

Faculty Position Request Form Year 2011-2012

For Academic Affairs Advisory Group Recommendation	Date(s) Considered:	
	(To be completed by The Vice President of Academic Affairs)	
	<input type="checkbox"/> Recommended to Approve (Indicate Ranking) ➡	
	<input type="checkbox"/> Not Recommended to Approve ⤴	
Explanation:		

Directions: Complete a separate request for each position. Forms must be signed by the originating Division Chair/Director and the appropriate supervising administrator. Use additional sheets as needed.

A. General Information

Position Title:	Composition/Basic Skills Instructor
Department:	English
Division:	Humanities

Check all that apply:	
<input type="checkbox"/>	New Position
<input checked="" type="checkbox"/>	100% Assignment
<input type="checkbox"/>	Split Assignment Identify Split %
<input checked="" type="checkbox"/>	Replacement: Identical Position
<input type="checkbox"/>	Replacement: Modified Position Identify faculty being replaced: Eleanor Szaszy
<input type="checkbox"/>	Consolidation of Existing Adjunct Positions

Review/Approval	Date
Department Chair:	Beth Penney 9/1/10
Division Chair or Supervising Administrator	Diane Boynton 10/18/10
Dean, Academic Affairs or Student Services	

All conflicts/disagreements should be discussed prior to submission of this form. In the event the division chair or dean does not support the position, provide reasons:

B. Description of the Position/Assignment

1. Describe all aspects of the position, including non-teaching assignments.

The instructor will prepare and teach a combination of courses each semester. Typical assignment includes teaching two or more of the following types of courses: developmental writing, developmental reading, composition, and composition/critical thinking. The instructor will have other duties and responsibilities including, but not limited to:

- Participating in English schedule development process;
- Developing curriculum and participating in course approval/program review process;
- Developing methods of instruction, delivery and assessment that encourage student success;

- Meeting institutional committee responsibilities and other professional responsibilities; and
- Participating in activities that enhance department's rapport with area schools and businesses.

2. Aspects of college's mission being addressed by position:

- Transfer to four-year colleges
- Basic skills instruction
- Career Technical Education (CTE)
- Student support services

3. Is this position categorically funded? Yes No

C. Rationale for the Position

1. Description of need. Please include information on the effects on the program, your division, the college, and the community of filling the position versus not filling it.

In Spring 2008, we offered 13 sections of ENGL 1A and 7 sections of 1B. In spring 2010 we offered 21 sections of ENGL 1A and 12 sections of ENGL 1B. We are also adding an average of one section of both ENGL 302 and ENGL 322 per semester. In addition, we plan to, eventually, make ENGL 112 a prerequisite for ENGL 1A rather than an advisory. I believe these numbers state sufficiently the serious need to fill this position, as well as the effect not filling the position would have on the department, the division, and the college.

2. If this position is new or modified, is it addressed in MPC planning documents, such as the college's Educational Master Plan, the Division's most recent Program Review or Program Review Update, and/or the Department's Action Plan?

- Yes (Please cite below.) No (Please explain below.)

3. Is this position required by external licensure, accreditation, or legal mandates? If so, please explain.
No.

4. Is this position recommended by a CTE advisory group? If so, please explain. If this is a CTE position, please provide Labor Market Information (LMI) for any occupations in which the instructor will provide instruction or training.

No.

5. Program size (To be completed in conjunction with Institutional Research Office):

a. FTES Credit and Noncredit History (**NON Basic Skills**)

	FTES (Credit)	FTES (Noncredit)
2007-2008	244.19	0
2008-2009	291.1	0
2009-2010	347.2	0

FTES Credit and Noncredit History (**Basic Skills**)

	FTES (Credit)	FTES (Noncredit)
2007-2008	150.06	0
2008-2009	180.95	0
2009-2010	159.93	0

b. FTE

	Full-time	Adjunct
2007-2008	7.8	4.1
2008-2009	7.7	6.1
2009-2010	9.0	6.8

6. Programmatic plans for this and future years:

Our program plans are to continue to offer quality English courses to students transferring to other schools and to developmental writing students who have varying levels of abilities.

7. First two years' assignment for this position.

a. Teaching responsibilities:

Fall	2011	Spring	2012	Fall	2012	Spring	2013
	ENGL 1A		ENGL 1A		ENGL 1A		ENGL 1A
	ENGL 1A		ENGL 302		ENGL 1A		ENGL 1A
	ENGL 2		ENGL 2		ENGL 302		ENGL 112
			ENGL 111				ENGL 111

b. Other duties and/or programmatic responsibilities (i.e., program/curriculum development, program coordination, facilities oversight, outreach, etc.):

8. Office/location to be assigned:

Share BH 103G.

9. Other related resources needed:

None.

10. Other considerations: