

Santa Rosa Junior College

Program Resource Planning Process

English 2022

1.1a Mission

The English Department is committed to consistent, quality instruction at all levels of our curriculum, from English 309 through English 5 and literature classes.

The Department has a multi-part mission: 1) To further the basic literacy growth and cognitive skill development of all students; 2) To provide students with the reading, writing, and thinking skills that are necessary for success in college courses and the workplace; 3) To prepare students for transfer not only in English but in a variety of subjects requiring strong reading, writing and thinking skills; and 4) To foster an appreciation of English and American literatures, as well as other literatures available in English translation; and 5) in doing the foregoing, to help students cultivate the creative, intellectual, social, emotional, aesthetic and ethical capabilities that are required of responsible, engaged citizens, and that are essential, as John Dewey put it, to "a life of rich significance."

1.1b Mission Alignment

The English Department's mission is both consistent with and crucial to the District's mission, institutional goals, and initiatives. The comprehensive mission of the English Department's instructional program (see 1.1a) maps closely onto the college's basic mission statement: "SRJC passionately cultivates learning through the creative, intellectual, physical, social, emotional, aesthetic and ethical development of our diverse community."

The English Department's mission and work also supports and promotes the Strategic Plan Goals. Although our mission aligns with all goals, our most notable contributions are in the goals of Supporting Student Success, Fostering Learning and Academic Excellence, Serving our Diverse Communities, and Cultivating a Healthy Organization.

Student Success: As one of the largest departments on campus providing required transfer and degree core courses (Eng 1A, 1B, and 5), the English Departments serves all SRJC students,

almost all of whom must take at least one English course. When national, statewide, and local educational research and data demonstrated the profound problems of long sequences of developmental (remedial), pre-transfer level pathways, the English Department proactively responded by piloting a variety of courses. We developed mega-unit “X” courses that were the pre-cursor to our accelerated Engl 309. We piloted short courses and compressed courses. All of these efforts prepared us well for the legislative changes mandated by AB 705. Though not without controversial debate, we ultimately eliminated our three 300-level courses and developed Eng 50, a co-requisite support course for English 1A. We also developed the Guided Self Placement tool that students now use. With the concomitant AB 705-mandated placement changes, all students are now placed into Eng 1A, some with the recommended Eng 50 paired to Eng 1A. To prepare for AB 705 changes, our department developed and engaged in multiple Communities of Practice to prepare for the pedagogical and curricular changes of our new open-access Eng 1A. It is difficult at this point to measure the success of our efforts because the first year of AB 705 implementation was 2019-20, when the pandemic hit.

With the passing of AB 705, the English department achieved the following:

- Multiple meetings and learning opportunities to dialogue and engage in inquiry about AB 705.
- Organized Communities of Practice to engage in the scholarship of teaching and learning and build curriculum.
- Spring 2019 CoPs: English 1A, English 50, Technology, English 1A, and Concurrent Support.
- Summer 2019 CoPs: English 50, Critical Methodologies, and Culturally Responsive Teaching and the Brain.
- Fall 2020 CoPs: English 50, Critical Methodologies, English 1A, English Discipline, and White Fragility.
- Created English 50, which is our 2-unit co-requisite course for students with a high school GPA of 2.5 or below.
- Developed a guided self-placement instrument responsive to the requirements of AB 705, which includes the creation of videos featuring students and faculty.
- Participated in numerous state-wide professional learning events, including Guided Pathways Institutes, California Acceleration Project Conferences, and Reading Apprenticeship Events.
- Organized on-campus professional learning events, including Growth Mindset training facilitated by faculty from Teaching Men of Color in the Community College, multiple 2-day in-service events for all English faculty to norm, share effective practices, and engage in dialogue.

Fostering Learning and Academic Excellence: English faculty have been leaders in professional learning and instructional innovations, particularly in serving diverse student populations and specifically in supporting our Latinx students. English faculty collaborate and teach in learning communities in Santa Rosa and Petaluma, notably Puente, Umoja, and APASS. Looking forward, our department is interested in focusing collective learning on retention strategies, equitable grading practices, and improving inequities in retention, persistence, and success.

Two examples of strong English programs that support academic learning and excellence are the Writing Center and the Peer Assisted Learning Specialists (PALS) program. The Writing

Center provides immediate, individualized support to foster students' growth as academic writers, readers, and critical thinkers. With all students now placed directly into English 1A, with or without the co-requisite English 50 support course, the need for direct and responsive writing support is crucial. This need has only become more urgent and profound as new students enroll, whose high school English experiences were impacted by continued years of remote instruction in emergency educational conditions, compounded by personal traumas as a result of the COVID19 pandemic. Writing Centers have an essential role in offering vital just-in-time supplemental instruction, and improving retention and outcomes—a role that has been well-established by educational research. Similarly, embedded tutoring or supplemental instruction programs promote academic success, excellence, and students' sense of belonging. The PALS program is an equity-oriented program that seeks to increase student knowledge and skills by fostering community, agency, and persistence in the classroom. Students who have successfully completed courses are invited back to mentor and tutor current students so that they may find greater academic success. In the English PALS program, these class-embedded peer tutors promote student success by connecting students to campus resources, tutoring students through the writing process, and cultivating a sense of belonging in the class and academic community. PALS also can provide light grading and teaching assistance to instructors.

The English Department fosters excellence by providing strong and effective programs and services. English faculty have been strong proponents of promoting culturally responsive and sustaining teaching practices. From assigning texts written by a diversity of writers to contract/labor-based grading, English faculty embrace innovation and promote this same passion with colleagues across campus. Our faculty developed and led CoPs, PDA workshops, and flex workshops on topics such as Critical Methodologies, Culturally Responsive Teaching, White Fragility, Justice/Equity/Diversity/Inclusion, Sentipensante Pedagogy, First Year Experience, and Restorative Justice.

Serving Diverse Communities: As mentioned previously, English faculty are integral in learning communities and initiatives to support diverse communities, including Puente, Umoja, APASS, Lanzamiento, IGNITE, and Gateway to College. We have led several Communities of Practice through the Academic Senate focused on supporting Latinx students. We have led SEED groups and year-long faculty groups dedicated to Justice, Equity, Diversity, and Inclusion. English faculty established the first Queer Resource Center on campus. English faculty were active and important participants in the development of the new Ethnic Studies department, providing guidance, insight, and support from program structure to curriculum development. We look forward to a strong partnership with Ethnic Studies, as many of our literature classes may be fit for cross-listing.

Cultivating a Healthy Organization: In addition to the accomplishments listed above that add to the health of our institution, our faculty were founding members of the faculty and staff affinity groups BLAC, APISA, and AMEMSA, and are active participants and supporters of LFSA and NAFSA. English faculty regularly present as part of Arts & Lectures, Women's History Month, WOLM lectures, AAPI Heritage month, and more. Further, English faculty have held major leadership roles on campus, including Academic Senate President and Equity Officer, Curriculum Review Committee co-chair, the Queer Resource Center, the Petaluma Faculty Forum, and Professional Development co-coordinator, as well as roles in AFA, President Advisory committees, serving on campus-wide faculty hiring committees, and many more.

Because our mission is consistent with and crucial to the College's mission, initiatives, and goals, the Department needs to have sufficient contract faculty to support student success across the College. We currently have 26 fulltime faculty. Although we were fortunate to recruit two new faculty to start in Fall 22 to replace the two retirements in Sp 22, we also lost one faculty in 21-22 to resignation and have a known planned retirement upcoming in Fall 22. Even though the College is in the process of right-sizing, English courses provide crucial literacy skills necessary for each and every student across campus no matter the major. In Fall 22, we will have a total of five contract faculty in tenure review, which means they are adjusting to the rigors of the job and focusing on their teaching (rightly so). In order to meet the needs of students, committee work at both campuses, and involvement in special initiatives (like learning communities), the English Department ideally needs 30 fulltime faculty (our highest number ever was 33 in 2004). Minimally we request 2 new hires to fill the positions vacated by resignation and anticipated retirement. One of these new hires must be assigned to Petaluma, where we are now down to 4 contract faculty.

1.1c Description

The English Department is the largest academic department at SRJC, offering 154 course sections at multiple locations in Fall 2021 and 141 sections in Sp 22, and serving over 6,000 students in the same timeframe. At the heart of English pedagogy across the full range of the Department's offerings is instruction in writing informed by reading; this instruction ranges across the rhetorical, syntactic, grammatical, and conceptual levels. All students with the educational goal of transfer or degree must take English 1A, so our enrollments include the vast majority of the entire SRJC student population. Many of these become English majors with the intent to teach writing or literature, or to become professional creative writers themselves.

To support student retention and success, the department sponsors a Writing Center, with a total of 1,100 hours of online writing support logged in 21-22, serving over 600 students. The Peer-Assisted Learning Specialist program continues to flourish and will undergo training revision in Fall 22. For English 1A students, the department offers a Work of Literary Merit (WOLM) program, which each semester organizes a lecture series to support study of a common text, such as Charles Dickens's *Great Expectations* and Junot Diaz's *The Brief, Wondrous Life of Oscar Wao*. Our WOLM in 2021-22 was *Interior Chinatown* by Charles Yu.

The Department is committed to full involvement in all of the College's learning communities (Puente, UMOJA, APASS) and special programs (Lanzamiento, Gateway to College, Foster Youth, IGNITE). We routinely consult with Counseling, DRD, ESL, and Library to jointly provide a support network for all students.

