

Full-Time Faculty Position Request Form 2015 - 2016

This form is used by departments and programs to request new or unfilled faculty positions relying on Program Review and/or other justifications. Submit one form for each position requested. For multiple positions, indicate priority of request (e.g., Subject Position 1, Subject Position 2, etc.). Forms are due to Division Deans by September 11, 2015.

Position Requested: Position #1

Contact Person:

Discipline/Division: Starting Term: Fall Spring

This form requires the use of Enrollment Management Tool data, which can be found at the following link: <http://www.laspositascollege.edu/researchandplanning/FacultyPrioritization.php> (If you have any questions about the data, please contact Rajinder Samra 925-424-1027 or rsamra@laspositascollege.edu) or your Dean. The data will be verified by the Dean. Do not attach data spreadsheets.

CRITERIA

1. Number of Full-Time Faculty currently in Discipline:
 If requesting more than one position, add 1 to this number for each subsequent position requested.

2. Percentage of FTEF taught by full-time faculty as load for the past six semesters, and projected for one year assuming a successful hire. (If requesting more than one position, see Rajinder Samra to determine the projected numbers).

Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	<u>Projected</u>	Fall 2016	Spring 2017
<input type="text" value="34.9%"/>	<input type="text" value="41.5%"/>	<input type="text" value="34.1%"/>	<input type="text" value="41.1%"/>	<input type="text" value="34.5%"/>	<input type="text" value="37.1%"/>		<input type="text" value="56.4%"/>	<input type="text" value="55.9%"/>

3. a. For Instructional Faculty: WSCH per FTEF for the past six semesters (use data from link above):

Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
<input type="text" value="429.8"/>	<input type="text" value="386.6"/>	<input type="text" value="394.8"/>	<input type="text" value="375.5"/>	<input type="text" value="392.9"/>	<input type="text" value="360.3"/>

b. For non-instructional faculty (librarians and counselors): Student/Faculty ratio for the past six semesters, and projected for one year assuming a successful hire. Divide headcount by number of full-time faculty. For example: 8000 students divided by 3 full-time faculty.

(If requesting more than one position, see Rajinder Samra to determine the projected numbers).

Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	<u>Projected</u>	Fall 2016	Spring 2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>

Full-Time Faculty Position Request Form 2015 - 2016

4. Check if position is a: Replacement or New

If replacement: What is the position code? (see Dean)

Name of the person being replaced:

Length of time position(s) unfilled:

5. Program Characteristics:

- a. List the courses taught and/or work performed in the discipline.
(Be brief and specific. Use your Program Review to complete this section.)

English faculty teach the courses associated with basic skills, general education, and the English transfer degree as well as literature and creative writing courses. The work performed by the department touches every student on campus. English faculty set and re-evaluate the English Accuplacer cut scores, work with the Curriculum Committee and the campus at large to discuss English pre-requisites, requiring us to be familiar with data that supports or discourages their use; we research best practices in English instruction and participate in state and national dialogues; we work to develop our own and part-time instructors' teaching through staff development; we use Student Learning Outcomes to discuss the successes and failures of our teaching and make improvements; we coordinate the Reading and Writing Center that serves students across the campus; we work with librarians and counselors and the Tutorial Center in innovative ways to improve student success; we coordinate and participate in learning communities like Puente and keep getting new learning community requests, most recently from LLNL, ECD, and previously from health and psychology. English faculty hold leadership roles for accreditation and also chair the Basic Skills Committee as well as the Program Review Committee. (Note: the extreme dip in spring 2012 of "sections" being offered is due to the incorporation of 44 labs into our 23-25 basic skills offerings to meet state mandated rules.)

- b. Total number of primary sections as identified in data taught in the discipline in each of the last six semesters (use data from link above):

Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
123	75	78	76	83	84

- c. Student enrollments in the classes taught or number of students served in each of the last six semesters (use data from link above):

Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
331	297	317	287	321	294

- d. List special characteristics of the discipline such as: (Be brief and specific. Use your Program Review to complete this section.)

- Mandated class size limits due to state, contract, and accreditation standards.
- Facilities
- Number of courses out of the total number of courses in the discipline that meet General Education Requirements
- Number of courses out of the total number of courses offered that are required as part of an AA/AS degree, certificate or transfer
- Discipline provides basic skills courses
- Discipline provides mandated and specialized services to students
- Other

Full-Time Faculty Position Request Form 2015 - 2016

The vast majority of our courses are required for students across campus. Each semester, approximately, 95% of the courses we offer are either GE requirements or basic skills courses. 31% of our courses each semester are basic skills and 61-63% are GE requirements (the remaining 4-5 courses all transfer to CSU GE areas, except 19A/B, the Literary Magazine).

