller academic discipline than many others on campus. The available pool of adjunct instructors in the area is limited, and is shared by three other community colleges in District, as well as by Sierra College. Realistically, we also compete with CSUS and UCD for adjunct faculty, as well as the larger Bay Area region, as academic jobs become scarce and costs of living rise. While disciplines that lead to more varied career paths, e.g. Mathematics or Business, experience more constant refreshing of recent graduates, Art History adjuncts are more likely to contend with burnout as they patch together a schedule on multiple campuses for many years. This leaves us with few options to choose from when we need to staff a class quickly, or if (as happened to us recently) one of our adjuncts suddenly requires a long-term hospitalization.

Is there additional data you can provide that provides evidence of student demand such as waitlists, etc.?

ARTH300 courses have higher caps than other ARTH courses in the department, yet they consistently fill and have waitlists. Other Art History classes also typically have waitlists, indicating that there is a consistent demand for these general education courses on campus.

Are there other Subject codes that you would like to include for consideration?

None.

Department Operations

Are there accreditation or outside agency requirements? For example, the Nursing program is required to maintain an appropriate number of full time faculty to meet Board of Registered Nursing requirements.

There are none, other than the previously mentioned shift to have all Art History classes taught by faculty accredited in that discipline.

Have there been, or are there expected to be changes to the enrollment patterns of courses within your department? Have there been, or are there expected to be changes to the discipline?

The move away from lifelong learning toward transfer degrees has increased demand for general education courses like Art History. We anticipate that the demand for these classes will remain the same, or grow with

campus enrollment.

Within Art History as a discipline, the movement to decolonize has encouraged departments to look critically at their curriculum and refine it to reflect a more global perspective. ARTH300 was rewritten with that shift in mind. Conversations with our local transfer partners at CSUS and UCD reflect those campuses' interest in taking a more global approach to their offerings, and we have historically followed their lead in our own classes. Additionally, there is a valuable opportunity within Art History to support our mission as a campus to provide more equity-minded education. A more recent Art History graduate would likely have been trained to take a more multicultural approach to the subject, and if their specialty were in non-Western art, they could add some much needed variety to our offerings as well.

How will the position improve Department workload? For example, evidence cited could include a single person department or faculty with too many preps.

There is currently only one full-time Art Historian. Having a second faculty member in the discipline would allow for more time advising students with an interest in the subject matter. It has been possible, for instance, to provide Art History majors with internship opportunities off campus with organizations such as the Crocker Art Museum. It would be much more possible to open up new partnerships and opportunities with a second faculty member advising students.

What is the back up plan should this position not be filled?

If this position cannot be filled at this time, we will continue to rely on adjunct faculty to teach these courses.

How would the addition of this position help to address disproportionately impacted students? (may include evidence such as low DI rates, high population of BIPOC students, connection to learning communities Umoja, Puente, Prise, etc.)

A second faculty member in Art History could develop new curriculum in one of the areas where we lack offerings and expertise, but do have student interest. Some examples would be African, African American, Native American, or Mesoamerican art. These would support BIPOC and DI students by providing more culturally relevant offerings and helping to remove some of the stereotype threat that those students can often feel in an Art History class. Art History is interdisciplinary and when students acquire competencies in ARTH courses they can directly impact interest, persistence, and success in other general education classes.

Is this a Growth or Replacement position? Los Rios only considers positions that were vacated in the last fiscal year to be replacement positions. If this proposal is replacing a colleague who has retired or resigned in the past year, please indicate which position this is replacing.

Art Professor (Brozovich, Tom)

Recruiting Suggestions

Do you have suggestions to recruit more under-represented people for this position?

Posting the job on a nationally available professional job boards, like that of the College Art Association, would increase the likelihood of attracting the attention of applicants with a HBCU background (none of which are located in our region).

Though the position is for a generalist, including a preference for a sub-speciality in one of the areas listed above might also open recruitment beyond traditional specialties.

Will you need special advertising for this position? If so, what would you recommend?

It is important that the position is posted on all of the major higher education job search platforms such as, Academic 360, Higher Ed Jobs, Chronicles of Higher Education, HERC, Indeed and Inside Higher Education, in order to ensure that it reaches a broad and diverse population.



Faculty Request Form SP22 Hiring Process

Title of Requested Position

Auto Technology Assistant Professor

Faculty Contact

Chris Moore

Type of Faculty Position

Instructional

Email

moorec@arc.losrios.edu

Department Data (Instructional)

Primary subject code proposed faculty member will teach:

AT

- Productivity = Productivity is calculated by dividing Weekly Student Contact Hours (WSCH) by total instructional full-time equivalent faculty (instructional FTEF). Productivity is a measure of instructional resource efficiency
- FT/PT Ratio = The ratio of Full Time Faculty in a Department compared to the Part Time Faculty in the Department

FA16 Enrollment	FA16 Productivity	FA16 FT/PT FTEF	FA16 FT/PT Ratio (% of FTEF)	FA16 # of Class Offerings	FA16 Avg. Class Size (incl. online)
682	379.15	5.659 / 4.259	0.57 : 0.43	36	18.9
FA17 Enrollment	FA17 Productivity	FA17 FT/PT FTEF	FA17 FT/PT Ratio (% of FTEF)	FA17 # of Class Offerings	FA17 Avg. Class Size (incl. online)
587	333.51	4.775 / 5.917	0.45 : 0.55	32	18.3
FA18 Enrollment	FA18 Productivity	FA18 FT/PT FTEF	FA18 FT/PT Ratio (% of FTEF)	FA18 # of Class Offerings	FA18 Avg. Class Size (incl. online)
625	345.11	4.8 / 6.067	0.44 : 0.56	32	19.5
FA19 Enrollment	FA19 Productivity	FA19 FT/PT FTEF	FA19 FT/PT Ratio (% of FTEF)	FA19 # of Class Offerings	FA19 Avg. Class Size (incl. online)
566	371.68	4.636 / 5.275	0.47 : 0.53	33	17.2
FA20 Enrollment	FA20 Productivity	FA20 FT/PT FTEF	FA20 FT/PT Ratio (% of FTEF)	FA20 # of Class Offerings	FA20 Avg. Class Size (incl. online)
253	292.29	3.469 / 0.33	0.91 : 0.09	17	14.9

Data Observations/Comments

Are there any observations you would like to provide about productivity?

Productivity = Productivity is calculated by dividing Weekly Student Contact Hours (WSCH) by total instructional full-time equivalent faculty (instructional FTEF). Productivity is a measure of instructional resource efficiency

Based on this calculation (dividing productivity by FTEF listed) the WSCH over the last 5 Fall semesters varies between 31 and 38 hours per 1.000 FTEF. During the Covid Shutdown, this figure jumped to 77 hours per FTEF. Each full time instructor should have approximately 15 classroom contact hours and 5 office hours according to the LRCFT contract. If I understand this correctly, the WSCH is, on average, double the instructor hours contracted.

Are there any observations you would like to provide about the FT/PT ratio?

During the three of the last five semesters for which data is given, full time faculty accounted for 44-46% of the FTEF. Although the district is near the 75/25 FT/PT ratio goal as a whole, the automotive department is far behind in this process.

Are there any particular difficulties securing, maintaining or managing adjunct faculty?

A majority of the current adjunct instructors in the automotive department have been with us for many years, but many are considering retirement in the coming years. It will take time to train a new pool of adjunct instructors and the department would prefer to hire a full time instructor to fill the duties that will arise due to these pending retirements.

Is there additional data you can provide that provides evidence of student demand such as waitlists, etc.?

N/A

Are there other Subject codes that you would like to include for consideration?

N/A

Department Operations

Are there accreditation or outside agency requirements? For example, the Nursing program is required to maintain an appropriate number of full time faculty to meet Board of Registered Nursing requirements.

There is not a current requirement, but the department is in the process of partnering with Toyota Motor Corporation to supply training to entry level Toyota dealership technicians. The contract with Toyota requires one dedicated full time faculty member be assigned to the program.

Have there been, or are there expected to be changes to the enrollment patterns of courses within your department?
Have there been, or are there expected to be changes to the discipline?

With the exception of the Toyota partnership listed, there are no other enrollment changes expected.

How will the position improve Department workload? For example, evidence cited could include a single person department or faculty with too many preps.

In addition to student contact time in the classroom/lab, a significant amount of prep is necessary to keep our vehicles and equipment maintained and repaired. Although our lab technicians do an excellent job of supporting the instructors, much of the course prep is specialized and outside of the level of expertise expected of the lab tech position. In addition, it is often necessary to set up several vehicles in a specific manner for a lab session. It is not uncommon for a full time instructor to spend several hours per week in the lab performing these tasks. Adjunct instructors rely on assistance from full time faculty to complete these tasks. Our adjunct instructors all work in industry and do not have the time between their full time job and their evening classes to devote to lab prep. An additional full time faculty member would ease this burden on all faculty.

What is the back up plan should this position not be filled?

Without an additional full time faculty member, an existing full time faculty will take on the role required by our contract

with Toyota. This will require additional adjunct faculty to fill the void. This will have an additional impact on the FT/PT ratio.

How would the addition of this position help to address disproportionately impacted students? (may include evidence such as low DI rates, high population of BIPOC students, connection to learning communities Umoja, Puente, Prise, etc.)

Due to the busy work schedule of our adjunct faculty who are industry professionals we have found that full time faculty receive more training on campus resources and have more time in their schedule to help students connect to the resources and communities that can help students be successful. With the majority of automotive classes currently being taught by adjunct faculty we believe this full time position will help get disproportionately impacted students the support they need.

Is this a Growth or Replacement position? Los Rios only considers positions that were vacated in the last fiscal year to be replacement positions. If this proposal is replacing a colleague who has retired or resigned in the past year, please indicate which position this is replacing.

Growth Position

Recruiting Suggestions

Do you have suggestions to recruit more under-represented people for this position?

Post position with the California Auto Teachers Association, California New Car Dealers Association, ASE and the Automotive Service Counsel.

Will you need special advertising for this position? If so, what would you recommend?

N/A



Thursday, October 7, 2021

Faculty Request Form SP22 Hiring Process

Thursday, October 7, 2021

Title of Requested Position

Basic Academy Coordinator

Faculty Contact

Gabriel Ramos

Type of Faculty Position

Coordinator

Email

ramosg@arc.losrios.edu

Non-Instructional Faculty

Justification for Non-Instructional Faculty position. This may include Faculty to Student ratios, accreditation requirements, or other data points to support the need for a new faculty hire.

In the McClellan/Sacramento Regional, Public Safety Training Center (SRPSTC) Coordinator (POST Basic Modular Academy) is a full-time position, the Academy Coordinator is responsible for participating in the Commission on California Peace Officer Standards and Training (POST) program to be a certified presenter. (POST) The program exists under the authority of, and in compliance with, California Penal Code Sections 13503, 13506, and 13510. Agencies or colleges participating in the POST program must adhere to the regulations of the California Code of Regulations (CCR) Title 11, Division 2, California Penal Code, and the Government Code. Per POST the academy must have a full-time Academy Coordinator, who must be present during training, must adhere to, monitor, and adopt all POST specification changes to remain in good standing as a presenter and maintain academy certification. The POST 2019 BCCR academy inspection, noted the lack of current policy guidelines and the use of LLT and strongly recommended we addressed the lack of a full-time

Basic Academy Coordinator. By not addressing the discrepancies listed, POST could withdraw the academy certification. This discipline will impact other public safety training courses the college offers to various law enforcement agencies through the state.

This position is currently maximized with responsibilities as a full-time assignment, yet could use additional staff support on behalf of the academy to focus more on keeping course certification current, setting up and organizing student recruitment efforts, and branching out on marketing efforts.

There are many more legal requirements this position is responsible for adhering to, while the duties must also cover the college side of the house with the curricula, student services, and support, budgeting, ordering, operational, scheduling of instructors, balancing workload to minimal hours afforded to run the academy, and while ensuring that students are the primary focus.

This position recruits for, participates in the interview process, and schedules Instructors to teach in the Academy; keeping and monitoring a constant Instructor pool of thirty instructors minimum. Schedules, availability, and coordination are ongoing. This position also oversees the operations and support efforts of academy staff. This includes Recruit Training Officers, Academy Clerks, and other academy support staff totaling five. The academy Modules require oversight of approximately 55

students annually 4 days per week (3 nights and 1 weekend), and more hours and days depending on remediation and other unforeseen circumstances. Constant coordination with several different facilities separate from the Academy site requires constant coordination with external agencies who also use the same sites and typically have priority.

Data Observations/Comments

Are there any observations you would like to provide about the FT/PT ratio?

To fulfill the college mission and student objectives on diversity and inclusion, this position cannot be minimized. Per the POST required workload and requirements for this position, even a full-time position is minimal given the hours required to run a basic course academy, attend the required POST Consortium, attend POST updated trainings, adhere to all the POST regulations and procedures, and be an active participant in college Coordinator meetings, Convocation, student engagement events, and the like.

As noted previously, this position needs to aid in recruitment efforts, yet there currently is no time allocated or available to participate in recruitment and educational efforts (e.g. going to student events at colleges and HS campuses and community events where Q&As are common to interested candidates); Marketing is another necessary element that is currently scarce but hours are needed to secure the best candidate pool. Marketing is minimal, so a full-time Academy Commander is necessary.

Are there any particular difficulties securing, maintaining or managing adjunct faculty?

Yes, it takes additional time and effort to secure faculty for teaching in the academy given the Regulations noted above for securing POST-certified instructors. Other difficulties often include Instructors who work regular jobs in the field and this is their second income so their availability is limited, they may be called to a scene where they suddenly cannot teach when planned for, and many retired Instructors face the ongoing challenge of needing to pay out of pocket a good amount of money to take regular ongoing training updates to remain current in the field.

Further, many agencies have a policy that states the law enforcement employee cannot teach and work at the Department simultaneously. This is typically done due to the requirement the law enforcement agent must be available to work overtime, to be called in for mandatory shifts, to aid the public during disasters, and so on.

One challenge this position faces is the POST requirements to have staff to student ratios in high-risk training areas such as rearms, defensive tactics, and vehicle operations (EVOC). When staff to student ratios are high, then the greater need for instructors. Some POST courses require instructors to have special certifications to teach 1070 courses making the pool of instructors much smaller.

Recently, Los Rios Community College District rolled out the Covid vaccination requirement. This was yet another hit to the Instructor pool, as not all Instructors would comply and many were not offered teaching assignments due to non-compliance or resignations.

Outreach efforts for Instructor candidate pools are still minimal and difficult to navigate the Los Rios job openings, as the public safety side is different than the Administration of Justice. Interest still typically comes from those via word of mouth which minimizes the Instructor diversity and limits the size of the Instructor candidate pool.

Is there additional data you can provide that provides evidence of student demand such as waitlists, etc.?

Local demand is demonstrated by SRPSTC when enrollment opened, within 40 days, the academy received 32 applications and 5 after the final cut-off date. The reason this count is considered to be a high candidate interest pool is that the short time in which the openings were marketed, the lack of marketing, and the extensive documentation including medical evaluations, DOJ clearance, personal statement (essay), DMV clearance, and Identifying documentation, that interested candidates must submit just to apply for consideration. With Covid still having people work remotely this was more difficult for students.

If this were to be marketed in advance and more effectively, it is anticipated the academy would be able to get upwards of over sixty (60) applicants in the same period of time of having the open enrollment.

Student interest is also visible during Covid when local colleges (e.g. Sierra) were unable to run their academies and had to turn away students. There are quite a bit of students who apply, yet due to not follow instructions or meeting deadlines, or not getting clearance, end up getting screened out. The academy cannot just allow anyone to enter given POST regulations.

It is a well-known fact as written in almost all scholarly journals about diversity and law enforcement, that the public wants a diversified face of law enforcement and opportunities open to those from low socio-economic backgrounds. This speaks to the college's mission and focus on student diversity and inclusion, and with this position and adequate academy staffing, more interested candidates from these areas may be sought out and given the opportunity. More is discussed as to ideas to promote this concept in the Recruitment section below.

Finally, the demand exists as law enforcement agencies throughout the state of California are experiencing a great loss in staffing due to retirements (age) which was known, and now due to Covid. The need to have larger candidate pools from academy graduates is growing, which in turn benefits the students who enroll and complete the Basic Academy. The success of this academy will benefit not just the student, but the entire community they end up serving in.

Are there other Subject codes that you would like to include for consideration?

The areas for improvement the full-time Academy Coordinator position would work towards includes reaching different demographic populations of students by being more active in the community and the college, maximizing effectiveness by being actively involved in areas such as Veterans Affairs, local military bases, La Comunidad, LGBTQ, Puente, attend local community events and events in areas typically seeking out recruits for hire, go to local High schools, go to non-profit youth programs, and go to Executive forums where marketing can be done on behalf of college/academy.

Other areas this full-time Academy Coordinator must attend to the upcoming changes of;

Assembly Bill No.89 This bill would require the office of the Chancellor of the California Community Colleges to develop a modern policing degree program, with the commission and other stakeholders to serve as advisors, as specified, and to submit a report on recommendations to the Legislature outlining a plan to implement the program on or before June 1, 2023. The bill would require the report to include, among other things, recommendations to adopt financial assistance for students of historically underserved and disadvantaged communities with barriers to higher education access, as specified. The bill would require the commission to adopt the recommended criteria within 2 years of when the office of the Chancellor of the California Community Colleges submits its report to the Legislature. Existing law requires peace officers in this state to meet specified minimum standards, including age and education requirements.

Senate Bill No. 2 (2) Existing laws define persons who are peace officers and the entities authorized to appoint them. Existing law requires certain minimum training requirements for peace officers including the completion of a basic training course, as specified.

Department Operations

Are there accreditation or outside agency requirements? For example, the Nursing program is required to maintain an appropriate number of full time faculty to meet Board of Registered Nursing requirements.

Yes. In addition to the legal references under “Data Observations/Comments” above, the following are additional Regulations and Commission Procedures under POST that must be followed that speak to the need of this position as being a full-time position:

- **CCR, Title 11, Division 2, Article 3, Section 1005 – Minimum Standards and Training**
- **CCR, Title 11, Division 2, Article 3, Section 1051 – Course Certification Program**
- **CCR, Title 11, Division 2, Article 3, Section 1052 – Requirements for Course Certification**
- **CCR, Title 11, Division 2, Article 3, Section 1053 – Course Certification Process (ongoing with biannual certifications)**
- **CCR, Title 11, Division 2, Article 3, Section 1055 – Course Completion Submission (upon completion of academy)**
- **Commission Procedures D-1-1: Basic Training**
- **Commission Procedures D-1-2: General Requirements for All Basic Training**
- **Commission Procedures D-1-3: Regular Basic Course Terminology and Requirements**

In addition to the position being required for running a POST-certified academy under the certified POST-presenter status, the Academy Coordinator must meet minimum training standards for Basic Academy as outlined in CCR, Title 11, Division 2, Article 3, Section 1071 – Minimum Training Standards for Basic Academy Directors, Coordinators, and Recruit Training Officers. Further, the Academy Coordinator must also ensure the academy follows all requirements for Course Presentation as outlined in CCR, Title 11, Division 2, Article 3, Section 1055 and also ensure that all Instructors being hired to teach have the appropriate certifications as indicated in the Regulations.

Have there been or are there expected to be changes to the enrollment patterns of courses within your department? Have there been, or are there expected to be changes to the discipline?

Yes. Changes in enrollment patterns are greatly impacted by the amount of time marketing and recruiting candidates, and also during Covid when the academy could not be in session due to local ordinances. We expect an increase in enrollment if sufficient staffing is provided and more specifically, in low-income and racially diverse areas. We have proven methods to gain candidate interest and would maximize the use of all positions.

Changes to the discipline include any regulatory mandated changes per POST, and various areas of the curricula are impacted two or more times annually. This position, as noted above, must continually ensure curricula are current and per mandates to maintain certification.

How will the position improve Department workload? For example, evidence cited could include a single person department or faculty with too many preps.

Yes, a full-time Academy Coordinator will improve department workload, ensuring POST regulations are met and in compliance. This is more than a single-person department with many changing requirements such as training locations, instructors, recruiting, and constantly updated learning materials mandated by law. A full-time coordinator will also help address the discrepancies noted in the POST 2019 BCCR inspection.

What is the back up plan should this position not be filled?

Per POST Regulations, there must be an academy commander to be participants in the POST program. The backup plan to minimize staff support for the Academy and to use the Dean as a Director of the program has fallen short on delivering results. Instead, it impaired the ability of the Academy to function to capacity for enrollments, recruitments, and student success.

Minimizing staffing resulted in low or no enrollment and canceled academy classes.

The current LTT has the education, regional contacts and has demonstrated strong leadership skills, knowledge, and the ability to step into the permanent full-time academy coordinator position.

How would the addition of this position help to address disproportionately impacted students? (may include evidence such as low DI rates, high population of BIPOC students, connection to learning communities Umoja, Puente, Prise, etc.)

Per our records, this academy class under the current LTT has increase in Disproportionately Impacted (DI) student recruit applicants and enrollment rates with greater diversity in race from the past five (5) years of academies. This position desires to be more involved with securing funding for low-income candidates and other DI interested candidates to help reduce the cost to DI students through scholarships and grants. Being active in Learning Communities and continually reaching out to leaders in different facets of the community will improve student opportunities for success. The position of full-time Academy Coordinator can improve relationships and further its current success.

Is this a Growth or Replacement position? Los Rios only considers positions that were vacated in the last fiscal year to be replacement positions. If this proposal is replacing a colleague who has retired or resigned in the past year, please indicate which position this is replacing.

Growth Position

Do you have any comments or observations that you would like to provide regarding the position being a growth or replacement position?

This position is a *shall have* per POST guidelines. This academy has always had a full-time academy coordinator up to two years ago. The last full-time coordinator quit and this position was filled with two subsequent LTT positions, which was reflected on the POST BCCR inspection. To stay in compliance and to avoid the academy decertification, this position must be filled with a knowledgeable individual who not only understands POST guidelines but has a California Law Enforcement background and possesses strong leadership traits. To further explain the importance of future growth positions in the ARC Basic Police Academy, in addition to the coordinator position, there needs to be a full-time Academy Director. Right now we the ADMJ Dean is also acting as the Academy Director and that is too much for one person to handle and it is set up for failure.

Recruiting Suggestions

Do you have suggestions to recruit more under-represented people for this position?

This position can be posted on social platforms and educator websites. Reaching out to local community organizations and providing the job posting information.

Will you need special advertising for this position? If so, what would you recommend?

No.



Faculty Request Form SP22 Hiring Process

Title of Requested Position

Chemistry Assistant Professor

Faculty Contact

Kristin Casale

Type of Faculty Position

Instructional

Email

casalek@arc.losrios.edu

Department Data (Instructional)

Primary subject code proposed faculty member will teach:

CHEM

- Productivity = Productivity is calculated by dividing Weekly Student Contact Hours (WSCH) by total instructional full-time equivalent faculty (instructional FTEF). Productivity is a measure of instructional resource efficiency
- FT/PT Ratio = The ratio of Full Time Faculty in a Department compared to the Part Time Faculty in the Department

FA16 Enrollment	FA16 Productivity	FA16 FT/PT FTEF	FA16 FT/PT Ratio (% of FTEF)	FA16 # of Class Offerings	FA16 Avg. Class Size (incl. online)
1364	569.51	13.092 / 6.65	0.66 : 0.34	33	41.3
FA17 Enrollment	FA17 Productivity	FA17 FT/PT FTEF	FA17 FT/PT Ratio (% of FTEF)	FA17 # of Class Offerings	FA17 Avg. Class Size (incl. online)
1356	558.86	14.926 / 5.133	0.74 : 0.26	35	38.7
FA18 Enrollment	FA18 Productivity	FA18 FT/PT FTEF	FA18 FT/PT Ratio (% of FTEF)	FA18 # of Class Offerings	FA18 Avg. Class Size (incl. online)
1350	559.6	15.373 / 4.633	0.77 : 0.23	35	38.6
FA19 Enrollment	FA19 Productivity	FA19 FT/PT FTEF	FA19 FT/PT Ratio (% of FTEF)	FA19 # of Class Offerings	FA19 Avg. Class Size (incl. online)
1440	583.98	13.942 / 6.23	0.69 : 0.31	35	41.1
FA20 Enrollment	FA20 Productivity	FA20 FT/PT FTEF	FA20 FT/PT Ratio (% of FTEF)	FA20 # of Class Offerings	FA20 Avg. Class Size (incl. online)
1319	550.68	15.207 / 4.36	0.78 : 0.22	30	44

Data Observations/Comments

Are there any observations you would like to provide about productivity?

Our productivity on average is 37% higher than the rest of the science division and 5% higher than the next closest subject (since 2016). We consistently are the most productive course code in the science division. In addition, we are in the top 20% in the entire campus.

Are there any observations you would like to provide about the FT/PT ratio?

Our FT/PT ratio has remained fairly constant over a number of semesters/years.

Are there any particular difficulties securing, maintaining or managing adjunct faculty?

We have tremendous difficulties hiring qualified adjunct faculty and have had to cancel many sections due to lack of teaching staff. A number of our full-time faculty carry overloads that are at the limit and we still have had to cancel sections. We are simply unable to fill the gap left by our retired faculty.

Is there additional data you can provide that provides evidence of student demand such as waitlists, etc.?

We have had the highest average class size in our division since F16. Our average class size is 41 students in that time period, which is amongst the highest on campus. When we cancel classes due to lack of faculty, those students have no other options because our classes are simply full. In addition, our lab classes are supposed to be 24 max according to the course cap and we are almost always over that (the typical lab size in 400 is 28-30). Our waitlists in a typical class are long enough to open at least another section. For example, in Sp 20 Chem 305 had 664 students enrolled and 412 on the waitlist. Our waitlist was long enough to open another 11-12 sections. This is mirrored in Chem 310 and Chem 400.

Are there other Subject codes that you would like to include for consideration?

None

Department Operations

Are there accreditation or outside agency requirements? For example, the Nursing program is required to maintain an appropriate number of full time faculty to meet Board of Registered Nursing requirements.

No

Have there been, or are there expected to be changes to the enrollment patterns of courses within your department?
Have there been, or are there expected to be changes to the discipline?

Our enrollment has been fairly steady over the years without major declines. Our courses are prerequisites for many other programs and degrees and so the demand has been very consistent.

