

## Full-Time Faculty Position Request Form 2015 - 2016

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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:

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](mailto: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
N/A							

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
227.8	188.6	266.9	493.8	691.4	407.4

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
N/A							

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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.)

Classes taught: Tutr 17A, Tutr 17B, Tutr 17C -- Tutoring Theory & Practice I, II, III  
Work performed: Supervise and work with students in Tutr 200; Inreach to academic faculty; outreach to LPC students; class orientations; develop new & innovative tutorial programs, materials & curriculum; participate in campus meetings; collaborate with basic skills, CTE, veterans and other groups to create tutorial sessions. Supervising staff and basic day to day running of the LPC Tutorial Center.

- 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
4	3	4	3	4	3

- c. FTES 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
2	242	2	1	2	1

- 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

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- Tutoring is tied to Basic Skills & 3SP legislation.
- The strength of the LPC tutoring program is that tutors are trained in a class and able to approach student learning in a professional manner using current and best practices in the field.
- Tutoring focuses on helping students reach successful completion and graduation.
- Tutoring provides one and one and small group learning sessions to supplement what is done in the classroom.
- The Las Positas College Tutorial Program is dedicated to students' educational success. It provides quality learning support for the diverse student population that is relevant to individual needs. It seeks to provide services that will help students become independent, active learners and function successfully in an academic environment.
- The Tutorial Center provides a positive and encouraging atmosphere for all LPC students who use the services.

**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.)**

- The LPC Tutorial Program and the tutoring courses impact all disciplines on campus. This program is a multi-faceted program that provides tutoring for courses in all divisions of LPC and for over 100 classes, this includes CTE, basic skills, and transfer classes.
- All tutoring is free to LPC students and many instructors recommend tutoring and refer specific students to the program.
- The new Math Jam program created a greater desire for math tutoring during the school year and the Tutorial Instructor/Coordinator provides present math tutors to work in math jam between the semesters and in the summer.
- The Tutorial Center provides learning resources and a helpful website to all students and faculty and provides a location for instructors to tutor their students if so desired.

**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.

The LPC Tutorial Center began in Fall 1996. In the Spring 1997 an adjunct instructor was hired to recruit, hire and teach the tutor training classes. By the end of the 1996-97 school year, the Tutorial Center had 18 tutors who gave 1,300 hours of tutoring and the Tutorial Programs Instructor worked 15 hours weekly. At the end of the last academic year 2014-15 there were 72 tutors who tutored 10,303 hours taught and supervised by the same adjunct instructor who now works 22.75 hours weekly. This is a 792.5% increase in tutoring hours. The bulk of this increase has been exponential in the last five years. If one looks at the past increase, it averages out to be 47% yearly. In the last three school years, the number of hours tutored increased by over 1,000 hours each year. Within the next three years it is projected that this will continue and we will outgrow our present location.

**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.)**

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This is school year is the breaking point for successful and smooth operation in the Tutorial Center. The adjunct instructor has been increasingly less able to effectively manage the workload over the last few years. This position absolutely needs to be full-time if the Tutorial Center is going to be able to sustain the standards, numbers, and function it has been reaching. In the first five weeks of Fall 2015 semester there have been 510 requests for scheduled tutoring. The total requests at the end of Fall 2014 was 505. Students are now dropping classes because they could not get a scheduled tutor soon enough (due to our antiquated scheduling methods).

Because there is not a full-time Tutorial Programs Instructor, new and innovative programs cannot be developed, more content specific tutor training meetings cannot be held, the individual work with tutors has suffered, there is little time for observations where tutoring errors can be caught & tutors are helped to improve, basic skills and study skills workshops can not be given, less time is available for collaboration with academic faculty and making class and division meeting visits.

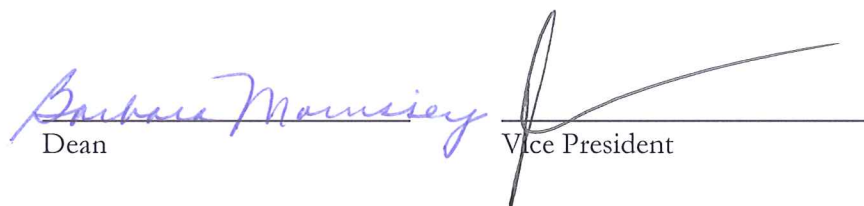
**9. Any additional information that addresses justification of the position. If multiple positions are being requested, this is an opportunity to differentiate the justifications for additional positions.**

The LPC Tutorial Center is in a crisis semester due to the incredible growth and popularity of this program. They are at the point of not even being able to serve the current number of students they have now, let alone continue to offer more tutoring. The Tutorial Center does not want to deny students access to tutorial assistance, but until they have at least one full-time faculty and one full-time staff member running the Center, they may be at that point. Although this is a "good" problem to have (so many students seeking tutoring and so many hours of tutoring being given) it is at a crisis point. This is not only a crisis for the Tutorial Center, it is a crisis for Las Positas College and the students we serve.

As the benefits of tutoring continues to be realized by students and faculty and growth continues, the campus has shown interest in a more Academic Success Center model which would include (but not limited to) teaching tutors, peer tutoring, ESL, math, reading & writing, mentoring, study and library skills. The instructor in the Tutorial Center would be a vital part of developing this new method of offering a broad range of services to all students.

**Signatures:**

Requestor

  
Dean Vice President