



FACULTY STAFFING REQUESTS

2023-24

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FACULTY STAFFING REQUEST FORM

Qualitative Criteria

School: Applied Tech and Business

Department: ATEC

Position Title (number of requested positions): 1 FT faculty to replace Retired FT faculty

Number of FT Faculty in Fall 2022: 2

Number of PT Faculty teaching in Fall 2022: 3

Please submit your responses to the prompts below (no more than 800 words) to the Office of Academic Affairs by Friday, October 21, 2022 at 9AM.

1. Potential Load and/or Potential Direct Student Contact: *(FTE, Courses, number of sections, student/counselor ration; no need to submit days/times of teaching schedule at this time):*
 - 100% of FT ATEC faculty are working overload, and standards for release time per the accreditation contract is not being met. Risk loss of NATEF certification if ATEC performs below the standard.
2. Availability of qualified hourly faculty to teach and serve students:
 - Limited availability for adjuncts to teach without exceeding load max based on lecture/lab time for ATEC courses.
3. Why is it important to have a FT faculty in this role?
 - FT faculty is **REQUIRED** to ensure adequate release time for program director/coordinator per the current NATEF certification standard contract. The last program director/coordinator retired in Spring 2022 (Paul Hidy). Andrew McGee has taken on the role of program director, and has not been afforded release time in the fall 2022 semester.
 - Failure to provide adequate release time will result in a failure to uphold the NATEF certification contract as well as limited ability to maintain manufacturer partnerships and ultimately lead to cancellation of classes.
4. Areas where additional expertise is needed:
 - FT faculty should be competent in all areas of the work outlined in the job description and NATEF accreditation standard.
5. What will be the impact (students, program, College, other) if this position is not filled?
 - See question #3.
6. How does this position help fulfill the mission of the college and our commitment to antiracist practices?
 - Providing additional FT faculty in ATEC will ensure that other instructors can provide what students need in order to feel welcomed in the ATEC community. There has been a MAJOR shift in “nontraditional” students enrolled in the program since COVID, and there is consistent feedback that ATEC students seem to thrive in the culture and environment that the current PT/FT faculty have nourished.
7. Other compelling factors not identified in responses 1-6 above:
 - See question #3.



FACULTY STAFFING REQUEST FORM

Quantitative Data

School: Applied technology and business

Department: ATEC

Position Title (include number of requested positions): 1x FT Automotive Instructor

Use the data provided by the Office of Research and Planning to complete the chart below.
Submit this document along with the Faculty Staffing Request Form – Qualitative Criteria to the Office of Academic Affairs by Friday, October 21, 2022 at 9AM.

Quantitative Criteria: (data provided by the Office Research and Planning)

	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022
FTEF	3.94	3.24	3.27	3.17	4.27
FTEF:					
- % FT	61.1%	90.7%	53.1%	59.0%	49.2%
- # FT	3	3	3	2 (1 retired ½ thru semester, 1x ATEC FTEF substituted for 2 months)	2
FTEF:					
- % PT	15.2%	9.3%	46.9%	41.0%	32.0%
- % OVL					
Number of Sections	12	8	9	8	12
Avg Census Fill Rate	66	77	87	95	82
FTES	34	42	39	40	50
Total WSCH	1,024	1,264	1,180	1,207	1,495
Efficiency	260	394	361	381	350

FTEF = Full-time Equivalent Faculty

FTES = Full-time Equivalent Student

OVL = Overload

WSCH = Weekly Student Contact Hours

Efficiency =



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

School: Health Science

Department: Sports Medicine

Position Title (number of requested positions): 1

Number of FT Faculty in Fall 2022: 0

Number of PT Faculty teaching in Fall 2022: 2 (1 full adjunct load, 1 clinical supervision)

Please submit your responses to the prompts below (no more than 800 words) to the Office of Academic Affairs by Friday, October 21, 2022 at 9AM.

1. *Potential Load and/or Potential Direct Student Contact: (FTE, Courses, number of sections, student/counselor ratio; no need to submit days/times of teaching schedule at this time):*

The Sports Medicine degree at Solano College is an AS Transfer health care degree targeting Physical therapy, occupational therapy, athletic training (not to be confused with personal training), cardiac rehabilitation, and pre-medical field students since 1995.

Assignment would include instruction in all Sports Medicine-related major courses, contributions to supervising the clinical setting in Sports Medicine clinic, and other Kinesiology courses as determined. Currently the Sports Medicine Major is taught by adjunct, therefore the supervision occurring in the Sports Medicine clinic (student contact hours daily 10-6pm) are occurring without compensation by staff certified athletic trainers that are short term temporary hires. The clinical setting currently on campus is a state-of-the-art Sports Medicine clinic, with classified staffing that currently supervise all student interns from our SPMD courses. Clinical hours and courses reach 160%

SPMD 054 3 Units Fall and Spring

SPMD 055 A & B 3 Units Fall and Spring -requires clinical hours which need faculty supervision

SPMD 056 A & B 3 Units Fall and Spring -requires clinical hours which need faculty supervision

SPMD 071 1 unit activity course

KINE 020S 3 unit certification course

We currently have partnerships with the local high school CTE Sports Medicine/Kinesiology programs including Fairfield, Armijo, Vacaville, WC Wood, Vanden, and American Canyon. These students have shadowed our staff, received tours and presentations, and our adjunct faculty have given presentations on their campuses. This also puts a strain on current staff members, who currently do tours, outreach CTE meetings, collaborate on high school partnerships without compensation; to improve the student's experiences. Currently we have begun the process to articulate a course to these potential incoming SPMD CTE students, upon their completion of their high school CTE program.

2. *Availability of qualified hourly faculty to teach and serve students:* Currently, 2 part-time instructors, and 1 full-time classified employee hold required qualifications to teach these courses. Certified Athletic Trainers (which are Master's degree level Medical Certifications) are in high demand at



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this time, due to the COVID work load and the focus on student athlete's health and wellness (including mental health, and Concussions). We have struggled to retain any Part time Certified Athletic Trainers, due to the recent demand in collegiate full time hiring for these positions. The development of this position provides for curricular expansion and establish a foundation from which to build into current, in demand Continuing Technical Education (CTE) health care programs such as certified athletic trainer, physical therapy aides etc.

The Solano College Sports Medicine department also currently has implemented on campus COVID 19 testing for athletics, nursing, staff and students. They play an integral role in the Vaccination Resolution, as the only on campus option for free COVID 19 testing to unvaccinated students and employees. This hire would play an important role in this effort, and will create a student population potential work force to assist with the campus COVID testing collection and execution of the testing.

3. **Why is it important to have a FT faculty in this role?** This program was recently approved as a Regional CTE program, which allows for funding from additional sources. The Sports Medicine Program can benefit from full-time faculty representation with dedicated responsibilities to advance the curriculum, build enrollment, and parlay resources into the roll-out of a cohort-based CTE health care program. They would be necessary for pathway development, program review, assessments, SLO and PLO creation and represent SPMD in campus groups such as academic senate, equity and inclusion committees and the campus CTE committees. Current adjunct faculty interact with local high school via outreach programs, partnerships with County office of Education, CTE workshops, and on Vacaville Unified Advisory Committee for development of Sports Medicine curriculum. When surveying students, they have shared that they would like additional hands on experiences, which occur during the clinical hours associated with SPMD 55 and 56. This is an area that adjunct faculty can not offer due to their time limitations and on campus availability due to SPMD recent layoffs during COVID 19.
4. **Areas where additional expertise is needed:** Although the program is not new, the lack of a full-time faculty with Sports Medicine expertise certainly limits potential program growth. Looking into the future, the United States Department of Labor, Bureau of Labor Statistics projects a 21% increase (much faster than average) in the demand for Athletic Trainers during the 2014-2024 timeframe. When combined with the projected 40% increase (much faster than average) in demand for Physical Therapy Assistants and 11% increase (faster than average) for Exercise Physiologists over that same time window, the potential for program growth remains strong. The only full time Certified Athletic Trainer, has been a Certificated position since the creation of the SPMD major. An adjunct has been teaching the courses for the past 8 years, but have not been able to increase curriculum that would be beneficial to the SPMD students.



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5. What will be the impact (students, program, College, other) if this position is not filled? CTE status will be very difficult to maintain under an adjunct faculty member. While the actual request is for a new faculty position in SPMD, the benefit will cross over into our clinical operations and will benefit our student athletes. Institutional data shows that enrollments associated with Kinesiology activity-based courses have dropped off substantially since the implementation of the repeatability clause and COVID 19, however the enrollment declines have slowed to a point where program contraction is now less than that of the college as a whole. More importantly, enrollments in the non-activity science-based courses within Kinesiology have not only tapered off, but rebounded to show increased enrollments during each of the last three years. The required skill set for an individual to provide additional instruction in these non-activity, science-based courses currently does not exist within existing full-time faculty of the Kinesiology Program, and is an allied health care field that requires a medical certificate to teach and perform these Sports Medicine duties. With out this position we are fearful of the future of our Sports Medicine degree, we compete with DVC for students and without a full time position we will not be able to compete with their program (2 full time positions).

6. How does this position help fulfill the mission of the college and our commitment to antiracists practices?

The Sports Medicine department is responsible for the healthcare of all of our student athletes. This population has benefitted from the support and health care available to these often-underserved population. By supporting the health and welfare of these student athletes that represent our multicultural, LGBTQ, transgender and unique cross section of our student population. Currently our Solano College Head Athletic Trainer serves on the CCCAA Equity and Inclusion committee, and the Presidents Advisory Council on Diversity, Equity and Inclusion. This important work impacts the student athlete population who are historically members of these groups.

7. Other compelling factors not identified in responses 1-7 above:

Athletic trainers are healthcare professionals who work with physicians and other medical professionals to provide preventative care, emergency response, and rehabilitative care for patients who receive injuries as athletes or while engaging in athletic activities. ... American Medical Association (AMA). Similar to nursing and other CTE programs the field of Sports Medicine rely on "hands on" skills and competencies, as well as clinical observation and internships. Applicants to this position require National Athletic Training Association (NATA) recognition as a Certified Athletic Trainer (ATC) to ensure transferability of coursework to approved Athletic Training Education Preparation (ATEP) 4-year programs and master's degree programs. Clinical hours are required to apply for undergrad and graduate programs within Sports Medicine, these clinical hours are completed within the SPMD AS degree. Faculty members must hold appropriate credentials to provide instruction and clinical experience in these science-based professional

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courses. We have recently lost most of our part time staff due to layoffs and cuts during COVID 19. Replacement of these part time positions have been impossible, especially due to the fact that our compensation is not competitive to the industry average (Solano wage is \$18.50 vs \$35-40 per hour for part time certified athletic trainers).

Data below supports the growth in athletic training and physical therapy careers at a rate of “Much faster than others” 23-32%. The programs this position would impact would cross into all of the health sciences, including sports medicine, kinesiology, pre-physical therapy and athletics. This program has operated for 25 years with adjunct staff only, however the important campus related work has been preformed by our long time Certificated employee, who was our award-winning Head Athletic Trainer. The passion and work to continue to grow this program needs a full time faculty member who will invest their time into the students, the curriculum, and the growth of the program.


Data For Certified Athletic Trainers Job market

OOH HOME | OCCUPATION FINDER | OOH FAQ | OOH GLOSSARY | A-Z INDEX | OOH SITE MAP

OCCUPATIONAL OUTLOOK HANDBOOK

Search Handbook [Go](#)

Athletic Trainers

PRINTER-FRIENDLY 

Summary

What They Do

Work Environment

How to Become One

Pay

Job Outlook

State & Area Data

Similar Occupations

More Info

Summary

Quick Facts: Athletic Trainers	
2020 Median Pay ?	\$49,860 per year
Typical Entry-Level Education ?	Bachelor's degree
Work Experience in a Related Occupation ?	None
On-the-job Training ?	None
Number of Jobs, 2020 ?	30,000
Job Outlook, 2020-30 ?	23% (Much faster than average)
Employment Change, 2020-30 ?	7,000

What Athletic Trainers Do

Athletic trainers specialize in preventing, diagnosing, and treating muscle and bone injuries and illnesses.



Below is Physical therapy assistants and aids job market data (which is another workforce that our students qualify for).