How will the position improve Department workload? For example, evidence cited could include a single person department or faculty with too many preps.

A number of our faculty are teaching or have recently taught overloads that have reached the district maximum. Replacing our recently retired faculty will eliminate the need to teach such tremendous overloads while still allowing us to meet student needs by not cancelling needed sections.

What is the back up plan should this position not be filled?

We can try to hire adjuncts but that has proven to be very difficult and we had to cut five sections in F21. That is 15% of our average course offerings. We anticipate that if we don't get this position, we will continue to cut sections and turn students away. Also, our full-time faculty have expressed that they are tired of teaching massive overloads and would like to re-obtain work-life balance. That could result in more sections being cut and further harming students.

Long-term, there is not a sustainable way to cover the load left unstaffed by our retired faculty.

How would the addition of this position help to address disproportionately impacted students? (may include evidence such as low DI rates, high population of BIPOC students, connection to learning communities Umoja, Puente, Prise, etc.)

More faculty would allow us to spend more time with individual students. We can offer more focused support to our DI students. Having large overloads and class sizes consistently well beyond the maximums hinders our ability to focus on student success. Large numbers of DI students come through our classes and we are currently unable to adequately help them.

Is this a Growth or Replacement position? Los Rios only considers positions that were vacated in the last fiscal year to be replacement positions. If this proposal is replacing a colleague who has retired or resigned in the past year, please indicate which position this is replacing.

Growth Position, Chemistry Professor (Jorgensen, Gregory)

Do you have any comments or observations that you would like to provide regarding the position being a growth or replacement position?

This position is technically a replacement position. Greg Jorgensen retired and his classes (Chem 305) have been taught by adjunct faculty (or cancelled if we cannot find qualified adjuncts). However, as mentioned in the responses earlier, the waitlists for Chem 305 usually have enough students on them to open 10-12 additional sections. So in that sense, even if the position were not considered replacement, it would allow us to serve many more students that we currently are forced to turn away.

Recruiting Suggestions

Do you have suggestions to recruit more under-represented people for this position?

Type here...

Will you need special advertising for this position? If so, what would you recommend?

Type here...



Faculty Request Form SP22 Hiring Process

Title of Requested Position
Choral Director/Music Instructor Assistant Professor

Faculty Contact
Dyne Eifertsen

Type of Faculty Position
Instructional

Email
EifertDC@arc.losrios.edu

Department Data (Instructional)

***Please See Additional Data
At the End Of This
Document***

Primary subject code proposed faculty member will teach:
MUP

- Productivity = Productivity is calculated by dividing Weekly Student Contact Hours (WSCH) by total instructional full-time equivalent faculty (instructional FTEF). Productivity is a measure of instructional resource efficiency
- FT/PT Ratio = The ratio of Full Time Faculty in a Department compared to the Part Time Faculty in the Department

FA16 Enrollment	FA16 Productivity	FA16 FT/PT FTEF	FA16 FT/PT Ratio (% of FTEF)	FA16 # of Class Offerings	FA16 Avg. Class Size (incl. online)
236	432.42	2.02 / 0	1 : 0	26	9.1
FA17 Enrollment	FA17 Productivity	FA17 FT/PT FTEF	FA17 FT/PT Ratio (% of FTEF)	FA17 # of Class Offerings	FA17 Avg. Class Size (incl. online)
184	345.9	2.02 / 0	1 : 0	26	7.1
FA18 Enrollment	FA18 Productivity	FA18 FT/PT FTEF	FA18 FT/PT Ratio (% of FTEF)	FA18 # of Class Offerings	FA18 Avg. Class Size (incl. online)
174	298.84	2.37 / 0	1 : 0	27	6.4
FA19 Enrollment	FA19 Productivity	FA19 FT/PT FTEF	FA19 FT/PT Ratio (% of FTEF)	FA19 # of Class Offerings	FA19 Avg. Class Size (incl. online)
186	328.91	2.206 / 0	1 : 0	27	6.9
FA20 Enrollment	FA20 Productivity	FA20 FT/PT FTEF	FA20 FT/PT Ratio (% of FTEF)	FA20 # of Class Offerings	FA20 Avg. Class Size (incl. online)
92	251.32	1.519 / 0	1 : 0	20	4.6

Data Observations/Comments

Are there any observations you would like to provide about productivity?

Please also include MUFHL and MUIVI.

Though there was an increase in MUP productivity between Fall 2018 to Fall 2019, there was a decrease from Fall 2019 to Spring 2020 related mostly to the pandemic and moving to remote operations. Many of our skills-based courses have had a difficult time transitioning to a completely online instructional methodology.

Are there any observations you would like to provide about the FT/PT ratio?

Virtually every ensemble has been taught by a full-timer or a full-time replacement at American River College since the school was founded. From the retirement of Ralph Hughes in the spring 2021 semester, we have gone from a 100% full-time instructional ratio in our choral program to a 100% part-time instructional ratio.

Are there any particular difficulties securing, maintaining or managing adjunct faculty?

Due to quickly moving to remote learning during the pandemic, it has been very difficult to hire adjunct instructors that are qualified to teach both on-ground and online for the same course. Over the past few years, our adjunct faculty pool has greatly diminished due to retirements so we have recently hired several additional teachers. For example, teaching heavily skill-based courses such as choral ensembles, requires a complex knowledge of Canvas, video creation, evaluation of video performances, and students gaining access to technology for home practice and recording.

Historical data over several decades has shown that when ensembles are directed by adjunct professors, the enrollment in these courses drops as do success rates. They readily take employment elsewhere when preference or necessity dictates, thereby forcing the next director to begin again from scratch. Full-time ensemble directors have the ability to build and recruit and motivate over a number of years, which solidifies the enrollments and reputation of the ensembles, the music department, and the college at large.

Is there additional data you can provide that provides evidence of student demand such as waitlists, etc.?

Due to the retirement of our Full-time choral director in Spring of 2021 and the pandemic, there has been a significant drop in student enrollment. The choral program needs to be rebuilt by an established full time faculty member who can perform the much needed recruitment both on and off campus.

Full-time employees have essential knowledge of facilities, music libraries, purchase practices, ready access to rooms and their availability, budgets, practice and sectional scheduling and scheduling issues, students that are in multiple ensembles and conflicts that may arise, concert scheduling and issues related to the coordination of theater usage, which semester a student is enrolled, and managing multiple levels simultaneously (ensemble, advanced sections, volunteers, independent study, special ensemble). Full-timers are more readily available to students and meeting students' needs, as they have a full-time commitment to the college and the department. The most significant contacts that our students have in the music department are with their ensemble directors and with their applied music instructors, who in many cases are not full-time.

While part-time instructors may be qualified to lead an ensemble, they often do not have the flexibility in their schedule or the time commitment necessary to lead, manage, direct, coordinate, motivate, mentor, advise, track, and counsel the ensemble and ensemble members. Due to scheduling, part-time instructors may only provide a part-time commitment to the college, often due to the fact that they must seek employment elsewhere to supplement their income. They often are also confused by varying practices implemented at the other schools where they are employed, and often have difficulty navigating the essential communication and legal systems that the college requires.

Are there other Subject codes that you would like to include for consideration?

MUIVI and MUFHL

Department Operations

Are there accreditation or outside agency requirements? For example, the Nursing program is required to maintain an appropriate number of full time faculty to meet Board of Registered Nursing requirements.

There are no accreditation or outside agency requirements for this program.

Have there been, or are there expected to be changes to the enrollment patterns of courses within your department?
Have there been, or are there expected to be changes to the discipline?

During the pandemic, many students chose to defer their studies until they could get back to in-person instruction. With the slight reopening of campus and the allowance for in-person ensembles and some skills courses (Voice Class), we see students slowly coming back. The department feels confident that as we, and the music industry, opens back up, our numbers will significantly grow.

How will the position improve Department workload? For example, evidence cited could include a single person department or faculty with too many preps.

Along with teaching choral ensembles, the instructor often teaches core classes such as Piano, Intro to Music, Basic Musicianship, Music History, and Applied Music. These courses are great recruiting grounds to help fill ensembles. The ensemble director position also entails a great deal of knowledge working with campus-based budgets, purchasing of equipment, concert revenue, and planning for program growth.

Full-time faculty are also vital to running the basic departmental operations such as planning, Program Review, AUP, serving on relevant committees, departmental budget planning, developing and reviewing curriculum, among many other duties.

What is the back up plan should this position not be filled?

The backup up plan should this position not be filled would be to hire adjunct faculty to teach all of these courses. Though we rely a great deal on our adjunct faculty, often it takes a full-time instructor to put in the additional recruiting hours for the program at area music festivals, invitational concerts for local middle and high schools, clinics, and recruitment on our own campus.

If the position is filled by an adjunct professor, often the recruitment duties will then fall on other full time instructors, adding to an already substantial workload.

How would the addition of this position help to address disproportionately impacted students? (may include evidence such as low DI rates, high population of BIPOC students, connection to learning communities Umoja, Puente, Prise, etc.)

The Choral Program at ARC is open to all vocalists and this helps to create a very inviting space for our DI students. The full-time instructor has the time and capacity to reach out to area high school with high DI rates, where the part time instructor may be juggling a complex schedule and cannot invest in such recruitment.

Disproportionately impacted students require instructors who can relate to them and their needs, and who they can readily access. Since ensemble directors are often the first order of contact for our music majors and many of our music students in general, disproportionately impacted students will look to them first to meet their needs and offer essential baseline services, counseling, and mentorship. While adjunct ensemble directors may often disassociate after rehearsal ends or at the end of the semester, full-time faculty directors understand and fulfill the commitment necessary, and provide essential equitable services for our disproportionately impacted students.

Is this a Growth or Replacement position? Los Rios only considers positions that were vacated in the last fiscal year to be replacement positions. If this proposal is replacing a colleague who has retired or resigned in the past year, please indicate which position this is replacing.

Music Professor (Hughes, Ralph)

Do you have any comments or observations that you would like to provide regarding the position being a growth or replacement position?

Replacement position for Ralph Hughes - Music Professor (retired in Spring 2021)

Recruiting Suggestions

Do you have suggestions to recruit more under-represented people for this position?

Please submit job opening to:

- The Journal of Blacks in Higher Education
 - www.jbhe.com

Will you need special advertising for this position? If so, what would you recommend?

Please submit job opening to:

- California Music Education Association
 - <https://calmusiced.com/resources/jobs/>
- National Association for Music Education: NAFME Job board
 - <http://www.nafme.org/jobs/>
- Musical Chairs
 - <https://www.musicalchairs.info/>
- Music Faculty Jobs - HigherEdJobs
 - www.higheredjobs.com
- Edjoin
 - www.edjoin.org



Additional Data Requested

Term	Subj-Cd	Enrollment	Productivity	FT/PT FTEF	FT/PT Ratio (% of FTEF)	# of Class Offerings	Avg. Class Size (incl. online)
F16	MUSIC-DEPT	2056	477.9825	8.98 / 3.85	0.7 : 0.3	118	20.6
F17	MUSIC-DEPT	1763	412.0525	8.89 / 4.11	0.68 : 0.32	116	17.85
F18	MUSIC-DEPT	1793	415.185	8.73 / 4.11	0.68 : 0.32	118	17.55
F19	MUSIC-DEPT	1816	419.2275	9.27 / 3.6	0.72 : 0.28	118	17.2
F20	MUSIC-DEPT	1629	375.75	8.94 / 2.6	0.77 : 0.23	104	16.4
F16	MUFHL	1192	736.76	4.263 / 1.05	0.8 : 0.2	27	44.1
F17	MUFHL	1008	609.63	4.383 / 1.05	0.81 : 0.19	24	42
F18	MUFHL	1052	639.8	4.183 / 1.25	0.77 : 0.23	27	39
F19	MUFHL	1118	656.82	4.821 / 0.85	0.85 : 0.15	28	39.9
F20	MUFHL	1134	646.72	4.983 / 0.65	0.88 : 0.12	28	40.5
F16	MUIVI	239	285.33	1.044 / 1.252	0.45 : 0.55	49	4.9
F17	MUIVI	224	272.81	0.835 / 1.514	0.36 : 0.64	46	4.9
F18	MUIVI	229	296.88	0.529 / 1.592	0.25 : 0.75	47	4.9
F19	MUIVI	196	284.96	0.592 / 1.488	0.28 : 0.72	45	4.4
F20	MUIVI	151	249.39	0.791 / 0.965	0.45 : 0.55	41	3.7
F16	MUP	236	432.42	2.02 / 0	1 : 0	26	9.1
F17	MUP	184	345.9	2.02 / 0	1 : 0	26	7.1
F18	MUP	174	298.84	2.37 / 0	1 : 0	27	6.4
F19	MUP	186	328.91	2.206 / 0	1 : 0	27	6.9
F20	MUP	92	251.32	1.519 / 0	1 : 0	20	4.6
F16	MUSM	389	457.42	1.649 / 1.549	0.52 : 0.48	16	24.3
F17	MUSM	347	419.87	1.649 / 1.549	0.52 : 0.48	20	17.4
F18	MUSM	338	425.22	1.649 / 1.266	0.57 : 0.43	17	19.9
F19	MUSM	316	406.22	1.649 / 1.266	0.57 : 0.43	18	17.6
F20	MUSM	252	355.57	1.649 / 0.983	0.63 : 0.37	15	16.8



Faculty Request Form SP22 Hiring Process

Title of Requested Position
Commercial Music Assistant Professor

Faculty Contact
Merlyn Van Regenmorter

Type of Faculty Position
Instructional

Email
vanregm@arc.losrios.edu

Department Data (Instructional)

***Please See Additional Data
At the End Of This
Document***

Primary subject code proposed faculty member will teach:
MUSM

- Productivity = Productivity is calculated by dividing Weekly Student Contact Hours (WSCH) by total instructional full-time equivalent faculty (instructional FTEF). Productivity is a measure of instructional resource efficiency
- FT/PT Ratio = The ratio of Full Time Faculty in a Department compared to the Part Time Faculty in the Department

FA16 Enrollment	FA16 Productivity	FA16 FT/PT FTEF	FA16 FT/PT Ratio (% of FTEF)	FA16 # of Class Offerings	FA16 Avg. Class Size (incl. online)
389	457.42	1.649 / 1.549	0.52 : 0.48	16	24.3
FA17 Enrollment	FA17 Productivity	FA17 FT/PT FTEF	FA17 FT/PT Ratio (% of FTEF)	FA17 # of Class Offerings	FA17 Avg. Class Size (incl. online)
347	419.87	1.649 / 1.549	0.52 : 0.48	20	17.4
FA18 Enrollment	FA18 Productivity	FA18 FT/PT FTEF	FA18 FT/PT Ratio (% of FTEF)	FA18 # of Class Offerings	FA18 Avg. Class Size (incl. online)
338	425.22	1.649 / 1.266	0.57 : 0.43	17	19.9
FA19 Enrollment	FA19 Productivity	FA19 FT/PT FTEF	FA19 FT/PT Ratio (% of FTEF)	FA19 # of Class Offerings	FA19 Avg. Class Size (incl. online)
316	406.22	1.649 / 1.266	0.57 : 0.43	18	17.6
FA20 Enrollment	FA20 Productivity	FA20 FT/PT FTEF	FA20 FT/PT Ratio (% of FTEF)	FA20 # of Class Offerings	FA20 Avg. Class Size (incl. online)
252	355.57	1.649 / 0.983	0.63 : 0.37	15	16.8

Data Observations/Comments

Are there any observations you would like to provide about productivity?

The Commercial Music CTE program is primarily comprised of hands-on, skills-based courses. The overall productivity has been very strong when compared to other hands-on CTE programs at ARC. The productivity dip in Fall 2020 was directly attributable to the fact that many students decided to delay their studies due to the mandatory move to 100% online course delivery during the pandemic. Due to the size, safety, and equipment limitations of our recording studio and lab facilities, the maximum enrollment and productivity of many of our courses cannot be substantially increased from current levels.

Are there any observations you would like to provide about the FT/PT ratio?

The FT/PT faculty ratio is roughly a 50/50 split, indicating a heavy reliance on adjuncts for staffing our classes. For over 20 years the Commercial Music program was served by two 100% full time faculty. However, one of the faculty was on pre-retirement reduced workload for the last several years. Due to his retirement in the Spring 2021 semester as well as the submitted retirement of the other full-time faculty at the end of the Spring 2022 semester, the entire program will be staffed completely by adjuncts, without any full-time faculty in Fall 2022 unless a replacement full-time faculty position is granted.

Are there any particular difficulties securing, maintaining or managing adjunct faculty?

It is extremely difficult to secure adjunct faculty in the Commercial Music field. There are limited potential instructors that possess the credentials, the necessary skills, or the schedule necessary to teach these classes. Those that are qualified to serve as instructors are often not able to commit to teaching a regular schedule of classes (M/F or T/Th). The rigors and irregular schedule of the project-based music industry precludes them from committing to a set teaching schedule. As an example, after the retirement of one of our full-time faculty in May, we could not find an adjunct instructor for our Music Business classes in the Sacramento region. We were finally able to find a qualified adjunct instructor in the Bay Area to teach these classes online for our program.

Is there additional data you can provide that provides evidence of student demand such as waitlists, etc.?

Several of the courses in the MUSM subject code regularly have waitlists each semester. These include our entry-level recording classes (MUSM 342), Intro to MIDI (MUSM 334), Songwriting (MUSM 120) and Intro to Pro Tools (MUSM 356).

Are there other Subject codes that you would like to include for consideration?

Full-time faculty in the MUSM area often also teach courses in the MUFHL subject code. Several of these extremely high productivity courses are required for students in the Commercial Music A.A. Degree and Certificate programs, making it a natural tie-in.

Department Operations

Are there accreditation or outside agency requirements? For example, the Nursing program is required to maintain an appropriate number of full time faculty to meet Board of Registered Nursing requirements.

There are no accreditation or outside agency requirements for this program.

Have there been, or are there expected to be changes to the enrollment patterns of courses within your department?
Have there been, or are there expected to be changes to the discipline?

During the pandemic, a great number of students currently in our program as well as those considering entering the program, have decided to defer their studies until all classes are allowed unrestricted access to campus again. It is anticipated that there may be a surge of students resuming or beginning their studies once this occurs. This surge of enrollments could last for quite a long period of time as the music industry machine begins to resume normal activities after being forced to shut down due to the pandemic.

How will the position improve Department workload? For example, evidence cited could include a single person department or faculty with too many preps.

Due to a retirement last spring, the program currently only has one full-time faculty member. In addition to regularly teaching the maximum allowable course load (with overload), this faculty member has also been tasked with all of the administrative duties of this program. However, this faculty member has officially submitted his retirement papers, effective at the end of Spring 2022, which will leave no one to pick up the workload associated with this program.

Since this is a CTE program, there are a substantial number of administrative and program coordination duties which are unique to this program, and completely separate from the Music Department. These cannot be accomplished by adjunct faculty. Some of these include compiling and submitting CTE quarterly and annual reports and proposals, Annual Unit Plan, Program Review, staffing, schedule development, budget/grant proposals and reports, organizing advisory committee meetings and reports, equipment maintenance and procurement, etc. All of these require the person administering the program to have an intimate working knowledge and direct association with this field of the music industry, which a typical general music faculty member does not possess.

What is the back up plan should this position not be filled?

There is no feasible backup plan if this position is not filled. As of Fall 2022, there will not be any full-time faculty which can administer the Commercial Music program. Due to the specialized nature of this field, general music faculty are not able to fill the role. Coupled with the inability of adjunct faculty to also take care of administrative duties and program development in addition to their teaching assignment, the Commercial Music program will inevitably suffer greatly if this position is not filled.

How would the addition of this position help to address disproportionately impacted students? (may include evidence such as low DI rates, high population of BIPOC students, connection to learning communities Umoja, Puente, Prise, etc.)

There is a great deal of community interaction that must occur in order to address the needs of disproportionately impacted students and retain the health of this program. The full-time faculty has made a concerted effort in the last few years to reach out to potential students in high schools and other programs that have a high percentage of disproportionately impacted students. We have invited complete classes from these schools to come to ARC for tours, met with counselors from schools and programs with high DI rates, hosted myriads of individual interested students and parents for individual tours and career guidance one-on-one sessions, visited and served as guest speaker at schools and recruitment events, as well as serving on advisory committees for various high school programs.

As a result of this concerted effort by the full-time faculty members of the Commercial Music program, the ARC Integrated Planning System reports that enrollments in our MUSM (Commercial Music) courses are now comprised of roughly 50% African American, Asian, Filipino, Hispanic/Latino, Multi-Race, Native American, and other Non-White students and 50% White students.

The immense amount of time and effort that it takes to accomplish the above can only be accomplished by a full-time faculty member since adjuncts, desperately juggling many jobs and complex schedules, don't have the ability to carve out the necessary time and energy to recruit and accomplish the activities that are so essential to the populations that need it most. Without a full-time faculty replacement, the program will likely experience a decrease in disproportionately impacted students enrolled in our classes, as well as those who achieve degrees and/or certificates.

Is this a Growth or Replacement position? Los Rios only considers positions that were vacated in the last fiscal year to be replacement positions. If this proposal is replacing a colleague who has retired or resigned in the past year, please indicate which position this is replacing.

Music (Commercial) (Eric Chun)

Do you have any comments or observations that you would like to provide regarding the position being a growth or replacement position?

This request is for a replacement position. It should be noted that not only is it a replacement for Eric Chun, who retired in Spring 2021, but it is also necessary since the only remaining full-time Commercial Music faculty member (Dr. Merlyn Van Regenmorter) has also officially submitted his retirement notice, effective at the end of the Spring 2022 semester. At this time, we are requesting one replacement faculty member for two retirements in order to avoid a C.T.E. program with no full-time faculty to administer it.

Recruiting Suggestions

Do you have suggestions to recruit more under-represented people for this position?

No recommendations.

Will you need special advertising for this position? If so, what would you recommend?

No recommendations.



Additional Data Requested

Term	Subj-Cd	Enrollment	Productivity	FT/PT FTEF	FT/PT Ratio (% of FTEF)	# of Class Offerings	Avg. Class Size (incl. online)
F16	MUSIC-DEPT	2056	477.9825	8.98 / 3.85	0.7 : 0.3	118	20.6
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F19	MUSIC-DEPT	1816	419.2275	9.27 / 3.6	0.72 : 0.28	118	17.2
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F17	MUFHL	1008	609.63	4.383 / 1.05	0.81 : 0.19	24	42
F18	MUFHL	1052	639.8	4.183 / 1.25	0.77 : 0.23	27	39
F19	MUFHL	1118	656.82	4.821 / 0.85	0.85 : 0.15	28	39.9
F20	MUFHL	1134	646.72	4.983 / 0.65	0.88 : 0.12	28	40.5
F16	MUIVI	239	285.33	1.044 / 1.252	0.45 : 0.55	49	4.9
F17	MUIVI	224	272.81	0.835 / 1.514	0.36 : 0.64	46	4.9
F18	MUIVI	229	296.88	0.529 / 1.592	0.25 : 0.75	47	4.9
F19	MUIVI	196	284.96	0.592 / 1.488	0.28 : 0.72	45	4.4
F20	MUIVI	151	249.39	0.791 / 0.965	0.45 : 0.55	41	3.7
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F17	MUP	184	345.9	2.02 / 0	1 : 0	26	7.1
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F20	MUP	92	251.32	1.519 / 0	1 : 0	20	4.6
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F20	MUSM	252	355.57	1.649 / 0.983	0.63 : 0.37	15	16.8



Faculty Request Form SP22 Hiring Process

Title of Requested Position
Computer Science & Programming Assistant Professor

Faculty Contact
Tak Auyeung

Type of Faculty Position
Instructional

Email
auyeunt@arc.losri

Department Data (Instructional)

Select primary subject code proposed faculty member will teach:

CISP

- Productivity = Productivity is calculated by dividing Weekly Student Contact Hours (WSCH) by total instructional full-time equivalent faculty (instructional FTEF). Productivity is a measure of instructional resource efficiency
- FT/PT Ratio = The ratio of Full Time Faculty in a Department compared to the Part Time Faculty in the Department

FA16 Enrollment	FA16 Productivity	FA16 FT/PT FTEF	FA16 FT/PT Ratio (% of FTEF)	FA16 # of Class Offerings	FA16 Avg. Class Size (incl. online)
735	595.23	5.433 / 0.9	0.86 : 0.14	20	36.8
FA17 Enrollment	FA17 Productivity	FA17 FT/PT FTEF	FA17 FT/PT Ratio (% of FTEF)	FA17 # of Class Offerings	FA17 Avg. Class Size (incl. online)
740	635.88	4.883 / 1.092	0.82 : 0.18	19	38.9
FA18 Enrollment	FA18 Productivity	FA18 FT/PT FTEF	FA18 FT/PT Ratio (% of FTEF)	FA18 # of Class Offerings	FA18 Avg. Class Size (incl. online)
725	546.68	4.983 / 1.713	0.74 : 0.26	20	36.3
FA19 Enrollment	FA19 Productivity	FA19 FT/PT FTEF	FA19 FT/PT Ratio (% of FTEF)	FA19 # of Class Offerings	FA19 Avg. Class Size (incl. online)
705	597.5	5.383 / 0.4	0.93 : 0.07	19	37.1
FA20 Enrollment	FA20 Productivity	FA20 FT/PT FTEF	FA20 FT/PT Ratio (% of FTEF)	FA20 # of Class Offerings	FA20 Avg. Class Size (incl. online)
575	525.71	4.221 / 1.1	0.79 : 0.21	17	33.8

Data Observations/Comments

Are there any observations you would like to provide about productivity?

The CISP discipline has robust productivity compared to other disciplines. The decline of productivity from FA19 to FA20 is due to COVID19 and this decline is across most disciplines. Although the pandemic situation is persisting longer than most predicted, it will end. During the pandemic, many software publishers (such as Discord) saw a sharp increase of market potential. This generates a demand of developers that is very likely to increase enrollment as soon as the pandemic ends.

Are there any observations you would like to provide about the FT/PT ratio?

Within the CISP discipline, there have been one retirement and one resignation that were not replaced. As a result, the FT/PT ratio shifted where the PT portion increased. Unlike many other disciplines, it is extremely difficult to find qualified PT faculty in CISP for two reasons. First of all, the minimum qualification is a master's degree in computer science or a related field. Secondly, working in industry is far more lucrative than teaching for those with a master's degree in computer science.