1.1d Hours of Office Operation and Service by Location

Prior to the pandemic, the English Department offered face-to-face classes from 7:00 am until 9:00 pm, Monday through Thursday, on both the Santa Rosa and Petaluma campuses. In addition, we offered Friday classes from 9 am-12 pm on both campuses for hybrid sections of English 1A and English 5. We also had a robust online program with fully online, asynchronous sections of English 1A, 1B, and 5.

Along with the rest of the college, the English Department has operated almost entirely through remote delivery since the coronavirus pandemic struck in Spring 2020. Throughout the past two years, the English Department has offered asynchronous online courses and synchronous courses with regular Zoom meetings scheduled at a range of times, Mon-Thurs, 9:00am-7:00pm. In 2021-22, the Side Letter ensured faculty had the option to choose modalities. In F21, we offered a majority of fully online sections (138), along with 14 FTF sections and 2 hybrid sections. In Sp22, the majority of sections were still offered in online modality (101), along with 36 FTF sections and 4 hybrid sections.

In fall 2022, we anticipate a stronger presence back on campus with more FTF sections being offered. The Department Office has Administrative Assistant coverage from 7:30 am until 4:30 pm, Monday through Friday. During the pandemic, this support was provided remotely, and in fall 22 will begin to offer some regular support on the Santa Rosa campus. No staff are assigned specifically to the English Department on the Petaluma campus.

During the pandemic, the English Department established the Online Writing Center to continue the crucial writing support provided by the Writing Centers at both the Petaluma and Santa Rosa campuses. The Online Writing Center for two years has operated Mon-Sat, with hours varied by day but all within the 9:00am-6:00pm timeframe, and in Sp22, the Petaluma Writing Center reopened for in-person services for 3 hours a week. In Fall 22, the Writing Center will reopen Mon-Thurs, 9:00-3:00 on the Santa Rosa campus, Tue-Thur, 10:00-1:00 on the Petaluma campus, and Online Mon-Sat for a total of 18 hours. The Writing Center is staffed by 1 Instructional Aide in Petaluma and 2 in Santa Rosa, along with both contract and associate faculty for each hour we are open. These positions are crucial to the smooth running of both Writing Centers. The Writing Center provides crucial, 'just-in-time' remediation and writing support that has been critical to fostering student success in the wake of AB 705 implementation. This services will continue to be critical, especially in the upcoming years as students who were "pandemic educated" need to build their foundational reading, writing, and critical thinking skills that may have suffered during the pandemic.

1.2 Program/Unit Context and Environmental Scan

The full implementation of AB 705 starting in Fall 2019 has had a major impact on the role of English courses within general education. Although not without its controversies, AB 705 is a concerted attempt to correct the pervasive, systemic inequities – especially racial inequities – for California community college students who were disproportionately placed into long sequences of developmental coursework. The goal of AB 705 is to improve student access to college-level coursework, student completion of college-level coursework within one year, and ultimately, student attainment of their educational goals, whether it be a certificate, a degree, or transfer. Though some faculty still mourn the loss of developmental English courses and the reduction of time students have to prepare for college-level academic writing and reading, it can't be denied that students who started in developmental classes were leaving the college before taking Eng 1A, and those classes were largely filled by students of color, language minority students, undocumented students, and students from low socioeconomic backgrounds. AB 705 may have flaws, but it has created the impetus for change that developmental education has long needed.

With all students now placing directly into Eng 1A, with or without the co-requisite Eng 50 support course, the English Department must attend thoughtfully and carefully to the curriculum and pedagogy of our freshman composition courses. We will continue to strive for intellectually engaging, culturally sustaining and enriching, challenging and supportive writing courses. We will also need to evolve with the changing landscape of our discipline and explore innovative pedagogy and practices.

Obviously, it cannot be understated how the pandemic has profoundly impacted all education, and equally so in English. Cultivating student engagement, sense of belonging, community and connection is made even more difficult in Zoom boxes with cameras off. The combined implementation of AB 705 at the same time as the pandemic has created a perfect storm of transition and challenge – and opportunity. Our department is already exploring the creation of new low-unit, short writing support courses that can be paired with any English course; offering workshops through the Writing Center; and offering course credit for committed Writing Center consultations in a semester.

The English Department has a long tradition of embracing innovation in pedagogy and curriculum. Despite some differences of position on AB 705, we have come together as a community, committed to the shared goal of supporting students in their personal and academic growth as writers, readers, and critical thinkers.

2.1a Budget Needs

The English Department strives to be learning- and learner-centered through on-going professional learning efforts. We are requesting funding for the following:

Department Supplies:

We will need increased funding for department supplies and services in order to meet the increased need created by an increase in FTF offerings.

The English Department’s expenditures for supplies, services (phone, travel, postage), and equipment (furniture) FY 2020-21 was \$2,051, and this year in FY 2021-22 it was \$2,424 .

	Budgeted	Spent
20-21 (FY21)		
4000's (supplies)	17,233.00	2,033.02
5000's (phone/travel/postage)	274.00	17.67
6000's (furniture)	0.00	0.00

21-22 (FY22)		
4000's (supplies)	17,233.00	2,414.95
5000's (phone/travel/postage)	274.00	8.56
6000's (furniture)	0.00	0.00

The Department's supplies and copy expenditures reduced dramatically in 2020-21 and 2021-22 due to the shift to remote instruction as a result of the emergency Distance Education waiver for the COVID-19 pandemic. As the number of our in-person classes will continue to increase after the emergency DE waiver is rescinded, an increase to the budgeted amount in supplies, services, and equipment funding will be necessary to support faculty and students on campus.

Increase Online Writing Center support:

The English department Writing Center provides individualized, tailored instruction and conferences with department faculty and instructional assistants in order to support students' personal and academic growth as writers. During the past two years of emergency remote instruction, the Writing Center responded by going online and providing synchronous and asynchronous support to students. In Fall 22, we will begin to offer both in-person and online conferences. We need funding to provide adequate support in both modalities.

Fall Retreat and In-Service days (fall and spring semesters, respectively):

We would like to host a fall retreat and department-wide in-service session for all faculty and classified employees. This funding would allow us to pay our part-time faculty and classified instructional assistants to attend. These sessions would allow us to engage in norming, the sharing of effective practices, and current scholarship in the teaching and learning of composition, literature, and creative writing.

English Department Communities of Practice:

Communities of practice (CoPs) are spaces to engage in the scholarship of teaching and learning. The English Department established strong CoPs in response to AB 705 legislation to provide faculty with a framework for professional learning to make both curricular and pedagogical changes. Since the inception of CoPs, the funding has shifted to the Academic Senate to provide professional learning support college-wide. While we enthusiastically support CoPs for faculty across the disciplines, the need for CoPs in the English Department has only become more pronounced. With the final implementation of AB 705 and the related AB 1705 due for Fall 2022, we need funding for continued professional learning and inquiry into open-access composition courses, guided self-placement, co-requisite support classes, equity-oriented instructional practices and student-centered, culturally-sustaining pedagogies. We need dedicated, discipline-focused opportunities to engage in meaningful discussions about effective teaching of writing and literature in order to build and revise curriculum. These CoPs will all be framed through a DEIA lens to build on and improve more equitable student outcomes in access, retention, and success for our disproportionately impacted students. Visit this page for more information on CoPs: <http://wenger-trayner.com/introduction-to-communities-of-practice/>

Norming Sessions:

Opportunities to read and respond to student work are essential for faculty. This professional learning opportunity gives faculty an opportunity to talk about composition theory and

practice, and it helps faculty better facilitate the reading, writing, and critical thinking SLOs of our composition courses.

PALS:

We currently receive SEA funding for (PALS) Peer Assisted Learning Specialists to provide embedded support prioritized for English 1A+50, 1A and learning communities. Current funding provides PALS support in approximately 20 sections per semester in fall and spring, and 4 sections in summer. We would like additional funding to help us scale-up embedded support for more composition courses to meet demand and to better support our students.

Funding to Support Conference Attendance:

In addition to in-house professional learning, we need opportunities to send our department colleagues to conferences and workshops outside the district to better inform the work we're doing at SRJC.

Online Professional Learning:

As the emergency Distance Education waiver will be rescinded beginning in Summer 2022, we will transition to an unknown landscape made more unpredictable given the ongoing surges of Covid-19 variants and regular district closures due to emergencies. Continued training in online pedagogy and distance education is crucial, as well as support for faculty professional learning in new online modalities and their concomitant curricular development.

Readers:

Each English instructor reads an estimated 600 student papers each semester, and readers allow instructors to focus on essential skills and global revision. With all students now placed directly into English 1A, with or without the co-requisite English 50 support course, we must provide comprehensive, individualized support for all students to succeed.