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Qualitative Criteria


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OCCUPATIONAL OUTLOOK HANDBOOK

Search Handbook

Go

Physical Therapist Assistants and Aides

PRINTER-FRIENDLY 

Summary

What They Do

Work Environment

How to Become One

Pay

Job Outlook

State & Area Data

Similar Occupations

More Info

Summary

Quick Facts: Physical Therapist Assistants and Aides	
2020 Median Pay ?	\$49,970 per year \$24.02 per hour
Typical Entry-Level Education ?	See How to Become One
Work Experience in a Related Occupation ?	None
On-the-job Training ?	See How to Become One
Number of Jobs, 2020 ?	140,500
Job Outlook, 2020-30 ?	32% (Much faster than average)
Employment Change, 2020-30 ?	44,900



What Physical Therapist Assistants and Aides Do

Physical therapist assistants and aides are supervised by physical therapists to help patients regain movement and manage pain after injuries and illnesses.

The position was identified in a previous program review: **Yes, this has been identified as the top priority in Sports Medicine Program Review each time.**

If no, what changed necessitating a request for a full-time faculty member?

FACULTY STAFFING REQUEST FORM

Qualitative Criteria

Optional Rubric for Faculty Staffing Request Form – Qualitative Criteria

Description	0 Point	1 Point	2 Points	Score
Potential Load and/or Potential Direct Student Contact	<i>Load and/or direct student contact hours not clearly defined or not available</i>	<i>Sufficient number of classes and/or student contact hours available as measured by evidence that 100% load and/or student contact hours are available.</i>	<i>More than sufficient number of class and/or student contact hours available as measured by evidence that 160% Load and/or student contact hours available.</i>	
Availability of Qualified Hourly Faculty to Teach and Serve Students	<i>PT applicant pool is strong</i>	<i>Some challenges attracting PT faculty are identified</i>	<i>Multiple challenges attracting PT faculty are identified or absence of qualified PT faculty</i>	
Areas where additional expertise is needed	<i>No area of expertise identified</i>	<i>Areas of expertise are identified</i>	<i>Areas of needed expertise are identified and the need is compelling-defined as a new program, a program with single FT faculty, or a program with no FT faculty</i>	
What will the impact on the program and the College be if this position is not filled?	<i>No or minimal negative impact on the program or college was identified</i>	<i>A moderate negative impact on the program or college was identified</i>	<i>Significant negative impact on the program or the college was identified</i>	
Other compelling factors not identified in this rubric	<i>No additional compelling factors were identified</i>	<i>Some additional compelling factors were identified that don't result in catastrophic outcomes for the program</i>	<i>Some compelling factors were identified that may result in catastrophic outcomes for the program</i>	
Program review – as a part of our integrative planning process was this position identified as a need during the last review cycle	<i>Not in program review or change necessitating hire not identified</i>	YES	NA	
Total Points				



FACULTY STAFFING REQUEST FORM

Quantitative Data

School: Health Science

Department: Sports Medicine

Position Title (include number of requested positions): 1

Use the data provided by the Office of Research and Planning to complete the chart below.
Submit this document along with the Faculty Staffing Request Form – Qualitative Criteria to the Office of Academic Affairs by Friday, October 21, 2022 at 9AM.

Quantitative Criteria: (data provided by the Office Research and Planning)

	Spring 2020	Summer 202	Fall 2020	Spring 2021	Summer 202	Fall 2021	Spring 2022	Summer 202	Fall 2022
FTEF	0.50		0.97	0.67		0.67	0.97		0.87
FT FTEF	0.00		0.00	0.00		0.00	0.00		0.00
PT FTEF	0.50		0.97	0.67		0.67	0.97		0.87
FT OLOAD FTEF	0.00		0.00	0.00		0.00	0.00		0.00
% FT FTEF	0.0%		0.0%	0.0%		0.0%	0.0%		0.0%
% PT FTEF	100.0%		100.0%	100.0%		100.0%	100.0%		100.0%
% OLOAD FTEF	0.0%		0.0%	0.0%		0.0%	0.0%		0.0%
% PT and FT OLAD FTEF	100.0%		100.0%	100.0%		100.0%	100.0%		100.0%
Count Sections	2		3	3		3	3		3
Sum FTES	3		4	4		5	6		8
Avg Census Enrl Fill Rate	97		58	52		62	64		69
Sum WSCH	93		105	133		158	172		231
Efficiency	186		109	199		237	178		266
Productivity	6		4	7		8	6		9



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

School: Math and Science

Department: Biological Sciences

Position: Biology (Cell & Molecular Biology/Microbiology) Instructor (1 position requested)

Number of FTEF Faculty in Fall 2022: 6.5

~~(One FT Faculty member is retiring at the end of 2022-2023)~~

1. Potential Load and/or Potential Direct Student Contact

The potential instructional load for the full-time cell & molecular biology and microbiology position focuses on Cell & Molecular Biology (BIO-002) and Introduction to Microbiology (BIO-014) is *more than sufficient* for a full-time load.

During the Fall 2022 semester, Solano offered three sections of BIO-002 and five sections of BIO-014. ~~Currently, we have a full-time faculty member that will retire at the end of 2023 academic year.~~ As a consequence, we reassigned current full-time faculty and adjunct faculty to meet the student needs.

Each five-unit cell & molecular biology section includes 3 hours of lecture and six hours of lab per week. Each four-unit microbiology section includes three hours of lecture and three hours of lab per week. 45-points is considered a full-time workload.²For example:

- One section of BIO-002 constitutes 16.5-point workload
- One section of BIO-014 constitutes 24-point workload

2. Availability of qualified hourly faculty to teach and serve students:

There are *multiple challenges* we face filling hourly faculty. Instructors must be highly trained, experienced, and student-centered in these areas to best support our diverse student population. BIO-002 and BIO 014 are specialized courses intended for biology majors and pre-health students that transfer to professional programs, such as medical school, dental school, pharmacy school, nursing school and various biotechnology programs. New part-time faculty are hired every academic year to help address the enrollment demand; however, part-time faculty turnover is high as they pursue other full-time academic positions at other colleges or focus on their regular full-time positions.

3. Why is it important to have a FT faculty in this role?

There will likely be no full-time faculty representation in major's biology by Fall 2023. BIO-002 and BIO-014 are specialized courses intended for pre-health students that transfer to professional programs in health, sciences and biotechnology. Instructors must be highly trained, experienced, and student-centered in these areas to best support our diverse student population. Due to adjunct faculty turnover rates, it makes it very difficult to develop and implement methodologies that best serve our diverse students' needs. Having a full-time instructor would help best serve our students.



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

4. Areas where additional expertise is needed:

- Application of cell & molecular biology and microbiology concepts to healthcare, life science research, pharmaceutical production, and impact of microbes on our environment as well as public health
- Understanding and practice of addressing student equity through best-practice teaching methodologies

5. What will be the impact (students, program, College, other) if this position is not filled?

Without the addition of full-time faculty, there will be a significant negative impact to our health and science program and college and ability to provide a robust education for our biology majors. A full-time cell & molecular biology and microbiology instructor would support students that advance to high-quality, in-demand jobs in healthcare, biotechnology, and public health. Our BIO-002 lab design is regarded as one of the best curriculums in molecular biology and sets students up very well upon transferring to four year institutions due to its skill development and concept applicability. This will be very difficult for a part-time positions to maintain this level of quality education with a high turnover of part-time faculty to meet the needs of our students.

6. How does this position help fulfill the mission of the college and our commitment to antiracist practices?

The Biomedical Science program attracts a population of students that is diverse in every way. More than 95% of our students have a Health Science or Life Science career goal. The careers that require the curriculum and skill sets covered within the microbiology course allows students to be competitive for advanced degrees and high-quality positions that include opportunities for career advancement in leadership roles. Many of our students learn about health disparities and are actively pursuing a profession to address these within their community. Having a dedicated cell & molecular biology and microbiology full-time instructor will help develop and establish our ability to not only help our college continue to address inequities but also develop curriculum-based approaches to implement antiracist practices.

7. Other compelling factors not identified in responses 1-7 above

COVID-19 pandemic has been exacerbated by a general lack of scientific understanding. The fundamental role of the college is to provide education to the public as highlighted by our Institutional Learning Outcomes including critical thinking, information competency, and global awareness. The course of the ongoing pandemic emphasizes the opportunity to promote scientific education and public health. These objectives are best met with a full-time biology & microbiology instructor.



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

8. Position was identified in last review cycle:

~~With the unexpected retirement of a full time faculty member and expansion of our biotechnology program,~~ this full time position supports this program directly and demands have significantly increased due to students seeking careers in healthcare related fields.

Rubric for Evaluating Faculty Staffing Request - qualitative

Description	0 Point	1 Point	2 Points	Score
Potential Load	<i>Load not clearly defined or not available</i>	<i>Sufficient number of classes available as measured by evidence that 100% load available</i>	<i>More than sufficient number of classes available as measured by evidence that 160% load available</i>	
Availability of Qualified Hourly Faculty to Teach	<i>PT applicant pool is strong</i>	<i>Some challenges attracting PT faculty are identified</i>	<i>Multiple challenges attracting PT faculty are identified or absence of qualified PT faculty</i>	
Areas where additional expertise is needed	<i>No area of expertise identified</i>	<i>Areas of expertise are identified</i>	<i>Areas of needed expertise are identified and the need is compelling-defined as a new program, a program with single FT faculty, or a program with no FT faculty</i>	
What will the impact on the program and the College be if this position is not filled?	<i>No or minimal negative impact on the program or college was identified</i>	<i>A moderate negative impact on the program or college was identified</i>	<i>Significant negative impact on the program or the college was identified</i>	
Other compelling factors not identified in this rubric	<i>No additional compelling factors were identified</i>	<i>Some additional compelling factors were identified that don't result in catastrophic outcomes for the program</i>	<i>Some compelling factors were identified that may result in catastrophic outcomes for the program</i>	
Program review – as a part of our integrative planning process was this position identified as a need during the last review cycle	NO	YES	NA	
			Total Points	



FACULTY STAFFING REQUEST FORM

Quantitative Data

School: Math and Science

Department: Biological Sciences

Position Title: FT Biology (Cell & Dev. Biology and Microbiology) Instructor (1 position requested)

Quantitative Criteria: (data provided by the Office Research and Planning)

	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022
FTEF	19.70	19.50	18.40	18.60	19.12	18.30
FTEF:	50.4%	50.1%	56.2%	50.5%	49.1%	64.3%
-% FT						
-#FT	9.93	9.76	10.33	9.40	9.40	11.76
FTEF:						
-% PT	38.8%	41.7%	41.0%	43.7%	42.5%	25.0%
-% OVL	10.8%	8.2%	2.9%	5.7%	8.4%	10.7%
Number of Sections	57	50	47	48	47	50
Percent Fill	103	101	101	94	91	80
FTES	346	333	372	300	291	255
Total WSCH	10,369	9,987	11,171	8,992	8,732	7,660
Efficiency	526	512	607	484	457	419

Please note: this expertly tabulated data table encompasses all biology courses. The data for Cell & Molecular Biology (BIO-002) and Introduction to Microbiology (Bio 014), for which we are requesting a faculty position, has not been specified, but explained in the justification for a dedicated full-time cell & developmental biology and microbiology faculty member. We currently have a full-time faculty member on leave and ~~expecting a full-time faculty member to retire~~ which will greatly impact our major's biology (BIO-002) curriculum offering.



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

School: Math and Science

Department: Chemistry

Position Title (number of requested positions): Full time Chemistry Instructor

Number of FT Faculty in Fall 2022: 6

Number of PT Faculty teaching in Fall 2022: 5

Please submit your responses to the prompts below (no more than 800 words) to the Office of Academic Affairs by Friday, October 21, 2022 at 9AM.

1. Potential Load and/or Potential Direct Student Contact: (FTE, Courses, number of sections, student/counselor ration; no need to submit days/times of teaching schedule at this time):

The new Chemistry full-time faculty will have a full load of 45 activity units that can be obtained by teaching two or three sections of Chemistry depending on the course units.

2. Availability of qualified hourly faculty to teach and serve students:

Even before the pandemic, it was extremely difficult to find qualified adjunct chemistry professors to fill the available teaching positions we have here at Solano Community College. As we continue online it is even more difficult to find well trained and certified adjunct professors to teach our Chemistry courses. In addition to the lack of qualified adjuncts to teach classes, almost all our full-time faculty are teaching overload and are overwhelmed managing the increased workload. Thus, we are not able to put any more full-time faculty into vacant teaching assignments. We are offering less sections in the Fall as we don't have qualified Chemistry instructors to fill those position, although we are confident, they would fill if offered.

