

Faculty Position Request Form Year 2015-2016

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:	Spanish Instructor	Check all that apply:
Department:	World Languages	<input type="checkbox"/> New Position
Division	Humanities	<input checked="" type="checkbox"/> Replacement Position Identify faculty being replaced Lola Jerez-Moya
		<input type="checkbox"/> Split Assignment Identify Split % _____

Review/Approval	Date
Department Chair:	Lisa Danielle Gonzales, Sonia Lizano, Kelly Stack 10-15-14
Division Chair or Supervising Administrator	Diane Boynton 10-15-14
Dean, Academic Affairs or Student Services	
<p style="color: red; font-size: small;">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:</p>	

B. Description of the Position/Assignment

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

Instructor will be responsible for teaching any and all sections of Spanish (currently 1A, 1B, 2A, 2B, 50, 225A, 225B, 35A and 35B). This position will take a leadership role in developing online curricula to serve our diverse community. The ability to oversee and manage an online lab component is required. In addition, this position involves various department-related, non-teaching duties such as: curriculum development, annual Action Plan, Program Review, faculty evaluations, shared department chairmanship, participation in shared governance committees (campus-, department-, and division-related), campus life activities, new faculty hiring and mentoring, scheduling of classes, and developing and administering challenge and pre-requisite exams, among other duties, as outlined in the faculty contract.

2. **Mission Statement** - Monterey Peninsula College is an open-access institution that fosters student learning and achievement within its diverse community. MPC provides high quality instructional programs, services, and infrastructure to support the goals of students pursuing transfer, career training, basic skills, and lifelong learning opportunities.

Describe how this position addresses the accomplishment of the college's mission:

This position clearly addresses the accomplishment of the college's mission.

1. The Spanish department offers a comprehensive, high-quality, two-year, university-level program that transfers to CSU and UC systems. Thus, this position supports the goals of **students pursuing transfer opportunities**.
2. Spanish language skills are increasingly required in many careers (e.g. hospitality, medical, fire, and police). Thus, the position supports the goals of **students pursuing career training**.
3. The Spanish department offers courses of interest to a **diverse community** (e.g. heritage and/or native Spanish speakers).
4. Spanish language skills are important to **life-long learners**, who seek to learn **a language that is commonly used in this community**.
5. The development of an online Spanish curriculum by the new faculty position will **overcome scheduling and transportation barriers** for the ever-increasing number of students who must juggle the demands of school with part-time or full-time employment and family obligations.

3. Is this position categorically funded? Yes No

C. Rationale for the Position

1. Explain how this position would increase the number of FTES generated by the college either through increased enrollments in classes or by services provided.

Currently, Spanish 1A classes are filled to capacity and enrollments are healthy in the rest of the series. Another instructor is required **to increase daytime enrollment and to support expansion into online offerings**.

Finding adjunct faculty who meet minimum qualifications to teach Spanish has proven to be challenging. **Course offerings are often limited by the number of adjuncts available**, and because most part-time faculty has full-time employment elsewhere, it is especially difficult to staff courses offered during the day.

2. Describe the effects on the program, your division, the college, and the community of filling the position versus not filling it.

Filling the position will enable the program to **expand to meet demand**. Each semester, approximately twelve sections of Spanish are offered, most of which reach maximum enrollment. Students want to take Spanish in order to interact effectively with more members of our diverse community, and obtain jobs and advancement in many fields. **Failure to fill the position** will cause us to continue to **turn away students**. Students who find themselves compelled to go elsewhere for Spanish language instruction may not return to MPC for other instructional needs.

Filling the position will enable the program to **serve Spanish language heritage speakers**, who need to fill in the gaps in their linguistic knowledge in areas such as reading and writing. These skills have been shown to transfer to increased achievement in English as a second language. **Failure to fill the position** will result in **heritage Spanish speakers continuing to be underserved**.

Filling the position will increase scheduling flexibility, including **the ability to offer more daytime classes**, and to adjust scheduling based on shifting student needs. **Failure to fill the position** and dependence on part-time faculty **limits our agility in scheduling classes**.

