

Full-Time Faculty Position Request Form 2018 - 2019

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) 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; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>		<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>

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; height: 20px;" type="text"/>	<input style="width: 80px; height: 20px;" type="text"/>	<input style="width: 80px; height: 20px;" type="text"/>	<input style="width: 80px; height: 20px;" type="text"/>	<input style="width: 80px; height: 20px;" type="text"/>	<input style="width: 80px; height: 20px;" 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 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.)

See attached for work performed (past and future needs). Need for full-time articulation officer identified in Academic Services Administrative Unit Program Review.

Data attached show the increasing trend of annual transfer rates to the CSU/UC systems from 515 total in 2006-07 with no major increases until approximately 2014-15 and then steady increases up to a total of 672 in the most recent year reported (2016-17). Also pertinent to the work of an articulation officer is the headcount of number of students who indicate a desire to transfer as a goal 5,503 students Fall 2012 to 6,085 in Fall 2016. Articulation work and agreements as described in the attached job description directly fulfill the needs of a large percentage of our students, including undecided students who could benefit from new transfer pathway agreements.

- 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

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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
<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 AA/AS degree, certificate or transfer
- Discipline provides basic skills courses
- Discipline provides mandated and specialized services to students
- Other

See attached details related to the work to be carried out by a 100% time articulation officer.

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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.)

Services in this discipline affect the entire college. The articulation officer serves all campus entities for articulation of curriculum, courses and programs with other academic institutions. Moving this position to full-time and reporting to Academic Services allows for total collaboration on a daily basis in all aspects of articulation processes and agreements as outlined in the attached job responsibilities document. The full-time articulation officer will work daily with the curriculum committee, committee chair, faculty across the college, curriculum specialist, VPs of instruction and students services as well as deans of academic services and student services in order to implement a robust system/program of articulation processes between the college and external academic institutions of all types. The AO will also work with Academic and Student Services offices/faculty/staff/administrators on all articulation work related to the production of the class schedule and catalog. The benefits to the college are clear educational and career pathways from one institution to the other that will benefit students, increase program enrollments, and create direct agreements and linkages between LPC and the other institutions.

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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.

As we continue to grow and expand as a college and are increasingly mandated by the state to articulate pathways K-16 (two-year college to four-year college especially) it is imperative that such growth is tied to articulation agreement with other educational institutions, where more fully with the CSU, UC, or other public/private baccalaureate institutions.

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.)

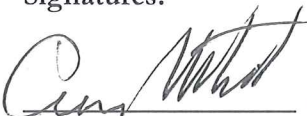
For many years now there simply has not been enough time and personnel power to fully handle all articulation needs of the ever-growing academic/career-focused programs of the college. Not allowing for a full-time position impedes the college from accomplishing its missions of providing access, pathways to completion and transfer, etc. Without a robust system of formal agreements between the college and other institutions the college fails to take advantage of improved enrollment patterns, program growth and expansion and providing more evident direction for students to complete their career and academic goals.


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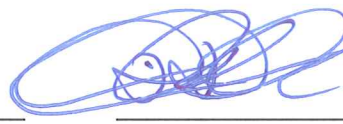
8. Any additional information that addresses justification of the position. If multiple positions are being requested, this is an opportunity to differentiate the justifications for additional positions.

While the college has employed a 50% articulation officer in the past, increasing the position to 100% and moving the reporting structure to the VP of Academic Services and the Office of Academic Services allows for more direct involvement by the AO with all instructional faculty and programs at the college and places the position within the structural unit that houses the majority of those faculty, staff and students served directly by the position. The faculty member will be housed in the Office of Academic Services and will work daily with the VPAS, Curriculum and SLO Specialist, catalog specialist, and other office staff. They will also collaborate regularly with Curriculum Committee Chair, students services faculty, staff and administrators to ensure constant and full collaboration across all service units of the college. The academic discipline is open; the articulation faculty member will meet the qualifications necessary to teach in any academic discipline currently offered at the college which requires a master's degree for instruction (see Minimum Qualifications Handbook for those requirements).

