

Full-Time Faculty Position Request Form 2022 - 2023

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 10, 2021.

Position Requested:

Contact Person:

Discipline/Division: Starting Term: Fall '22 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:

Date Retirement/Resignation is Board Approved:

If position is categorically funded, indicate source and duration of funding:

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.)

Projected

Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2022	Spring 2023
<input type="text" value="17.3"/>	<input type="text" value="16.7"/>	<input type="text" value="36"/>	<input type="text" value="30.3"/>	<input type="text" value="19.4"/>	<input type="text" value="0"/>	<input type="text" value="N/A"/>	<input type="text" value="N/A"/>

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

Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input 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).

Projected

Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2022	Spring 2023
1:621	1:582	1:697	1:661	1:596	1:575	1:439	1:429

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.)

This counselor position will be dedicated to serving the growing student athlete population. The work performed - academic, career, personal counseling - will be aligned with the philosophy and processes of the Counseling Department. However, emphasis for this position will be to work with student athletes from matriculation to graduation in the following ways:

- Provide academic counseling, educational planning, and follow-up support ensuring completion of all of SSSP components for student athletes.
- Consider varying LPC, transfer, and NCAA eligibility requirements when assisting students with creating and updating the educational plans.
- Counsel incoming athletic recruits to provide an overview of available academic and student support resources.
- Develop various academic support services, i.e. individual and group counseling, workshops, case management, and connecting students with multiple on-campus resources.
- Serve as liaison with college employees to enhance the academic success of student athletes and promote their engagement within the campus community.
- Stay abreast of and assure adherence to CCCAA and NCAA rules and regulations.

- 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 page 1):

Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021

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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 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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 associates degree, certificate or transfer
- Discipline provides basic skills courses
- Discipline provides mandated and specialized services to students
- If position is categorically funded please add source and duration of funding
- Other

Per the Counseling Program Review:

"Additional staffing continues to top the list of program needs. Despite hiring new adjunct counseling faculty and a new full-time counselor for the DSPS Program, the need for counseling faculty continues to outpace program growth. To address the current and future staffing needs, the Program requests the following positions:

- Athletic Counselor: The LPC Athletic Program has grown to over 200 students (with special eligibility and enrollment requirements). This high demand population requires a dedicated athletic counselor."

An athletic counseling position has also been a priority for the PATH division. When asked for the anticipated counseling demands for student athletes across the academic year, the former Dean of PATH provided the following:

"Student athletes are required to have their comprehensive ed plan completed and on file by Oct. 15 (Fall and Winter sports) and March 1 (Spring sports). It is essential that student athletes meet with their counselor as soon as possible, so as to not create a log-jam near the completion date. If students do not have an SEP on file by the above dates, they are ineligible to compete until they do.

a. Summer – Incoming students need to meet with a counselor to discuss classes and develop their SEP. The soccer, water polo, and cross country teams will be filling out their rosters as we approach August with some students starting close to and/or after the first day of classes. Additionally, the basketball, swim, and dive teams need support. Finally, LPC conducts a mandatory student athlete orientation. So being able to put a face to "counseling" for our students will go a long way in making them feel connected to campus.

b. Fall – Support services and workshops geared towards success in the classroom. Assistance with Spring REG and SEPs for incoming Swim and Dive transfer students joining the team for the spring term.

c. Spring – Support services and workshops geared towards success in the classroom. Spring is recruitment season for all sports. [Counseling] has been phenomenal this spring in coordinating with coaches, [and being] available to meet with students as they were on campus preparing to enroll in classes. There is an additional mandatory orientation for students competing in spring sports at the start of the term.

With approximately 200 student athletes, there is a need for them to have access to reliable and dedicated counseling and support services that is on par with our categorical programs. "

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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.)

A dedicated counselor is needed to provide consistent on-going support that is so critical in defining goals and strategies that maximize the student athlete's motivation and determination to succeed. With student athletes studying in most disciplines across campus, support is insufficient to meet the growing demand and need for services. Currently, athletes are not assigned to a specific counselor for educational and career planning. By not having a dedicated counselor who is knowledgeable in requirements, it is often difficult for the student athletes to establish a connection and sense of trust that are so essential for this population. Like most other community colleges, LPC should leverage resources to support a dedicated counselor position that will help build program capacity to develop innovative services and educational opportunities to help student athletes achieve their educational goals. This position serves as the bridge between athletics, mental health, transfer, counseling and ultimately student success in the classroom.

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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.)

- a. Justification for the position.
- b. Projected start-up costs for equipment, facilities, and support staff for the first three years.
- c. Projected enrollment growth for the next three years, starting with the first semester of the projected faculty hire.

There is currently no dedicated athletic counselor on campus. Student Services is requesting an athletic counselor who will be responsible for providing orientation, educational planning, and follow-up services, which will include proactive outreach and counseling for student athletes. This position would reside within the counseling office, and would require no additional equipment or facilities beyond those that are established in the general counseling program.

Growth: While the estimated number of student athletes served each year is 200, the program is project to add an additional 75 -100 student athletes over the next couple of years.

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.)

There are several ways in which student athletes are negatively impacted by not filling the position:

- Student athletes need to receive customized, high quality, and comprehensive services that recognize their unique experiences and needs as they pursue their educational and career objectives. The critical position that is missing is a dedicated counselor, with whom student athletes can have immediate access to help facilitate educational planning for appropriate course placement and registration.
- Student Athletes will not have a counselor who is knowledgeable in athletic eligibility requirements. The likelihood of having inconsistent support services and student educational plans that do not meet athletic eligibility and transfer requirements will remain problematic.
- Completion and/or success rates will be impacted without a dedicated counselor to ensure that student athletes maximize their academic opportunities here at LPC (which are often limited by their athletic clock).

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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.

Signatures:

Joel Gagnon

Requestor

9/7/21

Date


Dean


Vice President