

Faculty Prioritization Worksheet

Data from EMD

Faculty Requested 1.0

XCSS_LOCAT...

- RIV
- MOV
- NOR
- (blank)

XCSS_DEPT...

- Chemistry
- Communicatio...
- Cosmetology
- Counseling
- Early Childhoo...

XCSS_SUBJECT

- GUI
- ACC
- ADJ
- ADM
- AIR

Data to use for when developing the faculty request justification

Academic Year	FTEs	FT FTEF	Overload FTEF	PT FTEF	Lg Lec FTEF	SUM FTEF	FT FTEF / Total FTEF	FT+Overload FTEF / Total FTEF	PT FTEF/ Total FTEF	Total Students (Census)	Total Waitlist	# Secdtions	Total WSCH	WSCH/ FTEF
2015-2016	109.6	2.0	2.7	3.9	0.0	8.5	0.2	0.5	0.5	2,039.0	102.0	76.0	3,507.4	411.0
2016-2017	116.7	2.1	3.6	3.6	0.0	9.3	0.2	0.6	0.4	2,241.0	77.0	83.0	3,736.7	401.3
2017-2018	144.5	2.4	4.9	3.9	0.0	11.1	0.2	0.7	0.3	2,608.0	133.0	96.0	4,625.7	415.4
2018-2019	153.2	3.4	4.6	3.7	0.0	11.7	0.3	0.7	0.3	2,595.0	184.0	95.0	4,906.3	420.5
2019-2020	182.0	3.1	5.8	5.6	0.0	14.5	0.2	0.6	0.4	2,517.0	226.0	100.0	5,826.1	400.8
Grand Total	706.0	13.0	21.5	20.7	0.0	55.2	0.2	0.6	0.4	12,000.0	722.0	450.0	22,602.2	409.6

Using the data provided by the Office of Institutional Effectiveness, please provide a brief narrative to contextualize your request

Using the ratio of full-time to part-time faculty (FT FTEF / PT FTEF), please give a little more information about the need for the increase in full-time faculty.

The current move towards the "Caseload Model" of counseling requires that student support be strengthened, compounded by the growing equity-gap for the African-American student population; thus their is a need to have a full-time counselor dedicated and available to address this demographic in the space of the Ujima/Umoja Community. To see Ujima/Umoja Community enrolled students is crucial to support the general counseling department, in that students who are experiencing hardships and/or who find themselves on probation and dismissal are encouraged to meet with a program specific counselor (Ujima/Umoja Community) in order to both lighten the load on the counseling department, as well as allow for the student to meet with a counselor that they have built rapport with. If we can hire a counselor with an understanding and background / identity with the cultures and traditions embedded in the Ujima/Umoja Community, that can be an additional plus towards uderstanding the lived experience of our African-American students. The California Code of Regulations (Title 5), Chapter 2.5 (Sections 56200-56292) outline the general provisions and requirements, student eligibility and responsibility, program standards. Further, to either have previos experience with students of color is a huge plus in serving this community of scholars. State regulations mandate that students meet with a qualified counselor to develop a 6 semester educational plan upon entry to the program, Ujima/Umoja Community currently employs one adjunct counselor to work a limited number of hours in the Ujima/Umoja Community. There are over 5,000 African-American students enrolled at RCC with over 500 student actively engaged in the Ujima/Umoja Community at RCC. There has been a rapid turnover of adjunct counselors in the Ujima/Umoja Community because there is no job security in the part-time position. Stability and dedication of a full-time counselor is needed to ensure the success of our Ujima/Umoja Community students.

Using the waitlist per section report (additional tab), please discuss the number of courses ranking high on the college's waitlist per section report. Please also note which CSU General Education requirements

Due to the nature of the Counseling Discipline, the ratios normally applicable for teaching faculty can't be applied in the same way to counselors. The current move to the "Caseload Model" of counseling requires that student support be strengthened.

