

## Full-Time Faculty Position Request Form 2018 - 2019

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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.laspositascollege.edu/researchandplanning/FacultyPrioritization.php> (If you have any questions about the data, please contact Rajinder Samra 925-424-1027 or [rsamra@laspositascollege.edu](mailto: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 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	<u>Projected</u>	Fall 2018	Spring 2019
<input style="width: 50px;" type="text" value="27.9"/>	<input style="width: 50px;" type="text" value="26.9"/>	<input style="width: 50px;" type="text" value="33.9"/>	<input style="width: 50px;" type="text" value="23.7"/>	<input style="width: 50px;" type="text" value="22.2"/>	<input style="width: 50px;" type="text" value="23.5"/>		<input style="width: 50px;" type="text" value="35"/>	<input style="width: 50px;" type="text" value="36.5"/>

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: 80px;" type="text" value="284.8"/>	<input style="width: 80px;" type="text" value="306.5"/>	<input style="width: 80px;" type="text" value="330.1"/>	<input style="width: 80px;" type="text" value="282.6"/>	<input style="width: 80px;" type="text" value="303.9"/>	<input style="width: 80px;" type="text" value="316.4"/>

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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

#### 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.)

15 reading/writing sections offered (6 units/7.75 CAH each)  
10 grammar sections offered (3 units/3CAH each)  
4 oral communication classes offered (2 units/2.75 CAH)

- Full-time faculty read, evaluate and process all new student assessments weekly (timeliness is essential)
- Full-time faculty assist in all new student orientations
- Full-time faculty visit all ESL sections each semester to help students with registration and program planning questions.
- Full-time faculty develop curriculum (including program-wide exams), revise/update course outlines on Curricunet, and facilitate input and analysis of SLO data
- Full-time faculty collaborate on Program Review and Discipline Plan
- Full-time faculty participate in screening and interviewing all new adjuncts
- Full-time faculty mentor new adjuncts and facilitate extensive collaboration across sections
- Full-time faculty organize and run holistic scoring at the end of each semester, including reading of final exams in collaboration with the English department (ESL 25 and English 104)
- Full-time faculty organize all ESL outreach, including distribution of outreach materials across the Tri-Valley, cold calls to all newly enrolled ESL students and hosting of the ESL Open House, which brings more than 100 local students to campus each semester
- Full-time faculty participate in local ABEG partnerships including MACC, Tri-Valley ESL workgroup and extended partnerships with local libraries, Adult Schools and vested industry partners
- Full-time faculty participate in regularly scheduled college, committee and department meetings, especially those committees requiring ESL representation like Basic Skills.

- 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
27	24	24	25	24	24

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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	?
71	64	69	70	74	71	.

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 reading/writing classes have a mandated class size of 25
- ESL grammar and oral communication classes have a mandated class size of 35
- ESL classes are mandated by the state of California
- 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.
- All four of the ESL advanced level classes are CSU transferable and two of the advanced ESL classes are UC transferable (we're in the process of making all four UC transferable this year), which is a unique feature in ESL programs across the state that appeals to both local and international students
- All transferable ESL courses meet GE, AA, AS, certificate or transferable requirements
- The ESL department provides basic skills courses
- The ESL department provides mandates and specialized services to students
- Newly developed ESL courses are providing vocational training in partnership with local industries.
- The ESL program provides a bridge between Adult education and Community College education. A significant number of our students who begin the ESL program at LPC with no desire to complete any higher education, decide to stay and complete AA, AS and transfer degree requirements.

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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 ESL students develop the foundational linguistic and academic skills that allow them to progress toward and ultimately succeed in the pursuit of their transfer, degree, basic skills, career-technical and retraining goals. In addition, students who complete the ESL program develop knowledge, skills, values, and abilities that foster engaged and contributing members of the society, since developing necessary language skills gives students the ability to overcome the barriers faced by English language learners regardless of, amongst others, age, gender, ethnicity, religion, and documentation status.

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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 a comprehensive and robust ESL program, staffed with a sufficient number of full-time instructors, non-native speakers would be without a viable path toward achieving their goals. The college plays a unique and vital role within in the community as a bridge between adult education and college. The necessary collaboration of ESL full-time faculty with area Adult Schools, Libraries, Industry and CTE partners requires additional time not typical of many of the college disciplines.

In addition, because of the sequential nature of the program, coordinated and collaborative efforts are necessary to student success, which require management and mentoring on the part of full-time faculty. Currently, with over 20 adjuncts, and two full-time faculty, this effort is particularly strained. 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 and orientations would be challenging, as would the development and analysis of SLO data, and curriculum updates. The ESL student population is unique, diverse and vulnerable. Students often require crisis counseling and student support services, but for diverse reasons are not comfortable or familiar enough to seek these services on their own. Full-time ESL faculty consistently act as liaisons between students and services. Without this position, it will be increasingly difficult to serve the needs of non-native English speakers.

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. In particular, outreach is unique in the field of ESL as our student demographic is significantly different from that of the average college student population. For example, the median age of the LPC college student is 21, whereas the median age of an ESL student is 35 years of age. ESL students simply cannot be reached through traditional college outreach efforts, but rather require the grass roots, outreach efforts initiated by full-time faculty every semester since adjunct faculty simply cannot be asked to do this work without pay.

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. ESL students would be negatively impacted, thereby negatively impacting all programs on the college, as ESL students are enrolled in or will enroll in many college programs.

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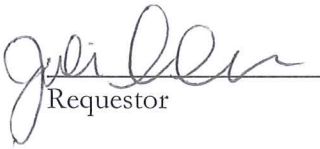
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8. Any additional information that addresses justification of the position. If multiple positions are being requested, this is an opportunity to differentiate the justifications for additional positions.

Lastly, the new world of Noncredit is a real and authentic movement happening in California. 85% of Noncredit courses offered across the state are ESL. This is an exciting and innovative time for ESL. The full-time faculty have already begun developing Noncredit courses appropriate for ESL at LPC; however, in order to continue innovation, and thus, create bridges for our most vulnerable community members based on best practices, we need help. A high priority would be placed on finding a full-time faculty replacement ready to help the LPC ESL department develop Noncredit pathways.

I respectfully ask the committee to consider the numerous and vital ways in which ESL has a significant impact in our local communities, including career/vocational opportunities, civic/community engagement and student success. Thank you for your time!

Signatures:

  
Requestor

  
Dean

  
Vice President