Filling the position will reduce the percentage of Spanish classes taught by adjuncts from **67% to 44%***. In World Languages as a whole, **filling the position** will reduce the percentage of all classes taught by adjuncts from 54%

to 44%.

*Figures based on Spring 2014 schedule.

3. Is this position addressed in MPC planning documents, such as the college's Educational Master Plan, the Division's most recent Program Review, the Department's Program Review Update and Action Plan, and/or the Division's and/or Department's Program Reflections?

Yes (Please cite below.)

No (Please explain below.)

The full-time Spanish position is mentioned in the department's **Program Review Update and Action Plan (2014-2015)**:

Faculty and Staff Positions

Status (C,IP,D,A)	Position	Supports	
		Goals	PRSL
IP	Full-time Spanish Instructor	X	

The position is also mentioned in its most recent **Program Reflections dated August 21, 2014**:

- Lola Jerez-Moya's retirement has negatively impacted the Spanish offerings this semester. Courses such as Spanish 50 (Advanced Conversation) and Spanish 35A (Spanish for Heritage Speakers) were not offered this semester because of lack of faculty members available to teach daytime classes. Currently, the only adjunct instructor available to teach during the daytime is Marco Barbosa; and he is teaching two Span 1A daytime classes. Sonia's workload has also been negatively impacted, since, as the only current full time instructor, she has taken some of the duties that Lola used to perform, such as administering pre-requisite challenge exams, at the beginning of the semester, and Credit by Examination tests throughout the semester. The hiring of a new full-time Spanish faculty member is imperative to strengthen, maintain and improve the overall quality of the Spanish program.

4. Is this position required by external licensure, accreditation, or legal mandates? If so, please explain.

No.

5. Is this position recommended by a CTE advisory group? If so, please attach minutes from the meeting when the recommendation was made. 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.

6. First two years' assignment for this position.

a. Teaching responsibilities:

Fall	2015	Spring	2016	Fall	2016	Spring	2017
SPAN 1A		SPAN 1B		SPAN 1A (Online) *		SPAN 1A	
SPAN 1A		SPAN 1B		SPAN 1A		SPAN 1B	
SPAN 50		SPAN 2A		SPAN 50		SPAN 2A	
SPAN 35A				SPAN 35B			
						*to be developed	

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

Besides the normal instructional responsibilities (curriculum development, etc.), this position will be responsible for department chair responsibilities; the World Language Department shares these responsibilities among its members.

7. Provide the enrollment history for the past three years for the courses in the above assignment:

	Enrollment History	Avg Class Size
2011-2012	668	33.19
2012-2013	701	32.19
2013-2014	672	31.84

8. a. FTES Credit and Noncredit History for the courses in the assignment

	FTES (Credit)	FTES (Noncredit)
2011-2012	114.89	
2012-2013	116.17	
2013-2014	111.00	

b. FTE for the courses in the assignment

	Full-time	Adjunct
2011-2012	12	8
2012-2013	12	12
2013-2014	12	12

9. Describe any new courses not currently offered by the college which might become a part of this instructor's assignment in the future, and project how many FTES these new courses might generate:

Span 1A through Span 2B, and Spanish Literature – new online offerings: 20-36 FTES per class per semester
 Spanish 35 B: 36 FTES per class per semester
 Spanish for the Health Professions: 36 FTES per class per semester
 Spanish for Travelers: 36 FTES per class per semester

10. List any costs besides salary and benefits that would be entailed with the hiring of this position:

None

11. Are there any other factors not mentioned previously that support the need for this position. Please explain:

Even though Spanish is the largest program in the World Languages Department, and shows a potential for growth, it has lost a full-time position. Currently, there are only three full-time faculty members serving the department. Because the World Language full-time faculty are called upon to serve (e.g. through marketing, hiring, evaluations, and scheduling) all languages offered in the department (historically this has included Spanish, ASL, French, Arabic, Chinese, German, Italian, and Japanese), an additional Spanish position is required to support and foster growth not only in Spanish, but in the other languages as well.