Santa Rosa Campus

Expenditure Category	Unrestricted Funds	Change from 2019-20	Restricted Funds	Change from 2019-20	Total	Change from 2019-20
Faculty payroll	\$2,044,979.15	6.36%	\$0.00	-100.00%	\$2,044,979.15	5.82%
Adjunct payroll	\$774,982.73	-9.38%	\$0.00	-100.00%	\$774,982.73	-11.43%
Classified payroll	\$90,561.60	0.13%	\$16,344.32	-0.01%	\$106,905.92	0.11%
STNC payroll	\$0.00	-100.00%	\$54,483.00	-9.22%	\$54,483.00	-10.58%
Student payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Management payroll (and Dept Chairs)	\$0.00	-100.00%	\$0.00	0.00%	\$0.00	-100.00%
Benefits (3000's)	\$918,303.51	0.76%	\$6,263.01	-55.23%	\$924,566.52	-0.08%
Supplies (4000's)	\$2,033.02	-86.21%	\$0.00	0.00%	\$2,033.02	-86.21%
Services (5000's)	\$817.67	>1000%	\$0.00	0.00%	\$817.67	>1000%
Equipment (6000's)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Total Expenditures	\$3,831,677.68	-0.61%	\$77,090.33	-35.83%	\$3,908,768.01	-1.67%

Petaluma Campus (Includes Rohnert Park and Sonoma)

Expenditure Category	Unrestricted Funds	Change from 2019-20	Restricted Funds	Change from 2019-20	Total	Change from 2019-20
Faculty payroll	\$463,961.51	1.75%	\$0.00	-100.00%	\$463,961.51	-0.16%
Adjunct payroll	\$132,659.53	-40.07%	\$0.00	0.00%	\$132,659.53	-40.07%
Classified payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
STNC payroll	\$0.00	0.00%	\$5,310.00	-37.65%	\$5,310.00	-37.65%
Student payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Management payroll (and Dept Chairs)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Benefits (3000's)	\$164,827.16	-7.98%	\$469.33	-86.82%	\$165,296.49	-9.51%
Supplies (4000's)	\$7.32	-99.54%	\$0.00	0.00%	\$7.32	-99.54%

Services (5000's)	\$25.00	-75.00%	\$0.00	0.00%	\$25.00	-75.00%
Equipment (6000's)	\$122.16	0.00%	\$0.00	0.00%	\$122.16	0.00%
Total Expenditures	\$761,602.68	-11.25%	\$5,779.33	-72.21%	\$767,382.01	-12.69%

Other Locations (Includes the PSTC, Windsor, and other locations)

Expenditure Category	Unrestricted Funds	Change from 2019-20	Restricted Funds	Change from 2019-20	Total	Change from 2019-20
Faculty payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Adjunct payroll	\$384,613.11	49.82%	\$0.00	0.00%	\$384,613.11	49.82%
Classified payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
STNC payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Student payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Management payroll (and Dept Chairs)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Benefits (3000's)	\$60,489.15	20.13%	\$0.00	0.00%	\$60,489.15	20.13%
Supplies (4000's)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Services (5000's)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Equipment (6000's)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Total Expenditures	\$445,102.26	44.96%	\$0.00	0.00%	\$445,102.26	44.96%

Expenditure Totals

Expenditure Category	Amount	Change from 2019-20	District Total	% of District Total
Total Expenditures	\$5,121,252.28	-0.78%	\$163,677,860.78	3.13%
Total Faculty Payroll	\$3,801,196.03	1.35%	\$49,270,893.82	7.71%
Total Classified Payroll	\$106,905.92	0.11%	\$20,601,791.75	0.52%
Total Management Payroll	\$0.00	-100.00%	\$9,552,448.70	0.00%
Total Salary/Benefits Costs	\$5,118,247.11	-0.52%	\$107,857,188.83	4.75%
Total Non-Personnel Costs	\$3,005.17	-81.74%	\$13,207,623.21	0.02%

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	04	01	\$20,000.00	English Department Supplies needed in support of student learning.
0002	ALL	02	01	\$75,000.00	One day each semester (fall retreat and spring in-service meeting) for department norming, professional learning, and SLO work.
0003	ALL	02	01	\$78,000.00	Increase hours for Online Writing Center support for student learning.
0004	ALL	01	01	\$220,000.00	10 Communities of Practice (Summer, Fall and Spring semesters)
0005	ALL	02	01	\$14,000.00	Periodic "norming" (assessment training & alignment) in the Pathway is necessary to standardize expectations and evaluations of student writing.
0006	ALL	01	01	\$33,000.00	Additional PALS to scale-up embedded support in more English 1A and English 5 sections.
0007	ALL	02	01	\$10,000.00	Funding to support professional learning in online teaching and learning.
0008	ALL	02	01	\$10,000.00	Attending professional conferences is an essential element of an instructor's ability to stay current with ongoing research into the discipline and pedagogy specifically for AB 705-related curricular changes.
0009	ALL	01	01	\$10,000.00	Readers enable English faculty to provide the comprehensive feedback on each paper that encourages students to persist in their efforts to improve.

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Administrative Asst. III	40.00	12.00	<p>Personnel matters: Prepares PAFs, monitors time sheets, monitors load balances, verifies budget allocation, tallies Hiring Committee screening information, maintains absence records, maintains accurate files related to IA schedules and classified evaluations; compiles scores from student evaluation forms and transcribes student comments; arranges for substitutes.</p> <p>Budget matters: Prepares POs, makes budget and expenditure transfers, makes deposits to multiple accounts, maintains records of STNC expenses, maintains accurate records of all expenditures of department accounts, trouble shoots/tracks problems.</p> <p>Curriculum matters: Works with the Curriculum Committee to enter data into the curriculum program, prepares paperwork for submission of new or revised courses; maintains records of all curriculum work in process.</p> <p>Scheduling matters: Assists chair in developing schedule, maps schedule to available classrooms, sends out Interest Letters, determines sign-up dates and times for contract and adjunct faculty, provides load information for faculty, assists Scheduling Committee with sign-up process, enters data on Filemaker Pro document and cross-checks and verifies the information with the AAI, transfers information to Scheduling proof, prepares SCFs as needed.</p> <p>Student Matters: Accepts and stamps student papers, answers questions; schedules student appointments with department chair.</p> <p>Miscellaneous: Prepares maintenance requests, deals with copier problems, orders supplies, collects and distributes mail, provides clerical support for chair, posts classes, assists faculty with department-related projects.</p>
Instructional Asst. Sr.	15.00	10.00	<p>Performs highly technical and specialized paraprofessional preparatory work to assist faculty in the instruction of students; demonstrates theoretical or practical subject matter in a classroom or laboratory setting; may act as lead worker to other classified staff in the area; and performs related work as required.</p>
Instructional Asst. Sr.	17.00	10.00	<p>Performs highly technical and specialized paraprofessional preparatory work to assist faculty in the instruction of students; demonstrates theoretical or practical subject matter in a classroom or laboratory setting; may act as lead worker to other classified staff in the area; and performs related work as required.</p>
Instructional Asst. Sr.	10.00	10.00	<p>Performs highly technical and specialized paraprofessional preparatory work to assist faculty in the instruction of students; demonstrates theoretical or practical subject matter in a classroom or laboratory setting; may act as lead worker to other classified staff in the area; and performs related work as required.</p>

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Department Chair	32.00	12.00	35 hours per week during academic calendar, less during summer. Staffing (chairs Hiring Committee), schedule development (chairs Scheduling Committee), SLOs, curriculum, assessment, program planning and evaluation, faculty and staff evaluations, communicate with faculty via department meetings and department newsletter, receive and address student concerns and complaints, receive and address faculty concerns and complaints, supervise staff, complete PRPP, manage a growing email load, orient new faculty, advocate for department programs with administration, spearhead department initiatives, coordinate with other departments and committees on both campuses (increasingly with AB 705 matters), communicate with high schools about dual enrollment issues.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
PALS (STNC)	9.00	10.00	Through Student Equity, we have funding to provide PALS for 21 sections in each of the fall and spring semesters. PALS provide embedded tutoring and instructional support in English 1A and English 50.

2.2d Adequacy and Effectiveness of Staffing

AAI (50%)

The English Department is critically understaffed, to the point where basic functions are going undone. With the departure of an AA I (at 60%) in 2010 and two full-time Microcomputer Specialists at 100% in 2007 and 2011, our AA III has been swamped with extra duties, which have only increased since the start of the pandemic and state of emergency. We would like to add back a half-time AAI to address these shortcomings.

Writing Center Coordinator

With all students now placed directly into English 1A, with or without the co-requisite English 50 support course, we must provide comprehensive, individualized support for all students to succeed. This need has only become more urgent and profound as new students enroll, whose high school English experiences were impacted by continued years of remote instruction in emergency educational conditions, compounded by personal traumas as a result of the COVID19 pandemic. Writing Centers have an essential role in offering vital just-in-time

supplemental instruction, and improving retention and outcomes—a role that has been well-established by educational research. Given the increased responsibilities of meeting student needs by developing an Online Writing Center in addition to maintaining in-person services on two campuses, the Writing Center warrants a full-time Writing Center Coordinator position, the norm at colleges across the nation. We ask for either a full-time classified Writing Center Coordinator OR an increase to minimum 53.3334% reassigned time for full-time, contract English faculty.

More Writing Center IAs

In addition, we need more Instructional Assistant hours to fully staff our Santa Rosa and Online Writing Centers. Post-emergency remote learning, students will continue to rely on Online writing support even when they are enrolled in FTF classes. Student surveys show strong student interest in online writing support, with specific requests for weekend hours and increased asynchronous writing support. In addition, our open-access English 1A course, as a result of AB 705, places additional demands on our Writing Center, as students need more writing support.

