

## Full-Time Faculty Position Request Form 2022 - 2023

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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 10, 2021.

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:

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 style="width: 50px;" type="text" value="17.3"/>	<input style="width: 50px;" type="text" value="16.7"/>	<input style="width: 50px;" type="text" value="36.0"/>	<input style="width: 50px;" type="text" value="30.3"/>	<input style="width: 50px;" type="text" value="19.4"/>	<input style="width: 50px;" type="text" value="0.0"/>	<input style="width: 50px;" type="text" value="0.0"/>	<input style="width: 50px;" type="text" value="0.0"/>

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 style="width: 80px;" type="text" value="440.6"/>	<input style="width: 80px;" type="text" value="475.8"/>	<input style="width: 80px;" type="text" value="450.6"/>	<input style="width: 80px;" type="text" value="397.7"/>	<input style="width: 80px;" type="text" value="411.9"/>	<input style="width: 80px;" type="text" value="447.1"/>

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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
n/a	n/a	n/a	n/a	n/a	n/a	n/a	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.)

From the 2021-2022 catalog:

Associate in Arts for Transfer (AA-T): Social Work and Human Services

PCN 3 - Intro to Counseling Theory-

PCN 5 - Intro to Social Work and Human Services-

PCN 10 - Career and Educational Planning-

PCN 13 - Multicultural Issues in Contemporary America-

PCN 15 - College Study Skills

PCN 18 - University Transfer Planning-

PCN 25 - Transition to College

PCN 28 - Orientation for International Students

PCN 30 - Student Success and the College Experience-

PCN 35 - Drugs, Health, and Society

PCN 50 - Fieldwork Seminar: Social Work and Human Services

PCN 50L - Fieldwork / Practicum: Social Work and Human Services

- 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
21	16	20	15	12	8

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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
49	36	48	27	28	17

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

Psychology-Counseling Course Breakdown:

Total courses: 12

General Education courses: 6

AA-T Social Work and Human Services major requirements: 5

College skills / success courses (i.e., career, transfer, study skills, college success): 5

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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 Psychology-Counseling program positively and significantly impacts other disciplines and programs as noted below:

- Guided Pathways: Faculty in all disciplines have been encouraged to include PCN courses in their program maps when possible (including College Success, Career Planning, Transfer Planning, and Study Skills) as they are known to positively impact student success (see final point below).
- Counseling: Currently all PCN sections are taught by full-time and part-time Counseling faculty on an overload/part-time basis. Hiring a full-time PCN Instructor would allow Counseling faculty to re-focus some overload/part-time hours to better support the Counseling function.
- Learning Communities / English: PCN and English courses are offered jointly as part of the Puente and Umoja learning communities. We are exploring opportunities to join the Mission Ready (Veterans) learning community, and support development of an API learning community to include PCN courses.
- AA-T Partner Disciplines: The AA-T in Social Work and Human Services is an interdisciplinary program including courses from PCN, Biology, Economics, Math, Psychology, Sociology, Administration of Justice, Anthropology, Communication Studies, and Early Care and Education.
- Business: PCN 15 meets a Required Core major requirement for the Certificate of Achievement in Business Workforce Proficiency.
- Anthropology: PCN 13 meets a List C major requirement for the AA-T in Anthropology.
- All disciplines - greater FTES potential: Community college skills and success courses are known to positively affect success measures including persistence, retention, academic achievement, completion, and transfer (see, for example, Zeidenberg, 2007; Kimbark et al, 2017). Thus, PCN college skills / success courses have the potential to positively impact FTES across \*all\* disciplines.

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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.

From the PCN Program Review: A new (2019) Associate in Arts for Transfer (AA-T) in Social Work and Human Services was created to "ensure that students are well-prepared for transfer and for work in the human services field." Hiring one full-time PCN Instructor would ensure that the AA-T in Social Work and Human Services is in a position to thrive, meeting the needs of our students pursuing transfer as well as an Associates degree to begin employment in a Human Services career.

Start-up Costs: For 2022-2023, reassigned time would be requested through the LPC process to establish the required fieldwork, as well as to serve as the PCN coordinator.

Projected Enrollment Growth: As the pandemic wanes, a conservative projection would be that enrollment returns to pre-pandemic levels (about 50 FTES). Based on continued strong enrollments in PCN 5 (the gateway course for the AA-T), student inquiries for field placement and transfer, and increased focus on PCN success / skills courses (i.e., through Guided Pathways), the potential is high for further growth of the PCN discipline beyond 50 FTES.

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.)

Unfortunately, Psychology-Counseling (PCN) is the only AA-T discipline at LPC without a dedicated full-time instructor. As a result, there are no PCN faculty available to coordinate PCN Student Learning Outcomes, PCN Discipline Planning, or PCN Program Review. (All full-time Counseling faculty who teach PCN courses for overload have dedicated professional responsibilities within Counseling - refer to Counseling Program Review).

Most important, there is no full-time PCN faculty to develop and maintain practicum and fieldwork opportunities (PCN 50 & PCN 50L), which means that, despite robust student interest, \*\*\*students are currently unable to complete AA-T requirements without substituting coursework from another school\*\*\*.

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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.

Differentiation of PCN / Counseling: As this is a PCN instructor position (not intended to provide counseling for load), it is priority-ranked separately from other requested Counseling faculty positions. However, a full-time PCN instructor would indirectly support the counseling function, by allowing existing Counseling faculty to shift overload from PCN instruction to provide additional counseling services.

Signatures:

*Michael Schwarz*

Requestor

September 7, 2021

Date

*ACTING Dean JMT*

Dean

*Jacques M. H.*

Vice President