It is unlikely that the FT/PT ratio can move much further because industry part-time opportunities generally pay much more than the PT pay scale at a community college.

Are there any particular difficulties securing, maintaining or managing adjunct faculty?

Due to the unit distribution of most CISP courses (3 units of lecture and 1 unit of lab), even if an adjunct professor can spare the time to teach two sections of CISP classes (each in the 3+1 format), the cap of 0.667 FTE for adjunct faculty prevents the assignment because two classes in the 3+1 format add up to 0.700 FTE. This misalignment makes it nearly impossible for the discipline to rely on the few adjunct colleagues to teach more than one section of a class.

Securing adjunct faculty is extremely difficult due to reason mentioned in the previous section. Part-time (moonlight) opportunities in industry pay far more than the adjunct faculty pay rate. In addition, generally speaking, a full-time job in industry pays well enough that there is little financial reason for candidates with a master's degree in computer science to consider teaching part time.

Another difficulty is that an adjunct professor who is working full time in industry does not teach the higher level courses. This is because some of the higher level courses involve more abstract and less practical topics. Currently, the adjunct faculty in the CISP discipline only sign up to teach the first and second class in the computer science degree sequence. This is a challenge of the nature of a full-time professional teaching part-time. Even if additional adjunct professors are available, it will not directly relieve full-time professors who teach only the higher level courses.

Is there additional data you can provide that provides evidence of student demand such as waitlists, etc.?

The waitlists of more advanced courses in a computer science AS program are typically full. This reflects a potential not to increase productivity per class, but to increase the number of classes with high productivity.

Are there other Subject codes that you would like to include for consideration?

No other subject codes for consideration.

Department Operations

Are there accreditation or outside agency requirements? For example, the Nursing program is required to maintain an appropriate number of full time faculty to meet Board of Registered Nursing requirements.

The CISP discipline also includes two courses specifically tailored to the California state Enterprise Software Engineering/Development apprenticeship program. While this apprenticeship program is new, there is a potential to have increased enrollment in the near future due to the demand for software engineers and developers who understand applications of mainframe computers.

Have there been, or are there expected to be changes to the enrollment patterns of courses within your department? Have there been, or are there expected to be changes to the discipline?

The CISP discipline currently mostly prepares students to transfer to the computer science B.Sc. degree programs at CSUs and UCs. However, there is a potential increase of CISP demands due to the California state apprenticeship program as well as a Game Development program that is in the works. The California state apprenticeship program has an emphasis on software development on IBM mainframe systems. The Game Development program will have an emphasis on tools and programming languages specific to game development. Both the mainframe and game development programs require additional CISP course, and both have the potential to grow based on regional demands.

How will the position improve Department workload? For example, evidence cited could include a single person department or faculty with too many preps.

The current workload for full-time faculty in CISP is saturated. This means that none of the full-time instructors of the CISP discipline has time to expand his/her skill sets and knowledge to extend the offering of the discipline. For example, in order to teach software engineering and development on IBM mainframe computers, it is important to take courses to get familiarized with the tools, terminology and technologies of IBM mainframe systems. Likewise, in order to teach game programming classes, it is also crucial to have the time to get familiarized with the terminologies, tools, techniques and knowledge. At this point, even with the availability of type A/B leave and/or Strong Workforce Grant, no one in the CISP discipline can give any teaching load to expand the horizon of the teaching capabilities of the discipline.

The workload issue also makes it difficult for full-time professors to find the time to revise, renew and create curricula to expand discipline offerings. For example, scripting languages are important to many degrees and certificates. However, given the teaching load alone is working into overload, there are few spare resources to work on curricula to address industry demands.

What is the back up plan should this position not be filled?

The "back up plan" is to continue the current trajectory.

Past enrollment data consistently shows the CISP discipline can offer additional high-productivity classes, but this is possible only if this position is filled. Without an additional full-time member, there is no way to realize the potential productivity. The current industry trend, as validated by the Bureau of Labor Statistics, is that the demand of the computer science degree will be maintained or continue to increase.

Furthermore, in addition to a loss of potential productivity, the "back up plan" also inhibits potential growth in terms of faculty competency and program offerings. Few other fields have the high rate of progress and change of computer science and software development. Without this position being filled, the CISP discipline is forced to stagnate because there are no resources left to facilitate growth when growth is not only beneficial, but essential for the discipline to continue its relevancy and service to students. It is the very intention of the discipline and all its members to enable our students to become successful computer science professionals, but this cannot be accomplished if there is no resource to grow an important asset of the discipline: the professors.

Retirements and resignation have already trimmed the CISP discipline to a skeleton crew even with the few adjunct professors that were recruited with difficulty. Any addition retirement, resignation, or temporary inability to work will force the CISP discipline to give up proven high-productivity classes.

How would the addition of this position help to address disproportionately impacted students? (may include evidence such as low DI rates, high population of BIPOC students, connection to learning communities Umoja, Puente, Prise, etc.)

According to student success data, the success rates of DI groups differ from the overall average in the first two classes in the computer science program. There is only sufficient data in CISP300/CISP370 (both can be taken as the first class in the degree) and CISP360 (the second class in the degree) to show certain groups are DI. In more advanced classes, such as CISP400, CISP430, CISP440, and CISP310, there is insufficient data or there are no DI groups.

With the addition of this position, the CISP discipline will have the capacity to work closely with the STEM Homebase and various organizations on campus to pin-point and make available resources needed to close the gap early on for the DI groups. Currently, all CISP instructors, full-time or part-time, have their hands full with teaching responsibilities.

It is critical that a SME (subject matter expert) researches and investigates the technical reason of the DI gap and devise solutions to close the gap. Without the addition of this position, every instructor of the CISP discipline need to focus 100% on the content and classes.

Is this a Growth or Replacement position? Los Rios only considers positions that were vacated in the last fiscal year to be replacement positions. If this proposal is replacing a colleague who has retired or resigned in the past year, please indicate which position this is replacing.

Growth Position, Computer Information Science Professor (Fox, David)

Do you have any comments or observations that you would like to provide regarding the position being a growth or replacement position?

It should be noted that besides the retirement of David Fox, Simon Hunt also resigned. In other words, the CISP discipline has lost two full-time members without replacement up to this point. Damon Antos is also in the process of retiring and he is currently teaching at 50% load.

Recruiting Suggestions

Do you have suggestions to recruit more under-represented people for this position?

To craft the job announcements in the most inclusive manner, and evaluate/critique/revise the job announcement from the perspective of under-represented people.

Will you need special advertising for this position? If so, what would you recommend?

Due to the difficulties to compete with industry, I recommend that the advertisement of this position be posted at the career centers of the regional universities that offer master's degrees in computer science.



Faculty Request Form SP22 Hiring Process

Title of Requested Position

Diesel / Clean Diesel Technology Assistant Professor

Faculty Contact

Mikhail (Mike) Drobot

Type of Faculty Position

Instructional

Email

DrobotM@arc.losrios.edu

Department Data (Instructional)

Primary subject code proposed faculty member will teach:

DCDT

- Productivity = Productivity is calculated by dividing Weekly Student Contact Hours (WSCH) by total instructional full-time equivalent faculty (instructional FTEF). Productivity is a measure of instructional resource efficiency
- FT/PT Ratio = The ratio of Full Time Faculty in a Department compared to the Part Time Faculty in the Department

FA16 Enrollment	FA16 Productivity	FA16 FT/PT FTEF	FA16 FT/PT Ratio (% of FTEF)	FA16 # of Class Offerings	FA16 Avg. Class Size (incl. online)
273	442.12	2 / 1.645	0.55 : 0.45	9	30.3
FA17 Enrollment	FA17 Productivity	FA17 FT/PT FTEF	FA17 FT/PT Ratio (% of FTEF)	FA17 # of Class Offerings	FA17 Avg. Class Size (incl. online)
276	378.01	1.05 / 3.339	0.24 : 0.76	12	23
FA18 Enrollment	FA18 Productivity	FA18 FT/PT FTEF	FA18 FT/PT Ratio (% of FTEF)	FA18 # of Class Offerings	FA18 Avg. Class Size (incl. online)
255	244.31	1.25 / 3.897	0.24 : 0.76	15	17
FA19 Enrollment	FA19 Productivity	FA19 FT/PT FTEF	FA19 FT/PT Ratio (% of FTEF)	FA19 # of Class Offerings	FA19 Avg. Class Size (incl. online)
177	259.28	2.771 / 1.2	0.7 : 0.3	12	14.8
FA20 Enrollment	FA20 Productivity	FA20 FT/PT FTEF	FA20 FT/PT Ratio (% of FTEF)	FA20 # of Class Offerings	FA20 Avg. Class Size (incl. online)
109	392.97	0 / 1.575	0 : 1	5	21.8

Data Observations/Comments

Are there any observations you would like to provide about productivity?

We had a robust growing program pre-covid but the Diesel / Clean Diesel Technology program was unable to offer any of our lab classes in-person during fall 2020 as these classes were impossible to convert to be offered online. We were fortunate that we were able to offer a few lecture based classes online so that students could move through the program while waiting for in-person labs to be offered again.

Are there any observations you would like to provide about the FT/PT ratio?

The Diesel Department is currently composed of all PT faculty as the two FT instructors are out on leave with no return date. Adding a FT instructor will provide stability in the department for the students. The FT instructor will be the primary source for students to get information about the department and the industry

Are there any particular difficulties securing, maintaining or managing adjunct faculty?

It is very difficult to recruit qualified adjunct faculty as they are currently employed in industry. Individuals that are desirable are in high paying jobs and it has been a challenge to recruit them. We have experienced some luck in recruiting graduates that have a connection with the program.

Is there additional data you can provide that provides evidence of student demand such as waitlists, etc.?

We can show that DCDT classes have waitlists each semester and we can also show that industry has a great need for qualified diesel mechanics.

Are there other Subject codes that you would like to include for consideration?

No other codes.

Department Operations

Are there accreditation or outside agency requirements? For example, the Nursing program is required to maintain an appropriate number of full time faculty to meet Board of Registered Nursing requirements.

None Required.

Have there been, or are there expected to be changes to the enrollment patterns of courses within your department?
Have there been, or are there expected to be changes to the discipline?

Shipping of products is at a high time high, and the need for diesel mechanics to service the fleets is great. We are seeing an increased need for our classes and are unable to meet that need with our adjunct faculty. In addition we have dual enrollment in two are high schools and our partners are requesting additional classes, but we cannot staff the classes.

How will the position improve Department workload? For example, evidence cited could include a single person department or faculty with too many preps.

The workload is currently accomplished by adjuncts on ESAs to complete work normally assigned to full time faculty including scheduling recommendations, grant applications, and curriculum. We are currently a "no person" department.

What is the back up plan should this position not be filled?

If we do not get this position, we will continue to offer limited classes and help our students complete the program.

How would the addition of this position help to address disproportionately impacted students? (may include evidence such as low DI rates, high population of BIPOC students, connection to learning communities Umoja, Puente, Prise, etc.)

Our adjunct faculty do a great job of supporting students in the classroom by creating inclusive learning environments, but they are limited in the amount of professional development and training opportunities because they are also working their industry jobs. We ability to better our serve disproportionately impacted student groups is impeded by the lack of full time faculty.

Is this a Growth or Replacement position? Los Rios only considers positions that were vacated in the last fiscal year to be replacement positions. If this proposal is replacing a colleague who has retired or resigned in the past year, please indicate which position this is replacing.

Growth Position

Do you have any comments or observations that you would like to provide regarding the position being a growth or replacement position?

Type here...

Recruiting Suggestions

Do you have suggestions to recruit more under-represented people for this position?

Type here...

Will you need special advertising for this position? If so, what would you recommend?

Yes, we will need to target industry associations and published sites.



Faculty Request Form SP22 Hiring Process

Title of Requested Position

Early Childhood Education Assistant Professor

Faculty Contact

Alina Cervantes

Type of Faculty Position

Instructional

Email

cervana@arc.losrios.edu

Department Data (Instructional)

Primary subject code proposed faculty member will teach:

ECE

- Productivity = Productivity is calculated by dividing Weekly Student Contact Hours (WSCH) by total instructional full-time equivalent faculty (instructional FTEF). Productivity is a measure of instructional resource efficiency
- FT/PT Ratio = The ratio of Full Time Faculty in a Department compared to the Part Time Faculty in the Department

FA16 Enrollment	FA16 Productivity	FA16 FT/PT FTEF	FA16 FT/PT Ratio (% of FTEF)	FA16 # of Class Offerings	FA16 Avg. Class Size (incl. online)
1262	532.34	5.765 / 3	0.66 : 0.34	42	30
FA17 Enrollment	FA17 Productivity	FA17 FT/PT FTEF	FA17 FT/PT Ratio (% of FTEF)	FA17 # of Class Offerings	FA17 Avg. Class Size (incl. online)
1169	482.93	5.365 / 3.6	0.6 : 0.4	43	27.2
FA18 Enrollment	FA18 Productivity	FA18 FT/PT FTEF	FA18 FT/PT Ratio (% of FTEF)	FA18 # of Class Offerings	FA18 Avg. Class Size (incl. online)
1195	483.77	5.232 / 4.017	0.57 : 0.43	43	27.8
FA19 Enrollment	FA19 Productivity	FA19 FT/PT FTEF	FA19 FT/PT Ratio (% of FTEF)	FA19 # of Class Offerings	FA19 Avg. Class Size (incl. online)
1160	505.46	4.099 / 4.6	0.47 : 0.53	42	27.6
FA20 Enrollment	FA20 Productivity	FA20 FT/PT FTEF	FA20 FT/PT Ratio (% of FTEF)	FA20 # of Class Offerings	FA20 Avg. Class Size (incl. online)
1163	537.89	4.332 / 3.467	0.56 : 0.44	37	31.4

Data Observations/Comments

Are there any observations you would like to provide about productivity?

Since I became department chair, our department has adopted a data informed strategy for scheduling. This has increased our productivity, and allowed us to offer more of the courses that our students need. Unfortunately we we lost FTE due to the pandemic cuts. I am confident if we get more FTE, we fill more classes and better meet student demand.

Are there any observations you would like to provide about the FT/PT ratio?

The Statewide goal is .75 FT versus .25 FT. With that said, we are well under the goal, but I understand most of our College Departments are below . This presents a unique problem for ECE however, because faculty are responsible for advising students on the complex system of Child Development Permits in California, and keeping up with the always changing licensing requirements. While some adjunct faculty are up to speed on the various requirements, they are under no obligation to advise students outside of class so it requires a heavier workload for full-time faculty.

Are there any particular difficulties securing, maintaining or managing adjunct faculty?

The Early Childhood Education Department has a strong need for a replacement position. In May of 2019 we had a full-time resignation, which left us scrambling to fill the vacant classes. As department chair, I spent a better part of the summer trying to staff for Fall 2019 and Spring 2020. We opened an adjunct hiring pool, and were able to hire two new adjuncts, but these adjuncts had limited daytime availability due to other professional commitments. Both of these daytime adjuncts have now left for other full time jobs. We have also lost additional adjuncts due to the pandemic. Historically we have struggled to find adjuncts that are available during the day, and the loss of a full-time instructor exacerbated this issue. The other issue is that with so many adjunct in the rotation, it is more difficult to maintain a level of consistency across our curriculum due to the constantly changing rules of the Early Childhood Education field.

Thankfully we were approved for a new faculty hire to start in Fall of 2020, but as luck would have it, the college took it away from us with the hiring freeze. We did not apply for the emergency hire in Spring, because we were technically covered with adjuncts, who went above and beyond covering a variety of classes. We knew other departments needed it more, so when looking through the lens of emergency need, we decided to wait for this regular hiring process.

Is there additional data you can provide that provides evidence of student demand such as waitlists, etc.?

Yes, according to Ad Astra data, we can support at least 13 additional classes, if given the FTE. We also have had full wait lists for about 90% of our courses, with our classes filling very quickly. We just added a 2nd 8 week course to meet the demand, and it filled within a few days of launching. We also have a shortage of child care workers in Sacramento due to the pandemic. If there is a significant increase in funding for child care slots, we will not be able to meet the demand for training with our current faculty.

Are there other Subject codes that you would like to include for consideration?

No.

Department Operations

Are there accreditation or outside agency requirements? For example, the Nursing program is required to maintain an appropriate number of full time faculty to meet Board of Registered Nursing requirements.

No, but we are unique in that our students do need certain courses for credentials and Child Development Permits. When we can't offer those classes, the students can't be employed.

Have there been, or are there expected to be changes to the enrollment patterns of courses within your department?
Have there been, or are there expected to be changes to the discipline?

As with most things in this pandemic, the future of ECE is uncertain. Our enrollment has remained steady, but in the last academic year, we have seen waitlists like we have not seen since the recession. We also anticipate a massive increase in funding for early childhood education as California is facing a child care shortage and teacher crisis. They are already looking to the community colleges to offer credential coursework, and with a shoe string faculty, we have worked with CSUS to meet their demands with the offering two new courses. They do not staff these classes though, and that will be a challenge without this new position. We also expect that enrollment in our online and hybrid courses to continue to grow. The majority of our students are parents and/or working during the day and like the flexibility. This will increase the need for online instructors, and has already created gaps in staffing for our face to face classes.

How will the position improve Department workload? For example, evidence cited could include a single person department or faculty with too many preps.

As a Career Education program, the work of full time faculty is multilayered. In this role we work to establish and maintain relationships with ECE communities (e.g. early education programs, support programs, funding programs etc.), stay on top of employment trends our field, keep current with new legislation and proposed policy changes, support students in obtaining the necessary credentials to work in the field, and link students to employment opportunities. This requires more faculty to be available to students, particularly during the day when our enrollment numbers are the highest. This also requires a tremendous amount of work outside of the classroom, which far exceeds our contractual obligations. To keep up, we are regularly working without compensation during the academic year and over the Summer. We are currently updated all of our courses to meet the new California Curriculum Alignment Project standards and securing lab placements for a new course we are offering to meet credentialing requirements. We are each taking on too much and something needs to change if we want to maintain our high level of productivity. The pandemic has only exacerbated these issues. We have had to adapt and keep up with constantly changing Covid protocols for the entire child care system, as well our own child development center.

What is the back up plan should this position not be filled?

We would need to do another round of adjunct hires to continue to staff our courses. We believe that the viability of the Early Childhood program will suffer if this requested faculty replacement position is not filled. We were granted this position in the Fall of 2020 and it is unfortunate that we lost it due to no fault of our own. We believe the existing data strongly support this request, particularly since it was already approved, and we hope you will consider this justification in your decision.

How would the addition of this position help to address disproportionately impacted students? (may include evidence such as low DI rates, high population of BIPOC students, connection to learning communities Umoja, Puente, Prise, etc.)

We have a high population of BIPOC students, students who are learning English as a new language, and students who are refugees. In fact, our program was chosen as one of the few college programs to direct new refugees in to. While we have not been provided with any information on what this means, an additional faculty member will help our department better serve these students. Our department also shows disproportionate success rates for African-American and Latino students. Some of the faculty in our department have taken steps to address these issues, taking Black Minds Matter courses, attending equity data training, transformative syllabus training, and participating in the equity academy. However, equity work is just that- work. It takes time. As I mentioned above, we are already stretched too thin with the multi-layered work of the basic ECE demands. We need to hire additional faculty who come in with a passion and focus on diversity, equity, inclusion, and culturally supportive curriculum. Faculty of color, particularly BIPOC faculty, can no longer be asked to do all the heavy lifting. The work needs to be shared with more full time faculty.

Is this a Growth or Replacement position? Los Rios only considers positions that were vacated in the last fiscal year to be replacement positions. If this proposal is replacing a colleague who has retired or resigned in the past year, please indicate which position this is replacing.

Growth Position

Do you have any comments or observations that you would like to provide regarding the position being a growth or replacement position?

We had a faculty resignation in Spring of 2020. We were approved for a replacement position to start in Fall of 2020, but as luck would have it, the pandemic hit and all new hires were frozen. Technically this is still a replacement position, but due to the pandemic hiring freeze, it no longer meets the college's definition of a replacement. We are hoping this will still be considered a replacement position.

Recruiting Suggestions

Do you have suggestions to recruit more under-represented people for this position?

In the Hiring the Best training they emphasized that we should consider advertising to specific trade magazines, publications/organizations in an effort to recruit a diverse pool of applicants and that recruitment should happen BEFORE job is posted, with current faculty using their diverse networks to spread the word.

We should advertise in trade journals and with organizations such as NAME- The National Association for Multicultural Educators Job Bank, National Conference on Race and Ethnicity Online, and Diverse: Issues In Higher Education online recruitment platforms.

Will you need special advertising for this position? If so, what would you recommend?

Yes, we should advertise with organizations such as NAME- The National Association for Multicultural Educators Job Bank, National Conference on Race and Ethnicity Online, and Diverse: Issues In Higher Education online recruitment platforms.



Faculty Request Form SP22 Hiring Process

Title of Requested Position

Electrician Trainee Assistant Professor

Faculty Contact

Ocean Tran

Type of Faculty Position

Instructional

Email

TranO@arc.losrios.edu

Department Data (Instructional)

Primary subject code proposed faculty member will teach:

ELTRN

- Productivity = Productivity is calculated by dividing Weekly Student Contact Hours (WSCH) by total instructional full-time equivalent faculty (instructional FTEF). Productivity is a measure of instructional resource efficiency
- FT/PT Ratio = The ratio of Full Time Faculty in a Department compared to the Part Time Faculty in the Department

FA16 Enrollment	FA16 Productivity	FA16 FT/PT FTEF	FA16 FT/PT Ratio (% of FTEF)	FA16 # of Class Offerings	FA16 Avg. Class Size (incl. online)
NULL	NULL	0 / 0	0 : 0	NULL	NULL

FA17 Enrollment	FA17 Productivity	FA17 FT/PT FTEF	FA17 FT/PT Ratio (% of FTEF)	FA17 # of Class Offerings	FA17 Avg. Class Size (incl. online)
NULL	NULL	0 / 0	0 : 0	NULL	NULL

FA18 Enrollment	FA18 Productivity	FA18 FT/PT FTEF	FA18 FT/PT Ratio (% of FTEF)	FA18 # of Class Offerings	FA18 Avg. Class Size (incl. online)
81	508.44	0 / 0.924	0 : 1	3	27

FA19 Enrollment	FA19 Productivity	FA19 FT/PT FTEF	FA19 FT/PT Ratio (% of FTEF)	FA19 # of Class Offerings	FA19 Avg. Class Size (incl. online)
74	422.11	0 / 0.924	0 : 1	3	24.7

FA20 Enrollment	FA20 Productivity	FA20 FT/PT FTEF	FA20 FT/PT Ratio (% of FTEF)	FA20 # of Class Offerings	FA20 Avg. Class Size (incl. online)
68	387.88	0 / 0.924	0 : 1	3	22.7

Data Observations/Comments

Are there any observations you would like to provide about productivity?

Without full time faculty on board, we are trying to rush to find ways for PT faculty to get the program ready for next semester. Generally, the semester already started, and we are still currently getting materials and equipment together. If we do get it on done on time, it is when a PT faculty is working behind the scene to get it ready.

Are there any observations you would like to provide about the FT/PT ratio?

0Ft/ 2-3PT Without a full-time faculty, there is no ownership of the program.

Are there any particular difficulties securing, maintaining or managing adjunct faculty?

To secure an adjunct is very difficult to secure personnel with the knowledge and education to present to the student. In the past 5 years, we have been able to hire only two or three adjuncts for this position. With that in mind, we have hired three different adjuncts in the past 5 years. With only an adjunct running this program, no one is actually holding a definite responsibility. However, our current team is very passionate and supportive to the students and the program. We are working extra hours and responsibility to keep the program up and going for student to complete their career path.

Is there additional data you can provide that provides evidence of student demand such as waitlists, etc.?

The demand is demonstrated by a waitlist in the first class, ELTRN 110, which is almost double the enrollment- each semester in the past 2 years. Without steady course offerings, students will go to other programs nearby to complete their education. There are four other private approved training schools (UEI College, National Career Education, Intercoast College and Center for Employment Training) in the region that student can obtain the same program that offer full time instruction vs our part time instruction. The cost of these program can range from \$10,000 to \$20,000 and student are still enrolling. Under U.S. Labor Bureau Labor Statics, the statics in the Roseville-Arden-Arcade employment as an electrician or related electrical trade is 9800 for 2020. With these statics, the school will need a program to support this industry.

Are there other Subject codes that you would like to include for consideration?

None

Department Operations

Are there accreditation or outside agency requirements? For example, the Nursing program is required to maintain an appropriate number of full time faculty to meet Board of Registered Nursing requirements.

According to California Department of Industrial Relations, any person who wants to work for an electrical contractor will need to be in a state approved program. Our college offers one such program that allows students to work as an electrician. Under California Community Colleges top code Electrical (095220) American River College Time Trend has a number of 390 out 454 of the Macro-region (North/ Far North). There are three community college that offer this program in the macro-region. There 4 private approved school in our Sacramento County that offer the same program

Have there been, or are there expected to be changes to the enrollment patterns of courses within your department? Have there been, or are there expected to be changes to the discipline?

In the near future there will be a great need for skilled electricians-trainee that ARC can provide. California is leading the United States in the progressive direction toward electrification which greatly reduces climate change and carbon footprint. Governor Newsom in September 2020 signed legislation that focuses on phasing

out gas-powered cars and promotes zero-emission cars. Congress has recently passed a bipartisan Infrastructure Bill in 2021 which will allocate 7.5 billion to build EV (electric vehicle) stations. There will be other opportunities including work in building roads, bridges, and public transit (AmTrak and electric buses). By 2030, California Energy Commission requires California to produce 50% of clean energy resource. Solar energy is one of the contributor to this. Solar Energy Industries Association (SEIA) states California ranked as the highest solar power generating state in the nation, and in the next 5 years it will continue to grow. Gas stations will be replaced with public charging stations, fossil fuel public transit will be replaced with electric buses, expansion of Amtrak and BART, provide Broadband internet to every American and there will be a great need for skilled electricians to build, operate, and maintain this infrastructure. There will be an explosion in demand for home charging stations partnered with home solar as a result. Electricity is the heartbeat of modern society where without power we lose our ability to run critical hospital equipment, wireless/internet connections, transportation, and the functionality of waterways/ sewage/gas systems. With this demand we will need Electrician Trainees to continue to support the growth of electrical industry.

