

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;" type="text" value="41.7"/>	<input style="width: 50px;" type="text" value="37.6"/>	<input style="width: 50px;" type="text" value="54.3"/>	<input style="width: 50px;" type="text" value="53.9"/>	<input style="width: 50px;" type="text" value="48.3"/>	<input style="width: 50px;" type="text" value="48.7"/>	<input style="width: 50px;" type="text" value="65.9"/>	<input style="width: 50px;" type="text" value="69.1"/>

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: 50px;" type="text" value="544"/>	<input style="width: 50px;" type="text" value="549"/>	<input style="width: 50px;" type="text" value="530"/>	<input style="width: 50px;" type="text" value="477"/>	<input style="width: 50px;" type="text" value="556"/>	<input style="width: 50px;" type="text" value="523"/>

Full-Time Faculty Position Request Form 2018 - 2019

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	
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.)

The Business program consists of three distinct areas General Business, Marketing, and Work Based Learning. In the General Business area the subject areas include Accounting, Law, and the other General Business topics. Marketing includes the topics of Marketing Principles, Retailing, Advertising, Professional Selling, Product Placement, Retail Store Management, and other topics within the marketing mix. Work Based Learning includes Internships and Work Experience. The three areas prepare students for transfer to four-year degrees, professional programs, research, and pragmatically for the world of work and career enhancement.

The courses which will be taught by this position will be selected from all offerings in both the Business and Marketing areas. These include Business Law, Business Ethics, Introduction to Business, Human Relations in the Workplace, Business Communications, Business Correspondence, Introduction to Management, Human Resources Management, Introduction to Marketing, Retail Store Management, Retailing, Professional Selling, Advertising and Work Experience. While the courses in the accounting field - Financial Accounting, Managerial Accounting, General Accounting, Business Mathematics, Quick Books Accounting, Payroll Accounting, and Federal Income Tax Accounting may be available periodically those areas are not the focus of this position.

Additional work which will be performed by this individual includes but is not limited to supporting and further developing existing initiatives including Shark Tank, Speakers in Business series, Advisory Board, and the Phi Beta Lambda Business Club. This position's responsibilities will also include - but not limited to - outreach to area high schools and the community, developing collaborative relationships with other disciplines, writing new course curriculum, updating existing course curriculum, writing and evaluating Student Learning Outcomes, serving committees, participating on local and regional CTE committees, working on regional initiatives, and collaborative grants

- 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
35	32	35	36	37	35

Full-Time Faculty Position Request Form 2018 - 2019

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
127	119	128	125	147	130

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

1. While our contractual maximum in classes is 44 we are unable to add sections due to constraints in finding qualified part-time instructors. In addition, we lost two FT faculty members (Mark Grooms and Patricia Stokke), one each in AY 2015-16 & 2016-17, it has constrained our capacity to offer new courses and combine sections of courses like Busn 40. In Fall we combined two sections of Busn 40 enrolling over a 100 students and canceled one section each of Busn 30 & MKTG 50. We are over relied on Adjunct faculty to teach more general businesses courses.
2. Three courses in the discipline meet General Education requirements: BUSN 30 Business Ethics, BUSN 18 Business Law and BUSN 48 Human Relations in Organizations.
3. All courses in the discipline are required as part of an AA/AS degree, the AS-T degree, a certificate, or are transferable.
4. Assisting the under-prepared student to attain the basic skills needed to succeed in college-level work is a core function of community colleges. Basic skills are considered those foundation skills in reading, writing, mathematics, learning skills, and study skills. In BUSN 52 Business Communications, BUSN 53 Business Correspondence, and BUSN 55 Business Math detailed efforts or employed by the faculty to support basic skills improvement. In all other courses, students are encouraged to utilize the tutoring and mentoring services available through the college, and offered through the full-time and part-time Business discipline faculty.
5. All full-time faculty and many of the part-time faculty offer out of class tutoring and serve as mentors to students. All faculty work with DSPPS to identify areas requiring educational accommodations, identify the best accommodation, and implement specialized services for those students. Full-time faculty also hold office hours in the tutoring center to create easy access for students.
6. OTHER: This discipline is a dynamic one as the world of business is constantly changing, developing new strategies, and is faced with new requirements of all employees.

Full-Time Faculty Position Request Form 2018 - 2019

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.)

1. Inter-Disciplinary: Uniquely, all Business degree and certificate programs require inter-disciplinary study. Thus, contrary to other disciplines when enrollment increases in the business program cluster, the result is an increase in other courses campus-wide. Certificate requirements include courses from CIS, Economics, English, Speech, Math, and Library Studies. In addition, degree requirements include course options from all of the social and behavioral sciences.

