

**Joint APC-IPC-SSPC-PBC Analysis of New Faculty Position Proposals
March 2 and 8, 2016**

English Instructor	
Strengths	Weaknesses
<ul style="list-style-type: none"> ● At the beginning of each semester, we have a hiring crisis because there are not enough adjunct faculty available to teach the courses students want. ● Have load for at least 12 FT faculty, currently at 7 ● Adjuncts not able to serve in committees and special initiatives, eg Multiple Measures, Honors, Writing Ctr ● Had 3-4 unstaffed classes at the beginning of semester ● I think that we need this position. We never seem to have enough English courses. ● This position would help staff the important english courses. ● Hard to get enough adjuncts to teach accelerated classes due to high unit load ● Many students are always looking for additional courses. ● English courses is necessary to transfer. ● Enrollment fully supports proposal ● Need is demonstrated via FTEF and overall sections; with the expansion of various pathways and cohorts, there will be continued need, and for specialized instruction. ● Hard to find adjuncts with reading certificate ● Many programs need writing and reading support ● Norming level of instruction for lower level classes takes time, experience and training. The use of adjuncts for these classes doesn't allow for immediate match of instruction for our students. ● Teaching accelerated courses requires abundant energy 	<ul style="list-style-type: none"> ● Not an urgent need; not a crisis ● I think that would depend on if you need a specific English course to transfer and we don't have it. <p>ENGLISH DEPARTMENT'S ANSWERS: We feel that it is a crisis--hiring people at the last minute semester after semester is bad for our program and our students.</p> <p>We have both courses that are necessary for transfer and necessary to get into transfer classes that are regularly unstaffed.</p>

<p>and support; such courses need to be taught (in the main) by full timers who know how to direct students to support services</p> <ul style="list-style-type: none"> • This is an equity/access issue. Basic skills students need these courses; every semester the dean has trouble finding faculty to teach them. • County's interest in having basic skills taught in the new jail opens up yet another opportunity for collaboration that we would be hard-pressed with current staffing. 	
<p>Questions</p>	<p>Answers</p>
<ol style="list-style-type: none"> 1. How will this help the college and the students specifically? 2. In the last 2-3 years, how many new hires in the English department? 3. Proposal mentioned losing students (specifically English majors) as a result of offering few literature courses. What data support this claim? Do you know where we are losing these students to--are they going to sister colleges? 4. How many of your full-timers have the reading-writing certificate? Can those that don't have it apply for professional development to get the certificate? 5. How do we compare with CSM and Skyline with regard to percentage full-time/adjuncts? 6. What percentage of English/Reading classes are taught by adjuncts? 7. Any initial data on outcomes of Writing Center? 8. As the college develops partnerships between adult school partners to transfer their students to college, how will this position help support basic skills needs for this population? 9. AB86 is funding CTE and collaborative programs with adult schools and community colleges to provide training options; will this position help in terms of teaching in this 	<ol style="list-style-type: none"> 1. Students need to write and read for the overwhelming majority of their courses; the instructors most responsible for passing on these skills are the English faculty. Also, the campus-wide programs for which the English department is responsible, like PUENTE, the Writing Center, and Word Jam, clearly benefit students in all fields. 2. One full-time hire, and many, many revolving adjuncts, which is part of the problem; we are constantly having to find, interview, and hire new people, often just days before the semester starts. 3. We are losing English majors in all directions, but the evidence is anecdotal at this point. We will look into it. 4. Four of our full-timers have the Reading certificate; the professors who do not have it are already fully loaded, and as was mentioned, are already overloaded with non-teaching responsibilities. If they took the time to get the certificate, it would mean them not doing something else--and moving them to teaching integrated courses would open up sections that we still wouldn't be able to staff. The Certificate is a 12-15 unit graduate level certificate, so it takes some time. 5. CSM and Skyline are much larger schools; we don't have the exact number, but we know that they have

area as well as serving on the necessary committee for developing the needs assessment, curriculum development, etc.?

10. How many full time faculty people do we currently have?
11. What would the next year look like if we didn't fill this position?
12. How will the expansion of the International Center and the DRC impact the English department?

each hired multiple full-timers in English in the last two years--taking away our adjuncts in the process.