How will the position improve Department workload? For example, evidence cited could include a single person department or faculty with too many preps.

This full time position can help on the structure of the program and provide a point of contact

What is the back up plan should this position not be filled?

We can offer more classes and let the PT to pick up more FTE.

How would the addition of this position help to address disproportionately impacted students? (may include evidence such as low DI rates, high population of BIPOC students, connection to learning communities Umoja, Puente, Prise, etc.)

With a full time, position, the instructor can do outreach to the community and handle situations as they arise within the program. With an experienced faculty member that knows the industry and the program, can be an asset to answer any questions and advocate to prospective student in the community. With a career path program, impacted student has an option to get a different path than a traditional AS degree or a transfer to 4 year degree.

Is this a Growth or Replacement position? Los Rios only considers positions that were vacated in the last fiscal year to be replacement positions. If this proposal is replacing a colleague who has retired or resigned in the past year, please indicate which position this is replacing.

Growth Position

Do you have any comments or observations that you would like to provide regarding the position being a growth or replacement position?

With the current program offering, prospective student is going to other schools to get the their education because we cannot offer the hours they need to complete the their schooling

Recruiting Suggestions

Do you have suggestions to recruit more under-represented people for this position?

Type here...

Will you need special advertising for this position? If so, what would you recommend?

Type here...



Faculty Request Form SP22 Hiring Process

Title of Requested Position

Engineering Assistant Professor

Faculty Contact

Shih-Wen Young

Type of Faculty Position

Instructional

Email

Youngs@arc.losrios.edu

Department Data (Instructional)

Primary subject code proposed faculty member will teach:

ENGR

- Productivity = Productivity is calculated by dividing Weekly Student Contact Hours (WSCH) by total instructional full-time equivalent faculty (instructional FTEF). Productivity is a measure of instructional resource efficiency
- FT/PT Ratio = The ratio of Full Time Faculty in a Department compared to the Part Time Faculty in the Department

FA16 Enrollment	FA16 Productivity	FA16 FT/PT FTEF	FA16 FT/PT Ratio (% of FTEF)	FA16 # of Class Offerings	FA16 Avg. Class Size (incl. online)
202	374.89	2.075 / 0.35	0.86 : 0.14	10	20.2

FA17 Enrollment	FA17 Productivity	FA17 FT/PT FTEF	FA17 FT/PT Ratio (% of FTEF)	FA17 # of Class Offerings	FA17 Avg. Class Size (incl. online)
203	375.99	1.067 / 1.358	0.44 : 0.56	10	20.3

FA18 Enrollment	FA18 Productivity	FA18 FT/PT FTEF	FA18 FT/PT Ratio (% of FTEF)	FA18 # of Class Offerings	FA18 Avg. Class Size (incl. online)
186	390.65	2.008 / 0.35	0.85 : 0.15	10	18.6

FA19 Enrollment	FA19 Productivity	FA19 FT/PT FTEF	FA19 FT/PT Ratio (% of FTEF)	FA19 # of Class Offerings	FA19 Avg. Class Size (incl. online)
202	383.49	1.541 / 0.884	0.64 : 0.36	11	18.4

FA20 Enrollment	FA20 Productivity	FA20 FT/PT FTEF	FA20 FT/PT Ratio (% of FTEF)	FA20 # of Class Offerings	FA20 Avg. Class Size (incl. online)
225	364.62	1.711 / 0.884	0.66 : 0.34	11	20.5

Data Observations/Comments

Are there any observations you would like to provide about productivity?

Currently only one full-time tenure-track faculty member in engineering. All sustained or improved productivity is mostly reliant upon this faculty member. Productivity would greatly increase if a second tenure-track faculty were to be hired.

Are there any observations you would like to provide about the FT/PT ratio?

Currently, there is only one full-time tenure-track faculty, one LTT faculty (that has switched from LTT to adjunct and back to LTT in the past two years), and one adjunct faculty in engineering. Treating an LTT as not FT in the long-term, then FT/PT ratio is 1/3.

Are there any particular difficulties securing, maintaining or managing adjunct faculty?

It is very difficult to hire or keep adjunct faculty in ENGR program due to the competitive salary from the industry. This makes it extremely important and urgent to fill a full-time faculty position, especially a replacement position, for the stability of the program.

Is there additional data you can provide that provides evidence of student demand such as waitlists, etc.?

Prior to the COVID-19 pandemic, all courses had a waitlist. Generally the courses are capped at 24 students. For ENGR 310, 312, 401, 412, and 420 we were able to add 4 - 6 students generally, semester-to- semester from the waitlist. This is the maximum we would add to a class, but with the limited number of course offerings and scheduling times within engineering, this was done to allow students the best opportunities to enroll and complete their transfer requirements in a timely manner.

Are there other Subject codes that you would like to include for consideration?

No other Subject codes for consideration.

Department Operations

Are there accreditation or outside agency requirements? For example, the Nursing program is required to maintain an appropriate number of full time faculty to meet Board of Registered Nursing requirements.

There is no accreditation or outside agency requirements for this position.

Have there been, or are there expected to be changes to the enrollment patterns of courses within your department?
Have there been, or are there expected to be changes to the discipline?

The Math/Physics department has been offering many requirement courses for Engineering (ENGR) major students at ARC. We are planning to increase the number of courses to our ENGR students so they don't have to go to other colleges to finish their degrees.

How will the position improve Department workload? For example, evidence cited could include a single person department or faculty with too many preps.

This position is for replacement of a retiring professor who is on-leave for one year (fall 2021 & spring 2022). A LTT faculty is currently covering the load of the retiring professor. It is usually very difficult to hire quality Engineering faculty due to competitive salaries offered from the industry. We strongly recommend to start the hiring process as early as possible.

What is the back up plan should this position not be filled?

We are planning to extend teaching duration for the current LTT faculty to spring 2022 (two semesters in a row) and hopefully we will be able to successfully recruit a tenure-track faculty for Fall 2022. If not, we have to hire TWO to THREE adjunct faculty members to cover the workload. Considering the competitive salaries in the industry for engineers. It would be a very difficult task.

How would the addition of this position help to address disproportionately impacted students? (may include evidence such as low DI rates, high population of BIPOC students, connection to learning communities Umoja, Puente, Prise, etc.)

Disproportionate Impact for engineering students currently, is most closely tied to curriculum stability and student outreach. For curriculum, the addition of a tenure-track faculty member, bringing the total number of FT faculty in engineering to two, can help bring strategic direction to the curriculum. For example, the engineering curriculum now has a mix of approved in-person, hybrid, and fully online courses. Keeping this program flexibility allows for the greatest possibilities to reach the greatest number of students when it comes to enrollment possibilities and completion of courses in a timely manner. For the varied courses in the program, the reliance on adjunct faculty, results in a lack of focus and direction. Some adjuncts may teach best only in-person, or only online, or have little experience with hybrid curriculum. The variation from semester-to-semester and from year-to-year does little to improve the program or create “name recognition” of professors in the department, that alone can encourage students to enroll. A second FT faculty member in conjunction with the current faculty, can strategize, provide direction and create an orderly and consistent semester-to-semester and year-to-year mix of courses that best meet student needs all while providing a consistent set of instructors that students would come to know during their duration at ARC.

With respect to outreach, a second faculty member would allow time for the engagement of student groups on campus. This can be one of the main tasks of a new faculty member in the initial years that would be very helpful actually. A new faculty member would give the engineering department a resource to engage in outreach efforts across the campus community, both by being a lead in this effort, and by sharing the responsibility with the current faculty member. A great deal of efficiency in creating broad cross-campus student awareness of the engineering program would be gained in this regard.

Is this a Growth or Replacement position? Los Rios only considers positions that were vacated in the last fiscal year to be replacement positions. If this proposal is replacing a colleague who has retired or resigned in the past year, please indicate which position this is replacing.

Growth Position

Do you have any comments or observations that you would like to provide regarding the position being a growth or replacement position?

A single full-time faculty member in a program does not a program make.

They can possibly sustain what exists currently, make one-time improvements from realized sources of outside funding, and, through well established processes, such as curriculum development, slowly improve upon existing curriculum, but would be hard-pressed to engage in significant outreach and department growth efforts, as they are essentially working in long-term isolation. To actively grow the engineering program, increase student enrollment, and create a vibrant and relevant program for students, the addition of a second faculty member would go a long way in removing the single faculty constraint. Workload can be distributed, ideas can be shared and debated, and department and campus resources can be allocated between faculty to greatly increase efficiency.

Recruiting Suggestions

Do you have suggestions to recruit more under-represented people for this position?

A job description that incorporates qualifications such as ability and/or experience in teaching to and within diverse populations, including experience in understanding academic preparation and barriers thereof.

Will you need special advertising for this position? If so, what would you recommend?

Type here...



Faculty Request Form SP22 Hiring Process

Title of Requested Position**English Assistant Professor (40%), Writing
Across the Curriculum Coordinator (60%)****Faculty Contact****Aaron Bradford****Type of Faculty Position****Instructional****Email****bradfoa@arc.losrios.edu**

Department Data (Instructional)

Primary subject code proposed faculty member will teach:**ENGWR**

- Productivity = Productivity is calculated by dividing Weekly Student Contact Hours (WSCH) by total instructional full-time equivalent faculty (instructional FTEF). Productivity is a measure of instructional resource efficiency
- FT/PT Ratio = The ratio of Full Time Faculty in a Department compared to the Part Time Faculty in the Department

FA16 Enrollment 6062	FA16 Productivity 417	FA16 FT/PT FTEF 24.178 / 19.925	FA16 FT/PT Ratio (% of FTEF) 0.55 : 0.45	FA16 # of Class Offerings 316	FA16 Avg. Class Size (incl. online) 19.2
FA17 Enrollment 6074	FA17 Productivity 423.51	FA17 FT/PT FTEF 22.972 / 19.184	FA17 FT/PT Ratio (% of FTEF) 0.54 : 0.46	FA17 # of Class Offerings 301	FA17 Avg. Class Size (incl. online) 20.2
FA18 Enrollment 6936	FA18 Productivity 364.26	FA18 FT/PT FTEF 23.753 / 20.773	FA18 FT/PT Ratio (% of FTEF) 0.53 : 0.47	FA18 # of Class Offerings 428	FA18 Avg. Class Size (incl. online) 16.2
FA19 Enrollment 7051	FA19 Productivity 349.43	FA19 FT/PT FTEF 27.419 / 20.902	FA19 FT/PT Ratio (% of FTEF) 0.57 : 0.43	FA19 # of Class Offerings 450	FA19 Avg. Class Size (incl. online) 15.7
FA20 Enrollment 6036	FA20 Productivity 353.21	FA20 FT/PT FTEF 24.922 / 17.841	FA20 FT/PT Ratio (% of FTEF) 0.58 : 0.42	FA20 # of Class Offerings 379	FA20 Avg. Class Size (incl. online) 15.9

Data Observations/Comments

Are there any observations you would like to provide about productivity?

Due to the low class caps in ENGWR 95, 96, and 306, the productivity in ENGWR and especially in the WAC classes appears to have declined. This is in part due to the English Department's implementation of AB705, where small-group and individualized support was seen as a key factor for success, retention, and throughput. This individualized support is a core practice of corequisite support nation-wide.

The lower class sizes in WAC have been offset, in terms of productivity, by the increases we have seen in throughput, the completion of ENGWR 300 within one year of starting our program. The chancellor's recent published Transfer-Level Gateway Completion dashboard has indicated that our student throughput has increased over 20% since we have increased the number of WAC sections to help support students. As throughput is part of the new funding formula, we believe the decline in productivity is more than offset.

Are there any observations you would like to provide about the FT/PT ratio?

This position will bring the English Department one step closer to a more equitable ratio of full-timers to part-timers. Ideally, as we hope to expand the advertising of the position and recruit under-represented faculty, this position will bring the English Department closer to having its faculty resemble the students we serve.

Are there any particular difficulties securing, maintaining or managing adjunct faculty?

While there are few difficulties in terms securing part-time/adjunct faculty, the level of coordination required to run main campus WAC effectively requires a full-time position split with teaching. In fact, recent coordinators have needed a higher percentage of coordination than is being requested to fulfill the growing needs of the program, especially as the coordinators have worked to integrate part-time/adjunct faculty into a sustainable community of practice geared toward reducing disproportionate impact among Black and/or African American, Latinx, Native American, and other historically under-resourced and under-represented racially minoritized students.

Is there additional data you can provide that provides evidence of student demand such as waitlists, etc.?

The size of the WAC program at least doubled due to the passage of AB705 and will continue to be deeply related to enrollment trends across the state. Current numbers suggest and reinforce this trend. As enrollment increased in 2018-2019 and 2019-2020, so did WAC enrollments; as enrollment decreased in 2020-2021, so did WAC enrollments. This is evidenced in the data provided in the enrollments provided as part of our Annual Unit Planning, most easily seen using the Department Set Standards view.

Are there other Subject codes that you would like to include for consideration?

ENGCW, ENGLT, ENGED, and ENGRD

Department Operations

Are there accreditation or outside agency requirements? For example, the Nursing program is required to maintain an appropriate number of full time faculty to meet Board of Registered Nursing requirements.

N/A.

Have there been, or are there expected to be changes to the enrollment patterns of courses within your department?
Have there been, or are there expected to be changes to the discipline?

As a part of our compliance with AB 705, our Department revised our curriculum to include a

corequisite model that includes WAC. As a result, its enrollment rose significantly. This meant coordinating more sections, scheduling faculty, and training more Instructional and classified staff alongside the Dean of English. Additionally, the need for individualized case management, which the current WAC coordinator has implemented, has become evident in supporting our students populations representing disproportionately impacted learning communities.

How will the position improve Department workload? For example, evidence cited could include a single person department or faculty with too many preps.

As part of the corequisite model developed to be in compliance with AB705, the WAC program serves over 1400 students. Additionally, the program serves students across the campus. The program requires a permanent coordinator to create stability from year to year. This stability also allows a coordinator to plan, implement, assess, and revise actions to meet student need as as build relationships with learning communities and communities of practice.

What is the back up plan should this position not be filled?

As a result of the pandemic, this interim position was already extended by one year. When this two year term expires, our department will need to find a replacement or risk being out of compliance with the district's interim term limits. If a hiring position is not granted, we will need to house the position locally in the English Department, possibly undermining the stability that a permanent coordinator allows. Without such stability, the program could become inconsistent, affecting student success. Students would likely lose first in this backup scenario.

How would the addition of this position help to address disproportionately impacted students? (may include evidence such as low DI rates, high population of BIPOC students, connection to learning communities Umoja, Puente, Prise, etc.)

The main campus interim coordinator implemented the following practices to support DI students in WAC:

- **Data reflection:** facilitated conversations about DI course data for ENGWR 95, 96, and 306 with program staff and faculty. Developed a list of action items based upon an equity audit of our policies and practices.
- **Community of practice:** designed ongoing equity-focused asynchronous and synchronous professional development content for program faculty and staff (Canvas modules for faculty and staff, program flex events and monthly brown bags, CTL-hosted "community of practice" for program classified staff)
- **Revised policies and practices:** updated the WAC syllabus to be more student-facing (welcoming and encouraging language) with more equitable grading and program policies (moved away from penalizing students for missed appointments and requiring unnecessary additional steps). Revised our online appointment practices to be more student-friendly (added time for appointments, bolstered tech support and help options)
- **Case-management WAC student outreach and support:** designed a support plan to help all WAC students more successfully pass/complete the program (IAs are now assigned a caseload of WAC students; beginning mid-semester, they track student progress for those in their group, and they communicate regularly to keep students informed and engaged).
- **Learning community support:** offered varied forms of embedded support, drop-in help, and appointments for learning community students regardless of whether they are enrolled in WAC.
- **300/94 support:** communicated with 300/94 faculty about student enrollment status and program progress. Experimented with embedded support in SP 20 with plans for a more formal pilot in SP 22.

These are all practices that should be continued. Potential things that could be added include more robust plans for embedded support, open access support (drop-in for all), and marketing and outreach (improving our website, informational materials, etc. to improve students' understanding of how we can help).

Is this a Growth or Replacement position? Los Rios only considers positions that were vacated in the last fiscal year to be replacement positions. If this proposal is replacing a colleague who has retired or resigned in the past year, please indicate which position this is replacing.

Growth Position

Do you have any comments or observations that you would like to provide regarding the position being a growth or replacement position?

This position is to replace former WAC coordinator, Dennis Lee, who was not listed above.

Recruiting Suggestions

Do you have suggestions to recruit more under-represented people for this position?

While we know the position will likely be advertised in expected places, such as CareerBuilder, Chronicle of Higher Ed (Vitea.com), Handshake, and various community college registries, we do hope to tap into less expected but no less integral recruiting avenues, like the LRCCD Resource Groups for API (Asian Pacific Islander Legacy), Black Faculty & Staff Association (BFSA), Native American Collaborative (NAC), and Spectrum (LGBTQIA+); the Sacramento Black Chamber of Commerce, the Sacramento Asian Chamber of Commerce, Sacramento Hispanic Chamber of Commerce, and the Sacramento Rainbow Chamber of Commerce; and the Latina Leadership Network of the California Community Colleges. Since this coordinator will work with closely with learning communities and take on leadership roles in working with Black and/or African

American, Latinx, Native American, and other historically under-resourced and under-represented racially minoritized students, we hope that showcasing the position to and reaching out to these groups might lead to the recruitment of more under-represented candidates.

Will you need special advertising for this position? If so, what would you recommend?

Please see the above question regarding this.



Faculty Request Form SP22 Hiring Process

Title of Requested Position
ESL Assistant Professor

Faculty Contact
Caterina Falli

Type of Faculty Position
Instructional

Email
fallic@arc.losrios.edu

Department Data (Instructional)

***Please See Additional Data
At the End of This
Document***

Primary subject code proposed faculty member will teach:
ESLL

- Productivity = Productivity is calculated by dividing Weekly Student Contact Hours (WSCH) by total instructional full-time equivalent faculty (instructional FTEF). Productivity is a measure of instructional resource efficiency
- FT/PT Ratio = The ratio of Full Time Faculty in a Department compared to the Part Time Faculty in the Department

FA16 Enrollment	FA16 Productivity	FA16 FT/PT FTEF	FA16 FT/PT Ratio (% of FTEF)	FA16 # of Class Offerings	FA16 Avg. Class Size (incl. online)
445	511.69	2.4 / 1.6	0.6 : 0.4	15	29.7
FA17 Enrollment	FA17 Productivity	FA17 FT/PT FTEF	FA17 FT/PT Ratio (% of FTEF)	FA17 # of Class Offerings	FA17 Avg. Class Size (incl. online)
461	496.95	2.4 / 1.867	0.56 : 0.44	16	28.8
FA18 Enrollment	FA18 Productivity	FA18 FT/PT FTEF	FA18 FT/PT Ratio (% of FTEF)	FA18 # of Class Offerings	FA18 Avg. Class Size (incl. online)
476	513.12	1.867 / 2.4	0.44 : 0.56	16	29.8
FA19 Enrollment	FA19 Productivity	FA19 FT/PT FTEF	FA19 FT/PT Ratio (% of FTEF)	FA19 # of Class Offerings	FA19 Avg. Class Size (incl. online)
498	473.84	1.867 / 2.968	0.39 : 0.61	17	29.3
FA20 Enrollment	FA20 Productivity	FA20 FT/PT FTEF	FA20 FT/PT Ratio (% of FTEF)	FA20 # of Class Offerings	FA20 Avg. Class Size (incl. online)
395	438.2	0.6 / 2.333	0.2 : 0.8	14	28.2

Data Observations/Comments

Are there any observations you would like to provide about productivity?

Please note that data for ESL has not been aggregated for all our subject codes in this form. Thus the data above only represents one skill strand and is not fully representative of the ESL Department's offerings. The narrative in the form includes aggregated data.

ESL productivity has consistently been on par or higher than the College's overall productivity. For example, in F16, our overall ESL productivity was 489 and in F17, it was 491. This compares favorably to the ARC's overall productivity of 445 and 475 for those terms, according to Precision Campus data. While the entire campus experienced lower enrollment numbers in F21 due to the pandemic, the ESL Department expects productivity to return to our typical higher numbers as technology skills become more interwoven into the college experience for our students and as we gain anticipated increases in ESL students, including those arriving from Afghanistan.

Are there any observations you would like to provide about the FT/PT ratio?

The ESL FT/PT ratio at ARC is far from meeting the California Community College system's goal of 75:25. The high ratio of part-time to full-time faculty in ESL has been problematic for maintaining consistency in our courses and meeting the needs of our students, needs which continue to become more complex. In F16, the FT/PT ratio was 0.48:0.52. In F20, the FT/PT ratio was 0.49:0.51 overall. However, by course strand, these numbers change significantly. Our ESLL strand, for example, had a FT/PT ratio of 0.2 to 0.8 for the F20 term. Our program serves a high number of disproportionately impacted students. The current ESL FT/PT faculty is a hindrance for meeting equity goals as institutional knowledge and consistency of instruction are hard to maintain when each term requires finding new adjuncts to hire.

The ESL Department has lost five full-time faculty members within the last two years. ESL lost three faculty members in the last year alone: two retired and one tragically passed away. The large drop in FT faculty has been disruptive and has left our department with significantly fewer faculty to take on needed service within the department and in the college. This drop in FT faculty comes at a time when the responsibilities ESL faculty members take on become evermore complex, whether teaching students with significant war trauma or developing resources to help students learn the technology now required for their classes.

Are there any particular difficulties securing, maintaining or managing adjunct faculty?

Yes. ESL faces worrisome difficulties securing, maintaining and managing adjunct faculty. In the last year alone, five valued adjunct faculty members have left the Department for various reasons that include relocation out of state, acceptance of full-time work, and concern about the campus climate regarding the vaccine mandate. We anticipate that it will be more challenging to recruit and secure adjunct faculty who are prepared to learn about and execute AB705 reforms for ESL and take on the additional responsibilities of teaching highly disproportionately impacted refugees, students who will comprise a larger part of the ARC ESL student population.

Furthermore, while our enrollment has dropped somewhat, in line with general trends, ESL still served 2,003 students at the height of the pandemic in F20. We are a large department. Meeting ARC student success goals, along with the mandates of AB705 reforms, requires us to have more FT faculty to mentor adjunct faculty in our processes and curriculum.

Is there additional data you can provide that provides evidence of student demand such as waitlists, etc.?

Yes. ESL consistently has waitlists for courses. Additional data can be provided to demonstrate our waitlists.

Are there other Subject codes that you would like to include for consideration?

Please include all the subject codes for ESL for consideration. ESL teaches courses across multiple codes. These are: ESL, ESLG, ESLL, ESLR, ESLW.

Department Operations

Are there accreditation or outside agency requirements? For example, the Nursing program is required to maintain an appropriate number of full time faculty to meet Board of Registered Nursing requirements.

No, there are not outside agency or accreditation requirements.

Have there been, or are there expected to be changes to the enrollment patterns of courses within your department?
Have there been, or are there expected to be changes to the discipline?

The ESL Department expects an increase in student enrollment consistently over the next several years. The Department keeps in contact with our primary local refugee agencies in order to serve our students most effectively. As Sacramento supports a large community of Afghan refugees, we understand that this community is expected to grow significantly with the arrival of refugees and humanitarian parolees from Afghanistan. As recent immigrants settle, they inevitably are highly motivated to seek education to advance themselves and their opportunities. The ESL Department will need to grow over the next several years to meet the demand for educational opportunities.

How will the position improve Department workload? For example, evidence cited could include a single person department or faculty with too many preps.

ESL was the last discipline to undergo significant curricular changes to meet AB705 requirements. Our curricular changes coincided with the pandemic and shift to online learning. There has been a significant load for our fulltime faculty to carry in adjusting curriculum and supporting ESL students in their comprehension of these multiple changes. The ESL Department has felt the loss of five fulltime faculty since the pandemic in our being stretched to meet these demands. The position would improve Department workload by increasing our availability for service to the College, including representation on school-wide committees. Further, the position would help the Department meet the extra responsibilities entailed in teaching and supporting ESL students as they navigate the college experience in a second language they are not fully fluent in.

What is the back up plan should this position not be filled?

Should the position not be filled, we will continue to try to hire adjuncts. We will reduce offerings only as a last resort.

How would the addition of this position help to address disproportionately impacted students? (may include evidence such as low DI rates, high population of BIPOC students, connection to learning communities Umoja, Puente, Prise, etc.)

ESL serves a significant proportion of BIPOC students relative to the College. Our students come from a wide range of countries and represent a range of ethnicities. A recent research request shows us that in the F21 term alone, at least 30 languages are spoken by students in ESL. 87.4% of our students are on a CAL Promise Grant for the

same semester. This is only a small decrease from the prior semester of 89.4%. The vast majority of our students are disproportionately impacted in one or more ways within the larger population.

The addition of a full-time faculty member would allow greater opportunities for our faculty to access training and support for serving disproportionately impacted students. We would be able to improve our implementation of newly mandated courses in response to AB705. Further, we observe in ESL a great need for faculty to have strong Canvas skills in order to help students navigate the LMS in a second language. A full-time faculty member would help us mediate these challenges.

Is this a Growth or Replacement position? Los Rios only considers positions that were vacated in the last fiscal year to be replacement positions. If this proposal is replacing a colleague who has retired or resigned in the past year, please indicate which position this is replacing.

English as a Second Language (ESL) Professor (Rau, Mark)

Do you have any comments or observations that you would like to provide regarding the position being a growth or replacement position?

The ESL position request is for a replacement position. Two ESL faculty members retired in the last fiscal year alone. This is in addition to retirements from the prior year. With significantly fewer fulltime faculty and anticipated growth in our student population, we anticipate our PT/FT ratio to worsen without the replacement position. This position is replacing the position of Mark Rau, a long-time FT faculty member who retired in the spring of 2021.

Recruiting Suggestions

Do you have suggestions to recruit more under-represented people for this position?

We suggest the inclusion of Zoom interviews as a way of interviewing for the position. We also recommend increasing venues for advertising the position, including more direct advertising with the CSU's and UC's.

