

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	Projected Fall 2018	Projected Spring 2019
<input type="text" value="41.7"/>	<input type="text" value="37.6"/>	<input type="text" value="54.3"/>	<input type="text" value="53.9"/>	<input type="text" value="48.3"/>	<input type="text" value="48.7"/>	<input type="text" value="65.9"/>	<input 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 type="text" value="544"/>	<input type="text" value="549"/>	<input type="text" value="530"/>	<input type="text" value="477"/>	<input type="text" value="556"/>	<input type="text" value="523"/>

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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 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	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, Business and Entrepreneurship speaker 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

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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
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 and 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 are 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 DSPS 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.

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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.)

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 and the classes are full and they generates a tremendous amount of FTES. Students that participate in work-based learning courses learn 21st century work skills and prepare for careers. 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. Nationwide 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.

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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.

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 replacing this position will immediately and dramatically set the program back several years. Currently all three (FT) faculty are doing overload for long time. Continuing the overload of faculty members is not sustainable.

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 Slokke (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-based learning coordinator)

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.....

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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.

If Additional Adjustments to the program will be inevitable. The adjustments will come in the following areas:

(1) Drastic reduction in current course offerings: We won't be able to offer and staff at least 30% of General business courses including Intro to Business, Business Law, and Intro to Marketing. Business Law and Intro to Busm are required courses for AS degree and many certificates. We just completed updating the certificate in Retail management and Marketing courses are part of it. Lisa Weaver (retiring Spring 2018) teaches two to three on-line sections of Business Law each semester and the one daytime section offered. We have one evening section taught by part-time faculty. She also teaches a large lecture section of Introduction to Business (110 enrolled in Fall 2017), one large enrolled DE section, and a large enrolled late start DE section. Part-time faculty teach the remaining three sections: one night section, one section offered at Dublin High School, and one additional online section.

Staffing the Business Law course with Part-time faculty is exceptionally challenging. The Business Law course is a unique compilation of material that obviously requires the mastery of the material but also the ability to present at a sophomore level instead of as a law school delivery. The subject matter in the Introduction to Business and Introduction to Marketing courses is exceptionally diverse requiring solid academic credentials, strong industry experience, superb platform delivery, and well-honed facilitation skills. This skill combination is also difficult to find in the individuals available for part-time assignments. The material in the two survey courses establishes a foundation of knowledge that expands and deepens when students enroll in any of the balance of the general business and marketing courses. We just completed updating certificate in Retail management, Supervisory Management, Business Entrepreneurship, and Retailing.

(2) Decrease development of new curriculum and certificates and career opportunities for students: With just 2 FT faculty (teaching overload and involved on campus), there is not much room left to teach new courses and find FT faculty to teach new certificates like Entrepreneurship and Business Data Analytics. Not being able to offer new certificates that lead to jobs and fulfill industry needs would not serve the students and community. Business Advisory board has strongly suggested focusing on Work based learning including a heavy need for Business Analytics.

(3) Effect on scheduling and FTES: As most of the day sections are taught by FT faculty (most business teachers are FT employed in the industry), we won't be able to offer very many courses between 8am to 5pm. This will affect enrollments in Business discipline and will have ripple affect all over campus. Business is one of the largest major on campus.

(4) Effect on ongoing initiatives: During the brief time our department had the two additional full time faculty members we were able to launch and start to grow several initiatives. As we have As we have lost two FT faculty, we are not able to continually support initiatives like developing certificates in Cross discipline in Entrepreneurship (Mark Groons), Sponsoring an International studies program (Patricia Stokke) and sponsoring and arranging for Shark Tank (Mark Groons).

Additionally when the job market is "tight" finding talented individuals to serve as part-time faculty is exceptionally challenging. Further because of the large number of part time instructors the program requires, there is a severe lack of continuity with students from semester to semester. This lack of continuity limits students' success and limits the additional resources we can offer them (i.e. coaching, mentoring, clubs, entrepreneurship activities, business plan competitions, marketing and advertising competitions, community involvement, internships, and work experience guidance etc).

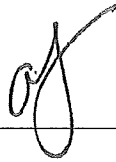
Finally this departmental shortage of resources adds to the general burden on the existing college-wide population. With the limited number of faculty in the department existing faculty members are constrained from full participation in campus-wide activities.

Business discipline had not hired a new faculty since 1989 (Weaver and Chopra were replacements) until Fall 2014. With much needed FT hires we were able to expand the program and were fortunate to have 5 FT faculty. We are asking for hiring minimum 3 FT faculty. Two for teaching General Business and Marketing courses and third position for growing Entrepreneurship and Data Analysis programs. As of Fall 2018, with no new hire, we will be below the staffing level of 1989.

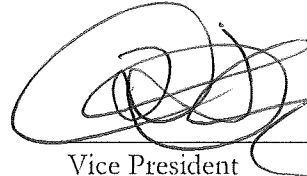
Signatures:

Amir A. Law

Requestor



Dean



Vice President