

Full-Time Faculty Position Request Form 2017 - 2018

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 16, 2016.

Position Requested:

Contact Person:

Discipline/Division: Starting Term: Fall Spring

This form requires the use 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.

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:

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. (Use data from link above. If requesting more than one position, see Rajinder Samra to determine the projected numbers.)

Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Projected Fall 2016	Projected Spring 2017
22.9%	25.6%	43.0%	53.3%	34.8%	33.6%	78.2%	73.3%

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

Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
535.1	415.5	552.8	491.4	501.8	486.6

Full-Time Faculty Request Form 2016-17: FHPC Revisions May 3, 2012, Sept. 18, 2012, April 30, 2013, December 4, 2015; Presented to Academic Senate-January 27, 2016



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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. 1:2666

(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	Projected Fall 2016	Spring 2017

4. 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.)

Early Childhood Development has 23 courses, 3 degrees and 4 certificates. 5 courses meet GE requirements, 6 are transferable to CSU and 2 for IGETC. 11 courses are required for our AA in ECD; 8 courses for our AS-T in ECD; 12 courses for our AA in Early Childhood Intervention; 4 courses for the Associate Teacher Certificate; 9 Courses for the Basic Teacher Certificate; 12 courses for Early Childhood Intervention Certificate and 9 courses for the Family Child Care Certificate.

We provide specialized courses that are required by the State of CA licensing division that oversees child development programs (ECD 50, 56, 62, 63, 65, 67, 68 & 87). Our courses are aligned with State permitting requirements and also with the statewide Curriculum Alignment Project (created to remove barriers to students who take classes at multiple colleges and who are seeking transfer to 4 year institutions). We process Child Development Permits required for work; their documents are approved at the college by faculty who are authorized signatories by the CA Commission on Teacher Credentialing. Faculty work collaboratively with Child Development Center (CDC) classroom teachers and Director to schedule student placements for 3 lab classes with multiple sections. This collaboration also strengthens students' competencies across all ECD courses that use the CDC for class assignments. The department oversees 4 state and local grants, each requiring attendance at State meetings, faculty oversight of student stipends, student placements at programs within the community, reporting, and service on local steering and selection committees. There are twice yearly meetings with our advisory board and articulation meetings with the local ROP.

- 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 2013	Spring 2014	Fall 2015	Spring 2015	Fall 2014	Spring 2016
17	17	19	16	18	18

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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 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
60	49	72	57	63	66

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

Some special characteristics of ECD are that the program must be responsive to a wide variety of student goals as well as to state licensing agencies, state and local granting agencies, local child development programs and the Tri-Valley ROP. Some classes are specifically required by state regulations (see list in #4a) while others respond to needed specializations in the profession such as working with children with special needs and working with diverse populations of children (ECD 60, 79, 91). We offer bilingual sections of ECD 50, 56, 62 & 63 to support the workforce need for bilingual/bicultural teachers. 14 of our courses have mandated content for alignment with the Curriculum Alignment Project.

Another special characteristic is the Child Development Center (CDC) facility. A great amount of faculty oversight, scheduling and planning takes place to fully utilize the center for class assignments and lab courses, while keeping child to adult ratios low. Having a secured facility also requires participation on the center's security task force and being part of the center's security response team.

Finally, while it may not seem obvious, the scheduling for courses is extensive as the 23 classes have to be offered in a selective and timely manner to meet the varied goals of students, within limited FTEF.

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5. 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.)

ECD courses meet General Education requirements for students pursuing their AA or AS degrees as well as students planning to transfer. Specifically:

For those pursuing an AA in Arts

Social & Behavioral Sciences - ECD 56, 62 & 79

American Cultures - ECD 79

GE for AS

Social & Behavioral Sciences - ECD 56, 62 & 79

American Cultures - ECD 79

CSU

Area D: 56, 62, 79

Area E: ECD 54, 56

IGETC

Area 4 - 4G: ECD 56

Students from other disciplines such as Psychology have used the observation rooms in the CDC for completion of assignments and there have been collaborations between the marketing and Speech departments and the CDC. The collaboration between the Math Department and ECD to create the contextualized math program supports ECD student success and drives students to the Math department that traditionally chose not to pursue these courses.

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

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

N/A

7. 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.)

Not filling this position will markedly decrease service to students and offerings of courses. In 15-16 the department sought to expand to have 3 full time faculty but without this position being filled we will reduce to only one (see #8). Leaving one full time faculty to respond to the needs of over 440 students / 581 enrollments (headcount & enrollments, IR Data, fall 15) and all the tasks outlined above is not realistic. The last time the department had one faculty person in 2000 was before the Child Development Center was built, there were less state requirements and we were serving less students (315 headcount, 444 enrollments). Usage of the lab is expanding; less faculty coordination of these efforts means a reduction in quality to ECD students and poor workforce preparation. We need a consistent FT person for coordination of the lab experiences and maintenance of the pedagogical underpinnings of the program. Additionally, ECD would not be able to participate in the statewide alignment of content for new transitional kindergarten courses, equaling a loss of potential students. We would also not be able to continue the collaboration with Adult Ed that began this year. More students would be taught by part-time faculty.

We may not be able to offer some or all of the lab classes, which are required for degree and certificate attainment. This would prevent or delay students' goal completion and impact enrollment. The Child Development Center is only open during the day for students to complete their lab hours. The pool of part-time instructors primarily work full-time and only teach in the evening. It is extremely difficult to find part-time morning faculty. Without hiring this position we would be taking a huge step backwards as we would be limited in our potential to use the lab, which was built for this purpose. It would be logistically challenging for the remaining faculty and the students.

Overall, ECD is seeing an increase in daytime students requiring available faculty during the day. Without a new person we may lose enrollment due to limited daytime offerings. While this is an obvious negative impact to students, it would be destabilizing for the program and the college would be impacted by a possible decrease in the program's high level of certificates awarded. Having only one FT faculty member to teach, serve as coordinator and fulfill other duties is not sustainable.

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8. 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.

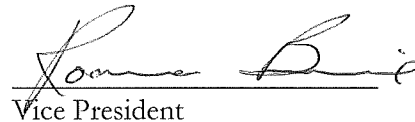
Zina Rosen Simon has been a long time member of the ECD faculty and has submitted her letter of resignation to the Dean and HR; it is being sent to the Board now. She will retire at the end of the 16-17 academic year. The projections in #2 were based on the idea that our department would expand to three full time faculty. They do not take into account the retirement and subsequent reduction to one full time faculty. Therefore they are not an accurate picture of the number of students who will be taught by part-time faculty after the retirement or the workload. I would request that once the Board approves the retirement that the projections are updated so they can be part of the team's decision-making process.

The program has grown, along with the college's and state's mandates. Last year we sought a third faculty person to address these changes and allow us to more fully participate in important state projects that would support the education of our students. With Zina's pending retirement it is critical to hire a new faculty person to just maintain what we have.

Signatures:


Requestor


Dean


Vice President