

Full-Time Faculty Position Request Form 2022 - 2023

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) 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; 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 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
<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).
Projected

Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2022	Spring 2023
1:4657	1:4368	0:9051	0:8590	0:8340	0:8045	1:3952	1:3863

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 Disabled Students Programs & Services (DSPPS) department is charged with ensuring that qualified students with a verified disability receive legally mandated accommodations articulated in ADA and Section 504 legislation. DSPPS interacts with student service departments to ensure that disabled students have equal access to enrollment services, financial aid, and other student success initiatives and recommends system improvements that better support students with disabilities. DSPPS also acts as a resource for faculty and staff on complex issues related to compliance with state and federal regulations, facilitates interactive processes required in addressing the educational challenges of students with disabilities.

- In addition to disability-related counseling, the DSPPS counselor assists and monitors the academic progress of students and academic support by providing Student Education Plans, required for CSU/UC/private/out of state/TAG transfer planning, completion of LPC degree/certificate programs, Financial Aid eligibility, and eligibility for other special programs. The DSPPS counselor assists with students on probationary statuses to return to "good standing."

- The DSPPS counselor provides career counseling using the student's strengths and abilities related to their disability status, identifies personal, career, educational goals and helps prepare for the workforce.

- The DSPPS counselor provides crisis counseling and personal counseling that affect the student's educational goals and success. The DSPPS counselor will also provide appropriate on-campus and community resources for student.

- 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

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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
<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 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

Specialized faculty participate in the intake and eligibility determination processes for students who have applied to the DSPS program. Verifying student eligibility requires awareness of regulations in order to ensure that eligibility and accommodations are documented by providing an effective interview and interactive process as required by law. This process further ensures that each student receiving DSPS services has a complete file that includes all mandated student records forms and appropriate documentation of disability.

Students with disabilities very often present complex patterns of receiving, processing, and expressing information that goes beyond content. Recent updates to Title V have identified and clarified the impact of Mental Health, ADHD, and Autism on student access and success. Rarely do we see any of these disability categories expressed in discrete ways. The reality is that students with disabilities manifest tremendous variability due to the interaction of multiple cognitive, psychological, and social dynamics. Categories become irrelevant when working with our students and their caregivers. In recognition of the complex nature of our work, Title V articulates and mandate specific minimum qualifications for counselors in DSPS.

We are requesting the replacement of a DSPS counselor to assist with the exponential growth in DSPS students, the ability to provide case management, and cultivate relationships with community partners to create a successful transition to LPC with this population.

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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.)

DSPS interacts with Student Service departments to ensure that disabled students have equal access to enrollment services, financial aid, and other student success services and recommends system improvements that better support students with disabilities. DSPS also provides alternative media services to facilitate access to services and programs. DSPS faculty serve as liaisons to both internal and external campus programs that serve disabled student populations which includes local high schools, universities, Department of Rehabilitation, Regional Centers, and various learning communities on campus including, but are not limited to: Veteran's First, Puente, Umoja, CalWorks, EOPS, and CARE. Lastly, DSPS develops and maintains processes and procedures that support the successful transition from high school to postsecondary institutions for students with disabilities .

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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.

N/A

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.)

(1) Students with disabilities are currently experiencing delayed access to services resulting from staffing levels that have been impacted by recent counselor resignations. This is felt primarily in the following areas:

- a) academic support
- b) interactive intake sessions and disability verification
- c) program planning
- d) disability related counseling
- f) accommodation request follow-up

(2) Students with undiagnosed learning disabilities are at greater risk for failure due to the lack of disability-specific academic support

(3) The impact is not only on student success, but it also puts the college at risk for OCR complaints due to delayed provisions of legally-mandated services and appropriate accommodations, and accreditation standards

(4) Disabled students are a disproportionately impacted student population that has direct impact to the 2019 new funding formula (SEA).

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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.

Since 1997, Disabled Student Programs and Services (DSPS) has only had 1.5 FTE counseling positions available to support students despite a 400% increase in student headcount. In addition to direct student contact, DSPS counselors support faculty in the provision of accommodations as well as provide guidance on management of disruptive student behavior in classrooms as well as pedagogical accommodations that remove barriers to learning.

Additionally, DSPS counselors are expected to fulfill all other faculty obligations such as SLO/SAO development and assessment, committee assignments, professional development, and other professional commitments. As is the case with other student service areas, counselors are also expected to perform outreach services and present at campus-wide events.

In summary, the growth of this program coupled with the intense nature of the work requires this position to be filled in order to continue providing legally required accommodations to students and meet accreditation standards. Disabled students are a disproportionately impacted student population that has direct impact to the 2019 new funding formula (SEA). Projections for fall 2022 without the faculty position filled is 1:7904 student to counselor ratio - a ratio that significantly decreases counseling access and efficient services to a vulnerable disabled student populations.

Signatures:

A.C. [Signature]
Requestor

9-9-21
Date

[Signature]
Dean

Kristina Whalen
Vice President