

Joint APC-IPC-SSPC-PBC Analysis of New Position Proposals
March 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 	<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>instruction for our students.</p> <ul style="list-style-type: none"> ● Teaching accelerated courses requires abundant energy and support; such courses need to be taught (in the main) by full timers who know how to direct students to support services ● 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 	<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

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 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?

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 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

	<p>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.</p> <p>12. Many international students and students with disabilities require extra support from their English and Reading instructors--both inside and outside of the classroom.</p>
International Students Program Services Coordinator	
Strengths	Weaknesses
<ul style="list-style-type: none"> ● This is a growing program. ● More international students affect ESL and other classes (result: increasing our course load) ● International Students provides added income to FUND 1 ● International Students need the support to thrive internationally ● Based on evidence provided in presentation a full-time PSC is needed to support this growing program 	<ul style="list-style-type: none"> ● I do not think that it is an urgent need. ● We just hired a part time person. We might not yet know the impact of that and if we need a full time person immediately.
Questions	Answers
<ol style="list-style-type: none"> 1. Didn't we just hire someone for the international student program? 2. Can the CCCE pay for part of the support of this position as it supports their SLEEP? 	<ol style="list-style-type: none"> 1. A permanent part-time Program Services Coordinator was approved and is now going through the hiring process. We are requesting a full-time position. 2. CCCE will be hiring their own Program Services

3. Is this in addition to the current part-time PSC? Or would this make the part-timer into full-time?
4. Is the 3 million dollars revenue district wide or for our college only?
5. Why the disparity between the number of students who apply and how many come here?
6. What are the forecasted impacts for the English department of this influx of international students?
7. Is this position funded by the District, or by Cañada? If not by the District, why not?
8. Is this position in addition to the current part-time position or is it replacing it?
9. If the district is not funding this position will the district provide funding to augment the additional cost of serving our international students?
10. Since a position was approved for you last time and there are so many critical needs here at the college why not allow another area have its position funded?
11. This is limited in that it's only services international students only.
12. A lot of the support that our International Students need is cross campus, including student services, tutoring and Wellness Center support. What needs does this position fulfill specifically? What do we lose if we don't fill it?
13. Would this full-timer replace the part timer?
14. How does the District divvy up the \$3 million to help cover the support services on campus?

Coordinator for SVIEP but when students complete SVIEP, they are the pipeline into our degree/certificate programs, which Int'l Srvs PSC will be responsible for processing "transfer" admissions.

3. Convert part-time to full-time; not additional fulltimer
4. \$3 million district wide, this was a calculation based on minimum requirement of 12 units but average int'l student enrollment is 15 units, so it is more than \$3 mil
5. Admitted students still need to apply for a visa at the U.S. Embassy, some get denied for various reasons. Some students go to other colleges/universities.
6. The \$3 million international student tuition goes to Fund 1, which means we can open up additional sections as needed.
7. The new allocation model is based off of international student tuition received, which covers cost of all international student services provided as well as provide over \$3 million to Fund 1.
8. See answer #3
9. There is no additional cost of serving international students, international student tuition provides funds for Fund 1, over \$3 million.
10. Now that the District is allowing colleges to recruit overseas, there should always be staffing at the International Student Center to support international students.
11. International students are an integral part of the campus community, they internationalize our community and classrooms, serve as tutors, ASCC Senators, they impact the whole campus and they bring over \$3 million to Fund 1.
12. International student Center is the main support network for international students, since they do not have one

