

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

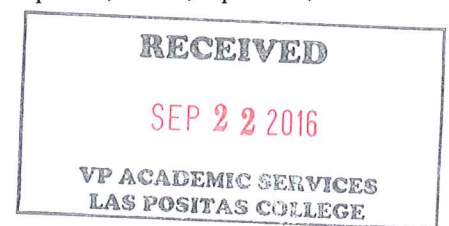
1. Number of Full-Time Faculty currently in Discipline:
 If requesting more than one position, add 1 to this number for each subsequent position requested.
2. Percentage of FTEF taught by full-time faculty as load for the past six semesters, and projected for one year assuming a successful hire. (Use 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	<u>Projected</u>	Fall 2016	Spring 2017
<input style="width: 60px;" type="text" value="23.7"/>	<input style="width: 60px;" type="text" value="22.0"/>	<input style="width: 60px;" type="text" value="27"/>	<input style="width: 60px;" type="text" value="26"/>	<input style="width: 60px;" type="text" value="37.9"/>	<input style="width: 60px;" type="text" value="23.7"/>		<input style="width: 60px;" type="text" value="46.6"/>	<input style="width: 60px;" type="text" value="44.0"/>

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
<input style="width: 80px;" type="text" value="310.5"/>	<input style="width: 80px;" type="text" value="278.7"/>	<input style="width: 80px;" type="text" value="284.8"/>	<input style="width: 80px;" type="text" value="306.5"/>	<input style="width: 80px;" type="text" value="310.2"/>	<input style="width: 80px;" type="text" value="282.6"/>

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	<u>Projected</u>	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.)

Each semester, we offer 2-3 sections of each of six reading/writing classes (6 units/7.76 CAH each), 2 sections of each of six grammar classes (3 units/3.75 CAH), and 2-3 sections of oral communication classes (2 units/2.75 CAH). In addition, faculty process and evaluate new student assessments, develop, implement and analyze SLOs, develop curriculum, including program-wide exams, and participate in departmental meetings, including holistic scoring sections. Faculty also collaborate extensively across sections and courses and mentor other instructors in the discipline.

- 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
25	28	24	24	27	25

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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
64	63	71	64	69	70

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

-ESL classes have a mandated class size of 25 students for reading/writing classes
-ESL classes have a mandated class size of 35 students for grammar and oral communication classes.
-ESL courses are Basic Skills classes.
-ESL courses are mandated by the state.
-ESL students progress directly into English 1A upon completion of the program.
-The ESL program is sequential, and highly coordinated, with all sections of each course taught using the same textbooks and common, holistically-scored exams. This requires a high degree of involvement by full-time faculty in all sections of a given course.
-ESL reading/writing courses and oral communication courses make use of a Lab, which is held in The Integrated Learning Center (600) or in computer labs (for oral comm classes

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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.)

The success of the ESL program is critical to the college and impacts every discipline and program since ESL students are enrolled in all programs of the college. Specifically, it is in the ESL program that they develop the foundational linguistic and academic skills that allow them to progress toward and ultimately succeed in the pursuit of their personal, academic, and professional goals. Without a comprehensive and robust ESL program, staffed with a sufficient number of full-time instructors, non-native speakers, who comprise the fastest growing demographic of the college's service area, would be without a viable path toward achieving their goals.

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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.

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.)

Without this position, it will be increasingly difficult to serve the needs of the fastest growing demographic of the college's service area, non-native English speakers. Our program would struggle to provide effective instruction, student support, and curriculum development, and without enough full-time faculty to effectively mentor part-time instructors, the overall quality of instruction would suffer. Additionally, the administration and evaluation of new student assessments would be challenging, as would the development and analysis of SLOs. ESL students would be negatively impacted, thereby negatively impacting all programs on the college, as ESL students are enrolled in or will enroll in all of these these programs. The ESL Department also operates as a vital link to the community, conducting extensive recruitment activities such as Open House events and interfacing with area Adult Schools and libraries. This position is necessary to ensure the continued excellence of a critical part of the college's Basic Skills offerings, and not filling this position would have a significant negative impact on not only students' success but also the college's relationship with the community.

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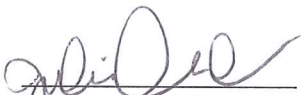
8. Any additional information that addresses justification of the position. If multiple positions are being requested, this is an opportunity to differentiate the justifications for additional positions.

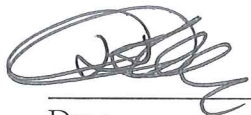
One important note regarding the FTEF for fall 2015: That number is much higher than other semesters because Jonathan Brickman had to carry an overload. One of the ESL adjunct instructors was offered a full-time position in August 2015, and so left vacant an advanced ESL Reading/Writing course at the last minute. We were unable to hire someone qualified with such short notice, so Jonathan had to take on the class.


In addition to the above mentioned issues, one (of three) of our current full-time faculty has been on pre-retirement reduced workload since spring 16. Marilyn Marquis will either continue her pre-retirement reduced load or officially retire for the the 17-18 academic year.

In addition, a second full-time faculty member will be on sabbatical leave fall semester 2017 leaving (if the position is not filled) just one full-time instructor responsible for the entire department. This will have an obvious negative impact on the percentage of courses taught by full-time faculty. Without a new position, the percentage of courses taught by full-time faculty in fall would be reduced to approximately 12%.

Signatures:


Requestor


Dean


Vice President