

## Full-Time Faculty Position Request Form 2017 - 2018

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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 16, 2016.

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.)

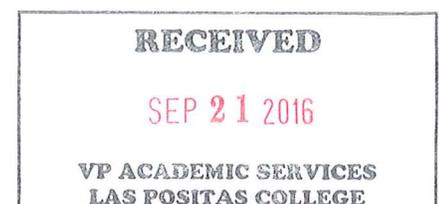
Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Projected Fall 2016	Projected Spring 2017
<input style="width: 50px;" type="text" value="N/A"/>	<input style="width: 50px;" type="text"/>						

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

Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
<input style="width: 50px;" type="text" value="266.9"/>	<input style="width: 50px;" type="text" value="493.8"/>	<input style="width: 50px;" type="text" value="691.4"/>	<input style="width: 50px;" type="text" value="481.5"/>	<input style="width: 50px;" type="text" value="439.8"/>	<input style="width: 50px;" type="text" value="500.0"/>

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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



## Full-Time Faculty Position Request Form 2017 - 2018

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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).

						<u>Projected</u>	
Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2016	Spring 2017
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.)

Classes taught: TUTR 17A, TUTR 17B, TUTR 17C - Tutoring Theory and Practice I,II,III.

Work performed: supervise and work with students in TUTR 200; inreach to academic faculty; collaborate with academic faculty to meet student needs; outreach to LPC students; conduct class orientations; develop new and innovative tutorial programs, materials & curriculum; participate in campus meetings; collaborate with basic skills, CTE, veterans, HSI grant, and SSSP to create tutorial sessions. Supervise staff and basic daily operations of running the LPC Tutorial Center.

- 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 2013	Spring 2014	Fall 2015	Spring 2015	Fall 2014	Spring 2016
4	3	4	4		

## Full-Time Faculty Position Request Form 2017 - 2018

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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 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
4	3	4	4	3	3

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

- Tutoring is tied to Basic Skills, SSSP legislation, and mandated in the new HSI Grant.  
- The strength of the LPC tutoring program is that tutors are trained in a class and able to approach student learning in a professional manner using current and best practices in the field.  
- Tutoring focuses on helping students reach successful completion and graduation.  
- Tutoring provides one-on-one and small group learning sessions to supplement what is done in the classroom.  
- Las Positas College Tutorial Program is dedicated to students' educational success. It provides services that will help students become independent, active, learners and function successfully in an academic environment.  
- The Tutorial Center provides a positive and encouraging atmosphere for all LPC students who use the services.

## Full-Time Faculty Position Request Form 2017 - 2018

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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 LPC Tutorial Program and the tutoring courses impact all disciplines on campus. This program is a multi-faceted program that provides tutoring for courses in all divisions and for over 100 classes, this includes CTE, basic skills, AA/AS degree requirements, and transfer classes.

-All tutoring is free to LPC students and many instructors recommend tutoring and refer specific students to the program.

-Math Jam created a greater need for math tutoring during the school year and the Tutorial Instructor/Coordinator provides math tutors to work in Math Jam in between semesters and in the summer.

-The Tutorial Center provides learning resources and a helpful website to all students and faculty. They also provide a location for instructors to tutor their students, if so desired.

## Full-Time Faculty Position Request Form 2017 - 2018

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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.

The Tutorial Center began in Fall 1996. In Spring 1997 an adjunct instructor was hired to recruit, hire, and teach the tutor training classes. By the end of the 1996-97 school year, the Tutorial center had 18 tutors who gave 1,300 hours of tutoring and the Tutorial Programs Instructor worked 15 hours weekly. At the end of last academic year 2015-16, there were 103 tutors who tutored 11,172 hours which were supervised and taught by the same adjunct instructor who now works 22 hour per week. This is a 859% increase in tutoring hours. The bulk of this increase has been exponential in the last five years. If one looks at the past increase of numbers, it averages to be 47% yearly. In the last four years, the number of hours tutored increased by slightly over 1000 hours each year.

In addition, there are also increasing demands for tutoring in the new HSI grant, basic skills, and SSSP. The evidence is clear that tutoring increases student success at all levels.

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.)

This school year the Tutorial Center has reached a breaking point for successful and smooth operations. The adjunct instructor has been less able to effectively manage the workload over the last few years. This position absolutely needs to be full-time if the Tutorial Center is going to be able to sustain the standards, numbers, and function it has been reaching up until now. In the first 5 weeks of Fall 2016, there have been 510 requests for scheduled tutoring. The total requests at the end of Fall 2014 was 505. Students are now dropping classes because they could not get a scheduled tutor soon enough (due to staffing and lack of modern scheduling tools).

Because there is not a full-time Tutorial Programs Instructor, new and innovative programs are limited; more content specific tutor training meetings cannot be held; the individual work with tutors has suffered; there is little time for observations where tutoring errors can be caught & tutors are helped to improve; Basic skills and study skills workshops cannot be given; less time is available for collaboration with academic faculty and making class and division meeting visits.

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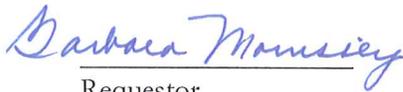
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8. Any additional information that addresses justification of the position. If multiple positions are being requested, this is an opportunity to differentiate the justifications for additional positions.

The Tutorial Center is in a crisis mode due to the incredible growth, popularity, and necessity of this program. They are at the point of not even being able to serve the current number of students requesting tutoring, much less new additional students. The Tutorial Center does not want to deny students access to tutorial assistance, but until they have at least one full-time faculty in addition to the classified staff member who just went full-time this semester, every student who wants tutoring might not be able to be accommodated. Although this is a "good" problem to have, it is at a crisis point, This is not only a crisis for the Tutorial Center, it is critical for Las Positas College and the students we serve.

As the benefits of tutoring continue to be realized by students and faculty and growth continues, the campus has expressed interest in a more Student Success Learning Center model which would include (but not be limited to) teaching tutors, peer tutoring, ESL, math, reading and writing, mentoring study and library skills. The full-time instructor in the Tutorial Center would be a vital part of developing this new model of offering a broad range of services to all students. Moving forward, to quote Carol Dweck author of Growth Mindset: "Important achievements require a clear focus, all-out effort, and a bottomless truck full of strategies. Plus, allies in learning." LPC Tutorial Center are our allies in learning.

### Signatures:

  
Requestor

  
Dean

  
Vice President