

Full-Time Faculty Position Request Form 2020 - 2021

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 11, 2019.

Position Requested:

Contact Person:

Discipline/Division: Starting Term: Fall Spring

This form requires data. Most of the 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. For Instructional Faculty: 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 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Projected Fall 2020	Spring 2021
<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 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	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"/>

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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 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	<u>Projected</u> Fall 2020	Spring 2021
1:549	1:540	1:551	1:572	1:620	1:672	1:581	1:543

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.)

Per the Counseling 18-19 Program Review:

To address the current and future staffing needs, the Counseling Program requests include the following positions:

- Career Counselor (50% reassign): A need for additional career counseling has been forefront in the last couple of counseling program reviews. This request is in line with state goals of emphasizing CTE, and has been supported by the VP of Student Services. The need for this position and Career Counseling program development has been further emphasized through the goals of Guided Pathways.

Long Term Planning: The Program must focus on expanding career counseling, growing the strategy from individualized career counseling, to one that includes centralized career counseling assessment and workshops available to students. In the spirit of Guided Pathways, early career counseling interventions need to be developed, marketed and delivered to students who are undecided about their career and educational goals. Possible early career interventions include a PCN 10 (Career Planning) based bridge program for undecided students and/or career assessments provided for undecided students as they are identified during the admissions process

This counselor position will be dedicated to serving students in need of career counseling as excerpted above from Program Review.

- b. Total number of primary sections as identified in data taught in the discipline in each of the last six semesters (use data link from page1):

Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
18	18	19	21	21	16

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c. Student enrollments (FTES) in the classes taught (use data link from page 1) or number of students served in each of the last six semesters:

Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
44	33	45	34	49	36

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/AD-T degree, certificate or transfer
- Discipline provides basic skills courses
- Discipline provides mandated and specialized services to students
- Other

The hiring of a Career Counselor is supported by several campuses initiatives ranging from Guided Pathways to the New state Funding Formula.

The Key Elements of Guided Pathways in support of this position is as follows:

-LPC has structures in place to scale major and career exploration early on in a student's college experience.

In a given year, approximately 950 students (~10.5% of the student body) identify as undecided with respect to their educational goal; this percentage is even higher for first year students (>20%). At this time, the college remains in "pre-adoption" regarding addressing early major and career exploration for students. Without hiring this dedicated career counselor, the college will continue to have no systematic approach to serving these students, and this element of Guided Pathways will continue to go addressed.

With this position in place, students will identify and enter their academic and career pathways more efficiently, increasing retention and completion rates, and contributing to an increase in Student Success Allocation from the State Funding Formula. In that way, this position is critical to counseling services, the implementation of Guided Pathways, and to support the colleges student success allocation in the new funding formula.

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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.)

Supporting student career exploration directly supports ALL disciplines on campus. The level of support provided by this position would increase FTES on our campus by helping students stay on track (persistence = FTES). With the new funding formula, this position would directly support the outcomes that will now be tied to funding, including degree attainment, completion of CTE units, and attainment of living wages. The career focus of this position would enhance CTE student outcomes, and is directly related to the goals of Student Equity, Student Success and Support and Guided Pathways initiatives.

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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 hiring this dedicated career counselor, the college will continue to have no systematic approach to serving undecided students. Students will continue to accumulate excess units, get discouraged, and often leave college altogether. This will negatively impact the campuses progress toward Guided Pathways, student success allocation funding, and our progress towards our Vision for Success Goals.

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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.


Notes:

The number of Student Services FTEF reported in #1 (13 total) and calculated student/faculty ratios do not account for counseling reassigned time (HSI Director, Guided Pathways, Online Education Initiative, Faculty Association, Student Area Outcomes Liaison). They also do not account for counseling assignments to dedicated student programs (DSPS, EOPS, CalWORKs, Veterans, Umoja, Puente, HSI Gateway to Stem Success). When factored in, the student/faculty ratio for students not affiliated with one of the aforementioned groups (the vast majority of our student population) is significantly higher.

Signatures:


Requestor


Dean

 9/25/19
Vice President