We also need an STNC IA as a one-year leave replacement for an anticipated leave of one of our classified IAs.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	ALL	01	01	Instructional Assistant	Instructional Assistant, leave replacement	STNC
0002	Santa Rosa	02	02	None	Administrative Assistant I for English Department	Classified
0003	Santa Rosa	01	01	Instructional Assistant	Writing Center Instructional Assistants	Classified
0004	Santa Rosa	01	01	Writing Center Coordinator	Writing Center Director	Classified

2.3a Current Contract Faculty Positions

Position	Description
English Instructor, Generalist, 21 positions	Most English instructors are hired as generalists and are expected to be able to teach our full English Pathway. One faculty member also is an African-American Literature Specialist. Three faculty members co-coordinate the Puente Program, UMOJA, and APASS learning communities. Five faculty will be in tenure review in 2022-2023, including two new faculty to begin in Fall 22. One faculty left SRJC at the end of Fall 21. One faculty is retiring at the end of Spring 22. Another faculty retirement is expected at the end of fall 2022.
English Instructors Generalist, 5 positions	Most English instructors are hired as generalists and are expected to be able to teach our full English Pathway. One faculty member coordinates the Puente Learning Community. One faculty is retiring at the end of Spring 22.

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
English	25.8000	50.9000	24.8900	49.1000	<p>In a department as large as English this ratio varies from semester to semester, depending on the number of faculty on sabbatical, on reduced load, or teaching abroad, and on growth or shrinkage in the schedule. As of May 2022, we have 26 contract faculty, and a total of 58 part-time faculty in our adjunct pool. In the Fall of 2021, 30 of the adjuncts in the pool were teaching, and in the Spring of 2022, 21 of the adjuncts were teaching.</p> <p>However, the English full-time/part-time ratio needs to be put into context. AB705, Student Success and Equity, and Guided Pathways all call out the critical role of literacy in student success. This need has only become more urgent and profound in light of the educational setbacks students have experienced due to the COVID19 pandemic and forced online instruction. We need more full-time faculty to carry out the professional learning, curriculum redesign, and integration of strong reading, writing, and thinking skills in our guided pathways. We need more full-time faculty if we are to achieve the goals promised by the many initiatives of the State Chancellor's Office.</p> <p>To improve student retention and success, the College must hire more contract faculty, increasing the ratio of FT to PT, and to provide reliable, ongoing funding for associate faculty orientation, professional development, assessment, and norming.</p>

2.3c Faculty Within Retirement Range

In 2021-2022, 10 FT faculty are within retirement age (55+): 8 in Santa Rosa and 2 in Petaluma.

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

The English Department is requesting 3 new hires (2 in Santa Rosa and 1 in Petaluma) and increased reassigned time for our Writing Center Coordinator.

Although we have hired two new faculty this year, we have two faculty retiring at the same time (one in Santa Rosa, and one in Petaluma). We had an additional faculty member leave SRJC at the end of fall 21, and we expect at least one additional retirement at the end of fall 22. All of the newly hired faculty in the past three years have been assigned to Santa Rosa, so we have particular need for a new faculty in Petaluma.

English composition is critical to student success, hence the critical role we played in the Basic Skills Initiative, AB 705, and Student Equity and Achievement (SEA). In all of these initiatives, English Department faculty are central to infusing new equity pedagogy and engaging in curricular transformation. Prior to emergency remote instruction necessitated by the pandemic, the English department responded to AB 705 by creating Communities of Practice for professional learning to support open-access English 1A, and by undertaking massive curricular reform by eliminating a 3-course developmental English sequence and replacing it with English 50, our co-requisite support class for English 1A. In response to Student Equity and Achievement, we designed two learning communities: Umoja and APASS (Asian and Pacific Islander American Student Success). Our faculty have also participated actively in the ongoing Guided Pathways work and the creation and revision of the Guided Self-Placement. During the period of remote instruction due to the pandemic, we continued this work and more, all with the intentional focus on DEIA principles. Last year, we hired our first African-American Literature specialist, and this year, we hired two Ethnic Literature specialists.

With the rescinding of the emergency DE waiver, we anticipate new directions for our department to grow and build on the work started pre-pandemic. In addition to continuing the work above, in light of the pandemic, we see the need to create new curriculum to support students' writing development beyond English 1A; we want to continue to pursue pedagogy and practices that are evidenced-based and grounded in DEIA principles; we want to expand and strengthen the diversity of our literature offerings to meet student need with possible partnership with Ethnic Studies; and we want to bolster the writing support services in PALS and the Writing Center. These new hires will allow our department to continue the work we're already doing and increase our capacity to continue designing and implementing for transformation and learning.

We are requesting increased reassigned time for our Writing Center Coordinator. As a result of curricular changes mandated by AB 705, the Writing Center took on an even more critical role in supporting students who are now all placed into an open-access English 1A. The pandemic compounded the need for critical remote writing support, and the Writing Center responded by developing the Online Writing Center. The Online Writing Center conducted nearly 2,000 conferences in 21-22, 30-minutes in length. In the upcoming year, as we transition to increased on-campus classes and services while maintaining strong online schedule and support, the need for the Writing Center to provide multi-modal reading and writing support across the district is imperative. Our Writing Center Coordinator can help our district build stronger reading and writing supports for our students through their pathways. The [International Writing Centers Association](#) Position Statement on [Two-Year College Writing Centers](#) asserts that writing center administrators should be tenured faculty with a minimum of 50% reassigned time, though many colleges and universities employ directors and coordinators full time.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Petaluma	01	01	1 English Instructor	The number of English full-time faculty is still down from previous years. We have not hired as many faculty as have retired over the years. The educational impact of the pandemic and resulting remote instruction necessitate increased student support both in pedagogy and curriculum. This need is in addition to the increased demands resulting from AB 705 implementation, Student Equity and Achievement, and Guided Pathways. With recent faculty departures, retirements, and anticipated retirements, we will face overwhelming staff shortages, making it critically difficult for the Department to maintain its program. Current full-time faculty, for example, are working overtime and straining to complete required SLO assessments, and to do meaningful independent work towards maintaining, updating, and renewing our instructional program.
0002	Santa Rosa	01	01	2 English Instructors	The number of English full-time faculty is still down from previous years. We have not hired as many faculty as have retired over the years. The educational impact of the pandemic and resulting remote instruction necessitate increased student support both in pedagogy and curriculum. This need is in addition to the increased demands resulting from AB 705 implementation, Student Equity and Achievement, and Guided Pathways. With recent faculty departures, retirements, and anticipated retirements, we will face overwhelming staff shortages, making it critically difficult for the Department to maintain its program. Current full-time faculty, for example, are working overtime and straining to complete required SLO assessments, and to do meaningful independent work towards maintaining, updating, and renewing our instructional program.
0003	Santa Rosa	02	01	Writing Center Coordinator	Increase reassigned time to 53.3334% for faculty coordinator position due to labor intensive nature of position OR create a 100% classified position to fill this role.

2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

We are making 3 kinds of requests: (1) technology repair/updates; (2) increased technology to support student learning; (3) classroom furniture requests.

(1) Technology Repair: We are asking for one new printer for our Department Workroom on the Santa Rosa Campus. We are also asking to update Emeritus 1626, where the instructor work station and classroom technology has not been updated in many years. This classroom is usually where our literature classes are scheduled, so updated technology will positively impact lectures on historical eras, literary and artistic movements, adaptations of literature, intertextual references, and close reading support.

(2) Increased Technology to Support Student Learning: We are requesting increased technology to support and enhance student learning, like iPads/tablets that can be used in classrooms to help instructors better integrate technology into our courses, and they will give students needed access to technology to support them in writing essays and engaging in research. In addition, the portability of iPads/tablets makes them ideal for active, hands-on learning and writing during field trips and outdoor learning experiences. We are also asking for Polaroid cameras and film for use in active learning activities and multimodal assignments. Our request for microphones is tied to the possible need for them should masking mandates return. Our software request for the subscription to WOnline enables us to continue providing remote writing support to students that was started under the emergency distance education waiver. Student surveys showed high student satisfaction with and high student demand for online writing support. Finally, our department AAllI needs a laptop and portable scanner/printer to better support the English Department given the multiple interruptions we're experiencing and our inability to be on campus.

(3) Classroom furniture requests: Many of the desks/chairs in our rooms are outdated and geared for lecture. We are requesting new classroom furniture to allow for more flexibility.