Transfer-level composition courses require 6,000 words of final draft writing and at a minimum 2,000 more of rough or informal writing, so our courses are capped to alleviate our grading burden. (In practice, however, the informal writing comes closer to 5,000 words.) Our composition courses all have caps ranging from 27-32, and they have filled at 95% since 2009. (One semester, they filled at 110%.) Our department does staff development and SLO projects to make it more likely that students in all sections have a similar experience and are well-prepared for their subsequent courses in our department and across the curriculum, but it is very difficult to maintain high quality, rigorous standards for these courses with such a large number of part-time faculty who teach at multiple institutions, do not receive an enhanced load for grading, and do not generally have many opportunities for discussing strategies for teaching these courses with other teachers.

In our basic skills courses, our common program and our Instructional Assistants make it easier to maintain the cohesiveness of our teaching between full- and part-time instructors. However, the limitations on our facilities have forced us to offer more basic skills courses outside of Building 400. The 2012 Student Success recommendations stipulate that students must begin basic skills coursework during their first year of college (recommendation 4.1). This will require a significant increase in English basic skills courses, and will result in a much lower percentage of full-time faculty teaching them, even with Instructional Assistant support. This is a worry because these courses require the highest level of training of all English courses (see question B). It will be vital to have a strong full-time presence to teach a high percentage of these courses and train new and continuing part-time instructors. It is to be noted that over the past year, we have hired 16 new part-time teachers who must be trained, mentored, and evaluated.

6. Describe how courses and/or services in this discipline impact other disciplines and programs. (Be brief and specific. Use your Program Review to complete this section.)

Our Basic Skills and English 1A courses are prerequisite or advisories for classes in a wide variety of courses across the curriculum. The 2012 Student Success recommendations will likely lead to the implementation of more English prerequisites. Increased prerequisite requirements will necessitate the addition of more English sections. If these sections are not added, the English prerequisites will create a bottleneck, preventing students from enrolling in their content courses. According to the Director of Institutional Research and Planning, students who successfully complete English basic skills classes and 1A prior to taking classes in other disciplines across the curriculum have a higher success rate in their other college classes (Chabot College Office of Institutional Research, June 26, 2008). As these numbers suggest, the strength of an English program is reflected in student success rates across the curriculum.

7. If this is the first full-time position in the discipline, discuss: (Be brief and specific. Use your Program Review to complete this section.)

- a. Justification for the position.
- b. Projected start-up costs for equipment, facilities, and support staff for the first three years.
- c. Projected enrollment growth for the next three years, starting with the first semester of the projected faculty hire.

n/a

8. What are the impacts on students, the discipline and the college of NOT filling this faculty position? What are the programs/courses/services that have not been or cannot be offered due to the vacancy? (Be brief and specific. Use your Program Review to complete this section.)

Full-Time Faculty Position Request Form 2015 - 2016


The Basic Skills program at Las Positas is unique in that faculty members design and teach the same curriculum, using the same books, assignments and other materials throughout the courses. Because of this shared curriculum and the considerable training it entails, LPC's basic skills English courses are best taught by full-time or experienced part-time instructors. As the ratio of full/part-time instruction drops, our quality of service drops for our most high-risk students. As described above, our recent hiring of 16 new adjuncts brings many new instructors into our program, and creates a heavy training/mentoring/evaluating load on full-time faculty. Additionally, our lack of compliance with AB1725 regulations has now been amplified: this semester, we employ over 31 adjunct faculty to our 13 full-time (two of whom are on sabbatical, and others of whom have partial release time for coordination, accreditation work, RAW Center coordination, Basic Skills Chair, Program Review Chair, Puente, etc.).


If we add more basic skills English sections to meet the student success requirements -- not to mention our heavily-impacted transfer courses -- we will need to hire more full-time instructors or else see our ratio drop even farther below an effective and compliant level.

9. Any additional information that addresses justification of the position. If multiple positions are being requested, this is an opportunity to differentiate the justifications for additional positions.

The FON, or the Faculty Obligation Number, is what the state looks at to determine compliance with AB1725. Currently, we are not in compliance. Although Chabot has an overage of full-time faculty, and apparently, their numbers have been fused with our numbers to avoid the state fine, this does not take care of the full-time/part-time imbalance on the Las Positas campus. Our department needs a healthy number of full-time faculty to do the work needed to sustain our department and campus obligations, and to keep our collaboratively-developed basic skills program offerings consistent, and keep well-trained faculty in our classes across the board.

Signatures:


Requestor


Dean


Vice President