Signatures:


Requestor

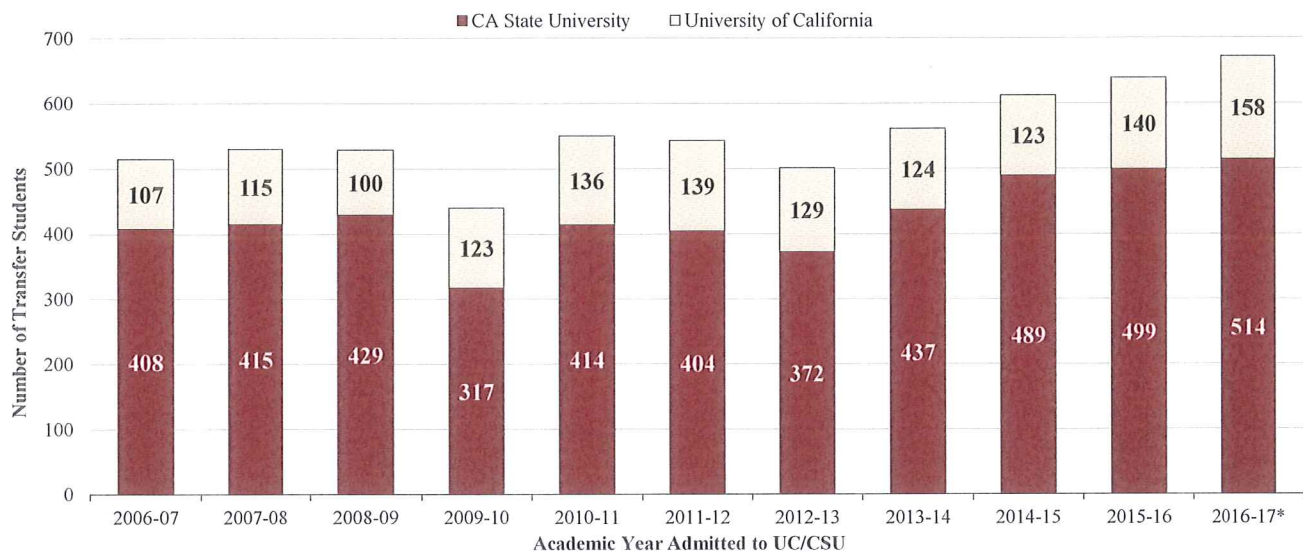

Dean


Vice President

Las Positas College Transfers to a California Public 4-Year University System (UC or CSU)
Academic Year 2006-07 to 2016-17*

University System	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17*
CA State University	408	415	429	317	414	404	372	437	489	499	514
University of California	107	115	100	123	136	139	129	124	123	140	158
Total	515	530	529	428	550	543	501	561	612	639	672

Trends in Student Transfers to UC/CSU
2006-07 to 2016-17*



NOTE: Number of LPC students who were admitted and enrolled at a UC or CSU by the year they were admitted to the respective university system.

*Data for 2016-17 is preliminary

Sources: Division of Analytics Studies, California State University <www.calstate.edu/as/ccct/index.shtml>;

Information Center, University of California <<https://www.universityofcalifornia.edu/infocenter/admissions-source-school>>

Las Positas College
Headcount of Students by Educational Goal
Fall 2012 to Fall 2016

	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Transfer (with/without AA/AS)	5,503	62%	5,720	64%	5,758	64%	6,055	66%	6,085	65%
AA/AS Degree Only	634	7%	621	7%	643	7%	591	6%	567	6%
Certificate/Job Training	985	11%	1,031	12%	1,043	12%	986	11%	1,067	11%
Personal Development	472	5%	427	5%	431	5%	463	5%	519	6%
Undecided	1,165	13%	1,054	12%	1,072	12%	1,055	11%	997	11%
Other	8	0%	8	0%	3	0%	4	0%	5	0%
Unknown	58	1%	79	1%	59	1%	54	1%	86	1%
Total	8,825	100%	8,940	100%	9,009	100%	9,208	100%	9,326	100%

Articulation Officer Responsibilities:

The Articulation Officer will serve as the liaison between all other higher education institutions, secondary schools and the faculty and academic divisions. The Articulation Officer initiates and expands articulation and transfer agreements and ensures the state-mandated development, update, and maintenance of these agreements with higher education institutions. The AO serves as a manager and facilitator of articulation information between Academic Services and the faculty/staff of the various college divisions.

