

Faculty Prioritization: 2020-21
Ram Subramaniam, 12/07/2020

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Process: See attached "FacultyPrioritizationInterimProcess.pdf"

Programs requesting faculty positions: Ethnic studies, Counseling (General), Counseling (Honors), Library, Theater, VRC, DRC, Sociology, Biology, Psychology, History, Computer Science, Computer Science, Humanities, Chemistry, Veterinary Technology, Dental Hygiene, Kinesiology, Kinesiology

Program responses to questions in process document: See attached "FacultyPrioritization2020.xlsx"

Program data: See attached "Prioritization2020.xlsx"

Criteria used for prioritization: 1) Program mandates 2) Program viability 2) Enrollment/program demand 4) Equity 5) Faculty Workload 6) Program quality

Prioritization method:

- The written responses and data from each program was discussed by the group
- Each program was given a rank by each member of the prioritization work group. Highest rank being #1.
- Programs with few or no ranks were removed from consideration
- Five programs with most ranks were shortlisted
- Among these five programs, the ranks from individual members were added up and the program obtaining the smallest total was selected as the top ranked program

Final Prioritization list:

- DRC counselor was considered outside the list as this position would be funded using categorical funds.
- The remaining ranked list is as follows:
 1. Ethnic studies
 2. Veterinary Technology
 3. Humanities
 4. Counseling (General)
 5. VRC counselor

Summary of discussion:

1. Ethnic Studies: There are four compelling reasons why this one rose to the top. Students on our campus, particularly students of color, have expressed in multiple venues (through an open letter, discussions in E&E meetings, individual communications with campus faculty, staff, and administrators) that they believe that an Ethnic Studies program would empower them. There is certainly evidence to back this belief. More recently, one or more faculty groups on our campus have also made similar requests. Recently, CSU has mandated that all students must complete an Ethnic Studies class in order to graduate. ASCCC has since passed a resolution emphasizing similar ideas. A hiring in this area would meet the following of our six criteria: Program demand (based on what we have heard from our students), Equity, Program Quality (Existing gap in content expertise), Program mandate (partial).
2. Vet Tech: The recent retirement in the Vet Tech program has left a void in terms of content expertise in specific areas of study. This is currently being met by a stop gap arrangement of a FT-temporary hire which is not sustainable. The two remaining FT faculty in the program have a huge workload and will not be able to meet the needs of the two cohorts of students that the program caters to at any given time. As has become evident in other conversations, cohort based programs do tend to dismantle barriers for our students. This program is at the risk of survival. A hiring in this area would meet the following of our six criteria: Program viability, Equity, Faculty Workload, Program Quality.
3. Humanities: There is only one FT faculty member in this program and that person has 50% RAT to engage in the Melon Scholars program. The number of students in the program has increased three-fold in the past five years and the number of classes offered by this program has increased four-fold; while the productivity has remained way over the college targets (at > 600). The FT to PT ratio in the program is a dismal 1:9! At the same time, the program's coursework is closely aligned with the college's equity goals: an interdisciplinary exploration of cultures, literature, and languages. A hiring in this area would meet the following of our six criteria: Program viability, Program demand, Equity, Faculty Workload, Program Quality. The only reason for ranking this below Vet Tech is on account of the fact that there are not (m)any qualified PT faculty to fill the Vet Tech vacancy. However, it seems the Humanities program, despite significant personnel challenges have at least been able to manage.
4. Counseling: The foremost issue addressed in our Strategic Equity Plan is "the onboarding process (which) disproportionately impacts African American students." Several of our General Counselors currently have RATs that support learning communities such as Umoja and Puente. The new hire would help mitigate some of the gaps in services and specifically aid in the goals identified in the Strategic Equity Plan (respond to Black and Latinx students). Additionally, the college has embarked on a

major reboot of the Guided Pathways work and several of our current counselors have taken lead roles in this effort. The position also supports numerous other statewide initiatives such as Vision for Success, AB 705, and Student Centered Funding Formula. A hiring in this area would meet the following of our six criteria: Equity, Program demand, Faculty Workload, Program Quality.

5. VRC Counselor: We currently have a position which is split 50-50 between DRC and VRC. This position would make the VRC counselor a 100% position that serves our college's veteran student population. As in the previous case, this position also assumes a great significance as the college enacts its Strategic Equity Plan. The 10% VRC counselor would facilitate the counseling services for our Black and Latinx veterans. A significant point to note here is that: "The California Community Colleges Chancellor's Office has released "Veteran Resource Center Minimum Standards" regarding the structure, services, and staffing for VRCs. Under staffing, the CCCCO recommends "1 full-time equivalent Counselor with veteran specific training." A hiring in this area would meet the following of our six criteria: Equity, Program demand, Faculty Workload, Program Quality.