	<p>upon arrival. They need support with housing, transportation, health/mental health needs, registering, understanding the new academic environment, how to transfer, how to submit a claim form, how to pay a parking ticket, how to open a bank account, how to get a cell phone, how to find halal food, how to fill out tax forms. WE ARE THEIR FAMILY AND SUPPORT NETWORK.</p> <p>13. See answer #3.</p> <p>14. Good question. Int'l Student Services has a budget of \$250K(?). \$3 million is in excess of International Student Center budget.</p>
Library Faculty	
Strengths	Weaknesses
<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 	<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>member there who can be there full time.</p> <ul style="list-style-type: none"> ● Expertise needed instead of sending current 2 librarians for trainings ● Position needed to reach out to students in the other schools in the community 	
<p>Questions</p>	<p>Answers</p>
<ol style="list-style-type: none"> 1. Do you only have 2 full-time librarians with all of your open hours, including Saturdays? 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? 	<ol style="list-style-type: none"> 1. Two full timers and about 40 hours of adjunct librarians per week. 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

	<p>assess our programs, teach library orientations, courses, and perform other faculty duties.</p> <p>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.</p>
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? 	<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

<ol style="list-style-type: none"> 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 students connected to academic supports. This position can help increase that work, yes? 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>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.</p> <ol style="list-style-type: none"> 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! 8. There is a 1.0 load currently available in the department 5 unstaffed classes fall 16 reference slide 15 please 9.YES 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
Alternative Media Instructional Aide II	
Strengths	Weaknesses
<ul style="list-style-type: none"> ● 5th fastest growing DSPS in CA ● Already paying most of the cost of this position through overtime and PT hourly ● Directly serves students ● Demand for services is likely to grow ● Services are required, not optional - compliance issue ● This is an equity/access issue ● Exponential increase in need for alt media 	<ul style="list-style-type: none"> ● Not all students need Alt Media ● This position represents a small group of people. ● Not enough work to support and new position. ● Not a critical need. <p>Max's answer to the weaknesses: Approximately 100 students are currently benefiting from alternate media (also, we are mandated by law to be able to provide reasonable accommodations for students with disabilities no matter the number of actual students). Other duties of this position include</p>

<ul style="list-style-type: none"> ● Turnover is costly; this should help eliminate that ● Decrease reliance on overtime, which is not sustainable ● Current workload for this position is high ● The relatively small number requires by law specific services that must be met 	<p>providing training to students for assistive technology hardware and software like the echo smartpen, zoom text screen enlargement software, dragon naturallyspeaking voice recognition software, and JAWS (screen reading software for the blind). We also rely on this office to pay attention to changes in technology that can impact the DRC student community. This position would coordinate with our IT office to install specialized software at strategic points on campus. Position also supervises the alternate media lab which can involve test proctoring and test production. I would argue that current staff does not meet the current demand so this is a critical need and there is more than enough demand for work. If we are unable to meet students request in a reasonable time we can end up with a situation where a student does not have their textbooks on the first day of class, or could be unable to take their exams.</p>
<p>Questions</p>	<p>Answers</p>
<ol style="list-style-type: none"> 1. How stable is the DSPS categorical funding? Will it continue to pay part of the FT salary? 2. How many overtime hours and part-time hours are covering the services now? 3. What is the need for Alt Media, not all students need Alt Media that DRC serves? 4. How does this compare with the District-wide Accessibility Specialist position also being requested? 5. Does DRC help students overcome their disabilities? 6. Does DRC help faculty learn how to help students with disabilities? 7. Can this work be done with short term hourly help? 8. Is help needed on a consistent basis or is...? 	<ol style="list-style-type: none"> 1. Our DSPS funding is continuing to grow, there are changes to the funding formula that will go into effect in 2017, we are not 100% sure how this will impact our funding 2. We have two 22.5 hour PT IA Is currently doing this work, the overtime hours can vary. One of my goals with the additional part timer this semester was to reduce the overtime hours for our full time staff, it has some but not completely- I would guesstimate 2-5 hours of OT per week over the course of the semester. 3. True not all students, but approximately 25-30% of our students use alternate media. Further, there is evidence that a greater number of students across the campus could benefit from programs like Kurzweil- this is one of the fundamental principles of “universal design”. 4. That position (is very important) has to do with 508 of

9. How many full-time positions does DRC have already? Is the Learning Specialist also considered the full-time counselor?
10. Could this position work with other programs and services on campus to increase access on campus (like Learning Center and Library) that serve many DRC students?
11. It's not clear on exactly how many hours you are talking about?
12. How can this position help staff who may need alt media solutions to assist them in their job?

