

Full-Time Faculty Position Request Form 2018 - 2019

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 15, 2017.

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.laspositacollege.edu/researchandplanning/FacultyPrioritization.php> (If you have any questions about the data, please contact Rajinder Samra 925-424-1027 or rsamra@laspositacollege.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 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Projected Fall 2018	Projected Spring 2019
<input style="width: 50px;" type="text" value="N/A"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>

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

Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
<input style="width: 50px;" type="text" value="N/A"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>

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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 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	<u>Projected</u>	Fall 2018	Spring 2019
1:310	1:317	1:330	1:352	1:340	1:327		1:275*	1:275*

*Projections based on retirement of 0.5 DSPS counselor and addition of new (1.0) position.

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.)

DSPS is charged with ensuring that qualified students with a verified disability receive legally mandated accommodations articulated in ADA and Section 504 legislation. DSPS interacts with student services departments to ensure that disabled students have equal access to enrollment services, financial aid, and other student success initiatives and recommends system improvements that better support students with disabilities. Acts as a resource for faculty and staff on complex issues related to compliance with state and federal regulations, provides guidance on reasonable accommodations related to educational limitations, facilitates interactive process required in addressing the educational challenges of students with disabilities. Monitors the academic progress of students and provides disability-related counseling and academic support.

- 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 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
N/A					

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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 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
465	475	495	528	510	490

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

Specialized faculty participates in the intake and eligibility determination process for students who have applied for Disabled Students Programs and Services (DSPS). Requires awareness of verification regulations, ensures that eligibility and accommodations are documented by providing an effective interview and interactive process as required by law; ensures that each student receiving DSPS services has a complete file that includes all mandated student record forms and appropriate documentation of disability.

Students with disabilities very often present complex patterns of receiving, processing and expressing information that goes beyond content. Recent updates to Title 5 have identified and clarified the impact of Mental Health, ADHD and Autism on student access and success. Rarely do we see any of these disability categories expressed in discrete ways. The reality is that students with disabilities manifest tremendous variability due to the interaction of multiple cognitive, psychological and social dynamics. Categories become irrelevant when working with our students.

In recognition of the complex nature of our work, Title 5 articulates specific minimum qualifications for counselors in DSPS.

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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.)

DSPS interacts with student services departments to ensure that disabled students have equal access to enrollment services, financial aid, and other student success initiatives and recommends system improvements that better support students with disabilities. Provides Alternative Media services to facilitate access to services and programs. Liaisons with both on and off programs that serve the disabled student populations including high schools, universities, Regional Centers, Veteran's Programs, CalWorks, EOPS. Develops and maintains processes and procedures that support the successful transition of students with disabilities from high school to postsecondary institutions.

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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.)

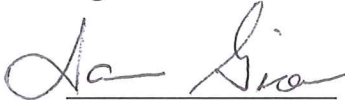
- 1) Students are currently experience delayed access to services due to staffing levels that have not kept paced with increased students demand. This is felt primarily in:
 - a) disability-related counseling
 - b) academic support
 - c) registration assistance and program planning
 - d) assessment of learning disability
- 2) Students with undiagnosed learning disabilities are at greater risk for failure due to lack of disability-specific academic support
- 3) The impact is not only on student success but also puts the college at risk for OCR complaints due to delayed provisions of legally-mandated services and appropriate accommodations

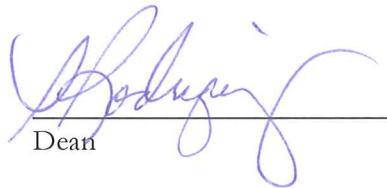
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8. Any additional information that addresses justification of the position. If multiple positions are being requested, this is an opportunity to differentiate the justifications for additional positions.

Since 1997, DSPS has had only 1.5 counseling positions available to support these students despite a 400% increase in student headcount. This is not sustainable. In addition to direct student contact DSPS counselors support faculty in the provision of accommodations as well as advice on management of student behavior in the classroom and pedagogic strategies that remove barriers to learning. IN ADDITION, DSPS counselors are expected to fulfill all other faculty obligations such as SLO/SAO development and assessment, committee assignments, professional development and other professional commitments. As is the case with other Student Service areas, counselors are also expected to perform outreach services (20 high schools) and campus-wide events. This growth of this program along with the intense nature of the work requires and additional 1.0 to 1.5 counselor positions just to meet the current need. Continued growth will eventually necessitate further staffing.

Signatures:


Requestor


Dean


Vice President

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