3. Why is it important to have a FT faculty in this role?

The amount of non-instructional time required by the full-time faculty to fulfill their duties to the college has greatly increased in the last several years. The amount of time needed to meet together to create, assess, and discuss SLO's and PLO's, discuss and create the UC Pathways and transfer degrees, along with updating curriculum, program review and creating or expanding course offerings, and the time needed to contribute to on-going documents such as WASC accreditation reports has significantly increased in the past years. Taking a critical look at each of our current courses and curriculum in light of equity concerns should be done in a detailed and diligent manner, which also takes time. Faculty have legitimate concerns that we do not have time to investigate newer teaching methods, lab experiments or attend workshops or conferences so that we may become more aware of equity issues in our own teaching. A new course called Chemistry and Society will be offered once approved. One of our faculty member is really interested in teaching the course to incarcerated students. However, if we do not have enough faculty to teach on campus, we cannot increase our offerings off campus.

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One of our faculty members is also interested in serving as a coordinator for the developing aSTEM program (advancing science, technology, engineering, and math), a program to help disproportionately impacted students succeed in STEM. Again, the faculty member can participate and help with that only if we have more full-time faculty to teach the courses. More full-time faculty would help with these commitments so that faculty do not feel so overwhelmed and to allow time to collaborate and attend workshops and conferences to inspire and learn. In addition, it is imperative that we have a full complement of qualified, full-time Chemistry faculty to add stability to the planning and scheduling process. We can increase the college FETS if we offer more Chemistry courses and have a full-time faculty to teach it.

4. Areas where additional expertise is needed:

We are in need for a full-time faculty member who has experience and expertise in instrumentation for the Fairfield campus. Chemistry needs a full-time faculty member who will continue to expand our Allied Health Courses, such as CHEM 011, Basic Organic Chemistry and Biochemistry course and CHEM 012, Chemistry in the Health Sciences, was not offered in Spring 2021 for lack of a qualified faculty member. The Chemistry department will offer CHEM 012 at two campuses in Spring 2023.

5. What will be the impact (students, program, College, other) if this position is not filled?

As mentioned above, the chemistry faculty are already over-loaded, and the adjunct pool is small. If we do not hire another full-time faculty member not only, we will have to reduce/cancel the number of current chemistry classes that we offer, but development and instruction of new courses will also be adversely affected. As a result of which we will not be able to serve our students well and accommodate their needs. This will in-turn reduce the number of FTES that the chemistry department contributes to the college.

6. How does this position help fulfill the mission of the college and our commitment to antiracist practices?

According to our college mission we need to help our students achieve their educational, professional, and personal goals. Currently as most of the courses are online, we can accommodate more students in our classes. But when we go back face to face, we will have limited number of students due to our safe lab practices and social distance requirements. The only solution to this is that we can hire another qualified full time faculty member. Only then we can increase our course offerings to help many more students complete their required transfer courses and certificate programs in a timely manner. As mentioned, several times already, the current full-time faculty are overloaded with teaching assignments and other department duties. If we have an additional full-time faculty to share our responsibilities, then we can spend more time towards learning how to recognize equity issues and how to implement antiracist practices in our courses. As a result of which we can better support the needs of our diverse student population and work more towards overcoming the equity gaps.

7. Other compelling factors not identified in responses 1-6 above:

In addition, Chemistry desires to expand our course offerings to include several online hybrid courses even after the pandemic is over and we can go back to face-to-face teaching. We have currently developed hybrid Chemistry courses; however full-time faculty are already teaching overload and our adjunct pool is limited. As we offer more courses, we will need more faculty to teach it.



FACULTY STAFFING REQUEST FORM

Quantitative Data

School: Math Science

Department: Chemistry

Position Title (include number of requested positions): Full Time Chemistry Instructor.

Use the data provided by the Office of Research and Planning to complete the chart below. Submit this document along with the Faculty Staffing Request Form – Qualitative Criteria to the Office of Academic Affairs by Friday, October 21, 2022 at 9AM.

***Quantitative Criteria:** (data provided by the Office Research and Planning)*

	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022
FTEF	14.17	12.89	12.91	12.55	11.55
FTEF:					
-% FT	46.9%	56.7%	49.1%	57.0%	56.8%
-# FT	6.65%	7.31%	6.33%	7.16%	6.56%
FTEF:					
-% PT	33.2%	30.9%	34.4%	31.9%	20.5%
-% OVL	19.9%	12.4%	16.5%	11.1%	22.7%
Number of Sections	32	27	21	28	25
Avg Census Fill Rate	92	96	97	92	93
FTES	198	180	188	173	161
Total WSCH	5,953	5,409	5,653	5,200	4,834
Efficiency	420	419	438	414	419

FTEF = Full-time Equivalent Faculty

FTES = Full-time Equivalent Student

OVL = Overload

WSCH = Weekly Student Contact Hours

Efficiency =



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

School: Applied Technology and Business

Department: Computer Science

Position Title (number of requested positions): CIS Instructor

Number of FT Faculty in Fall 2022: 2, one on reduced load(60%)

Number of PT Faculty teaching in Fall 2022: 6

Please submit your responses to the prompts below (no more than 800 words) to the Office of Academic Affairs by Friday, October 21, 2022 at 9AM.

CIS Faculty Prioritization

Overview

Computer and Information Science is a dynamic discipline that educates a large number of students every semester. In 2016, the feedback the Academic Program Review Committee (APRC) provided to the CIS department stressed the need to hire more faculty so students could transfer in a timely manner. They emphasized the need to hire more faculty in a time of limited resources. Fortunately, for the college, times have changed and there are resources the college could use to hire at least one full-time CIS instructor, if not more.

Resources

Labor market data predicts a rise in employment opportunities, thus the CIS program offers students a valuable career pathway, particularly in the areas of programming and cybersecurity. The CIS AS-T degree has been approved to give students a clear transfer pathway to the CSU's. There is a strong need for more full-time CIS instructors. Retirements and resignations have not been replaced causing course offerings and sections to be cut. Classes must be offered in a timely manner so students can graduate within a realistic window (5 semesters). During the past 10 years or greater the following CIS full-time instructors have resigned or retired and have not been replaced:

1. Jane Thompson
2. Don Hogan
3. Ann Willer
4. Grant Lee
5. Gary Martin
6. Jeanette McCarthy
7. Mary Lou Fracisco
8. Mark Taylor

Prof Mark Berrett joined the CIS faculty on or about fall 2014 from the Electronics Department. Prof Berrett has been a welcome addition to the CIS faculty.



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

Conclusion

Prof Mark Berrett is retiring at the end of AY 22-23. Prof John Urrutia is on reduced load (60%). Prof Kevin Anderson has moved into administration as the Interim Dean of Applied Technology and Business. We will need to fill at least two of these positions if we plan to proceed with the development of a Cybersecurity program. This will also involve the conversion of the CIS lab in Room 507 to a Networking/Cybersecurity lab.

CIS was granted a position for AY 21-22 however we only received one application for the CIS Cybersecurity Instructor position. We will need to hire at least two full-time CIS instructors or we will have to cancel several CIS programming classes.

Faculty Hiring Data - Computer - Information Science

	Spring 2020	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022
FTEF	4.70	2.17	4.85	5.00	1.51	3.85	4.51	1.71	4.30
FT FTEF	2.94	0.00	3.29	3.45	0.00	2.49	2.56	0.00	2.04
PT FTEF	1.77	2.17	1.56	1.56	1.51	1.10	1.40	1.71	1.71
FT OLOAD FTEF	0.00	0.00	0.00	0.00	0.00	0.26	0.56	0.00	0.56
% FT FTEF	62.4%	0.0%	67.9%	68.9%	0.0%	64.8%	56.6%	0.0%	47.3%
% PT FTEF	37.6%	100.0%	32.1%	31.1%	100.0%	28.6%	31.0%	100.0%	39.8%
% OLOAD FTEF	0.0%	0.0%	0.0%	0.0%	0.0%	6.7%	12.3%	0.0%	12.9%
% PT and FT OLAD FTEF	37.6%	100.0%	32.1%	31.1%	100.0%	35.2%	43.4%	100.0%	52.7%
Count Sections	20	11	20	22	7	16	20	8	18
Sum FTES	73	34	74	83	21	63	68	22	67
Avg Census Enrl Fill Rate	80	91	85	88	84	85	80	78	81
Sum WSCH	2,192	1,026	2,235	2,501	645	1,876	2,053	662	2,004
Efficiency	466	473	461	500	427	488	455	387	466
Productivity	16	16	15	17	14	16	15	13	16

FTEF, FT FTEF, PT FTEF, FT OLOAD FTEF, % FT FTEF, % PT FTEF, % OLOAD FTEF, % PT and FT OLAD FTEF, Count Sections, Sum FTES, Avg Census Enrl Fill Rate, Sum WSCH, Efficiency and Productivity broken down by Term Desc on page Accounting. The data is filtered on Acad Yr and Calc Crn Cnt. The Acad Yr filter keeps 6 of 50 members. The Calc Crn Cnt filter keeps 1. The view is filtered on Term Desc, which keeps 9 of 144 members.



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

School: Health Sciences

Department: Dance/Kinesiology

Position Title (number of requested positions): 1

Number of FT Faculty in Fall 2022: 1

Number of PT Faculty teaching in Fall 2022: 0

Please submit your responses to the prompts below (no more than 800 words) to the Office of Academic Affairs by Friday, October 21, 2022, at 9AM.

1. Potential Load and/or Potential Direct Student Contact: *(FTE, Courses, number of sections, student/counselor ration; no need to submit days/times of teaching schedule at this time):*

A full-time position would require 4 Dance Courses of 1 to 2 sections per semester. Courses currently needed for the AA Dance Degree program are Ballet, Contemporary Modern and Tap.

2. Availability of qualified hourly faculty to teach and serve students:

Currently 1 fulltime faculty in the school of Health Sciences with an expertise in dance.

3. Why is it important to have a FT faculty in this role?

Currently there is only 1 person doing all the work and teaching almost all the dance courses for the AA Dance Degree program. There really needs to be more dance offerings to help support the degree program regarding more class offerings for students, another advocate for the dance program, writing new curriculum, program review, possible outreach for the program, and assisting in a potential offering of a dance certificate. A faculty member who could possibly have release time to travel with students to recruit the program by having small presentations by dancers, teach dance classes, promote dance, develop flyers, attend promotional school events, and educate others with the current faculty member about the dance degree program. Assist the current faculty member with writing a grant and researching other avenues for funding to support the dance students.

4. Areas where additional expertise is needed:

A faculty member with a solid background in well-established forms of dance such as Contemporary Modern, Tap, Ballet so that these course offerings in the current catalogue can now be taught to enhance and grow the dance degree program base. Some of these courses such as Ballet, Contemporary have not been offered since 2018 or 2019 and Tap has not been offered for years. These courses are vital to growing the dance degree program and enlarging enrollment. Ballet and Contemporary are already apart of the AA Dance Degree and Tap could easily be articulated at a four-year school to be added to the AA dance degree program.

5. What will be the impact (students, program, College, other) if this position is not filled?

Students are not being able to graduate in a 2-year timely manner. If the current instructor needs to be out for any reason, there is not another faculty member available with an expertise in dance to cover classes. Another faculty member will provide more opportunities for students, it will enhance the program with another source of perspective, talent, and artistic knowledge to help students who want to



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

pursue dance at a four-year school or another career path in the field. It is rare for one teacher to be able to teach all the curriculum in a degree program. Another dance faculty can enhance and provide more diversity within the program.

6. How does this position help fulfill the mission of the college and our commitment to antiracist practices?

Dance provides lifelong learning, development of a well-rounded person, instills focus, discipline, artistic creativity, critical thinking, communication skills, performance opportunities, media exposure, opens career paths, provides improved physical, mental and emotional health. Most importantly, dance for centuries has been foundational in many cultures as a way of expressing both historical and current movements within that culture. Dance is the language that transcends all cultures, it has been and is instrumental for those who have lost their voices or have had them silenced. Dance is a different type of academic activity expressed through movement. The dance degree program should have another staff member to incorporate and perhaps write in curriculum for new and emerging dances from other cultures. Collaboration between dance faculty would enhance the overall experience of the dance student.