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	04	01	HP LaserJet Enterprise M608n Mono. Laser Printer	1	\$1,800.00	\$1,800.00	Sheryl Cavales Doolan	1651	Sheryl Cavales Doolan
0002	Santa Rosa	04	01	Microphones	10	\$130.00	\$1,300.00	Sheryl Cavales Doolan	1610, 1614, 1626, 1628	Sheryl Cavales Doolan
0003	Santa Rosa	04	01	New Instructor Work Station	1	\$50,000.00	\$50,000.00	Sheryl Cavales Doolan	1626	Sheryl Cavales Doolan
0004	Santa Rosa	04	01	Device Charging Cart (30 bay)	1	\$2,500.00	\$2,500.00	Sheryl Cavales Doolan	1603, 1607, 1610, 1614, 1626, 1684	Sheryl Cavales Doolan
0005	Santa Rosa	04	01	iPads (class set, 256GB, Wi-fi enabled)	30	\$480.00	\$14,400.00	Sheryl Cavales Doolan	1603, 1607, 1610, 1614, 1626, 1684	Sheryl Cavales Doolan
0006	Santa Rosa	04	01	Polaroid camera	2	\$170.00	\$340.00	Sheryl Cavales Doolan	1601, 1603, 1607, 1610, 1614, 1626, 1628	Sheryl Cavales Doolan
0007	Santa Rosa	04	01	Polaroid color i-Type film five-pack bundle	50	\$85.00	\$4,250.00	Sheryl Cavales Doolan	1601, 1603, 1607, 1610, 1614, 1626, 1628	Sheryl Cavales Doolan
0008	Santa Rosa	04	01	Garage Desks	30	\$150,000.00	\$150,000.00	Sheryl Cavales Doolan	1628	Sheryl Cavales Doolan
0009	Santa Rosa	04	01	Rolling Chairs with Desks	90	\$150,000.00	\$150,000.00	Sheryl Cavales Doolan	1603, 1684, 1607, 1626	Sheryl Cavales Doolan

2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	04	07	Laptop computer for Department Office	1	\$1,500.00	\$1,500.00	Sheryl Cavales Doolan	1648	Sheryl Cavales Doolan
0002	Santa Rosa	04	07	Portable Scanner/Printer	1	\$1,000.00	\$1,000.00	Sheryl Cavales Doolan	1648	Sheryl Cavales Doolan
0003	Santa Rosa	04	07	Filemaker Pro	1	\$600.00	\$600.00	Sheryl Cavales Doolan	1648	Sheryl Cavales Doolan

2.4f Instructional/Non-Instructional Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Other	04	01	WOnline subscription	2	\$800.00	\$1,600.00	Sheryl Cavales Doolan	Writing Centers: SR, Pet, online	Sheryl Cavales Doolan

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	Santa Rosa	04	01	Urgent	Emeritus or Other	TBD	\$0.00	Additional right of first assignment rooms (3) for English. English courses are impacted during prime times (9:00 to 3:00), and the District currently loses enrollment and cannot meet demand as per Student Success legislation because there are not enough rooms open for English sections.
0002	Santa Rosa	04	07	Urgent	Emeritus	Emeritus classrooms and faculty offices	\$0.00	Our rooms need renovation, including new windows and doors. In addition we need new furniture, carpeting and paint in all of our classrooms. We need new carpeting and paint in faculty offices, and our conference room requires remodel, new furniture, carpeting, and paint.
0003	Santa Rosa	04	07	Urgent	Emeritus	Emeritus	\$0.00	Update/upgrade heating/air conditioning equipment.
0004	ALL	04	07	Urgent	Emeritus E Staff Parking Lot	E Staff Lot	\$0.00	Lack of student parking. During the first week of school, instructors are often unable to find parking in the staff lots.
0005	Santa Rosa	04	07	Urgent	Emeritus	Staff Bathroom	\$0.00	The bathroom needs renovation, including the installation of a fan and a door sweep.

2.5b Analysis of Existing Facilities

English needs more designated classroom space for prime time classes. The lack of adequate English classroom space costs the District significant FTES each semester.

In addition, we need improved facilities to support student learning. SRJC communicates to students our care and respect through the facilities we invite them to learn within. Emeritus, and English Department Classrooms, are in woeful disrepair. Our rooms need renovation. We need new windows and doors. In addition we need new furniture, carpeting and paint in all of our classrooms. We need new carpeting and paint in faculty offices, and our conference room requires remodel, new furniture, carpeting, and paint. We also need repairs to our plumbing and HVAC, which are long overdue. We have had to endure multiple leaks, noisy pipes, and inadequate heating/cooling.

3.1 Develop Financial Resources

Because we lack the faculty to undertake grant requests, the English Department did not seek grant funding for 20-21 or 21-22.

We strive to manage our enrollment by creating a balanced schedule that is responsive to student interest and needs. During the pandemic, as enrollments dropped in large numbers, we held back courses off the schedule rather than add them back only to see them cut. Even without adding those courses back into our schedule, we still cancelled 21 sections in fall 21 and 20 sections in spring 22. We have reduced our schedule in response to lower student enrollment and demand for classes. We also would like to have a CoP in fall 22 to develop ideas for strategic enrollment development and retention.

3.2 Serve our Diverse Communities

The English Department is making strides in recruiting faculty of diverse backgrounds. Our contract faculty increasingly reflect the diversity of our student population and community. Of the 26 contract faculty in 21-22: 46% have racially and ethnically diverse backgrounds, 8% have LGBTQ+ backgrounds, 50% are women, 46% are men, and 4% are non-binary. Our associate faculty are much less diverse, with 10% from diverse backgrounds (people of color, immigrants, LGBTQ+, linguistic minorities). The vast majority are white (92%) and female (62%).

The English Department is deeply committed to serving our diverse communities. English faculty have played a major role in founding, supporting, and sustaining many programs dedicated to serving historically underserved populations, such as Puente, UMOJA, and APASS learning communities, Mi Casa and the InterCultural Center. In Fall 21, 7 English instructors participated in the Lanzamiento HSI initiative, 8 in Spring 22, and 10 are planned for Fall 22. Further, our faculty have been founding and active participants in the faculty affinity groups: BLAC, LFSA, APISA, and AMEMSA. English faculty also foster a sensitivity to diversity through our instructional program, offering courses in Ethnic American literature, Linguistics & Language study, Chicano/a Arts and Literature, African American Arts and Literature, and LGBT+ Arts and Literature. Our WOLM program frequently features works by women and writers of color (e.g. in the last 10 years alone, Charles Yu, Jose Antonio Vargas, Octavia Butler, Ta-Nahesi Coates, Gabriel Garcia Marquez, Ursula LeGuin, James Baldwin, Junot Diaz, and Nella Larsen). English faculty are key players in initiatives promoting multicultural education across campus.

3.3 Cultivate a Healthy Organization

The English Department is deeply committed to promoting engagement, growth, and collegiality.

To foster collegiality and mutual respect and appreciation for cultural and individual perspectives, the English Department regularly engages in professional development activities that are designed for collaboration and community building. From Communities of Practice to department in-service days, from flex workshops to department retreats, we engage in collegial discussions, respectful disagreements, and collaborative problem-solving. AB 705 is an excellent example of legislation that was profoundly divisive, with faculty who supported developmental reform in tension with faculty who defended the developmental sequence. We developed CoPs, attended conferences, joined in curriculum development groups, and found ourselves in sometimes heated debate. Yet through it all, we also were engaging in SEED groups, in CoPs on equitable grading practices, in workshops on DEIA principles. Though not without challenge, we did the hard work of self-reflection and re-vision – and our department is stronger for it.

The past two years of remote instruction due to the pandemic has made all of this growth more difficult, but also more important. As the stress of a global pandemic became layered with personal losses, the losses felt by our students, the burdens of transitioning to online (and back), all on top of the hardship of year after year of wildfires pushed us to the limits. And we persisted. Prioritizing self-care became a crucial necessity which enabled us to support our students and each other even stronger than we had pre-pandemic. Our capacity for empathy, for compassion, and for prioritizing human needs has grown. As we cared for ourselves and each other, we were able to continue our support to our students and the college. Throughout the pandemic and the past two years, English faculty have played a major role in founding, supporting, and sustaining many programs dedicated to serving historically underserved populations, such as Puente, UMOJA, and APASS learning communities, Mi Casa and the InterCultural Center. In Fall 21, 7 English instructors participated in the Lanzamiento HSI initiative, 8 in Spring 22, and 10 are planned for Fall 22. Further, our faculty have been founding and active participants in the faculty affinity groups: BLAC, LFSA, APISA, and AMEMSA. We have

also played major roles in planning and conducting presentations for Women’s History Month, African American History month, Asian American Pacific Islander Heritage month, and more.

We are incredibly proud of the faculty we have recruited in recent years. In 19-20, we hired two English faculty who have taken active roles in LFSA, Lanzamiento, and Communities of Practice with a focus on Latinx culture and issues. In 20-21, we hired our first specialist in African American literature. This year in 21-22, we have just completed a recruitment for two new specialists in Ethnic literature. These faculty are already demonstrating the transformative effect they are sure to have on the health and connection of our community.

We would like to reinstate our department specific communities of practice to continue our professional development in light of AB 705 and the impact of the pandemic on our students and curriculum.

As we began to return to FTF classes on campus, we have offered faculty support for FTF instructors to discuss challenges and issues of FTF teaching in this new era. These meetings also offered opportunity to share safety plans, identify areas where further knowledge was needed, and to respond immediately to questions about safety issues. In addition, we provide release time and comp time for faculty and staff respectively to attend relevant safety trainings and workshops.

3.4 Safety and Emergency Preparedness

Building	Name	Department	Responsible Area	Management Support
Emeritus	Janet Chin	English	2 nd floor, English	Robert Holcomb

Many faculty are eager to return to in-person instruction after teaching remotely for the past two years. In fall 21, we held 11 FTF sections, and in spring 22, we held 24 FTF sections. In Fall 22, we are offering 114 FTF sections. This increase in our FTF sections is accompanied with an increased anxiety in the dangers of exposure, transmission, and illness related to COVID-19. We follow all safety protocols, but many faculty either are in high-risk groups themselves or live in households with high-risk individuals who are at greater risk of severe illness or death. The vaccine mandate is crucial to the safety and health of staff, faculty, and students. While any exemptions for non-medical (e.g. religious) reasons are allowed, the risk-reduction provided by vaccine mandates is compromised.

