Riverside City College

Disipline Requesting: Chemistry

Faculty Prioritization Worksheet

Faculty Requested 1) Full-Time Postiion

Data from EMD

XCSS_LOCAT...
RIV
MOV
NOR
(blank)

XCSS_DEPT_...
Behavioral Sci...
Bus, Engineeri...
Business & CIS
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Communicatio

XCSS_SUBJECT
CHE
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AIR
AMI

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	539.0	12.8	6.4	7.8	0.8	27.8	0.5	0.7	0.3	2,144.0	686.0	73.0	17,253.6	621.7
2016-2017	651.6	14.1	7.2	13.9	1.0	36.3	0.4	0.6	0.4	2,560.0	584.0	90.0	20,862.7	574.4
2017-2018	722.4	17.4	8.8	11.4	1.1	38.7	0.4	0.7	0.3	2,837.0	438.0	97.0	23,128.3	597.6
2018-2019	675.9	17.0	8.0	11.6	0.5	37.1	0.5	0.7	0.3	2,662.0	277.0	96.0	21,638.7	583.6
2019-2020	694.7	17.1	10.9	11.0		38.9	0.4	0.7	0.3	2,753.0	352.0	101.0	22,239.8	571.2
Grand Total	**3,283.5**	**78.4**	**41.3**	**55.7**	**3.4**	**178.8**	**0.4**	**0.7**	**0.3**	**12,956.0**	**2,337.0**	**457.0**	**105,122.9**	**588.0**

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 Chemistry department has increased the number of FTES generated by approximately 30% between '15-'16 (539 FTES) and '19-'20 (694.7 FTES). This growth has been largely due to the increasing dependance on part-time faculty. In looking at the PT FTEF, there has been a steady increase from 7.8 in '15-'16 to 11.0 in the most recent year ('19-'20) and has the potential to increase even higher, as shown in the '16 - '17 year when it was reported to be 13.9. This represents an 78% increase in the PT FTEF. While the Chemistry department has been fortunate enough to add full-time faculty, the majority ended up being replacements for turnover (transfers and retirement). Therefore, we have maintained a consistent number of full-time faculty, but have not significantly added to the much needed full-time growth positions. The growth in FT FTEF (34%) has not kept up with the growth in PT FTEF (41%). It is also increasingly challenging to find quality part-time faculty since most chemists that are qualified to teach go into the higher-paying industry sector. In addition, when we acquire a part-time faculty that excells at their job, they often do not spend much time as an adjunct before being swept up by a full-time position elsewhere. It is also apparent from educational research that students have greater persistence and long-term success when their courses are taught by full time faculty. As we attempt to close achievement gaps for disproportionately impacted groups, it is vital the college make a concerted effort to increase the number of full-time, tenure-track, faculty.

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 these course fulfill.

Despite the drop in the total number of students waitlisted for Chemistry courses between the years of '15-'16 and '19-'20, there were still over 350 total waitlisted students in last year reported above. The department has increased section offerings by 38% and this has helped cut the total waitlist count by about half. However, when looking at the waitlist for specific courses such as Organic Chemistry (CHEM 12A) and Intro. to Chemistry (CHEM 2A/3), the waitlists are still completely full. These classes are essential for transfer and those working towards careers in the allied health care professions. As a result, we are always asking for growth positions in order to help meet the demand for these courses.

Using the efficiceny 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

The Chemistry department WSCH/FTEF has been above or close to the efficiency target of 595 for the last five years. The average WSCH/FTEF value over this period is589.7. We have increased our offerings of

Chemistry 2A, but concurrently, we are confined to square footage and are requestiing additional lab space.

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

In the '16-'17 academic year, the Chemistry department lost one full-time faculty to an unexpected transfer. We were able to hire a replacement along with a one-year temporary faculty. For the following '17-'18 academic year, the one-year temporary position was converted into a full-time position and we were able to hire another full-time faculty. In the last academic year, '19-'20, we lost another full-time faculty to retirement and are currently working on a permanent replacement. This equates to going from 7 full-time tenured faculty to 9 over the last 5 years, allowing us to barely keep pace with the increase in FTEs, thus having to rely on significantly on part-time facutly.

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

The Chemistry department has several faculty serving on committees that assist with addressing the student equity gaps. We have representation on the Student, Equity Committee, Student Access and Support LC, in addition to all of the other leadership councils (see below). As a whole department, part-time factuly included, we also have fruitful discussions about how to address student equity gaps in our courses. One faculty member began serving this year as a Data Coach and with the increased amout of data/statistics recently and readily availalble, I am confident that these conversations will continue and be more productive in the coming years.

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,

Many years ago, the Chemistry department developed a Chemistry Pathways Map and just recently added a state-approved ADT in Chemistry. This helped align us with Pillar 1 of the Guided Pathways framework. As mentioned above, we have also increased our offerings in our courses that are in the highest demand (Chem 2A/3) and that are the gateway to the allied health care professions. Thus, the increased need for addtional full-time faculty.

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?

Faculty in the Chemistsry department have participated in AVID workshops and in the Reading Apprenticeship Leadership Community of Practice. Since COVID hit in Spring of '20 we have been meeting weekly, along with part-time faculty to discuss best practices in online instruction. It has been very helpful, and a de-stressor of sorts, to have faculty share their teaching strategies and approaches to instruction.

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

The Chemistry faculty have been more involved in shared campus governance than ever. Several members serve as STEM/K representatives on Leadership Councils – We have a representative on the TL Leaadership Council and the RCC Enrollment Management subcommitte, another representative on RDAS Leadership Council, and our representative on the SAS Leadership Council and has been the Senate Chemistry representative for the past 4 years. In the last academic year, one faculty member stepped up as Facutly Chair of GMEQ Leadership Council and is a STEM/K representative of EPOC Leadership Council. Another has taken over as co-chair of the Parking Committee, is a member of the Physical Resourses committee (subcommittee of RDASLC) and Chemistry representative on the Curriculum Committee. The same Chemistry representative on both the Assessment and Methods & Metrics subcommittees (of GEMQLC), and finally, we also have faculty serving on Scholarship committees and on the new STEM Engagement Center Project Committee.

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 Chemistry department has had faculty representation on the Assessment Committee since it's inception. As mentioned above, Paul Richardson is the current Chemistry representative on the Assessment Committee. Prior to this, Dr. Jarrod Williamson served as the department representative.
From the start, the Chemistry department has completed all scheduled SLO assessments and continues to do so every semester. To my knowledge, the department has not yet participated in PLO assessment, but will have no problem adding this task to the assessment agenda with the same level of engagement that has been demonstrated with SLO assessment.

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

Our department has many facutly that are involved in committee and grant work. Dr. Melissa Harman and Wendy McKeen were both instrumental in the NSF STEM En Familia Grant and Dr. Harman just recently was awarded the STEM Grant, which awards students, not only a stipend, but internship opportunities. In addition, Bobbie Grey was awarded the opportunity to take Chemistry abroad to Florence, Italy right before COVID hit. I am positive that this opportunity will come to fruition once face-to-face instruction resumes to it's full capacity. Moving forward, the Chemistry faculty will also be participating in CCAP agreements and obligations. Since many of our faculty are deeply involved in these and other activities, there will be a need to rely more on part-time faculty. This combined with the justifications mentioned above, there is a growing need for an additional full-time faculty in the Chemistry department.