Will you need special advertising for this position? If so, what would you recommend?

As above, we recommend adding more direct advertising for the position within the CSU's and UC's to attract a wider pool of candidates.



Additional Data Requested

ESL DEPARTMENT (All Subject Codes Included)

	Enrollment	Productivity	FT/PT FTEF	FT/PT Ratio (% of FTEF)	# of Class Offerings	Avg. Class Size (incl. online)
F16	2209	489.06	9.87 / 10.67	0.48 : 0.52	77.00	28.60
F17	2321	492.90	9.87 / 11.74	0.44 : 0.56	81.00	28.73
F18	3204	472.87	12.88 / 14.8	0.572 : 0.535	147.00	25.30
F19	2961	453.31	14 / 13.81	0.548 : 0.565	155	23.68
F20	2961	453.31	14 / 13.81	0.548 : 0.565	155	23.68

ESL Designator

	Enrollment	Productivity	FT/PT FTEF	FT/PT Ratio (% of FTEF)	# of Class Offerings	Avg. Class Size (incl. online)
F16	0	0	0	0 / 0	0 : 0	0
F17	0	0	0	0 / 0	0 : 0	0
F18	732	306.34	3.55 / 0	1 : 0	61	12
F19	681	276.58	5.2 / 0	1 : 0	72	9.5
F20	931	329.28	9.142 / 6.675	0.58 : 0.42	88	10.6

ESLG Designator

	Enrollment	Productivity	FT/PT FTEF	FT/PT Ratio (% of FTEF)	# of Class Offerings	Avg. Class Size (incl. online)
F16	137	472.59	0.533 / 0.8	0.4 : 0.6	5	27.4
F17	200	492.8	0.533 / 1.333	0.29 : 0.71	7	28.6
F18	216	460.07	1.6 / 0.533	0.75 : 0.25	8	27
F19	223	409.22	1.6 / 0.868	0.65 : 0.35	9	24.8
F20	517	379.32	2 / 2.2	0.48 : 0.52	21	24.6

ESLL Designator

	Enrollment	Productivity	FT/PT FTEF	FT/PT Ratio (% of FTEF)	# of Class Offerings	Avg. Class Size (incl. online)
F16	445	511.69	2.4 / 1.6	0.6 : 0.4	15	29.7
F17	461	496.95	2.4 / 1.867	0.56 : 0.44	16	28.8
F18	476	513.12	1.867 / 2.4	0.44 : 0.56	16	29.8
F19	498	473.84	1.867 / 2.968	0.39 : 0.61	17	29.3
F20	395	438.2	0.6 / 2.333	0.2 : 0.8	14	28.2

ESLR Designator

	Enrollment	Productivity	FT/PT FTEF	FT/PT Ratio (% of FTEF)	# of Class Offerings	Avg. Class Size (incl. online)
F16	809	507.05	4.267 / 2.934	0.59 : 0.41	27	30
F17	821	516.71	4.267 / 2.934	0.59 : 0.41	27	30.4
F18	884	483.97	3.467 / 4.816	0.42 : 0.58	29	30.5
F19	762	473.69	3.467 / 3.836	0.47 : 0.53	27	28.2
F20	61	471.24	0 / 0.533	0 : 1	2	30.5

ESLW Designator

	Enrollment	Productivity	FT/PT FTEF	FT/PT Ratio (% of FTEF)	# of Class Offerings	Avg. Class Size (incl. online)
F16	818	464.89	2.667 / 5.334	0.33 : 0.67	30	27.3
F17	839	465.14	2.667 / 5.601	0.32 : 0.68	31	27.1
F18	896	434.31	2.4 / 7.054	0.25 : 0.75	33	27.2
F19	797	456.49	1.867 / 6.134	0.23 : 0.77	30	26.6
F20	99	392.55	0.267 / 0.8	0.25 : 0.75	4	24.8



Faculty Request Form SP22 Hiring Process

Title of Requested Position

Journalism Assistant Professor

Faculty Contact

Rachel Leibrock

Type of Faculty Position

Instructional

Email

leibror@arc.losrios.edu

Department Data (Instructional)

Primary subject code proposed faculty member will teach:

JOUR

- Productivity = Productivity is calculated by dividing Weekly Student Contact Hours (WSCH) by total instructional full-time equivalent faculty (instructional FTEF). Productivity is a measure of instructional resource efficiency
- FT/PT Ratio = The ratio of Full Time Faculty in a Department compared to the Part Time Faculty in the Department

FA16 Enrollment	FA16 Productivity	FA16 FT/PT FTEF	FA16 FT/PT Ratio (% of FTEF)	FA16 # of Class Offerings	FA16 Avg. Class Size (incl. online)
159	321.03	0 / 1.683	0 : 1	11	14.5

FA17 Enrollment	FA17 Productivity	FA17 FT/PT FTEF	FA17 FT/PT Ratio (% of FTEF)	FA17 # of Class Offerings	FA17 Avg. Class Size (incl. online)
135	315.25	0.833 / 0.6	0.58 : 0.42	12	11.3

FA18 Enrollment	FA18 Productivity	FA18 FT/PT FTEF	FA18 FT/PT Ratio (% of FTEF)	FA18 # of Class Offerings	FA18 Avg. Class Size (incl. online)
151	346.59	1.083 / 0.4	0.73 : 0.27	12	12.6

FA19 Enrollment	FA19 Productivity	FA19 FT/PT FTEF	FA19 FT/PT Ratio (% of FTEF)	FA19 # of Class Offerings	FA19 Avg. Class Size (incl. online)
158	366.78	1.033 / 0.4	0.72 : 0.28	12	13.2

FA20 Enrollment	FA20 Productivity	FA20 FT/PT FTEF	FA20 FT/PT Ratio (% of FTEF)	FA20 # of Class Offerings	FA20 Avg. Class Size (incl. online)
154	421.6	1.033 / 0.2	0.84 : 0.16	11	14

Data Observations/Comments

Are there any observations you would like to provide about productivity?

It is important to note that productivity in Journalism lecture classes is healthy, and has improved even during the pandemic. That said, one of the main components of the Journalism Department is its news media outlet, The Current. Production classes are smaller and require us to offer several classes in order to allow students the opportunity to extend their time in the program without repeatability issues. That means that the students who participate in the production of The Current are spread across several classes with lower class caps, which impacts productivity adversely. While the mathematical productivity does not always appear as robust as we might like, those smaller cohorts of students create the kind of community that is key to the college's mission, vision and strategic plan.

Are there any observations you would like to provide about the FT/PT ratio?

In a small department like Journalism, this ratio can fluctuate dramatically, as you can see here. We recently lost one long-time adjunct who brought stability and rigor to the courses he taught. Because adjuncts in this area are hard to find, we feel it is important to hire a full-time instructor to maintain that stability and bring the expertise we need to create a thriving journalism program.

Are there any particular difficulties securing, maintaining or managing adjunct faculty?

It is difficult to hire and retain qualified adjuncts in the discipline area most critical to growing the department: multi-media journalism. This means it is also difficult to maintain consistency and quality instruction in the classroom. We need a faculty person who can instruct on digital journalism and media, as well as the equipment and software to create, edit and distribute it. Journalism is an ever-changing field and American River College's instruction must change with it, particularly if we want to continue enrollment growth.

Is there additional data you can provide that provides evidence of student demand such as waitlists, etc.?

We are in the process of creating a Distance Education approved version of JOUR 351 Public Relations Writing and Media Techniques in order to serve professionals working in the profession as well as those who aspire to do so. Our transferable courses, which include JOUR 310 Mass Media and Society and JOUR 320 Race and Gender in the Media, are popular courses, and certainly timely. The pandemic has obviously encouraged us to create Distance Education approved versions of those courses as well, and it seems clear that once we return to a more stable environment, we will have new ways to market these courses and expect to add more of them to the schedule in the future.

Are there other Subject codes that you would like to include for consideration?

No.

Department Operations

Are there accreditation or outside agency requirements? For example, the Nursing program is required to maintain an appropriate number of full time faculty to meet Board of Registered Nursing requirements.

No.

Have there been, or are there expected to be changes to the enrollment patterns of courses within your department? Have there been, or are there expected to be changes to the discipline?

Enrollment in the pandemic has increased slightly in Journalism 300: Newswriting & Reporting and stayed generally consistent in the other courses. The bigger challenge is student retention and growth for courses that emphasize multi-media. Currently, the department offers four sections of College Media Production. The first section is required for majors; the successive sections are electives. Without a qualified multi-media instructor to co-teach these courses, as well as teach the department's other multi-media offerings, which include Journalism 350: Writing for Broadcasting /

Podcasting, Journalism 360: Photojournalism, and Journalism 361 Multi-Media journalism, the program remains at a disadvantage. Students are less likely to take additional College Media production courses because of this lack of foundational training, electing instead to either take them at another college. Likewise, they enroll at other colleges to take those additional multi-media courses.

How will the position improve Department workload? For example, evidence cited could include a single person department or faculty with too many preps.

Journalism fulfills both the criteria mentioned above. As a one-person department, the administrative and teaching duties are overwhelming. This reality is exacerbated by the rapidly changing tools, technologies and skills required to offer a contemporary and relevant Journalism education. We have a critical need to bring on a second faculty member so that the department has the bandwidth to share that load and keep relevant skills in place.

What is the back up plan should this position not be filled?

We really have none. We would continue to try and find adjunct professors, but like many other fields, we are competing against the industry for adjunct professors. The skill set required for working in Journalism is much more advanced as each year passes. It is crucial that we bring someone on board with those skills.

How would the addition of this position help to address disproportionately impacted students? (may include evidence such as low DI rates, high population of BIPOC students, connection to learning communities Umoja, Puente, Prise, etc.)

Many students obtain internships, freelance work, and even full-time jobs in the media while still in our program. By increasing and enhancing the number of multi-media courses the department offers, American River College's journalism department will be able to assist more BIPOC and other marginalized students with the kind of affordable education and training that can help them gain entry-level internships, freelance work, and jobs.

Is this a Growth or Replacement position? Los Rios only considers positions that were vacated in the last fiscal year to be replacement positions. If this proposal is replacing a colleague who has retired or resigned in the past year, please indicate which position this is replacing.

Growth Position

Do you have any comments or observations that you would like to provide regarding the position being a growth or replacement position?

This is a much-needed growth position. The mass media are ever-evolving, and at a very rapid pace. We must bring someone on board with the requisite and recent experience to make ours a relevant and thriving Journalism Department.

Recruiting Suggestions

Do you have suggestions to recruit more under-represented people for this position?

There are multiple network groups, including the Journalism Association of Community Colleges and the College Media Network, as well as numerous Facebook groups for under-represented groups.

Will you need special advertising for this position? If so, what would you recommend?

It would be useful to advertise this position on various sites, including LinkedIn and Indeed, as well as job boards specific to media such as Media Bistro and Journalism Jobs.

Return to TOC



Faculty Request Form SP22 Hiring Process

Thursday, October 14, 2021

Title of Requested Position
Librarian (2 Positions)

Faculty Contact
Sarah Lehmann

Type of Faculty Position
Librarian

Email
lehmans@arc.losrios.edu

Non-Instructional Faculty

Justification for Non-Instructional Faculty position. This may include Faculty to Student ratios, accreditation requirements, or other data points to support the need for a new faculty hire.

There is high demand by students, staff, and faculty for the many services and resources the library provides. We manage a complex suite of services as well as the library building, all of which take extensive administrative and project management work to develop, implement, maintain, and assess. Therefore, we are requesting two replacement positions for our colleagues who have retired.

ARC has the least favorable librarian-to-student ratio in Los Rios.

Note: ARC's FTE below includes 2.0 backfill for the two FT replacement positions we are requesting, so we would still be at 8.6 if we fill both positions.

	ARC	SCC	CRC	FLC
Student FTES Fall '20*	7,642	5,953	4,367	2,877
All Librarian FTE*	8.6	8.1	6.6	5.6
Librarian-to-student ratio	1:888	1:735	1:662	1:514

Though our student contact dropped during the pandemic, our administrative duties increased. We expanded our online services, greatly increased our textbook purchasing for student check out, and scanned textbook chapters for faculty to provide to their students. We have spent a considerable amount of time with librarians across the district coordinating, redesigning, and advocating for essential library services while the campus was closed.

If we are unable to fill these positions, we would have to cut some of our services. More details on potential service reductions are given in the answer to the following question: "What is the back up plan should this position not be filled?"

*Sources for Fall '20 FTES were collected from the CCCCO Data Mart. The librarian FTE numbers are accurate to the best of our

knowledge. However, there are several factors that make the exact numbers difficult to pin down for some campuses, so think of these as an approximation.

Data Observations/Comments

Are there any observations you would like to provide about the FT/PT ratio?

The library couldn't function without the dedicated, excellent service of our part-time librarians. However, there are many aspects of managing our library that require the sustained, focused attention and institutional knowledge of full time employees. For example, full time librarians curate and manage a collection of high-quality, up-to-date books, films, databases, and other resources to meet the information needs of all of ARC's educational programs. This task requires extensive research, relationship building with faculty, departmental and district collaboration, technical expertise, and negotiating with vendors. The library cannot be managed effectively by part time faculty who are contracted for one semester at a time.

Relationship building with students is a crucial part of the library's efforts to support students from disproportionately impacted populations. While part time librarians do build relationships with students, a librarian who works once a week cannot do so to the extent that a full time librarian can.

The library is at once a building, a department with multiple complex functions, AND a suite of customized student support services, all of which require intensive investments of time and coordination. Additional part time librarians cannot replace the role of a full time librarian.

Are there any particular difficulties securing, maintaining or managing adjunct faculty?

The adjunct librarian pool historically has not been very racially diverse. Pools for full time librarian positions have been more diverse than part time librarian pools.

We compete with other libraries in the district, as well as Sierra College Library, CSU Sacramento library, UC Davis libraries, Sacramento Public libraries, as well as other public libraries in the surrounding area (e.g. Solano County) for librarians and availability. Librarian part time pools have historically been very small/shallow.

Is there additional data you can provide that provides evidence of student demand such as waitlists, etc.?

The library sees demand for study spaces, textbooks, library open hours, computer lab space and support, research appointments, chat and email questions, and orientations.

Here is usage data on some of the services provided by librarians.

From January 2020 - October 2021 librarians:

- Had 191 one-on-one virtual research appointments with students.
- Received and fulfilled 135 library instruction requests.
- Created online instructional research guides that were accessed more than 27,093 times.
- Answered 777 email questions from students, faculty and staff.
- Answered 1,444 live chats from students, faculty and staff.

Librarians provide access to large collections of online resources, including 59 databases, which we ensure are accessible for students, faculty and staff to use.

In the 2019-2020 academic year, American River College students, faculty and staff accessed:

- Library ebooks 23,774 times
- Streaming video/multimedia 113,850 times
- Online periodicals 179,506 times

In addition to our online resources, we have put considerable effort into providing needed course materials and have increased our textbook reserve collection. Multiple Disproportionate Impact (DI) Project Team reports identified costs as a top barrier for students. In an effort to help address that concern, from July 2020 to October 2021 we added 575 textbook reserve items that students who perhaps would not otherwise have been able to access course materials, could check out.

Are there other Subject codes that you would like to include for consideration?

No.

Department Operations

Are there accreditation or outside agency requirements? For example, the Nursing program is required to maintain an appropriate number of full time faculty to meet Board of Registered Nursing requirements.

California law requires that a librarian be on duty whenever a Community College library is open. Ed Code Section 78103.

Have there been, or are there expected to be changes to the enrollment patterns of courses within your department?
Have there been, or are there expected to be changes to the discipline?

The closing of the library building due to COVID required significant investment in librarian human resources to shift services online. In addition to Library services, the Library coordinated and facilitated Chromebook distribution. The library building will reopen in Spring and we anticipate additional demand on librarian human resources as we continue to meet student need by providing robust online services and support, as well as the on ground services we offered prior to the pandemic.

The most significant change in the discipline which impacts demand on librarian human resources is the recognition that the traditional academic library was designed for students who were advantaged in ways that students from disproportionately impacted (DI) populations may not be. Additional FT librarians will help us as we continue to strive to equitize the library and better serve students from disproportionately impacted populations (more info on this in the question on DI students below).

How will the position improve Department workload? For example, evidence cited could include a single person department or faculty with too many preps.

In spring 2022 the library is planning to be open more hours than any other department on campus. We will be one of the primary study & support spaces on campus serving students from disproportionately impacted groups, who often do not have adequate spaces for studying. These projected hours are based on student need and past data, such as check outs, chats, and high check out days/times for other libraries in the district. We would like to offer evening and weekend hours to meet the needs of students from disproportionately impacted populations. But this is contingent on our ability to staff these hours with a librarian (see “Are there accreditation or outside agency requirements?” above for more information).

Librarians contribute to College governance & service opportunities and need capacity for liaison work & outreach to departments. In addition, ARC librarians must serve on nine district wide librarian committees to collaborate on Los Rios library resource management such as databases, check out policies, library user experience, etc.

What is the back up plan should this position not be filled?

We will need to compromise library open hours, textbook access, research appointments, chat and email staffing, orientations, librarians to contribute to College governance & service opportunities, capacity for liaison work & outreach to departments. In addition, we would have fewer librarian human resources to dedicate to ensuring we have a collection in which students from DI populations can see themselves represented.

How would the addition of this position help to address disproportionately impacted students? (may include evidence such as low DI rates, high population of BIPOC students, connection to learning communities Umoja, Puente, Prise, etc.)

Dr. J. Luke Wood states that building relationships is foundational to supporting students of color. However, the Library's current staffing levels compromise our ability to build relationships and engage in activities that include a reduction in how often we are able to actively engage with the Learning Communities we collaborate with; these types of activities are critical for supporting students from our DI populations.

Librarians have invested significant human resources in working to equitize the Library's services and climate.

- Worked with classroom faculty to create research assignments that highlight the contributions of people from DI populations, and provided instruction for students to prepare them for that research.
- Served on DI report teams.
- Offered multiple flex activities on equity, including discussing OER as a social justice issue, incorporating love into education as discussed by Dr. J. Luke Wood, the problematic racial dynamics of APA and MLA citation styles, and the need to acknowledge and discuss racism.
- Worked to provide students with resources such as course materials, books, and computers at no cost. Multiple DI reports identified costs as a barrier.
- Revised the librarian job description to prioritize antiracism and equity. Our desire is to hire librarians who have expertise and passion for serving and supporting students from DI populations.
- Worked to create a Library environment in which students from DI populations can see themselves reflected.
- Adopted a practice of regular discussions and studies of antiracist texts to both build personal equity, support campus initiatives, and improve services for students from DI populations.

With fewer full-time librarians, we have had to reduce the amount of DI work we are able to be involved in.

Is this a Growth or Replacement position? Los Rios only considers positions that were vacated in the last fiscal year to be replacement positions. If this proposal is replacing a colleague who has retired or resigned in the past year, please indicate which position this is replacing.

Librarian (Crump, Daniel), Public Services Librarian (Ondricka, Deborah)

Do you have any comments or observations that you would like to provide regarding the position being a growth or replacement position?

We are requesting two replacement positions.

Recruiting Suggestions

Do you have suggestions to recruit more under-represented people for this position?

Our job description prioritizes antiracism and equity in order to communicate to applicants from DI groups that we recognize, and seek to interrupt, racism, White supremacy, and heteronormativity.

Will you need special advertising for this position? If so, what would you recommend?

Please consider the following job posting locations:

- **ALA Black Caucus:** <https://jobs.bcala.org/employer/login/?goto=%2Femployer%2Fpost%2F>
- **Asian/Pacific American Librarians Association:** <https://www.apalaweb.org/apalajobs/>
- **Chinese American Librarians Association:** <https://ad.cala-web.org/about-advertising/>
- **REFORMA: The National Association to Promote Library & Information Services to Latinos and the Spanish-speaking** <https://www.reforma.org/reformanet>
- **American Indian Library Association:** <https://ailanet.org/contact/>
- **We Here** <https://www.wehere.space/submit-a-job>
- **PRISM** <https://prismnetwork.org/diversify>
- **[8 Great Job Boards for Diverse Professionals](#)**
- **[INALJ.com](https://www.inalj.com)**



Faculty Request Form SP22 Hiring Process

Title of Requested Position

Native American History Assistant Professor

Faculty Contact

Ricardo Caton

Type of Faculty Position

Instructional

Email

catonr@arc.losrios.edu

Department Data (Instructional)

Primary subject code proposed faculty member will teach:

HIST

- Productivity = Productivity is calculated by dividing Weekly Student Contact Hours (WSCH) by total instructional full-time equivalent faculty (instructional FTEF). Productivity is a measure of instructional resource efficiency
- FT/PT Ratio = The ratio of Full Time Faculty in a Department compared to the Part Time Faculty in the Department

FA16 Enrollment	FA16 Productivity	FA16 FT/PT FTEF	FA16 FT/PT Ratio (% of FTEF)	FA16 # of Class Offerings	FA16 Avg. Class Size (incl. online)
2513	571.76	8.88 / 5	0.64 : 0.36	71	35.4

FA17 Enrollment	FA17 Productivity	FA17 FT/PT FTEF	FA17 FT/PT Ratio (% of FTEF)	FA17 # of Class Offerings	FA17 Avg. Class Size (incl. online)
2447	573.98	8.8 / 4.6	0.66 : 0.34	68	36

FA18 Enrollment	FA18 Productivity	FA18 FT/PT FTEF	FA18 FT/PT Ratio (% of FTEF)	FA18 # of Class Offerings	FA18 Avg. Class Size (incl. online)
2366	578.04	8.2 / 4.6	0.64 : 0.36	65	36.4

FA19 Enrollment	FA19 Productivity	FA19 FT/PT FTEF	FA19 FT/PT Ratio (% of FTEF)	FA19 # of Class Offerings	FA19 Avg. Class Size (incl. online)
2485	595.53	9.6 / 3.542	0.73 : 0.27	66	37.7

FA20 Enrollment	FA20 Productivity	FA20 FT/PT FTEF	FA20 FT/PT Ratio (% of FTEF)	FA20 # of Class Offerings	FA20 Avg. Class Size (incl. online)
2518	630.75	7.4 / 5	0.6 : 0.4	63	40

Data Observations/Comments

Are there any observations you would like to provide about productivity?

History Department productivity has increased each year from 2016-2020. Per section enrollment (productivity) has grown each year during the five-year period, representing an overall growth in productivity of 10.3%. Productivity data, a measure of instructional resource efficiency, indicates a consistently positive enrollment management during a time of general enrollment decline. Average class size has also consistently grown from 2016-2020, and has increased in four of the five years within any of the year-to-year measures. Average enrollment in history sections show an overall increase of 14.2% during the five-year period.

Are there any observations you would like to provide about the FT/PT ratio?

In all but one year during the 2016-2020 period, History has been below the mandated FT/PT target ratio of 75:25. Since 2016, History has lost three FT faculty due to retirement. Currently, only one of those three positions is filled with a FT faculty hire. The History Department's FT/PT ratio from 2016-2020 reflects the loss of one FT faculty because of retirement, with the temporary filing of that position in 2019. Data for 2021 will show a lower FT/PT ratio (below the 75/25 ratio) due to the loss of an additional FT faculty member who retired at the end of 2020.

Are there any particular difficulties securing, maintaining or managing adjunct faculty?

Because of the specialization of teaching Native American History, the department has relied for over a decade on a FT Anthropology colleague who is also an adjunct in the History Department to teach HIST 323 (the sole Native American History course offered by the department) as an overload. Native American History is a specialized historical field that requires knowledge and understanding of native sovereignty, tribal leadership, settler colonialism, genocide, decolonization/re-Indigenization, and Native epistemologies.

Is there additional data you can provide that provides evidence of student demand such as waitlists, etc.?

Student enrollment in HIST 323 demonstrates continued interest and demand for the course, regardless the course's modality: face-to-face, online, hybrid, on main campus, at Natomas, in the ACE Program, offered daytime or night. Our current HIST 323 offering averages 15 waitlisted students a semester. To better serve our students, especially our Native American students, a FT Native Americanist will increase the number of Native American History courses offered at ARC.

Are there other Subject codes that you would like to include for consideration?

No other Subject codes for consideration.

Department Operations

Are there accreditation or outside agency requirements? For example, the Nursing program is required to maintain an appropriate number of full time faculty to meet Board of Registered Nursing requirements.

No accreditation or outside agency requirements.

Have there been, or are there expected to be changes to the enrollment patterns of courses within your department? Have there been, or are there expected to be changes to the discipline?

The implementation of California's Ethnic Studies requirement for graduation forces colleges to offer courses necessary for students to fulfill the requirement. As such, courses in Native American, African American, Latinx, and Asian American studies and/or history will be in high demand.

How will the position improve Department workload? For example, evidence cited could include a single person department or faculty with too many preps.

A FT position in Native American history will alleviate the current pressure experienced by our

PT colleague who teaches HIST 323.

What is the back up plan should this position not be filled?

Should the position not be filled, our PT colleague will continue to teach the HIST 323 course.

How would the addition of this position help to address disproportionately impacted students? (may include evidence such as low DI rates, high population of BIPOC students, connection to learning communities Umoja, Puente, Prise, etc.)

As the Native American DI Project Report makes clear, Native American students desire safe classroom environments with professors who incorporate more culturally relevant course materials and diverse learning strategies. A FT specialist in Native American history will enable the History Department and college to further implement these factors to better serve our Native American and overall ARC student populations.

Is this a Growth or Replacement position? Los Rios only considers positions that were vacated in the last fiscal year to be replacement positions. If this proposal is replacing a colleague who has retired or resigned in the past year, please indicate which position this is replacing.

Replacement Position, History Professor (Bethel, Paul)

Do you have any comments or observations that you would like to provide regarding the position being a growth or replacement position?

Professor Paul Bethel taught the History Department's US History survey courses. A new colleague in Native American history will be able to teach the courses formerly taught by Professor Bethel and update them with an equity lens, along with increasing the department's offerings in Native American history.

Recruiting Suggestions

Do you have suggestions to recruit more under-represented people for this position?

We can recruit through the Native Culture centers at UCD ([Contact, Hours and Location](#) | [NAASSC \(ucdavis.edu\)](#)) and Ethnic Studies at CSUS.

Will you need special advertising for this position? If so, what would you recommend?