As we increase FTF offerings, the safety of campus becomes more important. During the pandemic, our building and classrooms were update to electronic keycards, which is a major step in improving safety in Emeritus. Most faculty are signed up for Nixle alerts, and many have attended the “Dealing with an Active Shooter” PD session.

Prior to the pandemic, we were seeing a growing number of disruptive and dangerous students at the College. Although the Chair has informed faculty of appropriate practices and responses

via the department newsletter and during department meetings, and although, through practice, the department is getting better at dealing with these situations, we need more department training and discussion about dealing with disruptive and dangerous students. With the rescinding of the emergency DE waiver and the corresponding increase to more in-person classes in Fall 2022, students will be returning to campus and class with two more years of trauma from the pandemic and potential setbacks in their educations from remote learning. While many folks are glad to return to the physical classroom, the potential danger posed by disruptive and dangerous students is cause for concern.

While some English faculty have voiced concerns about safety at both Santa Rosa and Petaluma over the years, both campuses are ill-equipped to deal with general safety emergencies of a sudden nature, like a violent attack by an individual. The Alert system using text capability, while potentially useful, has led to confusion. ("We got the alert. What do we do now?") One lockdown resulted in students being held in classes indefinitely by instructors who had no plan, no way to receive updates other than logging on to the local news from cell phones, and no guidance in the moment for how to lead during a lockdown. No fire drills or other safety measures have ever been conducted at the Santa Rosa campus to date. Both campuses in beautiful Sonoma County remain dangerously vulnerable. Our college would hugely benefit from a Vulnerability Assessment, a free service performed by the [Northern California Regional Intelligence Center](https://ncric.ca.gov/) (<https://ncric.ca.gov/>). Any school personnel can become a NCRIC member as a Private Sector Partner, and students, faculty, and staff can report suspicious activity concerns at the same website.

From wildfires to power shutdowns to the pandemic, our college and department demonstrated an incredible capacity for adaptation and resilience. Taking care of faculty and staff mental health needs will be crucial as they are the primary contacts and supports for students who need support weathering the challenges of our new era.

3.5 Establish a Culture of Sustainability

The English Department actively works to support SRJC's Sustainability goals. One of the benefits of the pandemic has been the opportunity for department faculty to develop not only online courses, but also for the department and college to develop online services and resources. While we expect our supplies usage to increase in the coming year with the increased offering of in-person classes due to the rescinding of the emergency DE waiver, many faculty will continue to utilize Canvas and other online resources as supplements to their in-person classes. The English Department is committed to campus-wide recycling and waste-reduction programs. In addition, many faculty have incorporated environmental justice as form of racial equity justice into class readings, and we offer a course in Literature and the Environment.

4.1a Course Student Learning Outcomes Assessment

SLO assessment is an area for major growth and development in our department. Due to the unexpected loss of the SLO faculty contact in 2018 at same time as our department energy was focused on the major work of AB 705 curricular reform and Guided Pathways, our department fell behind on our SLO assessments. We expected to recruit a new faculty SLO contact in 2019-20, but when the pandemic hit in Sp 20, faculty were pushed beyond the limit of what was sustainable.

Luckily, as we are emerging from the trauma of the pandemic and remote-instruction, we are committed to returning to our regular SLO assessments. We have already recruited a faculty SLO Wrangler, who will work with the Chair to establish a regular process for SLO assessment and return us to our historically good work in completing these assessments.

Course SLO assessment results have been used to improve student learning at the course level through consideration of and reflection upon results of assessments by the instructor or instructors who did the assessments, and through conversations among faculty.

Below are two charts. The first shows our completed SLO assessments from S18-F21, which include assessments of all of our core pathway courses (Eng 50, 1A, 1B, and 5). The second shows the planned schedule of SLO assessments for our literature and creative writing courses based on when they are next offered in rotation.

Course	SLO #s	Participating Faculty	Semester of Assessment	Assessment criteria met?
Engl 1A	1, 2, 4, 5	L. Servais	F20	Yes
Engl 1A	3	S. Cavales Doolan	F19	Yes
Engl 1A	5	S. Cavales Doolan	F21	Yes
Engl 50	1	S. Cavales Doolan	S21	Yes
Engl 50	3	S. Cavales Doolan	F21	Yes
Engl 1B	1, 2, 3, 4	J. Thompson	S19	Yes
Engl 5	1, 2, 3	J. Thompson	F20	Yes
Engl 22	1, 2, 3	L. Servais	S21	Yes
Engl 30.2	2	P. Ozbirinci	S18	Yes
Engl 770	1, 2, 4	S. Cavales Doolan	F21	Yes

Course	Semester scheduled for next assessment
Engl 4A	F22
Engl 4B	F22
Engl 4C	F22
Engl 7	F22
Engl 14	F22
Engl 30.1	F22

Engl 31	F22
Engl 36	F22
Engl 46.1	F22
Engl 3	S23
Engl 11	S23
Engl 22	S23
Engl 25	S23
Engl 27	S23
Engl 30.2	S23
Engl 33	S23
Engl 46.2	S23
Engl 2	F23
Engl 9	F23
Engl 12	F23
Engl 34	F23
Engl 10	F24
Engl 49	Independent study – no associated SLOs
Engl 100	Course is discontinued as of Su22

4.1b Program Student Learning Outcomes Assessment

The English Department is on track to complete a program SLO assessment for our English (AA-T) major in Spring 2023. Using the cumulative, “ground up” assessment method, we have already completed assessments for our required core courses for the major (Eng 1B, 5). We have completed one of two required assessments from our List A requirements (6.00 units chosen from Engl 30.1, 30.2, 46.1, 46.2); the remainder of the List A courses are scheduled for assessment in 2022-23. In 2022-23, we will complete the minimum required assessment of at least one (multiple are scheduled) restricted elective course in each of List B requirements (Engl 2, 3, 4A, 7, 12, 27) and List C requirements (Engl 9, 10, 11, 14, 22, 25, 31, 33, 36).

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	Engl 46.1	Fall 2012	Fall 2013	N/A
Course	Engl 46.2	Spring 2014	Spring 2014	N/A
Course	English 10 (not offered)	N/A	N/A	N/A
Course	English 100	Spring 2012	Spring 2012	N/A
Course	English 102 (not offered)	N/A	N/A	N/A
Course	English 12 (not offered)	N/A	N/A	N/A
Course	English 1A	Spring 2014	Spring 2015	N/A
Course	English 1B	Fall 2013	Spring 2014	N/A
Course	English 2	Spring 2014	Spring 2014	N/A
Course	English 22 (not offered)	N/A	N/A	N/A
Course	English 25	Fall 2013	Spring 2014	N/A
Course	English 27	Spring 2014	Spring 2014	N/A
Course	English 3	Spring 2014	Spring 2014	N/A
Course	English 30.1	Fall 2013	Spring 2014	N/A
Course	English 30.2	Spring 2014	Spring 2014	N/A
Course	English 302x	Spring 2014	Spring 2014	N/A
Course	English 305x	Fall 2013	Spring 2014	N/A
Course	English 306x	Fall 2010	Summer 2011	N/A
Course	English 306x	Fall 2013	Spring 2014	N/A
Course	English 307	Spring 2014	Spring 2014	N/A
Course	English 31 (not offered)	N/A	N/A	N/A
Course	English 33	N/A	N/A	N/A
Course	English 49	Fall 2013	Spring 2014	N/A
Course	English 4ABC	Spring 2014	Spring 2014	N/A
Course	English 5	Spring 2014	Spring 2014	N/A
Course	English 7	Fall 2013	Spring 2014	N/A
Course	English 80 (not offered)	N/A	N/A	N/A

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	English 9 (not offered)	N/A	N/A	N/A
Course	Engl 305.1	Spring 2014	Spring 2014	N/A

4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
Eng 10 (Lit and environment)			X					X	X	X	X	X	X	X	X	X
Eng 14 (dystopian lit)			X					X	X	X	X	X	X		X	
Eng 1A			X	X	X			X	X	X	X	X	X	X	X	X
Eng 1B			X	X				X	X	X	X	X		X	X	
Eng 2, 3, 7, 11, 12 (genre courses)			X					X	X	X	X	X			X	
Eng 25 (linguistics)			X	X				X	X	X	X	X	X	X	X	X
Eng 27 (Shakespeare)			X					X	X	X	X	X			X	
Eng 30.1, 30.2 (Amer Lit, survey)			X					X	X	X	X				X	
Eng 46.1, 46.2 (Brit Lit, survey)			X					X	X	X	X				X	
Eng 49 (independent study)			X	X			X	X		X	X	X				
Eng 4A, B, C (Creative Writing)			X	X				X	X	X	X	X	X	X		
Eng 5			X	X	X			X	X	X	X	X		X	X	X
Eng 50			X	X	X			X	X	X	X	X	X			X
Eng 770 (Writing Center)			X	X			X	X	X	X	X	X	X	X		X
Eng 9, 22, 31, 33, 36 (diverse lit)			X					X	X	X	X	X	X	X	X	X

4.2b Narrative (Optional)

5.0 Performance Measures

English 770 is the course number associated with the English Writing Center. Prior to the pandemic, like other labs, the Writing Center collected student usage data through the Timekeeper in-house system. However, when moving to remote delivery during the pandemic, the Writing Center switched to a fully online scheduling system using the [WOnline](#) program. This system allows us to build a new schedule each semester for our [SRJC Online Writing Center](#). On this system, students can schedule 30-minute appointments with English faculty and instructional assistants, and they can choose between Online (synchronous Zoom) sessions or eTutor (asynchronous paper drop-off) sessions. The WOnline system also collects data on student usage for reports, including the number of students served, the number of actual sessions and total occupied hours, and the number of sessions in the modalities offered. This data is collected in the table below. Please note: this data has not yet been shared with SRJC. The Writing Center Coordinator has attempted to share data but has not been successful in finding someone who is willing and able to take the data and add it into our system statistics.

