

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 2017	Spring 2018
<input type="text" value="36.0%"/>	<input type="text" value="31.1%"/>	<input type="text" value="43.2%"/>	<input type="text" value="34.7%"/>	<input type="text" value="56.9%"/>	<input type="text" value="68.0%"/>	<input type="text" value="69.2%"/>	<input type="text" value="68.9%"/>

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 type="text" value="505"/>	<input type="text" value="542.7"/>	<input type="text" value="518.7"/>	<input type="text" value="524.5"/>	<input type="text" value="517.7"/>	<input type="text" value="468.8"/>

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

Please note: all FTEF, FTEF/WSCH, and other numbers are a combination of both the BUSN and MKTC identifiers

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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 2017	Spring 2018
n/a							

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.)

The Business program consists of three distinct areas General Business, Marketing, and Work Based Learning. In the General Business area the subject areas include Accounting, Law, and the other General Business topics. Marketing includes the topics of Marketing Principles, Retailing, Advertising, Professional Selling, Product Placement, Retail Store Management, and other topics within the marketing mix. Work Based Learning includes Internships and Work Experience. The three areas prepare students for transfer to four-year degrees, professional programs, research, and pragmatically for the world of work and career enhancement.

The courses which will be taught by this position will be selected from all offerings in both the Business and Marketing areas. These include Business Law, Business Ethics, Introduction to Business, Human Relations in the Workplace, Business Communications, Business Correspondence, Introduction to Management, Human Resources Management, Introduction to Marketing, Retail Store Management, Retailing, Professional Selling, Advertising and Work Experience. While the courses in the accounting field - Financial Accounting, Managerial Accounting, General Accounting, Business Mathematics, Quick Books Accounting, Payroll Accounting, and Federal Income Tax Accounting may be available periodically those areas are not the focus of this position.

Additional work which will be performed by this individual includes but is not limited to supporting and further developing existing initiatives including Shark Tank, Speakers in Business series, Advisory Board, and the Phi Beta Lambda Business Club. This position's responsibilities will also include - but not limited to - outreach to area high schools and the community, developing collaborative relationships with other disciplines, writing new course curriculum, updating existing course curriculum, writing and evaluating Student Learning Outcomes, serving committees, participating on local and regional CTE committees, working on regional initiatives, and collaborative grants

- 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
34	34	35	32	35	36

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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
138	140	128	131	129	126

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

1. While our contractual maximum in classes is 44 we are unable to add sections due to constraints in finding qualified part-time instructors. Thus, the primary sections impacted by this position (BUSN18 and BUSN40) are over enrolled. One BUSN40 is a large lecture at 100; two BUSN1A and 1B sections are at 60. The accounting sections (BUSN 1A, BUSN 1B) are also over enrolled.
2. Facilities - The courses offered require a classroom setting which offer tables rather than desks, the ability to use a white board at the same time the computer and/or document camera are in use, and space to meet in groups of 3-5 or 3-7 for case study analysis.
3. Two courses in the discipline meet General Education requirements: BUSN 30 Business Ethics and BUSN 18 Business Law.
4. All courses in the discipline are required as part of an AA/AS degree, the AS-T degree, a certificate, or are transferrable.
5. Assisting the under-prepared student to attain the basic skills needed to succeed in college-level work is a core function of community colleges. Basic skills are considered those foundation skills in reading, writing, mathematics, learning skills, and study skills. In BUSN 52 Business Communications, BUSN 53 Business Correspondence, and BUSN 55 Business Math detailed efforts or employed by the faculty to support basic skills improvement. In all other courses, students are encouraged to utilize the tutoring and mentoring services available through the college, and offered through the full-time and part-time Business discipline faculty.
6. All full-time faculty and many of the part-time faculty offer out of class tutoring and serve as mentors to students. All faculty work with DSPS to identify areas requiring educational accommodations, identify the best accommodation, and implement specialized services for those students. Full-time faculty also hold office hours in the tutoring center to create easy access for students.
7. OTHER: This discipline is a dynamic one as the world of business is constantly changing, developing new strategies, and is faced with new requirements of all employees. Importantly this discipline is an area which most students recognize that some knowledge in the area is essential as all careers are involved in business in some way. This recognition has paved the way for the need for cross-discipline certificates in all academic areas.

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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.)

