

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>	
<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="73.3%"/>	<input type="text" value="75.6%"/>

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 data is the combination of the BUSN, MKTG and WRKX 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 all of the Work Based Learning courses (Internships and Work Experience) with courses to fill out his/her load selected from offerings in both the Business and Marketing areas. Predominately the courses would be 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, and Advertising.

Additional work which will be performed by this individual includes but is not limited to supporting and further developing existing initiatives including 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, updating existing course curriculum, writing and evaluating Student Learning Outcomes, serving on 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.

2. Facilities - While the general business 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, the major load of this position requires the individual to work with students and their employers at their place of employment.

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: The legislature and the Chancellor's office has been very direct in commanding our colleges to expand the powerful Work Based Learning (WBL) initiatives. Our discipline has attempted over the years to cobble a WBL program together with part-time faculty. However, the lack of consistency in this approach has damaged relationships with the community and minimized the internship offerings available. WBL is an exceptionally enriching addition to every college students experience. This position will serve all students in all disciplines, save for those who have mandated requirements for their WBL offerings. For example Early Childhood Education will continue with their program due to the licensing requirements as will Fire Science.

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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.

Adding and expanding the WBL offerings with a consistent professional full-time faculty leader, will be an exceptionally strong addition to all programs offered at LPC. This growth will allow students transferring to four-year institutions a strong plus to their application; for students immediately seeking employment an Internship will be added value to potential employers.

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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 adding this position will mean the much needed work based learning initiative will not be able to grow and students - in all majors - will not receive the benefit of those experiences. It will also mean the reduction in faculty/student business mentors; community outreach will be in jeopardy; (and 5) business course offerings during the daytime blocks (8 a.m. to 5 p.m.) will be reduced further as the availability of qualified part-time faculty for day classes is non-existent; In summary, without this WBL/General Business position students will be lose what draws them to the community college system.

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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.

The first position we are requesting is a replacement slot.

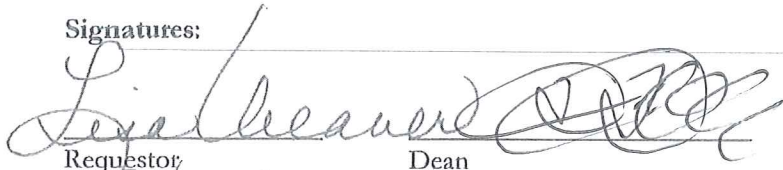
This second position will focus on Work Based Learning with this individual's load to eventually be all WBL courses.

It is forecast that with LPC's current student enrollment coupled with the career opportunities in the Tri-Valley that the WBL enrollment should be in the 200-500 student range. These students will not just be taking WBL courses and/or business courses but will be students from across the campus and will serve many under-served students.

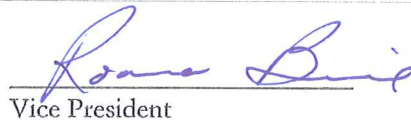
With this faculty member's outreach to these under-served populations state-wide research indicates that students who enroll in work experience then seek out additional course work. Their next step is to further their education, identify major fields of study and then look for an Internship. Those Internships enhance students' worth to transfer institutions and employers.

This position is sorely needed by LPC; it is a position that will offer a powerful learning experience to students in all of our constituent populations.

Signatures:


Requestor

Dean


Vice President

9/12/16
for all BUS
faculty