6. 51 percent as of spring 2016.
7. The Writing Center has not been fully established; we just got a designated space at the end of last semester, and we have only been conducting tutor trainings for the last two semesters. At this point, we have established only that the tutors are happy to have us, and that our students are more likely to come to the Learning Center for help because we are there.
8. Partnership with adult schools: It will allow either the new person or one of the current full-timers to focus on this relationship and make sure that the goals and expectations of both sides of the partnership are aligned.
9. The English department has historically been involved in many partnerships; we are a collaborative group of people. One of the reasons we are eager for a new hire is because we feel that at this point, we are pretty tapped out. Having an additional full-time faculty member is practically a prerequisite for our participating in any new programs--not that we will refuse, but something else will have to give.
10. We currently have seven full-time faculty members, while our FTEF supports our having 12, and the number of full-time faculty has decreased from 12 to 7 in the past 15 years while the number of sections we teach, our loads, and our productivity have all increased.
11. Without a new hire, the next year will look as the past several years have looked: our dean will be scrambling at the last minute to try to find adjuncts to staff sections, the full-time faculty will have to be making difficult choices about which programs and partnerships it can support and in which it can be involved, and CSM and Skyline will hire more of our adjuncts full-time, pulling talented people permanently from our pool.
12. Many international students and students with disabilities

	require extra support from their English and Reading instructors--both inside and outside of the classroom.
Biology Instructor	
Strengths	Weaknesses
<ul style="list-style-type: none"> ● Will help solidify new GE Pathways ● Adjuncts currently teach non-major classes ● Increased demand from students pursuing ADTs <p>Nutrition/Biology/Kinesiology</p> <ul style="list-style-type: none"> ● Two new online classes ● Demonstrated need--especially with respect to non-majors--and this is tantamount to growing the program, as well as connecting it with established programs. ● No consistent development/tracking SLOs of non-major classes ● FTE can still fund ~3 FT positions ● 91% efficiency 535 load! 	<ul style="list-style-type: none"> ● If enrollment is lower, how can you justify an increase in personnel? ● Many departments have only part-time or one full-time faculty - SLOs work should be carried out by the 4 full time faculty members.
Questions	Answers
<ol style="list-style-type: none"> 1. Will adjunct faculty be reduced if we hired a full-time Instructor? 2. If someone is hired how will that affect adjunct faculty? 3. If enrollment is lower how can you justify an increase in personnel? 4. Why don't FT faculty in the department manage SLOs? 5. What particular sections are funded by STEM? 	<ol style="list-style-type: none"> 1. Yes, fewer adjunct faculty would be needed. Hopefully one of our current adjuncts might apply for the FT position. 2. see above 3. Enrollment is down but we still have more than enough enrollment (full sections) to support over three additional full timers (if we could get them). 4. SLO work is carried by the FT faculty in the courses they teach. However when there are no fulltimers teaching a particular course (like our non-majors bio courses) then it is up to adjunct faculty to do the SLO work. Most PT faculty do SLO work. However, we have observed less reflection, follow-up and long-term planning as a result of SLO analysis in courses taught by a rotating cast of adjunct faculty.

	<p>5. None of our sections are funded by STEM grants. The grants fund support services. The STEM support services can be targeted only at our majors-level courses which comprise only 2 of the 26 total sections we offer.</p>
<p>Library Faculty</p>	
<p>Strengths</p>	<p>Weaknesses</p>
<ul style="list-style-type: none"> ● 3 sections of LIBR 100, only 2 librarians ● None of the current librarians are experts in emerging technologies/open access ● Directly supports students ● Expansion of already-existing programs to much-needed areas of the community ● Directly supports faculty ● Would allow for more hours on weekends ● Expand outreach on and off campus ● Librarians support the whole campus--faculty, students, staff ● Current librarian hours are funded by grants that will expire, based on FTES, we should have 3 librarians ● Students need to learn effective research skills and how to evaluate sources; this person could help integrate such skills into humanities and social science courses. ● It would benefit the library to have another faculty member there who can be there full time. ● Expertise needed instead of sending current 2 librarians for trainings ● Position needed to reach out to students in the other schools in the community 	<ul style="list-style-type: none"> ● I don't think that this is an urgent need. ● May be premature as faculty interest in open education textbooks has yet to be determined ● Presentation needs proofreading ● Professional development in emerging tech should be a priority for current FT librarians; hiring a new FT faculty is much more expensive than investing in professional development for current faculty ● The college should prioritize teaching rather than committee work (that's not a weakness of yours so much as of the institution).
<p>Questions</p>	<p>Answers</p>
<p>1. Do you only have 2 full-time librarians with all of your open hours, including Saturdays?</p>	<p>1. Two full timers and about 40 hours of adjunct librarians per week.</p>

2. Don't you currently have 2 or more librarians
3. There are so many functions that a librarian provides. How do you prioritize reference, collection development, library instruction that supports classes, etc?
4. Two FT faculty to teach 3 classes doesn't seem like a lot. Why is it? Can adjunct librarian teach LIBR 100?
5. Don't current library studies incorporate emerging technologies?
6. Can other sources of funding (equity, AB86?) be used to support this position, or adjunct hours?
7. Could a staff person do this job?
8. When you say orientations exactly what type of orientation are you giving?