Uniquely, all Business degree and certificate programs require inter-disciplinary study. Thus, contrary to other disciplines when enrollment increases in the business program cluster, the result is an increase in other courses campus-wide. Certificate requirements include courses from CIS, Economics, English, Speech, Math, and Library Studies. In addition, degree requirements include course options from all of the social and behavioral sciences.

Robust Business and Marketing offerings are critical to the success of students. Through such programs students are encouraged to explore a myriad of career options, apply the theoretical knowledge gained in the classroom, and develop the softer skills which time and again have been proven as critical to becoming successful individuals, employees and life-long learners. Students with well-designed educational programs include business courses in their plan. Nation-wide research indicates that students in academic track programs recognize the career enhancing value of Business and Marketing courses. Students from the arts to medicine to zoology recognize the vital importance in today's world of having a basic understanding of general business principles, accounting, supervision and marketing and have taken proactive steps to fulfill that need in their education. With its limited resources the Las Positas College Business Department attempts to meet the needs of those students along with the needs and demands of the business transfer majors, certificate students and returning students.

There are eight cross-discipline initiatives focused on entrepreneurship in process currently with the plan to incorporate five other disciplines. Additional courses and programs needed by students and the community and which are cross-discipline are under development.

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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.

not the first full-time position

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.)

Full time faculty are vital to the growth and success of the Business Department's overall program. This includes its growth at the foundation, its interactions with students outside of the classroom, and through our participation in campus, district, regional, and state-wide committees.

Not replacing this position will immediately and dramatically set the program back several years. Continuing the overload of faculty members is not sustainable. Adjustments to the program will be inevitable. The adjustments will come in the following areas: (1) reduction in tutoring beyond office hours; (2) reduction in faculty/student mentoring; (3) development of outside mentors will be eliminated; (4) community outreach will be reduced and its continuation in jeopardy; (5) business course offerings during the daytime blocks (8 a.m. to 5 p.m.) will be reevaluated as the availability of qualified adjunct faculty for day classes is virtually non-existent; and (6) all extra activities that the department has brought to students will have to be re-prioritized. In summary, without this position students will be seriously impacted in the variety of courses and the times when those courses can be offered and students' accessibility to faculty will be reduced.

Additionally when the job market is "tight" finding talented individuals to serve as part-time faculty is exceptionally challenging. Further because of the large number of part time instructors the program requires, there is a severe lack of continuity with students from semester to semester. This lack of continuity limits students' success and limits the additional resources we can offer them (i.e. coaching, mentoring, clubs, entrepreneurship activities, business plan competitions, marketing and advertising competitions, community involvement, internships, and work experience guidance etc).

Finally this departmental shortage of resources adds to the general burden on the existing college-wide population. With the limited number of faculty in the department existing faculty members are constrained from full participation in campus-wide activities.

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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.

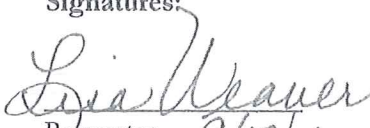
Currently two of the four full time faculty members are teaching overload; and three of the four full-time faculty members have large lecture courses (without support staff assistance) in order to meet student demand.

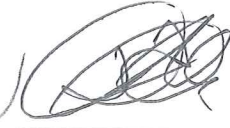
This position request is to replace Mark Grooms who resigned to take a position at Orange Coast College where his spouse and two children reside. Although Mark commuted between Orange County and Alameda for three years his impact on the school was impressive and a clear example of what an outstanding hire can add to a department and the college. Because of his resignation we needed to staff the 19.75 CAH he was teach. He was the treasurer of the Academic Senate, and the CTE representative for the college. He was the advisor to the Indian Club. He was also the coordinator for the LPC Shark Tank activity, which was initiated by a part-time faculty member who is still partially involved. Shark Tank is held annually. All of those efforts have temporarily been picked up by the remaining faculty at the expense of other badly needed student initiatives and the curtailing of campus-wide committees.

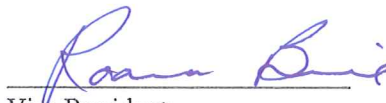
The over extension of the full-time faculty members increases each year; this level of teaching and campus community involvement is not sustainable and must be addressed.

We recognize that many disciplines are seeking and need positions. We ask that the committee consider the very high value these classes and programs bring to our student constituents and endorse the restaffing of this position.

Signatures:


Requestor 9/12/16


Dean 9/22/16


Vice President

for all
BUSN faculty