2. Strong Work based learning initiative: A strong Work-experience and Internship program is critical for gaining work based skills for all students. Currently we offer 2 sections of Work Exp and one section of Internship programs and the classes are full and it generates tremendous amount of FTES. The students who participate in work based projects and internships learn to test a career or prepare for a skill based future professional jobs. Students from all different disciplines are enrolled in these classes

3. Preparation for future career jobs: Robust Business and Marketing offerings are critical to the success of students. Through such programs students are encouraged to explore a myriad of career options, apply the theoretical knowledge gained in the classroom, and develop the softer skills which time and again have been proven as critical to becoming successful individuals, employees and life-long learners. Students with well-designed educational programs include business courses in their plan. Nation-wide research indicates that students in academic track programs recognize the career enhancing value of Business and Marketing courses. Students from the arts to medicine to zoology recognize the vital importance in today's world of having a basic understanding of general business principles, accounting, supervision and marketing and have taken proactive steps to fulfill that need in their education. With its limited resources the Las Positas College Business Department attempts to meet the needs of those students along with the needs and demands of the business transfer majors, certificate students and returning students.

There are eight cross-discipline initiatives focused on entrepreneurship in process currently, with the plan to incorporate five other disciplines. Additional courses and programs needed by students and the community and which are cross-discipline are under development.

Full-Time Faculty Position Request Form 2018 - 2019

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.

Not a first full-time position

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.)

Full time faculty are vital to the growth and success of the Business Department's overall program. This includes its growth at the foundation, its interactions with students outside of the classroom, and through our participation in campus, district, regional, and state-wide committees.

Not hiring this position will have impact students' not receiving cutting edge education in the fields of Entrepreneurship and Business Data Analytics. Tri-Valley business is booming right now and a number of Incubators and Innovation centers have opened up. Per our Advisory Board and market trends, there is a urgent and huge demand for workforce that can analyze large amounts of data using analytical skills. This skill set includes knowledge of advanced Excel, SQL and Business courses.

Effect of SERP: Currently we have three FT and one 40% Busn faculty. In the last two years two FT members left the discipline, Mark Grooms in 2015-16 (after three years) and Patricia Stokke (after two years) in 2016-17. Lisa Weaver is planning on retiring in Spring 2018. It will leave Erick Bell, Rajeev Chopra and Mary Lauffer (60% Busn + 40% Work Experience, teaching one course and rest for coordination)

1) Effect on Course offerings: As of 2015 we are relying more on Adjunct faculty to staff courses, and had to cancel courses for lack of staffing. In Fall 17, we had to combine two sections of Busn 40, and cancel a section of each, Busn 30 and Marketing 50.

Sections taught by FT faculty / Total sections:

2015-16	2016-17	2017-18	2018-19
(42/71 = 51.8%)	(33/72 = 47%)	(30/76 = 39.4%)	(22/78 = 28.7%)

All the AY include FT based on their overload. If regular load is considered then number of sections for the numerator fall below these percentages. As of Fall 18 we will have two FT Accounting faculty and no Full time General business faculty.

Continued below.....

Full-Time Faculty Position Request Form 2018 - 2019

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.

For several compelling reasons, a Business faculty focus on entrepreneurship is critical in preparing our students for career success. Students are underprepared for what is shaping up to be one of the most competitive job markets in history, according to the office of Van Ton-Quinlivan, Vice Chancellor of the Workforce & Economic Development Division with the California Community College's Chancellor's Office. Research released by her office indicates that 50 percent of the workforce will soon be freelance or independent contractors. Entrepreneurship skills will play a pivotal role in supporting the success of these workers.

Students in a number of Las Positas College programs, including Music, Horticulture, Viticulture, and VCOM, are prime candidates for working independently in the current "gig economy." These programs would greatly benefit from support of a strong entrepreneurship focus in our program. Already, faculty in the Music program have collaborated with departing Business Instructor Dr. Lisa Weaver to create a Music course helping students build their careers in the music business.

Additionally, Las Positas College is uniquely positioned to benefit from partnerships with two local business accelerators. i-GATE in Livermore is a non-profit organization dedicated to building a thriving startup community in the Tri-Valley. The Bishop Ranch Intelligence Innovation Accelerator is in nearby San Ramon. Las Positas College already has built relationships with the leaders of these two accelerators.

An entrepreneurial mindset is ranked among the top 10 21st Century Work Skills by the New World of Work, affiliated with the with the California Community College's Chancellor's Office. Developing this mindset will also support the success of students who freelance or do contract work and can help them contribute as intrapreneurs within an organization.

A Business faculty focus on entrepreneurship is imperative to serve our students, our programs, and our regional economy.

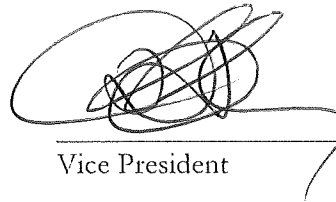
Signatures:

Amir A. Law

Requestor



Dean



Vice President