7. Other compelling factors not identified in responses 1-6 above:

Dance is widely utilized in the entertainment industry and is becoming integrated in workplace stress reduction activities. Dance is utilized in hospitals in various types of therapies, is often the go to community builder when events are promoted, and funds are being raised for some good cause. There is now a dance teacher credential for K-12. There is much research on the elderly and prevention of dementia with dance movements. There is a professional dance group, "Mark Morris," that trains teachers and offers classes to people with Parkinson's disease around the world, so that people with Parkinson's can experience the joys and benefits of dance. There are many more applications of dance.



FACULTY STAFFING REQUEST FORM

Quantitative Data

School: Health Sciences

Department: Dance/Kinesiology

Position Title (include number of requested positions): 1

Use the data provided by the Office of Research and Planning to complete the chart below.
Submit this document along with the Faculty Staffing Request Form – Qualitative Criteria to the Office of Academic Affairs by Friday, October 21, 2022 at 9AM.

Quantitative Criteria: (data provided by the Office Research and Planning)

	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022
FTEF	0.37	0.20	0.37	0.93	0.77
FTEF:					
-% FT	100.00%	100.00%	100.00%	100.00%	78.20%
-# FT	1	1	1	1	1
FTEF:					
-% PT	0.0%	0/0%	0.0%	0.0%	0.0%
-% OVL	0.0%	0.0%	0.0%	0.0%	21.80%
Number of Sections	2	1	2	4	4
Avg Census Fill Rate	60	84	59	68	54
FTES	5	4	5	7	5
Total WSCH	133	126	133	193	233
Efficiency	417	630	417	212	330

FTEF = Full-time Equivalent Faculty

FTES = Full-time Equivalent Student

OVL = Overload

WSCH = Weekly Student Contact Hours

Efficiency =



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

School: Liberal Arts

Department: English

Position Title (number of requested positions): 1

Number of FT Faculty in Fall 2022: 10

Number of PT Faculty teaching in Fall 2022: 17

Please submit your responses to the prompts below (no more than 800 words) to the Office of Academic Affairs by Friday, October 21, 2022 at 9AM.

1. Potential Load and/or Potential Direct Student Contact: (*FTE, Courses, number of sections, student/counselor ratio; no need to submit days/times of teaching schedule at this time*):

Initial assignment would include a combination of any of the following core courses: English 001 (4 units) [1 or 2 sections]; English 001 and English 310D (5 units) [1 or 2 sections]; English 004 or 002 (4 units). The assignment may also include coordination of the Puente Project or any of the current offerings in Literature or Humanities.

2. Availability of qualified hourly faculty to teach and serve students:

Availability of full-time opportunities at surrounding colleges combined with a similar demand for adjunct faculty at neighboring institutions creates systemic scheduling challenges.

Unique demands placed on the department, including legislated changes, such as AB705/1705 and Ethnic Studies, place a primacy on curricular design, support, and implementation often significantly beyond the scope of part-time assignments. English supports not only its own major/discipline but also the breadth of disciplines across campus, as well as specific goals cited in the SCC Strategic, Equity, and Guided Pathways plans.

The volume of available sections in English, often with a 4-5 unit value, means assigned hourly faculty may only teach one to two courses. Despite continued reduced sections college-wide and the impact of Covid, on average, ~45% (>50% if overload is included) of English sections, or approximately seventy (70) sections for the upcoming 2022-2023 academic year, are taught by part-time faculty. In Fall 2022, 43+% of available sections are taught by part-time faculty, not including overload, with near 100% fill rates for the majority of sections at the start of term.

3. Why is it important to have a FT faculty in this role?

English faculty work for more with fewer human resources due to the diminished capacity of full-time English faculty across the breadth of the discipline:

- Student success is the result of sufficient student support and constancy attributed to adequate representation/instruction by full-time faculty.



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

- Increased attention to access/success metrics through state-mandated initiatives and inclusive pedagogy, require increased access to courses beyond our current scope.
- Increases in access to courses in College Composition, Critical Thinking, Humanities/General Education make the addition of another full-time English faculty critical to the success of the department (and the College as a whole).
- In support of the programs in Ethnic Studies, Journalism, Humanities, ESL, and instruction for the Rising Scholars Program, English faculty assume additional discipline responsibilities, including staffing new courses with full-time faculty.

4. Areas where additional expertise is needed:

The English discipline at the community college requires full-time faculty able to teach a broad spectrum of courses in composition, critical thinking, literature, and writing.

Expertise in just-in-time remediation in support of students and student equity in composition/writing sequences, as well as the practice of equitable practices in areas of faculty purview such as curriculum and program design, are essential to student success at SCC.

Diverse expertise in key areas for its program, including courses in ethnic studies, literature, and writing/publishing, would mitigate the loss of full-time expertise.

The addition of another position would empower the department to represent better the diversity of our student body.

5. What will be the impact (students, program, College, other) if this position is not filled?

The CO funding formula rewards the College for student success in English, a critical goal which aligns with SCC's Strategic Plan, as well as its Equity and Guided Pathways plans. Diminished full-time support makes it more difficult to empower students through the redesign/rethinking of curriculum and pedagogy to eliminate equity gaps while increasing access in gateway courses, such as College Composition and Critical Thinking.

English is negatively impacted by five unreplaced retirements, resignations, and/or reassignments. (Full-time faculty retired, resigned, or were reassigned away from English without replacement in 2018 (2); 2020 (2); and 2021 (1). Without sufficient full-time faculty in English, the success metrics/success of our students will be negatively impacted, as will the success and equity goals of the College.

Sufficient access to courses related to other requirements/disciplines may be impacted, such as Ethnic Studies, Humanities, and Journalism.



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

6. How does this position help fulfill the mission of the college and our commitment to antiracist practices?

The addition of another position would empower the department to broaden representation in English to be more reflective of the diversity of our student body.

It would increase our capacity to empower students through the redesign/rethinking of curriculum and pedagogy to address and eliminate equity gaps while increasing access in gateway courses.

The diverse foci of courses in writing and literature is paramount to the equitable success of our students: success in English correlates directly to equitable programmatic success.

Courses in English empower our students to explore, listen to, discuss, and understand complex/nuanced antiracist narratives, including critical race theory, to increase multicultural competencies and understanding(s).

Important contributions to serving the “whole student” and an emphasis on equity have created greater need for an additional full time hire. Tracy Schneider moved from English to DSP, and Isabel Anderson will serve 50% of her load to journalism.

English faculty also have reassigned time to coordinate our T4E program and to serve in Puente, further diminishing our ability to offer English classes taught by FT colleagues.

7. Other compelling factors not identified in responses 1-6 above:

The need for additional full-time faculty has been well-established in our last program review. Since then, those factors identified by faculty and administration have been significantly exacerbated the loss of another three full-time faculty to resignation/retirement.



FACULTY STAFFING REQUEST FORM

Quantitative Data

School: Liberal Arts

Department: English

Position Title (include number of requested positions): English Instructor/Professor; one (1)

Use the data provided by the Office of Research and Planning to complete the chart below.
Submit this document along with the Faculty Staffing Request Form – Qualitative Criteria to the Office of Academic Affairs by October 15, 2021 at 5 PM.

Quantitative Criteria: (data provided by the Office Research and Planning)

	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022
FTEF	18.41	21.76	16.35	18.09	16.29	19.56
FTEF:						
-% FT	41.7%	43.9%	11.41	8.68	8.34	8.54
-#FT	7.67	9.54	69.8%	48%	51.2%	43.7%
FTEF:						
-% PT	45.3%	43.9%	18%	31%	37.7%	47.1%
-% OVL	13%	12.3%	12.2%	21%	11.1%	9.2%
Number of Sections	73	83	62	69	63	81
Percent Fill	92 (Avg Census Enrl Fill Rate)	94 (Avg Census Enrl Fill Rate)	90 (Avg Census Enrl Fill Rate)	92 (Avg Census Enrl Fill Rate)	90 (Avg Census Enrl Fill Rate)	94 (Avg Census Enrl Fill Rate)
FTES	257	301	213	244	218	275
Total WSCH	7705	9021	6399	7317	6531	8255
Efficiency	418	415	391	405	401	422



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

School: Liberal Arts

Department: Film and Television

Position Title (number of requested positions): Full-time faculty (1)

Number of FT Faculty in Fall 2022: 0

Number of PT Faculty teaching in Fall 2022: 5

Please submit your responses to the prompts below (no more than 800 words) to the Office of Academic Affairs by Friday, October 21, 2022 at 9AM.

1. **Potential Load and/or Potential Direct Student Contact: (FTE, Courses, number of sections, student/counselor ration; no need to submit days/times of teaching schedule at this time):**
1.00 FTE; 5 sections
2. **Availability of qualified hourly faculty to teach and serve students:**
Qualified hourly faculty are available to teach most classes, but we are not currently offering enough classes or enough sections to meet student needs. Additionally, there is no full-time faculty member to guide the department and curriculum so that it serves students best, as well as to recruit and advise students, during and after their time in the program.
3. **Why is it important to have a FT faculty in this role?**
A FT faculty member is needed to develop and teach new curriculum – both courses and programs - in order to meet student needs and compete with other nearby film programs.

Also, a FT faculty would be able to reach out and collaborate with related departments and programs, including graphic design, photography, journalism, and communications, in order to help all our students expand their media skills to be ready for the contemporary market.

This department needs to create a transfer degree, as required by the state. It is currently out of curricular compliance, and we are not serving students who would benefit from an ADT in this area. Additionally, this department should create a certificate program for the Career and Technical program, in order to fully serve students needs. Adjunct faculty do not have the resources, time, or long-term opportunity to create these much-needed new degrees.

FT faculty is essential in this department to seek out and apply for grants and other funding opportunities, including and especially those available to Career and Technical Programs. There are a great many programs available that provide funding for equipment and training for Film and Television programs. A FT faculty member could potentially tap these programs to bring additional funds to the department.

Film & TV majors also need a FT faculty member who will be present and available to serve as advisor and mentor.

4. **Areas where additional expertise is needed:**
This is a program with no FT faculty. Additional expertise is needed in all film and tv classes including film studies (diversity in cinema, film genres) and in film production classes (editing, producing, and filmmaking.)

Film and TV are rapidly changing areas, and this department needs a FT faculty who will have the time to keep up to speed in the changes and help our students connect with the industry.



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

5. **What will be the impact (students, program, College, other) if this position is not filled?**

The Film & Television department has not had a full-time faculty member for many years. While the adjunct faculty are excellent, they have commitments outside the college and may leave at any time for other opportunities. Without permanent faculty who can make long term plans, we cannot fully serve the students who want a career in this area, or even those who want to add to their skills for another major. The lack of a full-time faculty member is also detrimental to non-film majors, as students from all disciplines take film classes to fulfill core requirements.

Film and TV are among the fastest growing and changing industries today, and Solano needs to have a strong, functioning program in this area to offer our students the best opportunities. Students will either not be able to gain the skills they need or want, or they will go to a school that does.

This department is at serious risk of failing unless a full-time faculty can provide the long-term leadership and attention it deserves. Without a full-time faculty member, the department will continue to stagnate, and will be unable to attract new students or compete with other local community colleges with more robust film and television departments.

The construction of the new television studio on campus could potentially draw new students to the program, but we currently don't have the faculty or courses necessary to fully meet their needs. This investment will potentially go to waste.

6. **How does this position help fulfill the mission of the college and our commitment to antiracist practices?**

Film and TV are at the heart of contemporary culture and are some of the most powerful tools we have to fulfill our mission of providing students with career opportunities, as well as the knowledge and creative means to be actively anti-racist.

Adding a FT faculty member would allow the department to attract, support and meet the needs of our diverse students. This faculty would have the time to create a program that includes and supports minority, women, and LGBTQ filmmakers, and courses that investigate media representations of minority groups.

7. **Other compelling factors not identified in responses 1-6 above:**

Film & TV serves and attracts students from all disciplines. Other local community colleges offer a far greater variety of film studies and production courses, while Solano's limited offerings have remained unchanged for many years, almost certainly because of the lack of fulltime leadership.

While the adjuncts in this area are dedicated and talented educators, they are not in a position to plan and implement a solid and stable program that collaborates with other departments and is integral to the Solano campus.



FACULTY STAFFING REQUEST FORM

Quantitative Data

School: Liberal Arts

Department: Film and Television

Position Title (include number of requested positions): Full-time faculty (1)

Use the data provided by the Office of Research and Planning to complete the chart below.
Submit this document along with the Faculty Staffing Request Form – Qualitative Criteria to the Office of Academic Affairs by Friday, October 21, 2022 at 9AM.

Quantitative Criteria: (data provided by the Office Research and Planning)

Cinema	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022
FTEF	2.33	1.80	1.60	2.00	1.77
FTEF:					
-% FT	0.0%	0.0%	0.0%	0.0%	0.0%
-# FT	0	0	0	0	0
FTEF:					
-% PT	100%	100%	100%	100%	100%
-% OVL	0.0%	0.0%	0.0%	0.0%	0.0%
Number of Sections	9	9	8	9	8
Avg Census Fill Rate	98%	99%	99%	100%	89%
FTES	46	43	43	44	39
Total WSCH	1,370	1,297	1,296	1,327	1,158
Efficiency	587	720	810	664	655

Television	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022
FTEF	.26	.40			.60
FTEF:					
-% FT	0.0%	0.0%			0.0%
-# FT	0	0			0
FTEF:					
-% PT	100%	100%			100%



FACULTY STAFFING REQUEST FORM

Quantitative Data

-% OVL	0.0%	0.0%			0.0%
Number of Sections	1	2			3
Avg Census Fill Rate	60%	76.69%			75%
FTEs	1	5			7
Total WSCH	40	156			210
Efficiency	156	390			350

FTEF = Full-time Equivalent Faculty

FTES = Full-time Equivalent Student

OVL = Overload

WSCH = Weekly Student Contact Hours

Efficiency =



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

School: All

Department: Library

Position Title (number of requested positions): Librarian (one requested)

Number of FT Faculty in Fall 2022: 3

Number of PT Faculty teaching in Fall 2022: 7

Please submit your responses to the prompts below (no more than 800 words) to the Office of Academic Affairs by Friday, October 21, 2022 at 9AM.

1. Potential Load and/or Potential Direct Student Contact: *(FTE, Courses, number of sections, student/counselor ration; no need to submit days/times of teaching schedule at this time):*

At minimum 1 FTE. In summer 2019, a faculty librarian resigned before achieving tenure. A new librarian hire will pick up the base workload of this recent loss. Further, with the new Library opening, demand for longer open hours, including weekends is high. We cannot manage more open hours (nights and weekends), the Centers, and online reference with only three fulltime librarians.

2. Availability of qualified hourly faculty to teach and serve students:

Part time faculty recruitment has been a continuous challenge particularly when hiring for “on-ground” librarians. Most applicants for the part time pool are already employed full time elsewhere and cannot meet our open hour needs. Our last adjunct hiring pool had only three candidates, two of which could not take the schedules we offered. Our current adjuncts that want 67% load are at 67% load. We recently lost two adjuncts, one to retirement and one to release time at SCC. As noted above, most of our adjunct librarians are committed to other jobs. We compete with nearby schools (K-12 through University) for adjuncts to provide on-ground Library hours.

Pre-COVID19 we provided Reference Services at the Fairfield Campus, the Vallejo and Vacaville campuses, and the Online campus (serving DE across the curriculum, not just LR10). At that time we staffed 27 hours a week at Vallejo, 29 hours a week at Vacaville, 45 hours a week at Fairfield and 10 hours a week of Online eReference, totaling approximately 111 hours per week (*down from 125 Spring 2016*). It is particularly important to note that as Online eReference use has increased tremendously with COVID19, and students have come to expect robust staffing of this service. Staffing the eReference Desk at the pre-COVID levels will not be satisfactory. We are now grappling with not enough staff to properly open the library rooms at Vallejo and Vacaville and we are maxed at the hours we can open then new Library on the main campus.

In addition to our own loads, the full-time librarians are also the de-facto subs for any absences at the main campus Library (Pre-COVID19 and current conditions). Under the current staffing levels, the Library is staffed with limited back-up for faculty librarians or CSEA staff. We are unable to increase hours and in emergency situations are faced with closing the library. With our adjunct faculty preferring or available only for mostly online workload, keeping the new Library and the Centers open for equitable hours is a heavy burden.



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

3. Why is it important to have a FT faculty in this role?

As the library serves all academic departments, librarians must build relationships as cross-disciplinary ties to each academic area: staying on top of new/changes to courses and programs, ensuring our collections are meeting the needs of each area, and supporting the research needs of individual discipline faculty. Additionally, new initiatives (OER, Prison, DE, Equity initiatives, etc.) require the library to stay timely, responsive, and focused on SCC. Year-to-year consistency is important in establishing and growing these relationships.

4. Areas where additional expertise is needed:

Unlike university librarians, the strength of a public/accesses services Librarian is in their ability to wear all the hats, not specific area expertise. We are looking for a candidate who can help support all library functions. A fourth librarian helps improve the work done in all areas, including:

Reference
Collection Development
Information Literacy Instruction
Liaison (within and outside college)
Website
LibGuides
Textbooks
Library technologies and electronic sources
OER
Outreach
Campus Committees
Prison
Assessment
Accreditation

5. What will be the impact (students, program, College, other) if this position is not filled?

- Equitable student access to full time librarian faculty
- Equitable hours in the New Library building and Online Reference
- Equitable hours for the Centers

6. How does this position help fulfill the mission of the college and our commitment to antiracist practices?

Libraries are emblems of access, which translates directly to equity and student success. The Library strives to support our campus's equity and anti-racist goals through access to student spaces, materials, technology, learning materials (textbooks), and support. An additional librarian can open up the ability to review, grow, and support all Library programs that support equitable, inclusive, diverse, and anti-racist goals. The library is a crucial area, both in terms of space and of service, for every single student on our campus. We are the resource that supports our students (and faculty) before, during, and after their classroom efforts.



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

7. Other compelling factors not identified in responses 1-6 above:

CA Code of Regulations 58724 Table of Minimum Standards for Libraries and Media Centers places us with a recommendation of 5 fulltime librarians and 9 support staff.

<https://govt.westlaw.com/calregs/Document/IFC7887F0D48511DEBC02831C6D6C108E?transitionType=Default&contextData=%28sc.Default%29>

Our staffing shortage was noted in our 2017 ACCJC Self- Study: "To fully extend library services to the needed levels will require additional classified staffing in addition to the new faculty hires to keep circulation services running smoothly."



FACULTY STAFFING REQUEST FORM

Quantitative Data

School: All

Department: Library

Position Title (include number of requested positions): Librarian (one requested)

Note: Data provided by Research & Planning does not include Library reference instruction data.

Ex: Fall 2020 R&P Data indicates 3.69 FTEF (LR10 only). Actual FTEF was 7.3 (LR10 + Reference).

Per discussion with Senate President, this adjusted data will be calculated and provided on Monday prior to the meeting.

Quantitative Criteria: (data provided by the Office Research and Planning)

	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022
FTEF	7.3				
FTEF:					
- % FT	41%				
- # FT	3 FT				
FTEF:					
- % PT	46% PT				
- % OVL	13% OVL				
Number of Sections	55				
Avg Census Fill Rate	91.58				
FTES	50				
Total WSCH	1511				
Efficiency	410				

FTEF = Full-time Equivalent Faculty

FTES = Full-time Equivalent Student

OVL = Overload

WSCH = Weekly Student Contact Hours

Efficiency =



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

School: Liberal Arts

Department: Music

Position Title (number of requested positions): FT Music Instructor (1)

Number of FT Faculty in Fall 2022: 1

Number of PT Faculty teaching in Fall 2022: 4

Please submit your responses to the prompts below (no more than 800 words) to the Office of Academic Affairs by Friday, October 21, 2022 at 9AM.

1. Potential Load and/or Potential Direct Student Contact: *(FTE, Courses, number of sections, student/counselor ration; no need to submit days/times of teaching schedule at this time):*

1 FTEF [teaching full load of Voice (2), Choral (2), Theory (2) classes]

The new instructor in this position would be in charge of the choral/vocal/theory offerings for the ADT. We currently have 13 classes in the ADT track requiring vocal/choral/theory expertise (MUSC 005, 001, 002, 003, 020, 021, 022, 024, 025, 026, 035A/B, 036 A/B, and 040 ABCD).

Reducing sections has increased our efficiency, but we are not seeing growth or graduates because the split in the program between instrumental and voice has not been actualized because there is no FT vocal instructor. The ADT has a vocal track but we are not maximizing our potential in this area because an adjunct's load is only .6 FTEF. The adjuncts that we have on campus split time between multiple districts, limiting our access. They are also unable to do recruitment to build the ranks of our ADT vocal track. We have successfully offered limited partnerships with the community, and these opportunities could be increased with a FT vocal music instructor.

2. Availability of qualified hourly faculty to teach and serve students:

Four adjuncts are available at this time. Only one is a vocal instructor. The ability to meet students' needs depends on their limited availability.

3. Why is it important to have a FT faculty in this role?

A full-time faculty could develop partnerships with local high school vocal programs and encourage their students to further their studies at SCC. There are also elementary schools with choral programs, and their events can be hosted on campus. A full-time faculty member could develop and host recruiting like an annual choral festival, where we invite choirs from around the Bay Area to work with faculty, get feedback, and experience our campus. With the status quo, there are time constraints with the way the department is constructed, which means that despite our best efforts, students can't always meet at times when our adjunct instructors are available. Hiring a full-time choral instructor would increase our ability to offer classes at varied times, such as both day and evening, to better meet the needs of our students. A full-time instructor could



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

mentor a campus club, such as a Jazz Club, plan impromptu campus performances, and provide other low-stakes ways to learn about our Music program and access musical instruction and training.

The music department enrollments have been lower than normal due to COVID. We have heard from many students that they are taking a break from their studies while we are in online modalities. As SCC emerges from pandemic restrictions and returns to in-person classes and rehearsals, we expect there to be an increased demand for SCC's music classes.

4. **Areas where additional expertise is needed:**

Choral/vocal experience, choral student mentoring, Kodály certification, commitment to decolonizing/diversification of materials, marketing, online platforms (Noteflight and Soundtrap), music production, social media, videography, recruitment.

5. **What will be the impact (students, program, College, other) if this position is not filled?**

We have been strategically limiting the number of sections that we offer, and we are not seeing growth and/or graduates by streamlining the potential exit points for students. We have not been offering all the course in the majors, but instead, trying to get the GE "greatest hits" on the schedule so that students can transfer. Now we need to focus our efforts on outreach and providing opportunities to knit the program and the venue into the lives of the community.

6. **How does this position help fulfill the mission of the college and our commitment to antiracist practices?**

This position will allow the music department to develop new and revise existing curriculum to eliminate white supremacy from the curriculum and better meet the demands of 21st century musicians. Music theory as it is taught in the United States has its origins in white supremacy (the majority of the curriculum and textbooks for music theory are based on the study of European musical stylistic practices from the 1650-1900s, while ignoring music from other eras and the rest of the world) and is in dire need of overhaul as part of SCC's commitment to anti-racist practices. Many colleges, including Harvard, are examining ways to make music degrees more diverse, relevant, and representational to reflect the dizzying variety of actual music and musicians. Music theory ought to encompass all music; instead it has a very narrow focus which does not reflect the racial, gender, and cultural diversity of the world. Incorporating composers who were not European men would support the school's equity work generally and ensure that our classes are meaningful to and reflective of our student body and their interests.

7. **Other compelling factors not identified in responses 1-6 above:**



FACULTY STAFFING REQUEST FORM

Quantitative Data

School: Liberal Arts

Department: Music

Position Title (include number of requested positions):

Use the data provided by the Office of Research and Planning to complete the chart below. Submit this document along with the Faculty Staffing Request Form – Qualitative Criteria to the Office of Academic Affairs by Friday, October 21, 2022 at 9AM.

***Quantitative Criteria:** (data provided by the Office Research and Planning)*

	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022
FTEF	2.81	2.61	2.76	2.53	3.08
FTEF:	40.7%	36.2%	38.7%	33.3%	38.6%
-% FT	1.14	,94	1.07	0.84	1.19
-# FT					
FTEF:					
-% PT	59.3	63.8	61.3	66.7	61.4
-% OVL	0	0	0	0	0
Number of Sections	15	14	15	16	17
Avg Census Fill Rate	66	72	68	63	60
FTES	41	38	42	42	44
Total WSCH	1227	1134	1248	1252	1310
Efficiency	436	434	453	494	426

FTEF = Full-time Equivalent Faculty

FTES = Full-time Equivalent Student

OVL = Overload

WSCH = Weekly Student Contact Hours

Efficiency =

School: Nursing

Department: Health Sciences

Position Title (number of requested positions): 1

Number of FT Faculty in Fall 2022: 8

Number of PT Faculty teaching in Fall 2022: 9

Please submit your responses to the prompts below (no more than 800 words) to the Office of Academic Affairs by Friday, October 21, 2022 at 9AM.

1. *Potential Load and/or Potential Direct Student Contact: (FTE, Courses, number of sections, student/counselor ration; no need to submit days/times of teaching schedule at this time):*
We are requesting 1 FTE tenure track nursing faculty member to teach at full load. This would include 4 courses per year- each nursing course is a 5-credit course and consists of theory (2 days per week 2 ½ hours per day) and clinical components (two 7 hours days per week).
2. *Availability of qualified hourly faculty to teach and serve students:*
Due to the lack of a full-time faculty in the Maternal-Child and Pediatrics courses, each term we must utilize adjunct faculty to cover the clinical and didactic hours needed to meet the needs of our students. Since the hours and dates are uncertain and inconsistent and the adjunct job is not their primary job, the adjunct faculty are not always available year to year. This affects the education of the students we teach and serve. It is extremely difficult to find Pediatric and OB nursing instructors. If we are unable to fill our staffing needs for these courses, students will not be able to progress to graduation.
3. *Why is it important to have a FT faculty in this role?*
We have been relying on adjunct faculty to teach this course. Each year we must hope that the adjunct faculty is available and willing to teach this course, and in the past few years, this has been challenging due to the adjunct faculty not being available. Each year we interview and hire adjunct OB and Pediatric nursing faculty for the year. However, a majority of the time those hires do not return the following year (due to their obligations at other jobs or personal circumstances) and we have to interview and hire new OB and Peds adjuncts the following year. This is time consuming, stressful (as it leads to a staffing crisis each year) and expensive (training, orientation etc) and does not provide the students with seasoned experienced teachers. . It is extremely difficult to find Pediatric and OB nursing instructors. If we are unable to fill our staffing needs for these courses, students will not be able to progress to graduation.
4. *Areas where additional expertise is needed:*
Our program needs extra help in the didactic and clinical areas of Maternal-Child Nursing and Pediatric Nursing courses. We also need additional faculty to teach Medical Surgical clinical rotations. We would like to find a candidate that is BRN approved to teach peds, OB, and Med/Surg. Peds and OB are areas where it is very difficult to find qualified adjunct faculty, however, we are down on M/S adjunct faculty as well.

5. What will be the impact (students, program, College, other) if this position is not filled?

If the vacant position is not filled by a full-time faculty, it will impact the college, our nursing program and student population in many different areas.

- Full time faculty serve on committees ensuring that the faculty voice is heard in local decision-making.
- Full time faculty protect the quality of the teaching and learning environment.
- Full time faculty hold regular office hours and are available to the students.
- Full time faculty aid students in navigating through the college system.
- Full time faculty are the backbone of the Nursing Program creating the climate necessary to attract and retain students and maintain positive ongoing relationships with out clinical partners.
- Curriculum needs to be current and having a tenure faculty position ensures the emerging needs and continuity of an ever-changing student population and healthcare environment are in order and accountability is met.
- A stable staffing increases morale in the Nursing Program and distributes workload so that it is manageable.

All of the above responsibilities will be inadequately met if we are unable to fill our FT positions.

6. How does this position help fulfill the mission of the college and our commitment to antiracist practices?

SCC Management Team's Message on Racial Injustice in 2020 states "We believe in the dignity of all people and will not be complicit to systems or practices that perpetuate injustice and inequality on campus or beyond. We must lead by example so that our policies and practices reflect the values of fairness and social justice, and we must empower our students to help lead the way to a more just future for us all".

With tenure comes both freedom and responsibility. The freedom to act on one's conscience without concern for losing one's job and the responsibility of using this freedom to ensure the quality of the college at which one is employed. As the part-time ranks grow, there are fewer individuals in secure positions who can speak out when a wrong is perceived and advocate for equality and justice.

7. Other compelling factors not identified in responses 1-6 above:

Nursing is a career that an individual graduating from Solano Community College can be proud of. We are shaping the future in healthcare and expect a higher standard of commitment from our graduates. Nursing students are helping not only our community but are taking the standards taught in SCC Nursing program to every avenue of medical care throughout the world. We are committed to maintain the level of excellence and professionalism taught in our program. Please consider replacing the vacant full time nursing position in order to maintain these standards.

School: Nursing

Department: Health Sciences

Position Title (include number of requested positions): 1

Use the data provided by the Office of Research and Planning to complete the chart below.

Submit this document along with the Faculty Staffing Request Form – Qualitative Criteria to the Office of Academic Affairs by Friday, October 21, 2022 at 9AM.

Quantitative Criteria: (data provided by the Office Research and Planning)

	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022
FTEF	18.75	13.82	7.33	11.82	12.24
FTEF:					
-% FT	17.62	13.02	6.70	10.87	11.91
-# FT	94.0%	94.2%	91.4%	92.0%	97.3%
FTEF:	0.53	0.00	0.13	0.00	0.13
-% PT	2.8%	0.0%	1.8%	0.0%	1.1%
-% OVL	3.2%	5.8%	6.8%	8.0%	1.6%
Number of Sections	13	17	11	16	15
Avg Census Fill Rate	80	84	78	75	70
FTES	66	79	49	64	28
Total WSCH	1968	2379	1475	1910	836
Efficiency	105	172	201	162	68

FTEF = Full-time Equivalent Faculty

FTES = Full-time Equivalent Student

OVL = Overload

WSCH = Weekly Student Contact Hours

Efficiency =

Description	0 Point	1 Point	2 Points	Score
Potential Load and/or Potential Direct Student Contact	<i>Load and/or direct student contact hours not clearly defined or not available</i>	<i>Sufficient number of classes and/or student contact hours available as measured by evidence that 100% load and/or student contact hours are available.</i>	<i>More than sufficient number of class and/or student contact hours available as measured by evidence that 160% Load and/or student contact hours available.t</i>	2
Availability of Qualified Hourly Faculty to Teach and Serve Students	<i>PT applicant pool is strong</i>	<i>Some challenges attracting PT faculty are identified</i>	<i>Multiple challenges attracting PT faculty are identified or absence of qualified PT faculty</i>	2
Areas where additional expertise is needed	<i>No area of expertise identified</i>	<i>Areas of expertise are identified</i>	<i>Areas of needed expertise are identified and the need is compelling-defined as a new program, a program with single FT faculty, or a program with no FT faculty</i>	1
What will the impact on the program and the College be if this position is not filled?	<i>No or minimal negative impact on the program or college was identified</i>	<i>A moderate negative impact on the program or college was identified</i>	<i>Significant negative impact on the program or the college was identified</i>	2
Other compelling factors not identified in this rubric	<i>No additional compelling factors were identified</i>	<i>Some additional compelling factors were identified that don't result in catastrophic outcomes for the program</i>	<i>Some compelling factors were identified that may result in catastrophic outcomes for the program</i>	1
Program review – as a part of our integrative planning process was this position identified as a need during the last review cycle	<i>Not in program review or change necessitating hire not identified</i>	YES	NA	1
Total Points				9



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

School: School of Math and Science

Department: Physical Science / Geography

Position Title: Physical Science / Geography Instructor X New Replacement

Number of FT Faculty in Fall 2022: 0 (PHSC), 1 (GEOG)

Number of PT Faculty teaching in Fall 2022: 1 (PHSC), 1 (GEOG)

Please submit your responses to the prompts below (no more than 800 words) to the Office of Academic Affairs by Friday October 21, 2022 at 9 AM.

1. Potential Load and/or Potential Direct Student Contact: *(FTE, Courses, number of sections, student/counselor ration; no need to submit days/times of teaching schedule at this time):*

This instructor will carry at least a full-time load. For example:

SEMESTER	COURSE	UNITS	ACTIVITY POINTS
FALL	PHSC 013	3	9
	PHSC 014	1	7.5
	PHSC 015	3	9
	GEOG 001	3	9
	GEOG 001L	1	7.5
	GEOG 002	3	9
FALL TOTAL		14	51
SPRING	PHSC 013	3	9
	PHSC 014	1	7.5
	PHSC 016	3	9
	GEOG 001	3	9
	GEOG 001L	1	7.5
	GEOG 006	3	9
SPRING TOTAL		14	51

2. Availability of qualified hourly faculty to teach and serve students:

We have no FT person to teach our Cultural Geography courses: GEOG 002 (Cultural Geography), GEOG 004 (World Geography), GEOG 006 (California Geography), or our GIS course, GEOG 010 (Introduction to Geographic Information Systems). None of our current adjuncts are capable of teaching GEOG 010. In Fall 2022, Adjunct Instructor Josh Mueller began teaching PHSC 013 and PHSC 014; he is scheduled to teach PHSC 015 and PHSC 016 in Spring 2023.



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

3. Why is it important to have a FT faculty in this role?

We initiated a new PHSC AS degree in 2019, with a focus on Climate Change, along with four new courses (PHSC 013, 014, 015, 016), but we have no full-time staff to teach these courses. We recently hired an adjunct instructor to teach these new courses, for the first time, in the 2022-23 academic year. More importantly, we desperately need someone to take the *lead* in this new program, which focuses on one of the most important issues of our time: man-made climate change.

We have a similarly serious gap with regards to Cultural Geography (as opposed to Physical Geography). Overall, we have not had a dedicated full-time Geography instructor since Don Kiernan retired in **2001**. Cultural Geography is potentially a huge growth area. This is obvious from merely reading the description of course GEOG 002: "This course is a study of diverse human populations, their cultural origins, diffusion and contemporary spatial expressions. Topics include: demography, languages and religions, urbanization and landscape modification, political units and nationalism, and economic systems and development." Other local community colleges, such as DVC, have already established an AA degree in Social/Cultural Geography: <https://www.dvc.edu/academics/departments/physical-sciences/pdfs/Geography-Social-Cultural-Geography-AA.pdf>.

4. Areas where additional expertise is needed:

The absence of full-time instructor in this position has led to a lack of leadership and vision for the Physical Science program, and the Cultural Geography side of our Geography program. As mentioned above, we lack full-time staff to teach the four new PHSC courses on climate change, and to teach our Cultural Geography courses. There are also a great number of administrative tasks, such as Program Review, Curriculum Review, Guided Pathways, coordination of SLO assessments, *etc.*, for the Physical Science program, that otherwise will fall on the shoulders of full-time faculty from outside the PHSC department.

5. What will be the impact (students, program, College, other) if this position is not filled?

1. If this position is not filled, we will continue to lack academic leadership in the important and growing area (including an AS degree) of climate change.
2. If this position is not filled, we will miss an opportunity to strengthen the Cultural Geography side of our Geography program, and be able to establish a degree in Social/Cultural Geography.



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

6. How does this position help fulfill the mission of the college and our commitment to antiracist practices?

It is well known that problems related to climate change and the environment have a disproportionate impact on people of color (please see <https://nature.berkeley.edu/news/2021/08/new-faculty-focus-climate-change-and-environmental-justice>.) Hiring a new faculty member in the area of climate change will help shed light on, and address, these issues.

A new full-time faculty member who could focus on Cultural Geography would allow us to strengthen, and more regularly deliver, our courses that deal with human diversity and cultural diversity.

7. Other compelling factors not identified in responses 1-7 above:

The position was identified in a previous program review: Yes

According to p. 19 of the Fall 2014 Geography Program Review, long-term goal #1 was: "Hire a full-time Social Science and GIS Instructor". From the context of the Program Review, the reference to "Social Science" clearly refers to what we have referred to above as "Cultural Geography".

If no, what changed necessitating a request for a full-time faculty member?

FACULTY STAFFING REQUEST FORM

Qualitative Criteria

Optional Rubric for Faculty Staffing Request Form – Qualitative Criteria

Description	0 Point	1 Point	2 Points	Score
Potential Load and/or Potential Direct Student Contact	<i>Load and/or direct student contact hours not clearly defined or not available</i>	<i>Sufficient number of classes and/or student contact hours available as measured by evidence that 100% load and/or student contact hours are available.</i>	<i>More than sufficient number of class and/or student contact hours available as measured by evidence that 160% Load and/or student contact hours available.</i>	
Availability of Qualified Hourly Faculty to Teach and Serve Students	<i>PT applicant pool is strong</i>	<i>Some challenges attracting PT faculty are identified</i>	<i>Multiple challenges attracting PT faculty are identified or absence of qualified PT faculty</i>	
Areas where additional expertise is needed	<i>No area of expertise identified</i>	<i>Areas of expertise are identified</i>	<i>Areas of needed expertise are identified and the need is compelling-defined as a new program, a program with single FT faculty, or a program with no FT faculty</i>	
What will the impact on the program and the College be if this position is not filled?	<i>No or minimal negative impact on the program or college was identified</i>	<i>A moderate negative impact on the program or college was identified</i>	<i>Significant negative impact on the program or the college was identified</i>	
Other compelling factors not identified in this rubric	<i>No additional compelling factors were identified</i>	<i>Some additional compelling factors were identified that don't result in catastrophic outcomes for the program</i>	<i>Some compelling factors were identified that may result in catastrophic outcomes for the program</i>	
Program review – as a part of our integrative planning process was this position identified as a need during the last review cycle	<i>Not in program review or change necessitating hire not identified</i>	YES	NA	
Total Points				



FACULTY STAFFING REQUEST FORM

Quantitative Data

School: School of Mathematics and Science

Department: Physical Science (PHSC) / Geography (GEOG)

Position: Physical Science / Geography Instructor (1)

Use the data provided by the Office of Research and Planning to complete the chart below.
Submit this document along with the Faculty Staffing Request Form – Qualitative Criteria to the Office of Academic Affairs by Friday October 21, 2022 at 9 AM.

Quantitative Criteria: (data provided by the Office Research and Planning)

PHSC	Fall 2020	Spring 2021	Fall 2021	Summer 2021	Summer 2022	Fall 2022
FTEF:	0	0	0	0.37	0.37	0.37
FTEF:						
- % FT	NA	NA	NA	0%	0%	0%
- #FT	0	0	0	0	0	0
FTEF:						
- % PT	NA	NA	NA	100%	100%	100%
% OVL	0	0	0	0%	0%	0%
No. Sections	0	0	0	1	1	2
Percent Fill	NA	NA	NA	44	53	66
FTES	0	0	0	3	3	4
Total WSCH	0	0	0	81	103	126
Efficiency	NA	NA	NA	219	281	343
GEOG	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022
FTEF:	1.13	1.33	1.13	1.37	1.00	1.13
FTEF:						
- % FT	35.3%	45.0%	35.3%	43.9%	0%	35.3%
- #FT	0.40	0.60	0.40	0.60	0.00	0.40
FTEF:						
- % PT	50.0%	42.5%	50.0%	43.9%	100%	50.0%
% OVL	14.7%	12.5%	14.7%	12.2%	0%	14.7%
No. Sections	6	7	6	7	5	6
Percent Fill	103%	95%	93%	112%	81%	90%
FTES	22	24	20	23	15	16
Total WSCH	669	726	594	678	444	493
Efficiency	590	544	524	496	444	435



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

School: Social and Behavioral Sciences

Department: Political Science

Position Title (number of requested positions): 1 Full time, tenure-track Political Science Instructor

Number of FT Faculty in Fall 2022: 1

Number of PT Faculty teaching in Fall 2022: 4

Please submit your responses to the prompts below (no more than 800 words) to the Office of Academic Affairs by Friday, October 21, 2022 at 9AM.

1. Potential Load and/or Potential Direct Student Contact: *(FTE, Courses, number of sections, student/counselor ration; no need to submit days/times of teaching schedule at this time):*

A new full-time faculty in Political Science would easily have at least a 1.0 (100%) teaching load of 5 classes every semester moving forward. This is supported by the fact that the average % PT and FT OLAD FTEF over the past 9 terms is 79% and is currently at 72.2% this semester. Not including summer terms, about 70% of our Political Science courses are regularly taught by adjunct faculty and needed overload in order to meet student demand for courses.

2. Availability of qualified hourly faculty to teach and serve students:

There are currently 5 adjunct faculty who teach in political science, however, 3 of those 5 adjunct faculty did not seek DE certification to be eligible to teach online. Currently, only two adjunct faculty are eligible to teach online, while two others regularly teach via correspondence in our Rising Scholars program. The remaining adjunct faculty regularly teaches a class at the Vallejo Center for Bethel High School students per the high school's request. Therefore, only two adjunct faculty are continually serving our non-Rising Scholar students each term. Another adjunct faculty member was previously promoted to Dean of External Programs at SCC and he is not eligible to teach at SCC.

3. Why is it important to have a FT faculty in this role?

The Political Science program was led by two tenured faculty for several years. One of the two full time faculty left his tenured teaching position for a promotion to an administrative role at another community college. That individual possessed knowledge and expertise that complemented our remaining tenured professor. Additionally, the tenured professor who left also led the Community College Pathway to Law School program, which has not been sustained since his departure. It has been a challenge to hire new adjunct faculty as they have not participated in our DE training to become certified to teach online, yet that is their preferred teaching modality. Between our two primary adjunct faculty, they are only able to teach a total of one class in person each semester.



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

4. Areas where additional expertise is needed:

The tenured professor who left had specific expertise in constitutional law, civil rights, contract law, and criminal law. Our remaining tenured professor specializes in international relations, comparative politics, and world politics, but not law and civil rights or the CCPLS program. Our adjunct faculty mainly teach PLSC 001, we need a full-time instructor with a background in constitutional law, civil rights, contract law, and criminal law.

5. What will be the impact (students, program, College, other) if this position is not filled?

The once popular Community College Pathway to Law School program will not return to our campus. The single full-time instructor will need to handle all programmatic tasks, including updating and creating curriculum, writing Program Review, assessments of Program Learning Outcomes, and, in consultation with his dean, scheduling classes. All PLSC courses may not be taught from a college led DEI perspective as we are heavily dependent on adjunct faculty to teach courses each term.

6. How does this position help fulfill the mission of the college and our commitment to antiracist practices?

Political Science is a social science with content that ties to Social Justice Studies and Ethnic Studies. Political Science teaches diverse perspectives on a variety of economic, social, political and historical aspects within the discipline. The tenured professor who left SCC and has not been replaced was an excellent role model for students of color and taught all of his classes from a multi-cultural perspective. A new hire would teach the course Constitutional Rights in a Multicultural Society which includes Native American, African American, Asian American and Latino American cultures and their impact on our legal system. Freedoms of expression, religious culture and politics are explored in depth in this course. A new hire would also teach Introduction to Political Philosophy, a course that explores justice, equality, freedom, power and authority. Additionally, we have not offered PLSC 019 – Human Rights and Sexual Orientation in several years, and this is a course that many students would find valuable. A new hire would teach civil rights and social justice and their interaction with our legal system. We need a new full time hire who is committed to bringing these perspectives to our PLSC courses.

7. Other compelling factors not identified in responses 1-6 above:

Political Science classes are continually in demand as evidenced by the average fill rate of 85.3% over the past 9 terms. The current fill rate for PLSC classes this fall term is 89%. The PLSC schedule of classes is very efficient as the average efficiency is 535 over the past 9 terms and this is well above the college average. We have an academic program that is absolutely necessary and timely (given the marked political division in our country and across the world) popular with students (based on enrollments) and is run efficiently (based on standardized metrics), and should be supported by a full-time position to meet student demand and complement the knowledge and expertise of our current tenured professor. Additionally, even though it is not official until documented, our lone tenured faculty in political science has expressed his interest in retiring within the next 2-3 years in conversations with his dean.



FACULTY STAFFING REQUEST FORM

Quantitative Data

School:

Department:

Position Title (include number of requested positions):

Use the data provided by the Office of Research and Planning to complete the chart below. Submit this document along with the Faculty Staffing Request Form – Qualitative Criteria to the Office of Academic Affairs by Friday, October 21, 2022 at 9AM.

Quantitative Criteria: (data provided by the Office Research and Planning)

	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022
FTEF	3.4	2.6	3.0	2.9	3.6
FTEF:					
-% FT	29.4%	38.5%	33.3%	34.5%	27.8%
-# FT	1.00	1.00	1.00	1.00	1.00
FTEF:					
-% PT	64.7%	46.2%	60.0%	51.7%	55.6%
-% OVL	5.9%	15.4%	6.7%	13.8%	16.7%
Number of Sections	17	13	15	14	18
Avg Census Fill Rate	84%	88%	78%	120%	89%
FTES	65	52	55	52	57
Total WSCH	1944	1566	1641	1560	1717
Efficiency	572	602	547	538	477

FTEF = Full-time Equivalent Faculty

FTES = Full-time Equivalent Student

OVL = Overload

WSCH = Weekly Student Contact Hours

Efficiency =



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

School: Liberal Arts

Department: Spanish

Position Title (number of requested positions): Professor of Spanish (1)

Number of FT Faculty in Fall 2022: 1

Number of PT Faculty teaching in Fall 2022: 3

Please submit your responses to the prompts below (no more than 800 words) to the Office of Academic Affairs by Friday, October 21, 2022 at 9AM.

1. Potential Load and/or Potential Direct Student Contact: (*FTE, Courses, number of sections, student/counselor ration; no need to submit days/times of teaching schedule at this time*):

1 FTEF (3x5-unit classes) plus potential for overload.

Currently 8 sections are offered: the FT instructor covers three 5-unit classes, with the remaining requiring coverage by PT instructors.

2. Availability of qualified hourly faculty to teach and serve students:

There are three part-time instructors who have limited availability/flexibility for scheduling due to family or other teaching obligations. Five years ago, there were more than six PT instructors available in the pool, along with a total of 3 FT instructors. Two FT instructors retired unexpectedly in 2020.

3. Why is it important to have a FT faculty in this role?

- Solano Community College is designated a “Hispanic Serving Institution”, and as such, it should have a robust Spanish-language program that serves not just the students wishing to obtain an AA or AA-T for transfer to four-year institutions, but also to community members who wish to pursue continuing education/professional training to use their Spanish/English bilingual skills for job enhancement.
- Two new certificates of achievement were approved within the Spanish program in the spring 2022: “Spanish/English Communication Specialist” and “Spanish/English Interpreter Training.” These programs will require active marketing and community outreach efforts in order to be implemented successfully. The two new programs have an enormous growth potential to become magnets for Latine communities in Solano County—supporting businesses, healthcare and human services communities—but they will require careful development. This will take significant effort. It will be very difficult for a single FT faculty member to steer the regular AA programs (AA and AA-T) as well as these two new programs alone.
- The post-pandemic period has revealed an urgent need to diversify scheduling options to



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

meet student needs. The “hybrid models” that are being encouraged at the College are compelling—especially for implementation in our Spanish classes, the majority of which are 5-units. The Spanish department needs to revamp and streamline Spanish language activities and materials—that include 5 areas of focus: reading, writing, listening, speaking and culture. In order to update course content and integrate it with current technology, and to evolve from more antiquated models which originally were created for daily, 50-minute face-to-face classes, careful planning will be required. This reworking needs to happen now, post pandemic crisis, in order to stay current and competitive. This has to be done carefully, intelligently and in collaboration with another FT faculty member who is an expert in pedagogy and technology.

4. Areas where additional expertise is needed:

A new FT Spanish colleague with expertise in Spanish-language pedagogy and technology is needed to retool course offerings—to create robust and competitive hybrid, online, and face-to-face options for students. These offerings, tailored to students’ scheduling needs, learning styles, and convenience, would increase enrollment numbers for the department and the College

5. What will be the impact (students, program, College, other) if this position is not filled?

There will be missed opportunities to have greater Spanish-language representation for community outreach; missed opportunities to foster connections with students in various ways—including student clubs and college-wide cultural activities; and, missed opportunities for relationship building in the larger Spanish-speaking community and institutions in Solano County. Courses will continue to follow “traditional” content and scheduling models, and the creation of more competitive and desirable “hybrid” options may be delayed.

6. How does this position help fulfill the mission of the college and our commitment to antiracists practices?

The position would provide greater support to students by expediting the creation and offering of technology-enriched, robust courses that are specifically designed to address students’ diverse learning styles and scheduling needs. It would promote engagement and collaboration with the Hispanic/Latine community in particular. Having two FT instructors would allow for the creation of student-centered events, which would increase visibility, connections, and skills development.

One important way to practice “antiracism” is to offer all students, including those who are racial, ethnic, linguistic minorities—and who often come from Spanish-speaking households—opportunities for dialogue, visibility, representation, access to jobs, and work-advancement. A Spanish department bolstered by an additional FT instructor would be poised to provide opportunities for these practices to take place.

7. Other compelling factors not identified in responses 1-7 above:

In the last year, two out of three FT Spanish instructors retired unexpectedly (in the summer of 2020, and the end of fall 2020); the department also lost two part-time instructors in that time frame.



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

The position was identified in a previous program review: **No**

If no, what changed necessitating a request for a full-time faculty member?

Please refer to answer #7.

FACULTY STAFFING REQUEST FORM

Qualitative Criteria

Optional Rubric for Faculty Staffing Request Form – Qualitative Criteria

Description	0 Point	1 Point	2 Points	Score
Potential Load and/or Potential Direct Student Contact	<i>Load and/or direct student contact hours not clearly defined or not available</i>	<i>Sufficient number of classes and/or student contact hours available as measured by evidence that 100% load and/or student contact hours are available.</i>	<i>More than sufficient number of class and/or student contact hours available as measured by evidence that 160% Load and/or student contact hours available.</i>	
Availability of Qualified Hourly Faculty to Teach and Serve Students	<i>PT applicant pool is strong</i>	<i>Some challenges attracting PT faculty are identified</i>	<i>Multiple challenges attracting PT faculty are identified or absence of qualified PT faculty</i>	
Areas where additional expertise is needed	<i>No area of expertise identified</i>	<i>Areas of expertise are identified</i>	<i>Areas of needed expertise are identified and the need is compelling-defined as a new program, a program with single FT faculty, or a program with no FT faculty</i>	
What will the impact on the program and the College be if this position is not filled?	<i>No or minimal negative impact on the program or college was identified</i>	<i>A moderate negative impact on the program or college was identified</i>	<i>Significant negative impact on the program or the college was identified</i>	
Other compelling factors not identified in this rubric	<i>No additional compelling factors were identified</i>	<i>Some additional compelling factors were identified that don't result in catastrophic outcomes for the program</i>	<i>Some compelling factors were identified that may result in catastrophic outcomes for the program</i>	
Program review – as a part of our integrative planning process was this position identified as a need during the last review cycle	<i>Not in program review or change necessitating hire not identified</i>	YES	NA	
Total Points				

Faculty Hiring Data - Spanish

	Spring 2020	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022
FTEF	3.06		2.86	2.40		2.00	2.33		2.53
FT FTEF	1.67		2.00	1.33		0.67	1.00		1.00
PT FTEF	1.20		0.87	0.87		1.33	1.33		1.53
FT OLOAD FTEF	0.20		0.00	0.20		0.00	0.00		0.00
% FT FTEF	54.3%		69.8%	55.5%		33.3%	42.9%		39.5%
% PT FTEF	39.1%		30.2%	36.1%		66.7%	57.1%		60.5%
% OLOAD FTEF	6.5%		0.0%	8.3%		0.0%	0.0%		0.0%
% PT and FT OLAD FTEF	45.7%		30.2%	44.5%		66.7%	57.1%		60.5%
Count Sections	10		10	8		6	7		8
Sum FTES	33		41	32		27	28		26
Avg Census Enrl Fill Rate	69		88	88		91	80		68
Sum WSCH	984		1,224	975		815	840		794
Efficiency	321		427	407		408	360		314
Productivity	11		14	14		14	12		10

FTEF, FT FTEF, PT FTEF, FT OLOAD FTEF, % FT FTEF, % PT FTEF, % OLOAD FTEF, % PT and FT OLAD FTEF, Count Sections, Sum FTES, Avg Census Enrl Fill Rate, Sum WSCH, Efficiency and Productivity broken down by Term Desc on page Accounting. The data is filtered on Acad Yr and Calc Crn Cnt. The Acad Yr filter keeps 6 of 50 members. The Calc Crn Cnt filter keeps 1. The view is filtered on Term Desc, which keeps 9 of 144 members.



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

School: Liberal Arts

Department: Theatre

Position Title (number of requested positions): 1

Number of FT Faculty in Fall 2022: 1

Number of PT Faculty teaching in Fall 2022: 1

Please submit your responses to the prompts below (no more than 800 words) to the Office of Academic Affairs by Friday, October 21, 2022 at 9AM.

1. Potential Load and/or Potential Direct Student Contact: *(FTE, Courses, number of sections, student/counselor ratio; no need to submit days/times of teaching schedule at this time):*

The new FT instructor in this position would be in charge of the technical theatre offerings for the program, as well as some of the book-taught lecture classes where needed. We currently have 7 classes in the technical theatre field (THEA 3, 5, 20, 21, 27, 47, 148B), and 4 classes we consider "Book classes" (THEA 6,9, 13, and eventually we hope to reinstate THEA 10). **Currently we have to send students to other colleges to complete many of these as we cannot offer them at all.**

Our program is unique in many ways due to our multiple degrees with 2 different paths in emphasis in each (acting or technical). Even with the use of Guided Pathways this can be very confusing to both students and the counseling department. Therefore, in order to encourage more student completers, our staff needs to have one-on-one counseling with each of our identified theatre majors to keep them moving forward toward completion for their unique career goals and placement.

2. Availability of qualified hourly faculty to teach and serve students:

As of our last FT technical theatre instructor retiring in 2020, we have had no qualified faculty available to teach the technical theatre courses. This field of study is very technically diverse and requires specific training and skills for both student safety and also for the sake of the objectives identified in our CLO's and PLO's.

3. Why is it important to have a FT faculty in this role?

This position requires many lab hours as well as a schedule that spans from morning work to evening and weekend work at different times of the semester. Because of this variety in hours it is nearly impossible to hire PT faculty to fill these classes, even after curriculum adjustments to try to make it work. Multiple other local community colleges are also looking to fill this position with PT faculty and have yet to be successful. Everyone in the theatre world knows that the job is just too large for PT.

Even if we were to find a PT faculty for these classes, it would require us to spread the classes over more semesters than students are meant to be here, thus making students unable to graduate or transfer unless they go to other colleges to complete their coursework. Currently already the lack of technical classes is creating a backlog of students who can't graduate.



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

4. Areas where additional expertise is needed:

Our program is a combination of two separate areas: Acting and Technical theatre. Though there is cross over, there is a definitive need for two differently qualified and experienced instructors with the specialties needed in each field. The technical field includes such specific areas as: Lighting design, Sound Design, Set Building, Set design, Run Crew direction, and ability in all of the specific technology and tools required in each of these areas.

5. What will be the impact (students, program, College, other) if this position is not filled?

- **Our CTE credential and involvement (which includes funding from CTE) will cease as our technical program dies.** (Class substitutions to try to get students to complete over the last few years have been denied.)
- **Our acting pathway students will not be able to complete their technical requirements on our campus.**
- **Many students will not discover the technical career fields and union jobs this program trains for.**
- **Lastly, without a FT instructor in this position we will end up with a still new, multimillion-dollar theatre that is not adequately used to prepare our students for their future in theatre, or to adequately provide workers and support for the entire college and community that use the space.**

6. How does this position help fulfill the mission of the college and our commitment to antiracist practices?

It is our great hope that the instructor hired for this position will be from an underserved community in this field, either as BIPOC, LGBTQIA+, or female, all of which are greatly lacking in the field of technical theatre. If we hire FT, it is far more likely that our pool of applicants will be outside of the previously “traditional” professor in this role, which has historically been white males, as we will be able to reach beyond local applicants to have a greater scope of candidates.

7. Other compelling factors not identified in responses 1-6 above:

The DATA for our program does not tell the whole story. First, since COVID we have not been able to offer our usual classes due to lack of instructors or in-class offerings. Also, due to the nature and specialties of our classes, many do not seem FULL for safety reasons or the size of the play being performed. However, we do have many GE classes and a Diversity class that fill completely and should be valued as a way to help **all SCC students become more empathetic and well-rounded human beings**. As for our theatre students, our classes are often the only reason they get out of bed in the morning and find their own life and pathways after high school.

If you look at the pre-COVID data, our weekly student contact hours (WSCH) was 598 instead of the current 361. When we went online many of our classes were drastically underfilled as our classes do not work well online due to the inter-personal and hands-on nature of the program, especially in the technical classes.

Today our solo remaining FT instructor is not only teaching an average of 130% of load each semester, but also has to run the entire program alone, which includes finding contractors each semester, outreach and advertising to the community and student body, and juggling many financial areas with show rights, ticket sales, and much more.

This is a unique program that fills many needs for all SCC students as well as the community. Please help invest in this value before the program is lost.



FACULTY STAFFING REQUEST FORM

Quantitative Data

School: Liberal Arts

Department: Theatre Arts

Position Title (include number of requested positions): Full Time Technical Theatre Instructor (1)

Use the data provided by the Office of Research and Planning to complete the chart below. Submit this document along with the Faculty Staffing Request Form – Qualitative Criteria to the Office of Academic Affairs by Friday, October 21, 2022 at 9AM.

Quantitative Criteria: (data provided by the Office Research and Planning)

	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022
FTEF	1.53	1.56	1.33	1.36	1.39
FTEF:	FT FTEF: 1.33	FT FTEF: 1.16	FT FTEF: 1.13	FT FTEF: 1.36	*FT FTEF: .92
- % FT	86.9%	74.4%	84.9%	100%	*66.3%
- # FT	1	1	1	1	1
FTEF:					
- % PT	13.1%	25.6%	0.0%	0.0%	33.7%
- % OVL	0.0%	0.0%	0.0%	0.0%	0.0%
Number of Sections	5	5	4	4	7
Avg Census Fill Rate	61	60	53	57	54
FTES	12	12	10	11	11
Total WSCH	361	375	313	316	320
Efficiency	237	240	236	232	231

***NOTE:** There was an error in the DATA for Fall 2022 that is being corrected. FT FTEF is approximately 1.33. New DATA is supposed to be available at the Monday 10/24 meeting.

FTEF = Full-time Equivalent Faculty

FTES = Full-time Equivalent Student

OVL = Overload

WSCH = Weekly Student Contact Hours

Efficiency =

FACULTY STAFFING REQUEST FORM

Qualitative Criteria

Optional Rubric for Faculty Staffing Request Form – Qualitative Criteria

Description	0 Point	1 Point	2 Points	Score
Potential Load and/or Potential Direct Student Contact	<i>Load and/or direct student contact hours not clearly defined or not available</i>	<i>Sufficient number of classes and/or student contact hours available as measured by evidence that 100% load and/or student contact hours are available.</i>	<i>More than sufficient number of class and/or student contact hours available as measured by evidence that 160% Load and/or student contact hours available.</i>	
Availability of Qualified Hourly Faculty to Teach and Serve Students	<i>PT applicant pool is strong</i>	<i>Some challenges attracting PT faculty are identified</i>	<i>Multiple challenges attracting PT faculty are identified or absence of qualified PT faculty</i>	
Areas where additional expertise is needed	<i>No area of expertise identified</i>	<i>Areas of expertise are identified</i>	<i>Areas of needed expertise are identified and the need is compelling-defined as a new program, a program with single FT faculty, or a program with no FT faculty</i>	
What will the impact on the program and the College be if this position is not filled?	<i>No or minimal negative impact on the program or college was identified</i>	<i>A moderate negative impact on the program or college was identified</i>	<i>Significant negative impact on the program or the college was identified</i>	
Other compelling factors not identified in this rubric	<i>No additional compelling factors were identified</i>	<i>Some additional compelling factors were identified that don't result in catastrophic outcomes for the program</i>	<i>Some compelling factors were identified that may result in catastrophic outcomes for the program</i>	
Program review – as a part of our integrative planning process was this position identified as a need during the last review cycle	<i>Not in program review or change necessitating hire not identified</i>	YES	NA	
Total Points				