If possible, we could advertise through CSU San Marcos's [The California Indian Culture and Sovereignty Center](#) | [California Indian Culture and Sovereignty Center \(CICSC\)](#) | [CSUSM](#), the [Yocha De He](#) and [Auburn United Rancheria](#), and the [California Tribal College](#).



Faculty Request Form SP22 Hiring Process

Title of Requested Position

Nursing Assistant Professor (2 Positions)

Faculty Contact

Lisa Parrinella

Type of Faculty Position

Instructional

Email

parrinl@arc.losrios.edu

Department Data (Instructional)

Primary subject code proposed faculty member will teach:

NURSE

- Productivity = Productivity is calculated by dividing Weekly Student Contact Hours (WSCH) by total instructional full-time equivalent faculty (instructional FTEF). Productivity is a measure of instructional resource efficiency
- FT/PT Ratio = The ratio of Full Time Faculty in a Department compared to the Part Time Faculty in the Department

FA16 Enrollment	FA16 Productivity	FA16 FT/PT FTEF	FA16 FT/PT Ratio (% of FTEF)	FA16 # of Class Offerings	FA16 Avg. Class Size (incl. online)
185	281.75	13.164 / 2.273	0.85 : 0.15	6	30.8

FA17 Enrollment	FA17 Productivity	FA17 FT/PT FTEF	FA17 FT/PT Ratio (% of FTEF)	FA17 # of Class Offerings	FA17 Avg. Class Size (incl. online)
182	282.19	10.875 / 5.397	0.67 : 0.33	6	30.3

FA18 Enrollment	FA18 Productivity	FA18 FT/PT FTEF	FA18 FT/PT Ratio (% of FTEF)	FA18 # of Class Offerings	FA18 Avg. Class Size (incl. online)
216	271.26	13.864 / 2.55	0.84 : 0.16	8	27

FA19 Enrollment	FA19 Productivity	FA19 FT/PT FTEF	FA19 FT/PT Ratio (% of FTEF)	FA19 # of Class Offerings	FA19 Avg. Class Size (incl. online)
265	262.81	14.798 / 2.744	0.84 : 0.16	11	24.1

FA20 Enrollment	FA20 Productivity	FA20 FT/PT FTEF	FA20 FT/PT Ratio (% of FTEF)	FA20 # of Class Offerings	FA20 Avg. Class Size (incl. online)
182	176.62	14.712 / 4.263	0.78 : 0.22	8	22.8

Data Observations/Comments

Are there any observations you would like to provide about productivity?

No observations.

Are there any observations you would like to provide about the FT/PT ratio?

The nursing program is mandated by the Board of Registered Nursing to have staffing ratios of 1:10 students in the clinical setting. Additionally only masters or above prepared nurses, full time faculty are allowed to teach theory.

Are there any particular difficulties securing, maintaining or managing adjunct faculty?

It is extremely difficult to hire adjunct nursing faculty due to the inequity of pay. Eligible working RNs make less than half of their salary as a teacher.

Is there additional data you can provide that provides evidence of student demand such as waitlists, etc.?

The Nursing Program always have a waitlist. We receive close to 500 apps for a 40 student cohort group.

Are there other Subject codes that you would like to include for consideration?

Type here...

Department Operations

Are there accreditation or outside agency requirements? For example, the Nursing program is required to maintain an appropriate number of full time faculty to meet Board of Registered Nursing requirements.

The BRN regulations for accreditation requires an adequate staffing ratio which is 1:10 in the clinical setting. Even when fully staffed, fulltime faculty is supplemented in the clinical setting by adjunct faculty.

Have there been, or are there expected to be changes to the enrollment patterns of courses within your department?
Have there been, or are there expected to be changes to the discipline?

The nursing program fluctuates between 40-60 students. As stated above, when we have full faculty, we still require adjunct to teach in the clinical setting, due to the mandated ratio.

How will the position improve Department workload? For example, evidence cited could include a single person department or faculty with too many preps.

2 faculty are currently working overload to cover for the 2 retired faculty. The retirements occurred in the same semester of the Nursing Program (N430), which has resulted in a tremendous workload for the 2 remaining faculty. Clinical adjunct supervise the clinical portion.

What is the back up plan should this position not be filled?

As above. Clinical adjunct has always been a challenge to secure. There is such inequity between the pay of the adjunct to the pay of the working nurse working at one of our hospital partners.

How would the addition of this position help to address disproportionately impacted students? (may include evidence such as low DI rates, high population of BIPOC students, connection to learning communities Umoja, Puente, Prise, etc.)

Legislation outlines admittance into our program. The Multi Screening Tool (the scoring tool to place the student in the lottery selection) includes:

5 POINTS in is awarded in this category

- **Disabilities**
- **Low family income**
- **First generation to attend college**

- Need to work
- Disadvantaged social or educational environment
- Difficult personal or family situation/environment
- Refugee status
- Veteran Status –
- Language other than English

Additionally, nursing faculty support students in the seminar and clinical through tutoring, additional support, office hours, additional lab time in skills/SIM labs, referral to other departments such as counseling and RAD, and so much more.

Is this a Growth or Replacement position? Los Rios only considers positions that were vacated in the last fiscal year to be replacement positions. If this proposal is replacing a colleague who has retired or resigned in the past year, please indicate which position this is replacing.

Nursing Professor (Aucoin-Ratcliff, Debra), Nursing Professor (Kleemann, Joann)

Do you have any comments or observations that you would like to provide regarding the position being a growth or replacement position?

It is extremely hard to recruit and hire nursing faculty due to the higher education requirement and the lower, non competitive wages of nursing faculty. The faculty has faced many adversities of late due to the COVID pandemic. Full time faculty are only able to support enrollment of 30 students and with our ratios that would require 12 FT faculty, at a minimum, and have been approved over the years for 13 FT faculty to fill in for extremely hard to fill clinical positions as well as hard to staff classes as Pharmacology and Med Dosage Calculations. Currently, we only have 10 (5 of whom are in the tenure process). As such we need 2 FT faculty positions. Strong Workforce funds pay for the additional 10-20 students and nursing utilizes adjunct for these positions. If we can't staff for additional students, we may have to give up our Enrollment Grant Funds, which would be tragic. The projection for nursing jobs in the future is great, and it is projected that the need will be to grow by 9% in the next year and beyond. COVID had influenced retirements and resignation due to burn out.

Recruiting Suggestions

Do you have suggestions to recruit more under-represented people for this position?

Type here...

Will you need special advertising for this position? If so, what would you recommend?

Type here...



Faculty Request Form SP22 Hiring Process

Title of Requested Position

Philosophy Assistant Professor

Faculty Contact

Diana Hicks

Type of Faculty Position

Instructional

Email

hicksd@arc.losrios.edu

Department Data (Instructional)

Primary subject code proposed faculty member will teach:

PHIL

- Productivity = Productivity is calculated by dividing Weekly Student Contact Hours (WSCH) by total instructional full-time equivalent faculty (instructional FTEF). Productivity is a measure of instructional resource efficiency
- FT/PT Ratio = The ratio of Full Time Faculty in a Department compared to the Part Time Faculty in the Department

FA16 Enrollment	FA16 Productivity	FA16 FT/PT FTEF	FA16 FT/PT Ratio (% of FTEF)	FA16 # of Class Offerings	FA16 Avg. Class Size (incl. online)
850	620.84	2.6 / 1.8	0.59 : 0.41	22	38.6

FA17 Enrollment	FA17 Productivity	FA17 FT/PT FTEF	FA17 FT/PT Ratio (% of FTEF)	FA17 # of Class Offerings	FA17 Avg. Class Size (incl. online)
728	556.79	2.6 / 1.6	0.62 : 0.38	21	34.7

FA18 Enrollment	FA18 Productivity	FA18 FT/PT FTEF	FA18 FT/PT Ratio (% of FTEF)	FA18 # of Class Offerings	FA18 Avg. Class Size (incl. online)
786	666.39	2.6 / 1.2	0.68 : 0.32	19	41.4

FA19 Enrollment	FA19 Productivity	FA19 FT/PT FTEF	FA19 FT/PT Ratio (% of FTEF)	FA19 # of Class Offerings	FA19 Avg. Class Size (incl. online)
647	521.27	2.6 / 1.4	0.65 : 0.35	19	34.1

FA20 Enrollment	FA20 Productivity	FA20 FT/PT FTEF	FA20 FT/PT Ratio (% of FTEF)	FA20 # of Class Offerings	FA20 Avg. Class Size (incl. online)
551	618.47	1 / 1.8	0.36 : 0.64	14	39.4

Data Observations/Comments

Are there any observations you would like to provide about productivity?

Philosophy generates decent productivity for the college, from the 520s to the low 600s. Before the 12% cuts to ARC, this productivity was more helpful for the college stats.

Are there any observations you would like to provide about the FT/PT ratio?

Fall '20 shows 36/64 full-time/part-time ratio, but now it is 0 (zero)/ 100% ratio as we have no full-time faculty in Philosophy. Dennis Holden just retired in May, and David Lopez went out on medical and is now deceased, so we need a replacement to run the department, especially since it is a part of the academy. Anecdotal evidence suggests that having full-time faculty increases student interest in the topic and generates more majors. Students can take several courses from the same instructor when there are full-time faculty members, having no full-time faculty inhibits interest. Part-timers tend to teach just a couple classes over and over, so they tend not to see the same students in different classes over the course of a couple of years. Finally, having no full-timers in a discipline seems to violate the spirit of the commitment to increasing the ratio of full-to-part-time ratio.

Are there any particular difficulties securing, maintaining or managing adjunct faculty?

Philosophy did manage to get a couple of new adjuncts in an old pool from the District. We are finding that adjunct faculty are moving out of adjunct teaching, and many of the Philosophy adjuncts we have we share with sister colleges and have limited ability to offer multiple sections. Just not a big pool of Philosophy professors, and of the ones we find, many are not willing or capable of teaching some of the speciality courses in Philosophy, such as Symbolic Logic or Philosophy of Religion.

Is there additional data you can provide that provides evidence of student demand such as waitlists, etc.?

All sections of Philosophy are full by the start of the semester, and some do have some substantial waitlists, but not all sections. Our sister campuses try to poach our ARC students by asking to notify our waitlists of open sections (when they scheduled too many). When we open an extra section, it fills in days.

Are there other Subject codes that you would like to include for consideration?

No

Department Operations

Are there accreditation or outside agency requirements? For example, the Nursing program is required to maintain an appropriate number of full time faculty to meet Board of Registered Nursing requirements.

n/a

Have there been, or are there expected to be changes to the enrollment patterns of courses within your department?
Have there been, or are there expected to be changes to the discipline?

The enrollment patterns are generally fairly consistent. However many sections we offer, they fill. If we open additional, they fill in days.

How will the position improve Department workload? For example, evidence cited could include a single person department or faculty with too many preps.

The department needs at least one full-time faculty member to lead the department, revise/develop curriculum, do scheduling, long term planning, on-board new adjunct faculty, and more. Philosophy has Phil 324, Symbolic Logic, that requires a specialized expertise and experience to teach, and most adjuncts don't have it. When a department doesn't have at least one full-time member, the discipline dies. I can't imagine a college without some Philosophy

courses, let alone support the major. Part-timers are happy to help with some of the administrative duties on the short term, but it is unfair to rely on them for long periods. Since part-timers tend to be less involved on the campus, it is more difficult for them to make effective long-term planning for the department and may need to rely on others to implement if they no longer work for the department.

What is the back up plan should this position not be filled?

Status quo for this semester--no one to officially lead the department and adjuncts, but we do have the support of David Denman--adjunct--as advisor this semester. Without permanent leadership, it is difficult to maintain the integrity of the courses; adjunct function without leadership and guidance. No chair, so limited communication to adjunct faculty.

How would the addition of this position help to address disproportionately impacted students? (may include evidence such as low DI rates, high population of BIPOC students, connection to learning communities Umoja, Puente, Prise, etc.)

Philosophy is connected to many other disciplines, not just in the humanities. Training in philosophy, and particularly majoring in philosophy, is a step many students take in career plans outside of philosophy. For example, philosophy majors do better on the LSATs than any other majors and are among the highest scoring majors for the MCATs. A school with no philosophy department, or a department with no coherent leadership, would be doing a disservice to these students as well as students who are interested in studying the humanities. Having a full range of Philosophy courses and a full-time faculty will help facilitate students from DI populations who have interests to go into other fields. Certainly, we need more diversity in the field of law, for instance. Having a full-time faculty would increase the likelihood of being part of a learning community, such as Umoja, Puente, and Prise. It is very difficult to expect an adjunct to put in extra hours related to these communities because adjuncts do not have a college service expectation.

Is this a Growth or Replacement position? Los Rios only considers positions that were vacated in the last fiscal year to be replacement positions. If this proposal is replacing a colleague who has retired or resigned in the past year, please indicate which position this is replacing.

Growth Position, Philosophy Professor (Lopez, David), Philosophy Professor (Holden, Dennis)

Do you have any comments or observations that you would like to provide regarding the position being a growth or replacement position?

The department has been without its second full-time faculty for a couple of years as Lopez was out on medical leave. Dennis just retired in May, so his exit has initiated the urgency to hire a replace to just have one full-time professor to lead the department.

Recruiting Suggestions

Do you have suggestions to recruit more under-represented people for this position?

Because there are so few philosophers looking for teaching jobs, the best approach is to attract under-represented students to the discipline. A full-time faculty would be more likely take on this project, and without any, it makes it very difficult to invoke change.

Will you need special advertising for this position? If so, what would you recommend?

None beyond the typical outlets and professional journals.



Faculty Request Form SP22 Hiring Process

Wednesday, September 29, 2021

Title of Requested Position

Program Coordinator - Fire Technology

Faculty Contact

Ken Kwong

Type of Faculty Position

Coordinator

Email

kwongk@arc.losrios.edu

Non-Instructional Faculty

Justification for Non-Instructional Faculty position. This may include Faculty to Student ratios, accreditation requirements, or other data points to support the need for a new faculty hire. The Fire Technology Program has been without a coordinator for approximately 2 years. The Fire Technology Coordinator is responsible for both the collegiate (Fire Technology Program) and in-service training (career enhancement classes for current fire service members), both the affiliated and non-affiliated academies (all classes under the FIRE and FFS departments).

The Fire Technology Coordinator works with local fire agencies to ensure the needed in-service training classes are taught/offered. The Fire Technology Coordinator is also responsible for ensuring testing for all in-service training classes is done to the standards set forth by the State Fire Marshal.

The Fire Technology Coordinator also manages Perkins and grant funding. They actively pursue grants to expand the academy's training props or to offset financial outlay by cadets and work to meet the region's and state's hiring needs.

Data Observations/Comments

Are there any observations you would like to provide about the FT/PT ratio?

There is no coordinator to provide the FT/PT ratio.

Are there any particular difficulties securing, maintaining or managing adjunct faculty?

No difficulties with adjunct faculty. There does see to be difficulty in recruiting for this position.

Is there additional data you can provide that provides evidence of student demand such as waitlists, etc.?

Currently, an adjunct faculty member is performing the duties of the Fire Technology Coordinator on an overload basis. The faculty member does their best to ensure the program needs are being met but cannot actively represent the college in other matters/committees. The faculty member is employed full time by a local fire department.

Are there other Subject codes that you would like to include for consideration?

Type here...

Department Operations

Are there accreditation or outside agency requirements? For example, the Nursing program is required to maintain an appropriate number of full time faculty to meet Board of Registered Nursing requirements.

The Sacramento Regional Public Safety Training Center is an accredited Accredited Regional Training Program (ARTP) . This certification requires program management to ensure all requirements related to State Fire Training courses are met. This includes but is not limited to: returning of tests/course materials, site review participation, overseeing testing for all State Fire Training courses, program development and, to determine the need to offer standalone certification testing.

Accreditation requires management oversight to support instructional programs, conduct and maintain equipment inventories, prepare accreditation documentation, advertise classes and conduct outreach meetings to ensure necessary classes are offered.

Have there been, or are there expected to be changes to the enrollment patterns of courses within your department?
Have there been, or are there expected to be changes to the discipline?

The College runs a non-affiliated academy during the fall semester and an affiliated academy during the spring. Each of these academies is taught to the State Fire Marshal Fire Fighter I and/or Fire Fighter II level.

Currently, there are plans being developed and a grant is being sought, to include additional CalFire specific information in the non-affiliated Fire Fighter I academy to make students more marketable to CalFire.

How will the position improve Department workload? For example, evidence cited could include a single person department or faculty with too many preps.

Many items such as overall department management, program management and recruiting would be met. In addition, the college would have a presence in regional meetings and at state-level associations.

What is the back up plan should this position not be filled?

The back-up plans include adjunct faculty continuing to administer the program on a part time basis.

How would the addition of this position help to address disproportionately impacted students? (may include evidence such as low DI rates, high population of BIPOC students, connection to learning communities Umoja, Puente, Prise, etc.)

Students will have a point of contact that can direct them to resources that may be outside of the HomeBase.

Is this a Growth or Replacement position? Los Rios only considers positions that were vacated in the last fiscal year to be replacement positions. If this proposal is replacing a colleague who has retired or resigned in the past year, please indicate which position this is replacing.

Growth Position

Recruiting Suggestions

Do you have suggestions to recruit more under-represented people for this position?

Work with California Fire Technology Director's Association and area fire departments.

Will you need special advertising for this position? If so, what would you recommend?

No.



Faculty Request Form SP22 Hiring Process

Title of Requested Position

Psychology Assistant Professor

Faculty Contact

Elizabeth Nelson

Type of Faculty Position

Instructional

Email

nelsone@arc.losrios.edu

Department Data (Instructional)

Primary subject code proposed faculty member will teach:

PSYC

- Productivity = Productivity is calculated by dividing Weekly Student Contact Hours (WSCH) by total instructional full-time equivalent faculty (instructional FTEF). Productivity is a measure of instructional resource efficiency
- FT/PT Ratio = The ratio of Full Time Faculty in a Department compared to the Part Time Faculty in the Department

FA16 Enrollment	FA16 Productivity	FA16 FT/PT FTEF	FA16 FT/PT Ratio (% of FTEF)	FA16 # of Class Offerings	FA16 Avg. Class Size (incl. online)
3355	612.07	11.536 / 5.945	0.66 : 0.34	96	34.9
FA17 Enrollment	FA17 Productivity	FA17 FT/PT FTEF	FA17 FT/PT Ratio (% of FTEF)	FA17 # of Class Offerings	FA17 Avg. Class Size (incl. online)
3124	601.95	10.933 / 5.649	0.66 : 0.34	94	33.2
FA18 Enrollment	FA18 Productivity	FA18 FT/PT FTEF	FA18 FT/PT Ratio (% of FTEF)	FA18 # of Class Offerings	FA18 Avg. Class Size (incl. online)
3265	659.72	10.35 / 5.532	0.65 : 0.35	91	35.9
FA19 Enrollment	FA19 Productivity	FA19 FT/PT FTEF	FA19 FT/PT Ratio (% of FTEF)	FA19 # of Class Offerings	FA19 Avg. Class Size (incl. online)
3421	657.21	11.5 / 4.8	0.71 : 0.29	96	35.6
FA20 Enrollment	FA20 Productivity	FA20 FT/PT FTEF	FA20 FT/PT Ratio (% of FTEF)	FA20 # of Class Offerings	FA20 Avg. Class Size (incl. online)
3340	651.86	11.78 / 4	0.75 : 0.25	93	35.9

Data Observations/Comments

Are there any observations you would like to provide about productivity?

Upon looking at the data, there is evidence that our department has very high productivity numbers. In the past four years, our classes have always had full enrollment with a waitlist for most classes. Looking at the productivity data from Fall 2016 to Fall 2020, our average productivity was 636.56 and average class size was 34.4. From Fall 2018 to Fall 2020, our average class size has held at 35.

Are there any observations you would like to provide about the FT/PT ratio?

Since 2016, most full time faculty were taking on overload courses due the lack of availability of part time instructors in different areas. Thus our ratio may be slightly misrepresentative due to the current department need requiring for our full time faculty to teach overload. In Fall 2020 we had 11 full time faculty; however, two faculty had partial or full reassign time for other projects and another faculty member has only a 40% teaching load assignment based on their specific position which is split with the research department. Thus even with 11 full time faculty our department experiences difficulty in staffing classes. For Fall 2021 our department is down 3 faculty members to only 8 full time faculty. While even at 11 we could justify a growth position based enrollment and waitlist numbers, at 8 full time faculty we are in desperate need. While the critical hire position we are working to fill this semester for a Spring 2022 start will be a significant assistance, it will still not allow us to meet student needs going forward.

Are there any particular difficulties securing, maintaining or managing adjunct faculty?

Yes, for the classes we wish to hire for, we regularly have difficulty finding adjunct faculty who have expertise in the areas of these core courses required for our A.T.T. degree: PSYC 330: Introductory Statistics for the Behavioral Sciences, PSYC 335: Research Methods in Psychology, PSYC 310: Biological Psychology, and PSYCH 311: Biological Psychology Laboratory.

This lack of securing and maintaining adjunct faculty in these areas also impacts the College for both PSYC 310: Biological Psychology and PSYCH 311: Biological Psychology Laboratory are listed as courses in the A.S. in General Science.

Over the past 3 years, we lost part time faculty to other campuses and full-time employment. In the field of psychology, there appears to be fewer individuals who teach in these instructional areas on a community college level.

In Spring 2021 we had a hiring committee to hire adjunct faculty to teach these classes. In the end we had 3 that we added to our adjunct pool. However, due to issues related to each of their full-time jobs, none of them will actually be able to teach any on campus classes for us. Thus, even after recruitment and hiring efforts we have not been able to find any additional adjunct faculty for these courses and are still struggling to staff these core courses.

Is there additional data you can provide that provides evidence of student demand such as waitlists, etc.?

The waitlists for our core courses of research methods, statistics, and biological psychology have been robust even after adding sections of each of these courses.

For PSYC311 we have had completely full waitlists consistently for many years. In response we increased from 1 to 3 sections. In Fall 2021 we had 60 students on the waitlists and in Spring 2021 we had 36 students on the waitlists for a course with an 18 student capacity. Thus, we consistently have the student demand to justify adding an additional 2-3 sections of this lab course each semester but we do not have the faculty to staff additional sections. Thus our limited ability to recruit additional adjunct faculty is directly limiting our growth for this course and thus our program.

PSYC310, PSYC 330, and PSYC 335 also consistently have solid waitlists which could indicate the need for additional sections of these courses as well. However we are struggling to staff the existing sections.

Are there other Subject codes that you would like to include for consideration?

No.

Department Operations

Are there accreditation or outside agency requirements? For example, the Nursing program is required to maintain an appropriate number of full time faculty to meet Board of Registered Nursing requirements.

No.

Have there been, or are there expected to be changes to the enrollment patterns of courses within your department?
Have there been, or are there expected to be changes to the discipline?

Yes, we expect to see an increase in the number of students enrolling in psychology courses and majoring in psychology. According to the U.S. Bureau of Labor Statistics (BLS), the employment of psychologists will grow by almost 20% between 2014 and 2024. (American Psychological Association, 2017). Based on the numbers of students who took the Advanced Placement psychology test, there are significantly more students who are interested in applying for advanced degrees in psychology. An issue related to Covid is the lack of labs (virtual or face-to-face) for biological psychology courses that may delay training for undergraduate students in psychology (Clay, 2020). Therefore, it is imperative that we are able to staff PSYC 311: Biological Psychology Laboratory consistently with full time faculty.

With AB705 and changes related to math requirements, the department has seen significant increase in the demand for PSYC330 from non-psychology majors wanting to take this course. Thus the limitations in staffing are not only impacting psychology majors but students across the campus.

ARC has seen exploding growth in our 4 core psychology courses (PSYC310, PSYC311, PSYC330, PSYC335) with 12 new sections (41% growth) added between S2018 and S2022. Thus, even without the loss of 3 faculty this past year the department would be struggling to staff these courses. The faculty loss has simply compounded an existing staffing issue.

How will the position improve Department workload? For example, evidence cited could include a single person department or faculty with too many preps.

Yes, it will improve department workload as currently 100% of the full time faculty that are able to teach overload are currently teaching overload with the majority at the maximum level of overload allowed. In addition, it would lessen the workload of faculty on hiring adjunct hiring committees needed to continually search for classes in the areas of research methods, statistics, and biological psychology.

For each of the required core courses in our department the following percentage of sections are being taught as either overload or by adjunct faculty:

PSYC300 - 70% (19 sections)

***PSYC310 - 33% (2 sections)**

***PSYC311 - 66% (2 sections)**

***PSYC330 - 53% (15 sections)**

***PSYC335 - 100% (5 sections)**

***PSYC310, PSYC311, PSYC330, and PSYC335 are courses that are difficult to staff. All of the full time faculty teaching these courses are already consistently teaching at maximum level for overload.**

What is the back up plan should this position not be filled?

If we do not fill this position, we return to the difficulty of hiring adjuncts in these areas. Unfortunately our hiring process in Spring 2021 resulted in the addition of zero adjunct faculty able to teach any of these courses on campus in the coming semesters. Thus our backup plan of hiring more adjunct faculty does not appear to have a promising outlook.

How would the addition of this position help to address disproportionately impacted students? (may include evidence such as low DI rates, high population of BIPOC students, connection to learning communities Umoja, Puente, Prise, etc.)

By increasing course loads on full time instructors, this makes it difficult for them to provide the necessary attention, feedback, and support for first generation students, immigrants, and low income students to increase retention and success rates (Clay, 2020). By staffing these courses with full time faculty members, disproportionately impacted students would receive assistance from faculty who are more familiar with the campus resources, who have a rapport with the campus services they are referring the students to, and who are more available to support these students.

There is a history of our department participating in the learning communities on campus. This Fall, both PSYC 330 and PSYC 300 courses are offered in P.R.I.S.E, Puente, the Native American Resource Center, and the Umoja Sakhu Learning Communities. Additionally we have 3 additional sections of our PSYC300 course participating in either the Accelerated College Education (ACE) program or California Early College Academy (CECA) program. Unfortunately all 5 of these courses are currently scheduled to be taught by adjunct faculty or are unstaffed as our full time faculty are all already fully scheduled and also teaching overload. It would be more ideal for continuity within those programs to have those courses taught by full time faculty but with our current shortage of full time faculty that is not possible.