- the rehab act that mandates that our public spaces on the web be made accessible- whether students have made that request or not. This position falls under 504 of the rehab act and sections of the ADA that have to do with reasonable accommodations, this is for making print text accessible upon request and other technology related accommodations.
5. We have lots of anecdotal reports from students in our program that access to Kurzweil has allowed students to read their texts, when previously due to their disabilities they were unable to. There are studies with empirical data on the effectiveness of alternate media.
 6. I hope so! If you feel you need support please let me know. This last flex we had 1 session on all things DRC and a second session about web/online course accessibility. Please please please let me know your needs I am happy to work to address them.
 7. It is being done, but I do not think it is a sustainable solution especially as our program is probably going to grow further.
 8. It is a year round process to make documents accessible, we are requesting a full time 10 month position to complement our current 12 month full time position.
 9. This is a classified position, not a counselor. We currently have 1 full time classified IA II in our office, we have a full time Office Assistant that we share with the Personal Counseling Center and the Health Center. The Learning Disability Specialist/DRC Counselor is a full time tenure track counseling faculty position.
 10. Absolutely! That would be a great use of this position.
 11. This position is for a person to work 37.5 hours a week for 10 months.

	12. This position is designed to assist students as their main duty, but could also assist with faculty and staff.
Shipping & Receiving Clerk	
Strengths	Weaknesses
<ul style="list-style-type: none"> ● Already paying most of the cost of this position through short-term hourly ● Many departments need to use the mail services every day to function, a permanent position would make this service more reliable and faster ● Not a temporary need; should be permanent ● It seems both vital and low-cost. ● It is outrageous that students are being dropped because their fee checks are not being processed ● This position supports the whole college, departments, faculty and staff. ● A part-time position is justifiable when a full-time position would be even more reliable. ● Seems logical and necessary (or no brainer). ● This position is critical for the college to run. ● Low cost to college for this essential position ● This is a no-brainer. Can we please just hire this person? ● Let's do this and dignify this work ● The current situation is a potential violation of the contract--a legitimate classified position that is filled through student labor seems like a big problem. 	<ul style="list-style-type: none"> ● No negative or weaknesses ● Weakness in the process--why do we all have to debate something that seems so obvious? How many employee hours are we spending on something that is so clearly necessary?
Questions	Answers
1. This is not a glorified position but is definitely needed. Why has it not been filled?	1. This position was managed by central duplicating when was a college function. Now central duplicating is under

2. The bookstore also does some shipping and receiving. Can there be some coordination/sharing of these activities (and costs) between bookstore and college's mail services?
3. Wasn't there a full time or part time permanent position before?
4. Why do we even have to discuss this?
5. Why was it taken away?
6. Why is there no request for a full-time position? Could this be turned into a FT Shipping/Receiving Clerk + Duplication Services Manager (or along those lines)?
7. How do you schedule a part-time position to cover a full day of mail services? will you need additional hourly help to fill in the hours that the PT is not present?
8. We all use the mail, why discuss it, we need it, the college needs it we all agree on that. Why the discussion. we need to hire someone right?

Auxiliary services by the District and currently it has been filled by a short-term employee.

2. No. This idea has been explored and would not work for the college.
3. Yes. There previously was a 1 FTE position but in 2004 it was eliminated due to budget cuts.
4. We are following our process for requesting a permanent position.
5. Please see answer 3. Thank you.
6. Currently we don't have a workload to sustain a Full-Time position and Duplication services are a District function not a college function.
7. We schedule the work to align to the different mail and delivery services. Currently this is working well.
8. Please see answer number 4. Thank you