Online Writing Center usage stats	Sp 22	F21	Su21	Sp21	F20
Individual students served (unique headcount)	271	355	47	338	356
Total sessions conducted (30"/ea)	922	1,099	81	901	1151
Total occupied hours	506	592.5	45	501	576
eTutor (asynch, paper drop off) sessions conducted	541	702	67	457	562
Online (synch, Zoom) sessions conducted	466	481	23	545	589

5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

Historically, the English Department has offered a balanced class schedule within the constraints of the MW and TR schedule. Our pre-pandemic schedule offered classes from 7:00

am through 9:00 pm, Monday through Thursday, from 9:00-12:00 on Fridays, and hybrid courses that met on Fridays each semester. We also offered online sections of English 1A, 1B, and 5 year round. In addition, the Department offers a good geographic distribution of classes at Santa Rosa and Petaluma.

The transition to fully remote instruction as a result of the COVID-19 pandemic dramatically altered our schedule and offerings. In 2020-21, in compliance with the emergency DE provision and the negotiated Side Letter, the English department offered all of our courses, including the Writing Center (Eng 770), online either as synchronous classes with regularly scheduled Zoom class meetings or as fully online, asynchronous classes.

In 2021-22, the Side Letter ensured faculty had the option to choose modalities. In F21, we offered a majority of fully online sections (138), along with 14 FTF sections and 2 hybrid sections. In Sp22, the majority of sections were still offered in online modality (101), along with 36 FTF sections and 4 hybrid sections.

With the rescinding of the emergency DE provision, our schedule for 2022-23 includes a greater proportion of FTF classes. This rescinding also indicates the return to offering online courses only with DE approval, which now includes English 1A, 1B, 5, 770 (synchronous only), and 25.

We are at a unique moment in time when past enrollment history cannot adequately predict future enrollments due to the unknown needs of students coping with the various ways the pandemic has impacted their lives. Overall, as enrollments have dropped across the college, we have shrunk our schedule, primarily in offerings from Eng 1A, 1B, and 5. Now that the emergency DE waiver is rescinded, we are striving to create a schedule that is balanced and meets student enrollment needs. For example, the English department anticipated greater demand for FTF classes for Su22, but when students enrolled quickly in online sections and very few FTF sections, we pivoted and, with the VPAA's consent, began converting FTF sections to online to meet student demand. In anticipation of greater student need for online sections, we have extended the time needed for instructors to bring forward their online course shells for approval by our online committee in accordance with our local, internal department policy. This will allow us to increase our online offerings beyond what we had set pre-pandemic.

Our literature and creative writing courses are offered in a planned rotation system to meet AA-T English major needs.

Student Headcounts: The data show continuing decrease in student headcount, which is expected as enrollment has declined during the pandemic across the college.

Fall Semester	Headcount
F18	6025
F19	5822
F20	3955
F21	3521

Spring Semester	Headcount
Sp19	4576

Sp20	4164
Sp21	3003
Sp22	Not avail

Summer Semester	Headcount
Su18	754
Su19	708
Su20	689
Su21	567

One area our department intends to focus on in the coming year is improving retention. Our faculty in-service days and professional learning workshops will include retention strategies.

The steep and continuous decline in enrollment is an expected impact of subsequent years of wildfires, community exodus, brown outs (planned and unplanned power shutdowns), and pandemic conditions. SRJC has an important role to play in the restoration and recovery of our community, and we see English as central to that role.

5.2a Enrollment Efficiency

The English Department's enrollment efficiency has consistently exceeded the District's goal of 85% enrollment efficiency. The Department notes that enrollment efficiency is a euphemism for student-teacher ratio, and that greater "efficiency" means a higher student to teacher ratio.

Fall Semester	Fill Rate
F18	91.2%
F19	90.9%
F20	85.3%
F21	88.1%

Spring Semester	Fill rate
Sp19	86.4%
Sp20	84.8%
Sp21	87%
Sp22	Not avail

Summer Semester	Fill rate
Su18	84.9%
Su19	84%

Su20	88.3%
Su21	78.8%

Even with the decline in enrollment and the lowering of the class size minimum during the emergency DE provision, our department's fill rate was consistently near or above the 85% goal. The notable exception was Su21 (78.8%), when the pandemic had been underway for a full year and enrollment dropped noticeably (see 5.1, headcount).

The Department is endeavoring to provide more online courses and sections, encouraging faculty to become trained in this method of teaching and to bring forward their courses for review by our Online committee.

5.2b Average Class Size

English has class enrollment limits of 25 or 30, lower than most departments. (**Note:** The nationally recommended class size for composition classes is 15-20 students.) The average enrollment in English classes has remained steady at 26.5, spanning from Su18-F21 inclusive. Despite AB705 and the placement of all students into open-access Eng 1A (with or without a co-requisite Eng 50), and despite the drop in enrollment during the pandemic, our class size average remains high relative to our class enrollment limits.

5.3 Instructional Productivity

Productivity is based on the number of students per instructor. As mentioned in 5.2b, English has class enrollment limits of 25 or 30, lower than most departments. The English Department's relatively low maximum class sizes make it impossible for the Department to meet the District's

target of 17.5. Thus, although English enrollment efficiency exceeds the District's target, its productivity figure is lower than District averages and the District target. In fall 2018, the English Department's average for all locations was 13.3, which decreased to 12.89 in fall 2019. The start of the pandemic had a major impact, with the average dropped to 11.47 in fall 2020, followed by 11.17 in fall 2021.

As noted in 5.2b, current enrollment limits of 25-30 are well beyond the nationally-recommended enrollments of 15-20 students for college reading and composition classes. English will never be “productive” in the way that the District measures productivity. However, in our view, teaching students to read, write and think effectively is beyond any measure. Smaller classes would make the English Department more productive in the most meaningful sense.

5.4 Curriculum Currency

The Department is up to date with curriculum review. In 2021-22, four courses made it through the full curriculum review process. Because CRC had a large number of courses to review, one course completed Cluster Tech review and is slated for the first CRC review in Fall 22. We hope to reactivate Engl 32: Asian American Literature for a fall 23 start date to be cross-listed with Ethnic Studies.

5.5 Successful Program Completion

English Majors – AA-T in English degrees awarded:

	AA-T in English degrees
2009-10	6
2010-11	11
2011-12	13
2012-13	26
2013-14	15
2014-15	16
2015-16	25
2016-17	23
2017-18	33
2018-19	22
2019-20	25

The past two years of remote instruction has made it difficult to engage and invite students into the English major. However, the students who enroll in our literature and creative writing courses when they were taught online during the pandemic were always encouraged and invited to major in English. We hope in the upcoming year to return to many of the in-person events that spark student interest and curiosity. Prior to the pandemic, to encourage students to complete the English major, the Department sponsored events such as teas and theatre events. We also have a new full-time faculty member who is interested in reinstating the English Majors Club on campus. Our WOLM program also introduces students to literature and, one hopes, encourages some students to explore the possibility of declaring an English major.

The Department alternates the courses required for the major. For example, 30.1 is offered every fall, and 30.2 every spring. In some cases, an English course is also part of another major. For example, English 10 is a required course in the Natural Resources Management major, and English 33 is a required part of the new Latino/Chicano Studies major (offered in the fall). Due to budget cuts and declining enrollments, the Department has not offered literature classes in Petaluma for several years.

We also have a small but healthy Creative Writing program. Our 3 sections are always full. With several well-known local writers and poets among our faculty, we could easily grow our English 4ABC offerings. Greater numbers of students and faculty would pave the way to resurrecting *First Leaves*, our once regular English Department publication.

5.6 Student Success

Prior to the pandemic, the English Department's retention rates were similar to the District rates. For example, the District retention rate for Sp19 was 78.2% and for F19 was 75.8%. The English retention rate for S19 was 75.3 and F19 was 75.74%. The challenge of remote learning due to the pandemic was particularly difficult for English courses. During the pandemic, the District retention rate for S21 was 76.8% and for F21 was 74%. The English retention rate for S21 was 71.38% and F21 was 66.86%. English retention rates are highest consistently for Asian, White, Filipino, and multiethnic student populations, and the lowest retention rates are experienced by Hispanic, Native American, Black, and Pacific Islander (PI) groups. During the pandemic when retention rates dropped overall, these groups felt the greatest impact. For example, pre-pandemic, in F19, retention rates were highest for Asian students at 84.6% and lowest for PI students at 59.3%. During the pandemic in F21, Asian student retention was at 83.7% whereas PI student retention was at 46.7%. These numbers have prompted the Department to make retention efforts focused on BIPOC populations a major focus of our professional learning and development in the next year. Our registered DSPS students consistently have higher retention rates compared to all other students both pre- and during

the pandemic. For example, in S19, DSPS retention was at 78.6% compared to 75% for all other students, and in F20, DSPS retention was at 79.2% compared to 70.9% for all other students.