Is this a Growth or Replacement position? Los Rios only considers positions that were vacated in the last fiscal year to be replacement positions. If this proposal is replacing a colleague who has retired or resigned in the past year, please indicate which position this is replacing.

Psychology Professor (Stewart, Mark)

Do you have any comments or observations that you would like to provide regarding the position being a growth or replacement position?

Since the Fall of 2020, we have lost three full time faculty in our department. Dean Murakami passed away in December 2020. Mark Stewart retired in May 2021. Emily Mitchell took an interim position at another college in March 2021. Before that time, our psychology faculty was made up of 11 full-time instructors, and now we number at 8 full time faculty. Though we are currently searching for a full time instructor, we are still in need of at least one more full time faculty to carry the course load of these difficult-to-staff core courses.

Recruiting Suggestions

Do you have suggestions to recruit more under-represented people for this position?

We plan to recruit using less traditional means such as placing ads on FaceBook Groups such as the Society for Teaching

Psychology and other online resources such the Journal of Blacks in Academics Job Board and the Psychology Job Wiki. In addition, we will target different professional groups in the field of psychology including the Association of Black Psychologists, the Asian American Psychological Association, National Latina/o Psychological Association, the Society of Indian Psychologists, and the American Arab, Middle Eastern, and North African Psychological Association.

Will you need special advertising for this position? If so, what would you recommend?

Special advertising would include placing ads in the different higher education periodicals such as the Chronicle of Higher Education. Another way to advertise this position would be to contact the different psychological associations listed above and include an ad in their newsletters, job boards, or publications.



Faculty Request Form SP22 Hiring Process

Title of Requested Position

Real Estate Assistant Professor

Faculty Contact

Rachna Condos

Type of Faculty Position

Instructional

Email

condosr@arc.losrios.edu

Department Data (Instructional)

Primary subject code proposed faculty member will teach:

RE

- Productivity = Productivity is calculated by dividing Weekly Student Contact Hours (WSCH) by total instructional full-time equivalent faculty (instructional FTEF). Productivity is a measure of instructional resource efficiency
- FT/PT Ratio = The ratio of Full Time Faculty in a Department compared to the Part Time Faculty in the Department

FA16 Enrollment	FA16 Productivity	FA16 FT/PT FTEF	FA16 FT/PT Ratio (% of FTEF)	FA16 # of Class Offerings	FA16 Avg. Class Size (incl. online)
346	500.38	1.104 / 1.029	0.52 : 0.48	10	34.6

FA17 Enrollment	FA17 Productivity	FA17 FT/PT FTEF	FA17 FT/PT Ratio (% of FTEF)	FA17 # of Class Offerings	FA17 Avg. Class Size (incl. online)
358	452.57	1.6 / 0.829	0.66 : 0.34	12	29.8

FA18 Enrollment	FA18 Productivity	FA18 FT/PT FTEF	FA18 FT/PT Ratio (% of FTEF)	FA18 # of Class Offerings	FA18 Avg. Class Size (incl. online)
328	410.95	1.4 / 1.029	0.58 : 0.42	14	23.4

FA19 Enrollment	FA19 Productivity	FA19 FT/PT FTEF	FA19 FT/PT Ratio (% of FTEF)	FA19 # of Class Offerings	FA19 Avg. Class Size (incl. online)
343	431.33	1.4 / 1.029	0.58 : 0.42	14	24.5

FA20 Enrollment	FA20 Productivity	FA20 FT/PT FTEF	FA20 FT/PT Ratio (% of FTEF)	FA20 # of Class Offerings	FA20 Avg. Class Size (incl. online)
378	473.2	0 / 2.429	0 : 1	14	27

Data Observations/Comments

Are there any observations you would like to provide about productivity?

I believe the data is inaccurate as the Crystal Reports show 12 sections for Fall 20. My hypothesis is that the discrepancy is due to RE 295, RE 495, being included and those substantially throw the data off in terms of average class size as well as productivity since those are independent study courses and we rarely have students enrolled in them. If you were to look at the enrollments without the independent study classes included it would be as follows:

	Fall 2020 (pre FT faculty retirement)	Spring 2021 (post FT faculty retirement)	Fall 2021* (post FT faculty retirement)
# of Courses	7	5	7
# of Sections	12	9**	12
Enrollment^	396	308	401
Productivity	495	514	502
FT/PT ratio^^	.50/.50	0/1.0	0/1.0

The numbers are still slightly off so I am not sure what else is causing this discrepancy. Our productivity range is quite high whether you look at the data I have provided or the autofilled data.

Are there any observations you would like to provide about the FT/PT ratio?

We have NO full time faculty teaching courses in this discipline and that makes it very difficult to staff the classes, provide mentors for students, and coordinate with the licensing bodies. The current situation for staffing Real Estate classes is not tenable!

Are there any particular difficulties securing, maintaining or managing adjunct faculty?

It has been quite difficult to find instructors who both meet the minimum qualifications and are willing to teach. Since the Real Estate market has been exceedingly hot, qualified professionals are busy and are not desirous of teaching at the moment.

- Last Spring we were forced to cut a class due to not having enough faculty to teach.
- The range of courses we offer requires an expertise in Real Estate that is beyond the basic, entry-level course, but it's only teaching this intro course for which most adjunct candidates have experience.
- The current situation for staffing Real Estate classes is not tenable, when one of our adjunct faculty had to step out of his classes for Fall 2021 a week before the semester started, we were forced into a very difficult situation as all of our adjunct Real Estate instructors are teaching at max load.

Is there additional data you can provide that provides evidence of student demand such as waitlists, etc.?

- Students take Real Estate classes for a variety of reasons. To meet this diverse need and so students can complete the certificate program within one year, we offer all our Real Estate courses almost every semester.
- Due to the fact that we are the largest college within the District we have traditionally provided a more robust offering of classes, and those classes have had very strong enrollments.

Are there other Subject codes that you would like to include for consideration?

N/A

Department Operations

Are there accreditation or outside agency requirements? For example, the Nursing program is required to maintain an appropriate number of full time faculty to meet Board of Registered Nursing requirements.

It is necessary to coordinate with the California Department of Real Estate as well as the California Bureau of Real Estate Appraisers. Without a full time faculty member we run the risk of not adhering to external requirements.

Have there been, or are there expected to be changes to the enrollment patterns of courses within your department?
Have there been, or are there expected to be changes to the discipline?

The enrollment should continue to be strong and we would like to expand our breadth of offerings as there is a great deal of interest in property management as well as providing additional courses for Continuing Education purposes.

How will the position improve Department workload? For example, evidence cited could include a single person department or faculty with too many preps.

The Department Chair is responsible for 4 departments and it is difficult to manage all of the internal and external demands. We get a number of phone calls regarding the Real Estate program and the Department is currently functioning without 2 full time faculty due to retirements. Both of those faculty taught overload as well so their absence has meant that the workload for the Department Chair has increased dramatically over the last 18 months.

What is the back up plan should this position not be filled?

We will have to do another adjunct hiring which is a very time consuming process. We completed one recently but there was a dearth of qualified applicants and we were only able to find one person that had the education, experience, and ability to teach.

How would the addition of this position help to address disproportionately impacted students? (may include evidence such as low DI rates, high population of BIPOC students, connection to learning communities Umoja, Puente, Prise, etc.)

Real Estate is a lucrative field and it allows students to become employable quickly. A

Is this a Growth or Replacement position? Los Rios only considers positions that were vacated in the last fiscal year to be replacement positions. If this proposal is replacing a colleague who has retired or resigned in the past year, please indicate which position this is replacing.

Real Estate Professor (Jurach, Jeffrey)

Do you have any comments or observations that you would like to provide regarding the position being a growth or replacement position?

This is a replacement position for a faculty member that retired. He had only been with us 4.5 years so it feels like we just went through the hiring process! Having a full time faculty member in Real Estate was invaluable not only for the reasons stated above but he was also able to create helpful relationships with the Real Estate departments at our sister colleges and collaborate with them as well as the local chapter of the National Association of Realtors.

Recruiting Suggestions

Do you have suggestions to recruit more under-represented people for this position?

The Black, Hispanic, and Asian Chamber of Commerce as well as the National Association of Realtors.

Will you need special advertising for this position? If so, what would you recommend?

Possibly, would need to investigate that further.

Return to TOC



Faculty Request Form SP22 Hiring Process

Title of Requested Position

Sociology Assistant Professor

Faculty Contact

Pamela Chao

Type of Faculty Position

Instructional

Email

chaop@arc.losrios.edu

Department Data (Instructional)

Primary subject code proposed faculty member will teach:

SOC

- Productivity = Productivity is calculated by dividing Weekly Student Contact Hours (WSCH) by total instructional full-time equivalent faculty (instructional FTEF). Productivity is a measure of instructional resource efficiency
- FT/PT Ratio = The ratio of Full Time Faculty in a Department compared to the Part Time Faculty in the Department

FA16 Enrollment	FA16 Productivity	FA16 FT/PT FTEF	FA16 FT/PT Ratio (% of FTEF)	FA16 # of Class Offerings	FA16 Avg. Class Size (incl. online)
913	603.98	2.6 / 2.2	0.54 : 0.46	28	32.6
FA17 Enrollment	FA17 Productivity	FA17 FT/PT FTEF	FA17 FT/PT Ratio (% of FTEF)	FA17 # of Class Offerings	FA17 Avg. Class Size (incl. online)
868	545.68	2.4 / 2.6	0.48 : 0.52	27	32.1
FA18 Enrollment	FA18 Productivity	FA18 FT/PT FTEF	FA18 FT/PT Ratio (% of FTEF)	FA18 # of Class Offerings	FA18 Avg. Class Size (incl. online)
862	569.73	2.4 / 2.4	0.5 : 0.5	25	34.5
FA19 Enrollment	FA19 Productivity	FA19 FT/PT FTEF	FA19 FT/PT Ratio (% of FTEF)	FA19 # of Class Offerings	FA19 Avg. Class Size (incl. online)
958	578.06	3 / 2.2	0.58 : 0.42	28	34.2
FA20 Enrollment	FA20 Productivity	FA20 FT/PT FTEF	FA20 FT/PT Ratio (% of FTEF)	FA20 # of Class Offerings	FA20 Avg. Class Size (incl. online)
895	631.94	2.4 / 2	0.55 : 0.45	24	37.3

Data Observations/Comments

Are there any observations you would like to provide about productivity?

Our department is consistent. We have offered between 24-28 sections each semester between F 16-F 20, with a low enrollment of 865 and a high enrollment of 958. We have been working on increasing enrollments in sociology, and our highest enrolled semester was F 19. In the transition between F 19 and a fully remote F 20, we only dropped 63 in enrollment.

Our productivity has ranged between 545.68-631.94. Our highest productivity was during fall 20, while remote.

We believe that Sociology will increase in both enrollment and productivity because our discipline speaks to and reflects the experiences of our diverse and changing student population.

Using an equity lens, we also consider the racial/ethnic make-up of our students. During fall 2020, 66% of our students were students of Color, with the race/ethnicity of an additional 2% of our students being "unknown." Sociology has consistently enrolled (fall 2013-2020 data) more African American, Latina/o/e/x, and BOG fee waiver students than the reported BSS Division percentages. Over the last eight Fall terms, the Sociology department taught over 4% more students living below the poverty line than the BSS Division as a whole. Our students connect with our course content and the career preparation we provide at a personal, experiential level. This semester, we are down one full-time faculty member and as a result of that, one of our tenured faculty has voluntarily stepped up and is teaching five separate preps in order to meet the needs of our students. This is indicative of sociology's commitment to our students and to our discipline and is not sustainable.

Are there any observations you would like to provide about the FT/PT ratio?

We are a small department and not replacing one of our four full-time faculty members will negatively impact our FT/PT ratio. We believe that replacing our retired colleague with a full-time hire will maintain subject area expertise, bring more consistency to our class offerings and teaching styles, and allow for more student support and mentoring. This will result in intentional and more consistent student experiences and better student success rates, particularly for our disproportionately impacted student populations. Students who experience trust-building and consistent faculty experiences are more likely to succeed. Replacing our retired faculty member will also allow us the human resources to continue our plan to expand courses and grow enrollment while ensuring successful student learning experiences.

With our four full-time faculty members, we have consistently been close to .5:.5 FT/PT ratio, which is not in alignment with the .75:.25 state guidelines. Our last semester's data shows a .55:.42 ratio. Our FT/PT ratio is more negatively skewed and out of state policy if we cannot replace the retired member of our department.

Are there any particular difficulties securing, maintaining or managing adjunct faculty?

It is not always possible to ensure that adjunct faculty with the most experience working with and embracing culturally responsive andragogy that supports successful learning for disproportionately impacted student populations will staff classes. Given state minimum qualifications, it is also not always possible to staff the adjunct instructors who have the most experience in a particular sub-discipline in those classes.

We would like to expand our course offerings in Gender, Sexuality, and Family and plan on writing and offering new courses that include Sociology of Sexuality and Sociology of the Family. Courses that feature gender, sexuality, and family require particular and updated scholarship and approaches. Given the changes in Gender Studies, Sexuality or Queer Studies, and Family Studies, we currently do not have anyone on staff with expertise in current scholarship. This is a real deficiency in our department since our Gender class is a requirement for the Gender and Sexuality Social Justice Studies AAT degree and will be an important intersectional component to the new Ethnic Studies degree. In addition, we currently we do not have any adjunct faculty (most are preferenced) who staff our Honors, Deviance, Popular Culture, and Research Methods courses.

Is there additional data you can provide that provides evidence of student demand such as waitlists, etc.?

We believe that the consistency in our student enrollment, even in these remote times, and the consistent upward trend of Students of Color enrollment in sociology classes is evidence of both student demand and the potential of what we can do if given sufficient staffing and resources.

Are there other Subject codes that you would like to include for consideration?

None

Department Operations

Are there accreditation or outside agency requirements? For example, the Nursing program is required to maintain an appropriate number of full time faculty to meet Board of Registered Nursing requirements.

None.

Have there been, or are there expected to be changes to the enrollment patterns of courses within your department? Have there been, or are there expected to be changes to the discipline?

We believe there is untapped potential for growth in sociology because of its relevancy in understanding our social landscape and because of our students' desire to see themselves and the issues they experience reflected in the curriculum. Our department has been working on expanding our reach and enrollment beyond our traditional students. Because we are a small department, each full time faculty member teaches multiple preps, often beyond what is required for their assignment. Our last hire was made to grow the Sociology AAT through their specialization in data and research. We will be offering a sociology research methods course in fall 2022 and plan on expanding our degree courses offered.

We seek to replace our retiree with someone with expertise in gender, sexuality, and family. Changes in the sociology of gender, sociology of sexuality and queer studies, and sociology of family offer the opportunity to expand our course offerings and sociology degree specialization. As mentioned above, we currently do not have anyone on staff with expertise in current gender, sexuality, or family scholarship. This is a real deficiency in our department since our Gender class is a requirement for the Gender and Sexuality Social Justice Studies AAT degree and can be an important intersectional component to the new Ethnic Studies degree.

Our students benefit from a critical sociological approach to their lived experiences that address social constructs and the power dynamics at play in gender, sexuality, and the family. We would like to offer new courses that include Sociology of Sexuality and Sociology of Family. Maintaining our faculty staffing level at four also allows us to continue developing a Sociology of Sport class and ensuring that the transfer options for that course are attractive to our students. There is also the potential for the Sociology Department to offer certificates in equity and inclusion.

Our discipline's content and approach directly connects with under-resourced and disproportionately impacted student populations in ways that other disciplines cannot because we reflect and name their experiences in the subject matter of our courses. We hear from our students that our courses on deviance, popular culture, inequalities and social problems speak to them and are transformational experiences. Sociology directly addresses the social change that is roiling our country and state on systemic and on interpersonal levels.

Sociology is the designator for our current Social Justice Degree program and our Ethnic Studies courses that are under development. The classes offered in sociology will be a complement to these newer degree programs.

How will the position improve Department workload? For example, evidence cited could include a single person department or faculty with too many preps.

This fall, we are down one full-time faculty member and as a result of that, one of our tenured faculty has voluntarily stepped up and is teaching five separate preps in order to meet the needs of our students. This is indicative of

sociology's commitment to our students and to our discipline and is not sustainable.

We see many ways our department can diversify and offer courses that meet the unique needs of various constituencies and programs, but we lack the human resources to do that. We believe a Sociology of Sport class would be a popular course that can fill each semester. We also believe that a Sociology of Sexuality and a Sociology of Family course are long overdue and would be heavily enrolled. A replacement faculty member for our retiree will allow us to hire a person with the expertise that will help develop new courses for student enrollment and free up current faculty members to develop their own areas of expertise and work more closely with our college community. For example, our Sociology of Deviance course could be a complement to our Public Safety program. Sociology of Gender and Sociology of Sexuality could be beneficial to Health Services and Paramedic Training. It is a good fit for us to deepen our connections with the Learning Communities and the new UNITE Center. We can expand our offerings in the Dual Enrollment and various college prep programs at local high schools.

What is the back up plan should this position not be filled?

We continue to do what we can with what we have. Our department will not be able to grow as we envision.

How would the addition of this position help to address disproportionately impacted students? (may include evidence such as low DI rates, high population of BIPOC students, connection to learning communities Umoja, Puente, Prise, etc.)

The diversity of sociology students is a departmental strength. 66% of our unduplicated counts are students of color, and 44% are African American and Latino. Students of color remain a higher percentage of sociology duplicated and unduplicated counts when compared to our division. Because Sociology has a higher percentage of students of color than many departments, we are in a unique position to make a difference on the ARC equity scorecard. Our department experiences DI equity gaps in success, AB Grades, and in Drops, and we believe we have the desire and the knowledge to close our gaps if we have sufficient time to devote to our students. We have been meeting regularly and discussing our DI and our practices. Another full-time faculty member will allow our department to focus more of each faculty member's work hours and our departmental resources on improving equitable outcomes for our students.

As mentioned earlier, our discipline's content and approach directly connects with under-resourced and disproportionately impacted student populations in ways that other disciplines cannot because we reflect and name their experiences in the subject matter of our courses. Sociology faculty teach in the Learning Communities and offer multiple courses and sections that save registrations for Umoja and Puente students. We are also working with PRISE. We actively work with DSPS and ESL. We have been invited to develop an Honors Minorities in America (to be changed to Race, Ethnicity, and Inequality in the United States) and our current Honors Introductory Sociology course has consistently been one of the highest enrolled Honors classes offered at ARC. Sociology is active in the dual enrollment program, outreach to high schools, and in our surrounding ARC community.

Having a fourth full-time faculty member who is a replacement hire will allow us to maintain the work we are doing to expand our department and better meet our students where they are. Our newest faculty member is currently working with the ARC Design Lab and the potential for hands-on sociology for our students is very exciting. Faculty are also guiding the Sociology Club students in research projects with the goal of presenting at the Pacific Sociological Association meeting to be held in Sacramento during the fall of 2022. We do this work with racial consciousness and equity in mind.

The relevancy of our discipline is illustrated by how ARC has benefited from Sociology's last hire in his work on individual course equity data workshops and one-on-one work with other departments on their individual level and departmental level course data. Another full-time faculty member has a degree in Ethnic Studies and is working with the college in our implementation of Ethnic Studies. The nature of our discipline also allows our faculty to support the equity and inclusion work done by American River College. Sociology has been particularly active in faculty leadership in our equity initiatives and professional development.

Is this a Growth or Replacement position? Los Rios only considers positions that were vacated in the last fiscal year to be replacement positions. If this proposal is replacing a colleague who has retired or resigned in the past year, please indicate which position this is replacing.

Sociology Professor (Shahla Mokhtarzada)

Do you have any comments or observations that you would like to provide regarding the

position being a growth or replacement position?

Sociology is a small department. We believe we have been good citizens of American River College and stepped up whenever we have been asked to serve the institution's needs. We ask that ARC invest in the Sociology Department by granting us a replacement hire for our retiree and help us move towards realizing our goals as a department. We believe in the power of our discipline and that we can be an exemplary department that offers courses, programs, services, and human connections that are student ready, equity minded, and transformational for our students lives.

Thank you.

Recruiting Suggestions

Do you have suggestions to recruit more under-represented people for this position?

Local, Regional, and Statewide Sociology Departments

Faculty Affinity Groups at Universities

ASA and PSA and NCORE job boards

Will you need special advertising for this position? If so, what would you recommend?

Local, Regional, and Statewide Sociology Departments

Faculty Affinity Groups at Universities

ASA and PSA and NCORE job boards



Faculty Request Form SP22 Hiring Process

Title of Requested Position**Speech Communication Assistant Professor****Faculty Contact****Alisa Shubb****Type of Faculty Position****Instructional****Email****shubba@arc.losrios.edu**

Department Data (Instructional)

Primary subject code proposed faculty member will teach:**SPEECH**

- Productivity = Productivity is calculated by dividing Weekly Student Contact Hours (WSCH) by total instructional full-time equivalent faculty (instructional FTEF). Productivity is a measure of instructional resource efficiency
- FT/PT Ratio = The ratio of Full Time Faculty in a Department compared to the Part Time Faculty in the Department

FA16 Enrollment 1465	FA16 Productivity 464.9	FA16 FT/PT FTEF 5.6 / 4.4	FA16 FT/PT Ratio (% of FTEF) 0.56 : 0.44	FA16 # of Class Offerings 50	FA16 Avg. Class Size (incl. online) 29.3
FA17 Enrollment 1390	FA17 Productivity 449.61	FA17 FT/PT FTEF 5.6 / 4.194	FA17 FT/PT Ratio (% of FTEF) 0.57 : 0.43	FA17 # of Class Offerings 49	FA17 Avg. Class Size (incl. online) 28.4
FA18 Enrollment 1314	FA18 Productivity 453.6	FA18 FT/PT FTEF 4.8 / 4.4	FA18 FT/PT Ratio (% of FTEF) 0.52 : 0.48	FA18 # of Class Offerings 47	FA18 Avg. Class Size (incl. online) 28
FA19 Enrollment 1551	FA19 Productivity 465.95	FA19 FT/PT FTEF 6 / 4.4	FA19 FT/PT Ratio (% of FTEF) 0.58 : 0.42	FA19 # of Class Offerings 53	FA19 Avg. Class Size (incl. online) 29.3
FA20 Enrollment 1237	FA20 Productivity 415.11	FA20 FT/PT FTEF 4.2 / 4.8	FA20 FT/PT Ratio (% of FTEF) 0.47 : 0.53	FA20 # of Class Offerings 46	FA20 Avg. Class Size (incl. online) 26.9

Data Observations/Comments

Are there any observations you would like to provide about productivity?

Although Speech courses are smaller in size due to curricular constraints, productivity has remained stable.

The dip in Fa20 enrollment can be attributed to several factors: 1) slightly higher rate of student drops due to Covid-related constraints, 2) due to loss of LTTs and FTE allocation, our department had to decrease overall SPEECH offerings (46 in Fa20 vs 53 in Fa19) and a greater percentage of the courses we cut were our higher enrolled Group Discussion courses because these courses are the most difficult to convert to remote.

Are there any observations you would like to provide about the FT/PT ratio?

The FT/PT ratio that shows an average of .54 : .36 is only reflective of Fall semesters. One F/T faculty member is on a reduced load towards retirement plan and takes leave each Spring semester, therefore Spring FT/PT ratio is closer to .35 : .65.

Over the course of a year, approximately one half of all Speech courses are being taught by adjunct faculty. For Fa21, 13 of our 49 courses are taught by full-time faculty. For Sp22, with the addition of a new full-time faculty member (hired under the emergency hire process of Fall21) only 18 of our 43 courses are projected to be taught by full-time faculty.

In order to meet the demand for Speech courses, F/T faculty are taking 2 (and in some cases more) overload classes beyond their preference to do so. This includes the currently serving Academic Senate President (.8 reassigned time) who is teaching 3-4 courses per semester.

Are there any particular difficulties securing, maintaining or managing adjunct faculty?

The adjunct faculty pool for Speech Communication locally has been tapped and we share adjunct faculty with other colleges. The department must consistently rely on the emergency hire process. Fall21 required 2 emergency new adjunct hires.

The department utilizes adjunct faculty to staff our Umoja, PRISE and ACE learning communities classes. This is not optimal due to the uncompensated college service required to meet the needs of these community programs, which include regular meetings with the Coordinators of these programs.

Is there additional data you can provide that provides evidence of student demand such as waitlists, etc.?

Even in a semester that had declining enrollments for the college, Fall 2021 there were 221 waitlisted students for our 48 sections after the first day of instruction. Every section of our courses but four had a waitlist. That is 221 students delaying a course they need for graduation. In Sp21, we had 311 waitlisted students and our waitlists were at 814% capacity.

Additionally, students waitlisted for Speech/Communication courses cannot enroll in these courses within Los Rios as SCC, CRC, & FLC similarly have waitlists. Anecdotally we know that students are enrolling at other colleges outside the district to meet their CSU Area A1 (oral communication) degree and transfer requirement.

While college enrollment may be down, we are continuing to grow as a department. We service Umoja and PRISE Communities. In addition, we are now part of the business online certificate which has added 3 courses this Fa21 semester, and beginning Sp22 will be a part of dual enrollment adding another 2 courses to our schedule. While demand has risen we are asked to do more with less.

Are there other Subject codes that you would like to include for consideration?

None

Department Operations

Are there accreditation or outside agency requirements? For example, the Nursing program is required to maintain an appropriate number of full time faculty to meet Board of Registered Nursing requirements.

No outside agency requirements. We had two different LTTs in 2019-20 and have been denied further LTTs from the district.

Have there been, or are there expected to be changes to the enrollment patterns of courses within your department?
Have there been, or are there expected to be changes to the discipline?

The demand for Speech Communication courses has been persistent and is growing in response to identified documented student need:

1) Every CSU transfer student is required to take an oral communication course. Students cannot earn an ADT without completing the CSU Area A1 Oral Communication requirement. SPEECH 301, 331, 361, and 362 are the only courses at ARC that meet the A1/oral communication requirement.

2) The Speech Communication department is home to the Communication Studies ADT which is one of the top five degrees most popular degrees in Los Rios.

3) Many degree programs specifically require Speech Communication courses, such as the Registered Nursing A.S., LVN to RN Career Mobility A.S., Funeral Services A.S., Gerontology (Case Management & Social Services, Advocacy & Social Policy, Administrative) A.A., Speech Language Pathology Assistant A.S., Elementary Teacher Education A.A.