Particular Job Characteristics:

1. Implement and coordinate the Articulation Program including developing, planning, coordinating, and implementing all articulation activities with universities/colleges throughout the state;
2. Perform the daily operations of articulation, including the researching of course articulation matters; preparing course articulation requests; coordinating college and university articulation meetings;
3. Assist instructional departments to develop articulation requests; prepare articulation proposals and correspondence; create, update and maintain UC and CSU Transferable Course lists, CSU General Education Breadth lists, IGETC lists, local associate's degrees, course-to-course articulation, and major preparation with other institutions to enhance the transfer functions;
4. Assist faculty to prepare IGETC, CSU and UC transfer requests, track said requests, and update ASSIST on a regular basis (minimum monthly) and report those frequently to the curriculum committee;
5. Liaison between the campus and the UC/CSU/Private baccalaureate institutions, especially for C-ID *and* liaison with the California Community College Chancellor's Office.
6. Evaluate C-ID descriptors for comparability with existing college outlines; Collaborate with faculty on implications, revisions and C-ID submissions;
7. Advise discipline faculty and administrators on: SB 1440/440- TMC, ADT development and compliance, C-ID descriptors and compliance, transfer curriculum, CSU admission process, standards, and timelines, implications for transfer outside CSU.
8. Explain process/implications of Course Identification System (C-ID) to college faculty: assess local course comparability to C-ID descriptor, propose course revisions as appropriate, submit proposals to C-ID, monitor progress, advise faculty, curriculum committees, counselors, students of C-ID approvals.
9. Serve as liaison to the Vice President of Academic Services and others in maintaining the course master data to assure accuracy for appropriate databases; the college catalog; and updating the Course Identification Number (C-ID) system.
10. Work on C-ID conditional approval/denial: works with discipline faculty to assess the required curricular changes, evaluates impact to existing CSU/UC articulation agreements, creates and maintains a C-ID repository for college use/publication
11. Submit/re-submit courses to C-ID: informs discipline faculty of progress of submissions, continuously monitors the C-ID course status in order to maintain ADT compliance.
12. Completes documentation for ADTs and transfer-oriented degrees for the CCCCCO: responds to CCCCCO inquiries related to the application, provides detailed articulation and

- articulation documentation, provide frequent updates regarding ADT status to curriculum committee(s), vice president(s)/administration, academic senate.
13. Analyze TMC templates, determine degree feasibility with current curriculum.
 14. Monitor each stage of the articulation process and follow-up with departments/faculty for timely response and decisions;
 15. Serve as an advocate for faculty and campus academic programs and articulating institutions;
 16. Moderate/mediate between faculty at Las Positas College and articulation institutions;
 17. Serve as a consultant to faculty and administrators to provide needed materials and information about course articulation, proposals and acceptance, including high school articulation;
 18. Maintain and update computer information related to articulation including ASSIST;
 19. Establish and maintain effective working relationships with faculty, staff, administrators, and students; compose clear and concise correspondence;
 20. Initiate and maintain faculty approved articulation agreements between Las Positas College and other institutions of higher education; Review findings from assessment/evaluation of articulation agreements with appropriate members of college community.
 21. Organize complex projects, represent the college on local and state committees dealing with articulation, and develop productive relationships with university personnel;
 22. Work daily/weekly with Vice President of Academic Services, Curriculum and SLO Specialist, Curriculum Committee Chair and other staff/faculty/administrators in all matters related to articulation of courses and programs at the college as well as in the production of the college catalog (and pertinent pieces of the class schedule).
 23. Work with counseling faculty to ensure that all major information and articulation documents stem directly from the college catalog and most current approved curriculum;
 24. Facilitates communication of new degree requirements and benefits to faculty, counselors and students.
 25. Participate in campus/district curriculum committees;
 26. Participate in curriculum development and serve on division, college, and district committees, as necessary, to maintain and improve instructional programs; participate in appropriate professional development activities.

Minimum Qualifications:

Master's Degree in an academic discipline currently offered by the college that requires a master's degree (must meet state minimum qualifications in that discipline).

Desirable Qualifications:

1. Knowledge of structure and regulations governing California Community College Curriculum;
2. Experience with curriculum development and application of correct curricular processes to California statewide articulation systems;
3. Experience with the articulation processes between high schools, community colleges, and baccalaureate institutions;
4. Experience in the use of computers in articulation-related activities;
5. Effective oral and written communication skills.