2. 2 full timers, our number of adjuncts varies on availability
3. Based on urgency. Reference is addressed when the need arises, collection development when there is additional time, providing reference and instruction takes up most of our time (one-shot orientations, research workshops, and LIBR 100).
4. We are adding a fourth LIBR 100 section. These are part of learning community courses and require more outside coordination with other faculty members. Often visiting the class of the correlated course and meeting to plan/update the curriculum. We're also responsible for one-shot instruction of many courses. Adjunct librarians have multiple jobs at different libraries. Many of our adjuncts work over 40 hours a week and find it hard to come to campus once a week for 50 minutes to teach.
5. Not to the extent that a librarian who specializes in this field would have.
6. We had a temporary part-time Electronic Resources Librarian funded by measure G three years ago.
7. To attract qualified candidates you need a full-time faculty position. We are currently hiring a replacement staff person and had almost no applicants who were qualified for or interested in the tech aspect that we need. We also want someone who can evaluate and assess our programs, teach library orientations, courses, and perform other faculty duties.
8. 50 minute to 2 hour instructional sessions. Orientations are based on faculty request and can include physical orientations and database orientations, but are also often linked to faculty assignments, which requires a significant amount of preparation and contacting instructors to make sure we are meeting their needs.

Men's Basketball Coach/Kinesiology Instructor

Strengths	Weaknesses
<ul style="list-style-type: none"> ● Good comparison with CSM and Skyline ● Strong academic success, despite very low FT Faculty numbers ● We were final 4, GO COLTS! (Men's basketball) ● Involvement in sports helps some underrepresented student populations succeed. ● Coaches serve as mentors and collaborators with faculty, helping to support student success ● Our athletic programs support many non-traditional students ● Athletics provide for a good recruitment tool to attract male students of color and build positive mentoring relationships with them that promotes social change, helps close the achievement gap, and builds positive community involvement,etc, 	<ul style="list-style-type: none"> ● Proposal needs proofreading and editing ● Is this a critical need? ● Unclear whether there is sufficient workload for another full-timer. Data presented are not sufficient to determine. As the department grows possibly in the future it can be revisited.
Questions	Answers
<ol style="list-style-type: none"> 1. Don't we already have basketball, soccer, tennis, and volleyball instructors? 2. What is the current status of the basketball coach? 3. There doesn't seem to be a lot of Kine students to support another faculty. Have you considered looking for a coach who also meets min quals in an unrelated discipline such as counseling? For example, we used to have a FT math-tennis coach. 4. What other courses are you referring to? 5. Does our outreach office recruit athletes as well? 6. Didn't we lose our women's soccer coach? Do we have gender equity in our varsity sports? 7. Why a basketball coach and not a coach for one of the other sports, such as volleyball? 8. What is the FTES to support this position? 9. Varsity coaches have done a good job in getting 	<ol style="list-style-type: none"> 1. Yes, but our current basketball coach is part-time. 2. Current Instructor is Adjunct 3. Kine is the Dept Major, .45 Fall/Spring of activity course etc. are available for this faculty member now. We would encourage any qualified candidate, but they must meet minimum quals. An AA degree requires 2 activity courses. 4. Fitn 117,118,119 - 2 sections /Indv 251/ Kine 137/ Team 132.1-4 5. No, in order to field a competitive intercollegiate team coaches may spend 20 plus hours per week recruiting student athletes. 6. Katie Osborne is our Women's soccer coach, last 3 hires have been women's sports 7. Volleyball coach has a law degree from Stanford but does not meet minimum quals for a full time position, We Like him alot!

<p>students connected to academic supports. This position can help increase that work, yes?</p> <p>10. With a new building 1 in the future, how will the addition of another full-time faculty support programming and use of this building?</p>	<p>8. There is a 1.0 load currently available in the department 5 unstaffed classes fall 16 reference slide 15 please</p> <p>9. YES</p> <p>10. The gym is a centerpiece of the building, an additional full time position will have the time to invest/address issues as we travel from building 1 to swing space to NEW building 1</p>
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