Using the efficieny metric based on WSCH/FTEF, discuss the discipline efficiency. How has the efficiency changed over the past few years? What is your discipline doing to increase efficiency? Have you

Due to the nature of the Counseling Discipline, the ratios normally applicable for teaching faculty are not applicable to the counseling discipline. The adjunct counselor in the Ujima/Umoja Community meets with

students daily for a set number of hours per week. This counseling is augmented by some of the full-time counseling faculty working some of their hours within the Ujima/Umoja Community space (virtually now). Ujima/Umoja Community counseling hours begin as early as 8AM and end as late as 7PM, depending on the counseling schedule. African-American Student enrollment has remained steady in the past 4 years. Ujima/Umoja Community served over 500 students for the 2019-2020 academic year, which represents a small percentage of all African-American students at RCC.

Please discuss any faculty trends (historical and recent changes) which have helped you identify this need.

For Ujima/Umoja Community students the counseling component is crucial, in that it provides a consistent connection to an expert who can guide the student, and provides a safe space for the student to discuss challenges that they are facing while attending college (ie. Sense of Belonging & Mental Health). Ujima/Umoja Community also offers free printing, career exploration opportunities, mentoring, tutoring, and counseling, special activities, a safe space for African-American Students (and others) to meet and educational supplies. The program meets the student where they are, offering support services without judgement. Students have access to information, tutoring, and well rounded support. A full-time Ujima/Umoja Community counselor will enhance this point of human contact with a population of students that need this extra hand up in order to equal the playing field for these students.

Please discuss any specific activities your discipline has participated in with a focus on reducing the student equity gap. This could include serving on the student equity committee, holding office hours in

Due to limited staff and resources the Ujima/Umoja Community has not participated as broadly in equity related work as is needed to move the equity gap for African-American students, particularly, African-American male students. With the appointment of an Educational Advisor and an adjunct counselor within the Ujima/Umoja Community, the expectation will be to critically review all areas that we are not meeting related to access, success, and equity for our students. Staffing, resources, and space are the biggest challenges.

Please discuss how your discipline is working to ensure your course offerings align with college strategic goals included Guided Pathways, HS/CSU/UC partnerships, accelerated courses, support courses,

N/A

Have members of your discipline participated in faculty training including 3CSN, AB 705, AVID, CUE, or other training? How is the information learned being implemented within your discipline?

Counselors involved with the Ujima/Umoja Community, including the adjunct Ujima/Umoja Community Counselor, are involved with AVID, CUE and 3CSN. The counseling discipline (including Ujima/Umoja Community counselors), have worked in partnership with Math, English and Reading disciplines to redesign and implement course offerings, which satisfy the requirements of AB 705. Some of the pertinent information makes it into our literature, curriculum, our practice of counseling and our guidance courses.

Please discuss your faculty's roles on Leadership Councils, committees, or academic senate.

The Counseling department (including the counselors who work part of their hours within the Ujima/Umoja Community) are immersed in nearly every group on campus. Curriculum, all of our strategic planning leadership councils, and all counselors work on various committees.

Please discuss your discipline's assessment activities in the last 2 years. How many SLO's were assessed? What percentage of the scheduled SLO's were assessed? How many PLO's were assessed? Is a

The Counseling Department is active in the the assessment process and Ujima/Umoja Community counselors participate in planning, assessment and implementation.

Please include any other additional factors which the Leadership Councils should know about (pending accreditation needs, significant curriculum changes, grant funding for the position, specialized faculty expertise

Funding and rationale for the position:

The Ujima/Umoja Community counselor position funding will (is suggested to) come from 100% Equity funds. The counselor salary range for 2020-2021 is between \$75,648 and \$109,925 plus benefits, depending on the amount of education the person that is hired comes in with, and the amount of dependents that person will have; level 6 is the highest salary level of placement upon beginning employment as a counselor. This counseling position could be tenure or non-tenure track, however, we are strongly recommending a TENURE-TRACK position.