The District rate for successful course completion in S19 was 74.5% and for F19 was 71.8%, while the success rate in the English Department for S19 was 71.7% and for F19 was 70.93%. During the pandemic, the District success rate for S21 was 74% and for F21 was 70.8%. The English success rate for S21 was 68.16% and F21 was 63.32%. Similar to racial inequity seen in retention rates, English success rates are highest consistently for Asian, White, Filipino, and multiethnic student populations, and the lowest success rates are experienced by Hispanic, Native American, Black, and Pacific Islander (PI) groups. While some groups (Native American, Filipino, Hispanic) had fluctuating success (e.g. Native American students in F21 had 80% success and in F20 had 50% success rates), White and Asian students had consistently high (75%-81%) success rates. In contrast, Black and PI students had consistently lower (46%-76%) success rates, though the difference was not as pronounced as seen in student retention rates. Students with disabilities consistently outperform all other students.

The District average GPA for the academic year S19 was 2.7 and for F19 was 2.65. The English average GPA for S19 was 2.73 and for F19 was 2.52. During the pandemic, the District average GPA for the academic year for S21 was 2.85 and F21 was 2.74. The English average GPA was for S21 was 2.66 and F21 was 2.35. Although White and Asian student populations tend to have higher GPAs, the overall GPAs remain mostly high. The most notable exception is for Pacific Islander students who have had multiple semesters of average GPAs below 2.0 (S20: 1.47, F20: 1.45, F21: 1.6). Students with disabilities consistently hold GPAs at or higher than all other students.

Additional faculty-staffed hours in the English Department Writing Center, where students can drop in for individualized help with writing assignments, and additional Instructional Assistant support in providing "just-in-time" supplemental instruction would help to improve these figures and raise them above district averages. In addition, funding to support the proposed department-focused Communities of Practice would provide us with the resources needed to examine our data and formulate an equity plan.

5.7 Student Access

In 2019-20, 2020-21, and 2021-22, the ethnic group with the largest representation in English courses was Latinx/Hispanic, 44.3%, 40.7%, and 43% of the population respectively. The next largest group was White, with 31.3%, 38%, and 37.6% respectively. Including our two newest hires who begin in fall 20, 23% of our contract faculty are Latinx/Hispanic, up from 15% in the past year. Although still the majority at 50%, the proportion of White contract faculty is falling, down from 54% in the past year.

The gender distribution for the English students leans toward females, with 53.7%, 58.4% and 54.9% identifying as female in 2019-20, 2020-21, and 2021-22 respectively. Male populations in the same years were 44.4%, 39.9%, and 43.1%, respectively. It's important to note that students with unknown genders, which may include transgender and non-binary populations,

comprised 1.9%, 1.7%, and 2% of the student population in the same respective timeframes. Of our contract faculty, 4% are LGBTQ+ identified.

The percentage of students 25 years old and younger in English remained consistently in the 83-85% range from 2019-20 through 2021-22. However, 52% of the English faculty are over 50 years old. The chronological gap is improving due to many new hires who are younger and tech-savvy, as well as older faculty adjusting their teaching methods and pedagogy.

This review of the totals listed for each separate discipline suggests that English serves students from diverse ethnic backgrounds at rates higher than most other disciplines. This is almost certainly because all students seeking a degree, a certificate, or to complete a transfer program at SRJC must pass through the English Department, with the result that our population as measured by these indices closely resembles the college student population as a whole.

5.8 Curriculum Offered Within Reasonable Time Frame

The 10 Core Requirement units of the English major (English 1A, 1B, and 5) are offered in multiple sections at both the Petaluma and Santa Rosa campus every semester. List A of the Transfer Model Curriculum for English includes four 3-unit courses (the two-part surveys of American Literature, English 30.1 and 30.2, and of English Literature, 46.1 and 46.2), from which students must take six units. These surveys are offered regularly, each in a fall/spring rotation. The other elective courses from Lists B and C are regularly offered on a rotation schedule. However, when these literature courses are cancelled by the district due to budgetary reasons, it impacts students' ability to complete the units for the major.

5.9a Curriculum Responsiveness

The English Department is constantly responding to changing needs. Prior to AB 705, our department piloted a variety of courses to better support historically underserved students. In response to AB 705 and the need to correct the profound racial inequities of developmental education, we eliminated the developmental pathway and developed English 50, a co-requisite support course paired with English 1A.

By their nature, reading/writing courses include objectives that reflect gender, global perspectives, and American cultural diversity, among other concerns. As courses are reviewed in the regular 6-year rotation, we check and update curriculum to meet this requirement.

The curriculum in English supports the needs of every other program, certificate, and major on campus, as they all require completion of one or more English courses or their equivalent.

Since implementing AB 705 curricular changes, we now have open-access English 1A that students complete in their first year at SRJC. Learning to write well takes time and practice, so in response to the growing need for continued writing support after English 1A, the English department is now looking to developing additional writing support courses that can be paired with any English class, or a writing course that incorporates individualized, collaborative learning through Writing Center conferences. We are also working on reactivating English 32: Asian American Literature so that it can be cross listed with Ethnic Studies.

5.9b Alignment with High Schools (Tech-Prep ONLY)

Not applicable.

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

The English Department's major does align with lower division required courses at the colleges and universities where most of the JC's students continue their education. At SSU and UC Berkeley, we have 75% overlap of units, and at SFSU, we have 100% overlap. At UC Davis, we have 55% overlap of units, but UC Davis has the one of the largest number of courses accepted for preparation for the major (40 units), of which we have 22 units articulated in our transfer agreement. However, it is difficult to maintain that alignment when the Department's literature courses are cancelled due to economic constraints. The Department is, at present, maintaining the minimum number of literature courses to satisfy a portion of the four-year colleges' lower division requirements.

5.11a Labor Market Demand (Occupational Programs ONLY)

Not Career program.

5.11b Academic Standards

Contract and adjunct instructors in the English Department regularly engage in discussions about academic standards. This is a particularly sensitive issue for many in the Department because English is both a foundational program and a distinctive major, with overlapping courses. For example, every student who earns the AA-T has to take English 1A, but only a tiny fraction of those students are English majors. The question of how rigorous to make English 1A occupies hours of the Department's time every semester. The question has become even more fraught in the wake of AB 705 implementation. And the discussion is not limited to this transfer-level course. All along the Pathway the question of standards arises, as faculty try to balance the practical needs of students with only a marginal interest in reading and writing with the increasingly demanding expectations of instructors outside the English Department and beyond the College. The challenge for the Department is to define realistic standards and to design courses that allow the maximum number of students to succeed.

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	02	01	Continued Equity, Diversity, Inclusion, and Antiracist work	Continue department Communities of Practice	ongoing	Need funding for department-focused Communities of Practice to pay PT faculty to participate.
0002	ALL	01	01	Ongoing professional learning and norming sessions	Continue engaging in collaborative inquiry and professional learning. In-service sessions, norming, and additional professional learning opportunities support faculty as we work to most effectively facilitate learning.	ongoing	Pay for subs and PT faculty to attend meetings. Pay for additional professional learning opportunities off-campus.
0003	ALL	02	01	Transitioning back to SRJC Post-COVID19.	Opportunities to reflect and plan for our return to SRJC, especially the practices we will continue after returning f2f.	ongoing	Time and resources for FT instructors to plan, prep, and conduct sessions; time and resources to support instructors in transitioning from online back to f2f and partially online modalities; funding to ensure PT faculty participation.
0004	ALL	02	01	Revision Writing Center and Online Program	After emergency DE is over, we will need to review the future of our online WC and Online Instruction programs.	ongoing	Time and resources for FT and PT faculty to plan and conduct sessions; funding for software to support multiple modalities for WC support; funding to ensure PT faculty participation.

6.2b PRPP Editor Feedback - Optional

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6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	02	01	Continued Equity, Diversity, Inclusion, and Antiracist work	Reinstate department Communities of Practice. Encourage participation in EDIA professional learning through Academic Senate CoPs and department workshops.	ongoing	Funding support for PT faculty to engage in CoPs on EDIA Professional Learning, and funding support for faculty facilitators.
0002	ALL	01	01	Ongoing professional learning and norming sessions	Continue engaging in collaborative inquiry and professional learning. In-service sessions, norming, and additional professional learning opportunities support faculty as we work to most effectively facilitate learning.	ongoing	Funding support for subs and PT faculty to attend meetings and workshops. Funding support for additional professional learning opportunities off-campus and for invited speakers and facilitators.
0003	ALL	02	01	Transitioning post repeal of emergency-state	Offer opportunities to plan for and support the transition to new pedagogy, practices, and curriculum that will be responsive to student learning and support needs, including increased f2f classes and continued online offerings.	ongoing	Time and resources for FT instructors to plan, prep, and conduct sessions; time and resources to support instructors in transitioning from online back to f2f and partially online modalities; funding to ensure PT faculty participation.
0004	ALL	02	01	Revision Writing Center and Online Program	Continue revising online WC and Online Instruction programs to be responsive to student learning and support needs.	ongoing	Time and resources for FT and PT faculty to plan and conduct sessions; funding for software to support multiple modalities for WC support; funding to ensure PT faculty participation.