4) Certificate programs such as Administrative Justice Cultural Competency Studies require Speech Communication courses.

5) Our courses serve communities such as ACE, CECA, Umoja, PRISE, and the Online Business Degree programs. Enrollment is expected to trend upwards we start on a new exciting endeavor with dual enrollment in Sp21.

How will the position improve Department workload? For example, evidence cited could include a single person department or faculty with too many preps.

The Speech Communication department has currently been operating with 3 (in Spring) or 4 (in Fall) full-time faculty. These 3-4 faculty serve the entire CSU transfer student population, and the popular Communication Studies degree.

In order to serve our majors and other degree-seeking students, the Speech Communication department regularly offers 7 different courses (SPEECH 301, 302, 311, 321, 331, 361, 362) in a variety of formats including on-ground, hybrid, and fully online. Full-time faculty are asked to have 3-4 preps, often in different formats.

Department chair burnout is an issue. Scheduling is difficult with the large number of adjuncts, emergency hiring is a regular occurrence, and on-boarding and mentoring new adjuncts requires time and emotional labor.

Unlike SCC (6 FT faculty), CRC (5 FT faculty), and FLC (6 FT faculty), ARC does not have enough FT faculty to rotate the chair position.

What is the back up plan should this position not be filled?

Unfortunately, we are coming to the point where we will have to start saying no. Essential programs that benefit from Speech Communication courses will no longer be able to be staffed. These programs we will no longer be able to staff include ACE, CECA, Umoja, PRISE, Dual enrollment, and Business online degree.

Currently, some of these programs are being staffed with adjunct professors who are not equipped with the professional development, support, and skills needed for these programs, nor are they compensated for the college service necessary to align their teaching with the programs they serve. We are losing the adjunct faculty who do happen to have the experience and skills necessary to teach in these programs to our competitors.

It is an equity issue for both the students and the professors when programs that serve our most under-served cannot be staffed properly with full-time faculty.

How would the addition of this position help to address disproportionately impacted students? (may include evidence such as low DI rates, high population of BIPOC students, connection to learning communities Umoja, Puente, Prise, etc.)

The department supports Umoja and PRISE Public Speaking courses and is currently collaborating to bring in a Puente Public Speaking course.

SPEECH classes overall serve students well, even during Covid. The 11/19/2020 DI report shows SPEECH classes have an overall 80.25% success rate.

Success rates by class and student (precisioncampus)

Unit	Fall 2020	Fall 2019	Fall 2018	Fall 2017	Fall 2016	Fall 2015	Fall 2014	Fall 2013
American River College	70%	71%	71%	70%	70%	69%	69%	69%
English	62%	68%	69%	66%	66%	66%	65%	66%
Mathematics & Statistics	69%	61%	61%	64%	65%	64%	67%	66%
SPEECH - Speech	80%	79%	75%	76%	80%	78%	75%	78%

Disproportionate impact still exists for African American students (success rate 76.25%) and Latinx students (success rate 76.5%) in SPEECH courses, however this impact is significantly less than for the college as a whole:

Success rates by class and student (precisioncampus)

Unit	Ethnicity/Race	Fall 2020	Fall 2019	Fall 2018	Fall 2017	Fall 2016	Fall 2015
American River College	African American	58%	59%	58%	56%	57%	56%
	Hispanic/Latino	64%	67%	67%	66%	65%	66%
	Total	63%	65%	64%	63%	63%	63%

English	African American	53%	60%	65%	59%	58%	57%
	Hispanic/Latino	57%	63%	64%	60%	61%	64%
	Total	56%	63%	64%	60%	60%	62%
Mathematics & Statistics	African American						

Is this a Growth or Replacement position? Los Rios only considers positions that were vacated in the last fiscal year to be replacement positions. If this proposal is replacing a colleague who has retired or resigned in the past year, please indicate which position this is replacing.

Growth Position

Do you have any comments or observations that you would like to provide regarding the position being a growth or replacement position?

In Spring 2019 we had a FT faculty member transfer to CRC who was not replaced.

Fall 2019 the Speech Communication department was approved for 1 hire during the regular faculty hiring request process; in Spring 2020 another Critical Hire position was approved. Hiring was frozen before these positions could be filled.

The Speech Communication department is requesting 1 hire through this process to supplement the 1 hire we received Fall21 during the emergency hire process. This will allow 2 Speech faculty to be hired during the 2021-22 year, resulting in a department of 5 (Spring) or 6 (Fall) full-time faculty. This is still not sufficient to meet the needs of our students and we will need to return again in Fall 2022 with another faculty hire request.

Recruiting Suggestions

Do you have suggestions to recruit more under-represented people for this position?

We are revising the job description with an equity focus.

Will you need special advertising for this position? If so, what would you recommend?

None that we are aware of



Friday, October 15, 2021

Faculty Request Form SP22 Hiring Process

Friday, October 15, 2021

Title of Requested Position

Tutorial Center Coordinator

Faculty Contact

Araceli Badilla

Type of Faculty Position

Coordinator

Email

badilla@arc.losrios.edu

Non-Instructional Faculty

Justification for Non-Instructional Faculty position. This may include Faculty to Student ratios, accreditation requirements, or other data points to support the need for a new faculty hire.

The Tutorial Center Coordinator faculty member shall be responsible for the following: Coordinate, plan, direct and administer tutorial services (drop-in, appointment and online) under the supervision of the area dean; helping students fulfill their maximum potential in mastering course content; assessing student learning outcomes; maintaining a thorough; maintaining standards of professional conduct and ethics appropriate to the professional position; assisting with articulation and curriculum development and review; serving on college committees and participating in faculty governance, including accreditation and student co-curricular activities.

Data Observations/Comments

Are there any observations you would like to provide about the FT/PT ratio?

No observations.

Are there any particular difficulties securing, maintaining or managing adjunct faculty?

Coordination requires consistency for program development which is very difficult to achieve with adjunct faculty. The former tenured faculty member in this position left the department in May 2019 and since then four different adjuncts have been hired to backfill in this role.

Is there additional data you can provide that provides evidence of student demand such as waitlists, etc.?

Type here...

Are there other Subject codes that you would like to include for consideration?

Type here...

Department Operations

Are there accreditation or outside agency requirements? For example, the Nursing program is required to maintain an appropriate number of full time faculty to meet Board of Registered Nursing requirements.

In order for the college to claim apportionment (positive attendance) per Title V California Community Colleges Supplemental Learning Assistance and Tutoring Regulations and Guidelines 58170, the program must be supervised by person who meets the minimum qualifications prescribed by section 53415.

Have there been, or are there expected to be changes to the enrollment patterns of courses within your department?
Have there been, or are there expected to be changes to the discipline?

The Tutorial Center will be expected to offer both on-ground and online tutoring when ARC increases on-ground course offerings post-pandemic.

How will the position improve Department workload? For example, evidence cited could include a single person department or faculty with too many preps.

Since the LRC is currently a one-person faculty department, the new hire could serve on the various on college committees, academic senate, Dept. Chair duties and curriculum responsibilities.

What is the back up plan should this position not be filled?

Budget permitting, continue to hire adjunct coordinators to back fill for Connie Ayala.

How would the addition of this position help to address disproportionately impacted students? (may include evidence such as low DI rates, high population of BIPOC students, connection to learning communities Umoja, Puente, Prise, etc.)

Replacing the full-time coordinator is essential to better serving students coming from disproportionately impacted populations. A few specific actions will be improved by replacing the faculty coordinator, which includes:

- Recruiting racially diverse tutors. Currently there is little time to recruit tutors, much less intentionally recruiting tutors coming from communities who are disproportionately impacted.
- Providing training to all tutors on equity principles and practices.
- Provide long-term strategy to transform general tutoring into a program centered on equity and justice.
- Provide more hours of tutoring, which would directly benefit all DI students. A full-time coordinator would expand hours, days, times and formats of tutoring, which is a promising practice to improve course success.

Is this a Growth or Replacement position? Los Rios only considers positions that were vacated in the last fiscal year to be replacement positions. If this proposal is replacing a colleague who has retired or resigned in the past year, please indicate which position this is replacing.

Growth Position

Do you have any comments or observations that you would like to provide regarding the position being a growth or replacement position?

This position is not a growth position request, it is a replacement for Connie Ayala who was in the position from fall 2012- spring 2019. Connie was reassigned to Workforce Development as the American Apprenticeship Initiative Grant Project Director in May 2019 - June 2021. Since the Workforce assignment was interim and grant funded, the department was told in fall 2019 by former VPI, Dr. Lisa Lawrenson, that the department could not request a replacement/rehire. It was expected that once Connie retreated/moved to a permanent position, the position could be released for rehire. In July 2021, Connie became the new Articulation Officer (following Lynn Fowler's retirement) and the LRC department was told that Connie's FTE "went with her" to her new assignment as the AO.

Recruiting Suggestions

Do you have suggestions to recruit more under-represented people for this position?

Advertise with the ACTLA organization.

Will you need special advertising for this position? If so, what would you recommend?



Friday, October 15, 2021

Faculty Request Form SP22 Hiring Process

Friday, October 15, 2021

Title of Requested Position

Universal Design for Learning Coordinator

Faculty Contact

Alice Dieli

Type of Faculty Position

Coordinator

Email

dielia@arc.losrios.edu

Non-Instructional Faculty

Justification for Non-Instructional Faculty position. This may include Faculty to Student ratios, accreditation requirements, or other data points to support the need for a new faculty hire.

The need for a Universal Design for Learning Coordinator (UDLC) was first highlighted in ARC's 2008 Distance Education (DE) plan: " Faculty members teaching distance education courses should be provided with timely and appropriate support to ensure that they are able to maintain high quality standards." This need was cemented in ARC's 2015 DE Plan with a goal to hire an **Accessibility/Universal Design Specialist** to work with faculty and ensure that their DE courses are accessible to students with disabilities and comply with the **Universal Design for Learning (UDL) Guidelines**. The position was subsequently created and filled in 2017.

ADA compliance of online course material is a foundational principle of DE, and a legal requirement, where content should be designed proactively with accessibility in mind rather than reactively when a student requests it. However, faculty are often uncertain about the legal requirements and how to adapt their course content accordingly. Making UDL a priority and providing expertise in UDL to online faculty are essential to ARC's achievement of this goal.

The UDLC is essential to help direct ARC's efforts in creating culturally responsive curriculum and accessible course content that conforms to existing regulations. We are still in the early stages of ensuring that all of our online courses are fully ADA compliant. Our approach at this point is one of educating faculty and assisting them in ensuring compliance towards the ultimate goal of having all online courses be ADA compliant. Training and education will always be the preferred method in helping to ensure online course compliance.

Since this position was established in 2017, the UDLC has proven effective and essential to ARC in numerous ways, including:

- Campaign for UDL principles when meeting with faculty about courses and course content; assisting faculty in the review of online course content for the compliance with federal laws and alignment with Web Content Accessibility Guidelines 2.0/2.1 standards and providing guidance and development to faculty to bring courses into compliance.
- Communicate with publishers and other online learning tools vendors about their accessibility standards; reviewing and validating third-party Voluntary Product Accessibility Template used for online instruction.

- Work with Proctorio and continue to be the Proctorio “go-to” person at the college.
- Test documents and websites for accessibility using screen reader software and other techniques.
- Support faculty through email, Zoom sessions, and for Drop-in sessions.
- Manage the Los Rios Colleges Online FastTrack OEI Rubric Academy process to assist faculty in the review of online course content to meet online course design standards outlined in the CVC-OEI Course Design Rubric. Provide guidance and development to faculty to bring courses into alignment with the listed criteria and the required accessibility standards.
- Developed and facilitate the ARC Accessible Course Creation Academy.
- Co-developed the Los Rios Foundations of Canvas Course Design; teach sections as needed. Recruit, manage, and coordinate guest facilitators.
- Assisted in the ongoing Los Rios Captioning Project.
- Member, District Accessibility Plan Implementation Committee.
- Member, LRCCD LMS Coordinators working group.
- Accessibility advisor, Affordable Learning Materials Committee.

Data Observations/Comments

Are there any observations you would like to provide about the FT/PT ratio?

No observations.

Are there any particular difficulties securing, maintaining or managing adjunct faculty?

No difficulties.

Is there additional data you can provide that provides evidence of student demand such as waitlists, etc.?

Type here...

Are there other Subject codes that you would like to include for consideration?

Type here...

Department Operations

Are there accreditation or outside agency requirements? For example, the Nursing program is required to maintain an appropriate number of full time faculty to meet Board of Registered Nursing requirements.

Knowledge and experience with maintaining compliance with the law, including:

- **Section 504 of the Rehabilitation Act of 1973 relating to equitable educational opportunity**
- **Section 508 of the Rehabilitation Act of 1973 and requirements for technology, including alternative text, equivalent synched multimedia alternatives, web pages, and document headings**
- **Adherence to ADA responsibilities in Title 5**

Additional knowledge and experience with:

- **Distance Education regulations in Title 5**
- **Instructional design principles**
- **CVC-OEI’s Course Design Rubric**
- **Peralta’s Equitable Design Rubric (or similar guidelines)**

Have there been, or are there expected to be changes to the enrollment patterns of courses within your department?
Have there been, or are there expected to be changes to the discipline?

The pandemic has served to broaden awareness of the need for accessibility and culturally responsive course design, increasing the demand for support.

How will the position improve Department workload? For example, evidence cited could include a single person department or faculty with too many preps.

The Instructional Technology Center department is a team of just three; the responsibilities of the UDLC could not be absorbed as measured by either workload or level of expertise required.

What is the back up plan should this position not be filled?

There is not, at present, a backup plan. Losing this position would move ARC backwards at a time when distance education is in deep focus and efforts to ensure alignment with effective practices in equitable online teaching and learning, and legal requirements, are a top priority throughout the district. With our sister colleges aiming to add this position, it would weaken ARC's DE support system to not fill this position.

How would the addition of this position help to address disproportionately impacted students? (may include evidence such as low DI rates, high population of BIPOC students, connection to learning communities Umoja, Puente, Prise, etc.)

The California Community Colleges Chancellor's Office (CCCCO) recognizes students living with a disability as members of a [special population](#) and acknowledges that colleges will provide any reasonable accommodations to meet their needs. That being an inherent truth at ARC, UDL encompasses much more than accessibility; UDL considers the diverse characteristics of all students with respect to gender; age; economic background; ethnicity; race; native language; LGBTQI+ identity; learning preferences; abilities to see, hear, walk, manipulate objects, read, speak—and the challenges they might encounter in education.

Statewide data shows that, while increased training on equity, cultural inclusivity, and effective instructional practices has increased success rates in online courses overall compared to in-person learning, the disproportionate impact that historically underserved students experience persists. This is demonstrated in the [CCCCO's 2017 Distance Education Report](#). At ARC, the disproportionate impact online students experience mirrors that data, and through continued work at ARC, we are seeing the overall success rates for online students improve. While there is still much work to be done, these efforts have begun to reduce the success rate gap between online and in-person for most racial groups, as demonstrated in [ARC's 2019 DE Plan \(Section 2.2\)](#).

ARC's 2019 DE Plan also outlines [DE activities supporting ARC's Student Equity and Achievement Plan](#) in the metrics of access, retention, transfer, transfer-level, and completion; the UDLC figures strongly in the metric of retention through support of comprehensive and equity-based course design.

The latest [statistics from NCES](#) indicate that at least nineteen percent of undergraduates in 2015–16 reported having a disability. ¹ In contrast to the NCES figures, data [published by the CCCCCO](#) indicated that only five percent of students were identified by DSPS offices as using their services in 2015-16.² This highlights the fact that numerous students with disabilities are not registered through their local DSPS office. Research has shown that some students will select online courses specifically so they do not have to self-identify to their instructors and peers as being different. It is imperative that we meet the needs of those students--and all students who are entitled to equitable access. For faculty, that means providing equitable access proactively. Research has shown that some students will select online courses specifically so they do not have to self-identify to their instructors and peers as being different. It is imperative that we meet

the needs of those students--and all students who are entitled to equitable access. This underscores the need for all course content to be designed with UDL principles in mind for both accessibility and for the benefit of all students. The UDLC provides leadership and technical expertise as well as training opportunities for faculty in order to meet this need.

¹ U.S. Department of Education, National Center for Education Statistics. (2021). *Digest of Education Statistics, 2019 (2021-009)*, [Chapter 3](#).

² California Community Colleges Chancellor's Office, Educational Services and Support Division. (2020). [Legislative Report on Disabled Student Programs and Services 2020](#).

Is this a Growth or Replacement position? Los Rios only considers positions that were vacated in the last fiscal year to be replacement positions. If this proposal is replacing a colleague who has retired or resigned in the past year, please indicate which position this is replacing.

Universal Design for Learning Coordinator (Leslie Reeves)

Do you have any comments or observations that you would like to provide regarding the position being a growth or replacement position?

While this is a replacement position, the growth in demand for UDL support is exponential. Our sister colleges, recognizing the value of the UDLC at ARC and the expertise it lends to district initiatives as well, are pursuing this position at their campuses, as well; each saying they “need a Leslie.” While Leslie is incomparable, and irreplaceable, the value of the position itself is widely recognized.

Recruiting Suggestions

Do you have suggestions to recruit more under-represented people for this position?

Type here...

Will you need special advertising for this position? If so, what would you recommend?

Type here...

Faculty Hiring Request Presentation Schedule 2021

Time	Position	Page	Type	Presenter/s
3:10	Accounting Assistant Professor - 2 Positions	2	Instructional	Meg Pollard
3:15	Anthropology Assistant Professor	8	Instructional	Katrina Worley
3:20	Art History Assistant Professor	11	Instructional	Rebecca Arnfeld Patricia Wood
3:25	Auto Technology Assistant Professor	15	Instructional	Ben French
3:30	Speech Communication Assistant Professor	99	Instructional	Alisa Shubb
3:35	Chemistry Assistant Professor	25	Instructional	Mike Payne
3:40	Choral Director/Music Instructor Assistant Professor	28	Instructional	Dyne Eifertsen
3:45	Commercial Music Assistant Professor	33	Instructional	Merlyn Van Regenmorter
3:50	Computer Science and Programming Assistant Professor	38	Instructional	Tak Auyeung
3:55	Diesel / Clean Diesel Technology Assistant Professor	42	Instructional	Mikhail (Mike) Drobot

4:00	Early Childhood Education Assistant Professor	45	Instructional	Alina Cervantes
4:05	Electrician Trainee Assistant Professor	49	Instructional	Ocean Tran
4:10	Engineering Assistant Professor	52	Instructional	Kevin van den Bogert, Victor Zarate
4:15	English Assistant Professor (40%), Writing Across the Curriculum Coordinator (60%)	56	Instructional	Melissa Diaz, Aaron Bradford
4:20	ESL Assistant Professor	61	Instructional	Caterina Falli, Ally Joye
4:25	Journalism Assistant Professor	67	Instructional	Rachel Leibrock
4:30	Librarian 2 Positions	70	Librarian	Sarah Lehmann
4:35	Native American History Assistant Professor	75	Instructional	Ricardo Caton, Kristina Casper-Denman
4:40	Nursing Assistant Professor 2 Positions	78	Instructional	Lisa Parrinella
4:45	Philosophy Assistant Professor	81	Instructional	Diana Hicks, David Denman
4:50	Program Coordinator - Fire Technology	84	Coordinator	Ken Kwong
4:55	Psychology Assistant Professor	86	Instructional	Marcia McCormick

5:00	Real Estate Assistant Professor	91	Instructional	Rachna Nagi- Condos
5:05	Sociology Assistant Professor	94	Instructional	Jeff Sacha
5:10	Basic Academy Coordinator (SRPSTC)	18	Coordinator	Gabriel Ramos
5:15	Tutorial Center Coordinator	104	Coordinator	Araceli Badilla
5:20	Universal Design for Learning Coordinator	106	Coordinator	Alice Dieli & Pamela Bimbi

ARC Academic Senate Attendance				2021-10-28				
Area	Senator	Adjunct/FT	Term End					
Behavioral & Social Scienc	Lauren Chavez	Adjunct	2024	Present	Semester sub (?) for Ellen Bowden Fall 2021			
Behavioral & Social Scienc	Kristina Casper-Denman	Full-time	2023	Present				
Behavioral & Social Scienc	Brian Rosario	Full-time	2024	Present				
Behavioral & Social Scienc	Ricardo Caton	Full-time	2022	Present				
Behavioral & Social Scienc	N/A	Alternate Full-Tim						
Behavioral & Social Scienc	Robin Akawi	Alternate Adjunct		Present				
Business & Computer Scienc	<i>Unfilled</i>	Full-time	2023					
Business & Computer Scienc	Damon Antos	Full-time	2022	Present				
Business & Computer Scienc	Kahkashan Shaukat	Full-time	2024	Present				
Business & Computer Scienc	<i>Unfilled</i>	Adjunct	2022					
Business & Computer Scienc	Marc Condos	Alternate Full-Tim						
Business & Computer Scienc	N/A	Alternate Adjunct						
Counseling	Jessica Nelson	Full-time	2022	Present				
Counseling	Joyce Fernandez	Adjunct	2024	Present				
Counseling	Reyna Moore	Full-time	2023	Present				
Counseling	Carmelita Palomares	Full-time	2022	Present				
Counseling	Kim Herrell	Alternate Full-Tim						
Counseling	N/A	Alternate Adjunct						
English	Valerie Bronstein	Adjunct	2023	Present				
English	Robyn Borcz	Full-time	2023	Present				
English	Caroline Prieto	Full-time	2024	Present				
English	Gina Barnard	Full-time	2022	Present				
English	Melissa Diaz	Alternate Full-Tim		Present				
English	Paul Knox	Alternate Adjunct						
Fine & Applied Arts	Brian Knirk	Full-time	2023	Present				
Fine & Applied Arts	Linda Gelfman	Full-time	2024	Present				
Fine & Applied Arts	Diane Lui	Adjunct	2023	Absent				
Fine & Applied Arts	Craig Martinez	Full-time	2022	Absent				
Fine & Applied Arts	Jodie Hooker	Alternate Full-Tim		Present				
Fine & Applied Arts	N/A	Alternate Adjunct						
Health & Education	Cheri Garner	Full-time	2023	Absent				
Health & Education	Jen Kirkman	Full-time	2022	Present				
Health & Education	Veronica Lopez	Full-time	2024	Present				
Health & Education	<i>Unfilled</i>	Adjunct	2022					
Health & Education	N/A	Alternate Adjunct						
Health & Education	John Coldiron	Alternate Full-Tim						
Humanities	Corinne Arrieta	Full-time	2022	Present				
Humanities	Jill Birchall	Full-time	2024	Present				
Humanities	Caterina Falli	Full-time	2023	Present				
Humanities	Andrew Fix	Adjunct	2022	Present				
Humanities	Erik Haarala	Alternate Full-Tim						
Humanities	N/A	Alternate Adjunct						

ARC Academic Senate Attendance				2021-10-28				
Area	Senator	Adjunct/FT	Term End					
Kinesiology & Athletics	Gerry Haflich	Full-time	2022	Absent				
Kinesiology & Athletics	Eric Black	Full-time	2024	Present				
Kinesiology & Athletics	<i>Unfilled</i>	Full-time	2023					
Kinesiology & Athletics	<i>Unfilled</i>	Adjunct	2023					
Kinesiology & Athletics	N/A	Alternate Full-Tim						
Kinesiology & Athletics	N/A	Alternate Adjunct						
Library/Learning Resource	David McCusker	Full-time	2024	Present				
Library/Learning Resource	Araceli Badilla	Full-time	2023	Present				
Library/Learning Resource	Marianne Harris	Alternate Full-Tim		Present				
Mathematics	Deborah Gale	Adjunct	2024	Present				
Mathematics	Joe Caputo	Full-time	2023	Present				
Mathematics	Adrianne Avila	Full-time	2024	Present				
Mathematics	Rocio Owens	Full-time	2022	Absent				
Mathematics	Lana Anishchenko	Alternate Full-Tim		Present				
Mathematics	N/A	Alternate Adjunct						
Workforce/ Work Experie	Vivian Dillon	Full-time	2024	Present				
Workforce/ Work Experie	<i>Unfilled</i>	Adjunct	2024					
Workforce/ Work Experie	<i>Unfilled</i>	Adjunct	2023					
Workforce/ Work Experie	<i>Unfilled</i>	Adjunct	2022					
Workforce/ Work Experie	N/A	Alternate Full-Tim						
Workforce/ Work Experie	N/A	Alternate Adjunct						
Science & Engineering	<i>Unfilled</i>	Adjunct	2024					
Science & Engineering	Glenn Jaecks	Full-time	2022	Present				
Science & Engineering	Charles Thomsen	Full-time	2024	Present				
Science & Engineering	<i>Unfilled</i>	Full-time	2023					
Science & Engineering	N/A	Alternate Full-Tim						
Science & Engineering	N/A	Alternate Adjunct						
Student Support Services	Judith Valdez	Full-time	2021	Absent				
Student Support Services	<i>Unfilled</i>	Adjunct	2023					
Student Support Services	Arthur Jenkins	Alternate Full-Tim		Present				
Student Support Services	N/A	Alternate Adjunct						
Technical Education	Chris Moore	Full-time	2024	Present				
Technical Education	Mikhail Drobot	Adjunct	2023	Present				
Technical Education	Jordan Meyer	Full-time	2023	Present				
Technical Education	Craig Weckman	Full-time	2022	Absent				
Technical Education	N/A	Alternate Full-Tim						
Technical Education	N/A	Alternate Adjunct						
Officers	Alisa Shubb		President	Present				
Officers	Carina Hoffpauir		Vice President	Present				
Officers	Amy Gaudard		Secretary	Present				
Officers	Tressa Tabares		Past President	Present				
Liaison	Janay Lovering		ASCCC Liaison	Present				

ARC Academic Senate Attendance				2021-10-28				
Area	Senator	Adjunct/FT	Term End					
Liaison	Kate Williamson		Open Education	Present				
Liaison	Beth Madigan		Classified Sena	Present				
Total Senate Seats Available (without Officers)			52					
Unfilled Seats			11					
Total Filled Seats			41					
Quorum (25% of filled seats)			10	(round 0.5 up)				