Monterey Peninsula College

Faculty Request Form
Year 2009-2010

For Academic Affairs Advisory Group Recommendation	Date(s) Considered:	
	Recommended to Approve (Indicate Ranking) ➔	
	Do Not Recommend to Approve	
	(To be completed by the Vice President of Academic Affairs)	
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 Instructor**
Department:	**English**
Division:	Humanities

Check all that apply:

	New Position
X	Full Time (100%)
X	Replacement Position: identical position
	Replacement Position: Modified
X	Identify faculty being replaced:↓
	ELEANOR SZASZY

Review/Approval

Department Chair:	*Beth Penney*	*1/20/10*
		Date
Division Chair or Supervising Administrator	*Diane Boynton*	*2/8/10*
		Date
Dean, Academic Affairs or Student Services		
		Date

If not approved, provide rationale:

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, 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:

X	Transfer to 4-year colleges
X	Basic skills instruction
	Vocational instruction
	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 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 are offering 21 sections of ENGL 1A and 12 sections of ENGL 1B. 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 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.*)

N/A

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

NO

4. Is this position recommended by an advisory group? If so, please explain.

NO

5. Program Size (to be completed in conjunction with Institutional Research Office):

    a. Enrollment history (FTES Credit & Noncredit)

	FTES (Credit)	FTES (Noncredit)
2004-2005		
2005-2006		
2006-2007		

    b. FTE

	Full-time	Adjunct
2004-2005		
2005-2006		
2006-2007		

6. Program 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 year's assignment for this position:

Fall	Spring	Fall	Spring
ENGL 1A	ENGL 1A	ENGL 1A	ENGL 1A
ENGL 1A	ENGL 1A	ENGL 1A	ENGL 1A
ENGL 2	ENGL 2	ENGL 2	ENGL 2
	ENGL 111		ENGL 111
TLUS: 13.5 (-1.5)	TLUS: 15.75 (+.75	TLUS 14.25 (-.75)	TLUS 16.50 (+1.50)

8. Office location to be assigned: share HU-103G

9. Other related resources needed:

NONE

10. Other considerations:

NONE

Projected Schedule and Enrollment History

Position:

⮞ **First Two Years' Assignment**

Fall	Spring	Fall	Spring
ENGL 1A	ENGL 1A	ENGL 1A	ENGL 1A
ENGL 1A	ENGL 1A	ENGL 1A	ENGL 1A
ENGL 2	ENGL 2	ENGL 2	ENGL 2
	ENGL 111		ENGL 111

⮞ **Historical Enrollment Last Three Years**

Fall	Spring	Fall	Spring	Fall	Spring

Projected Schedule and Enrollment History *(Continued)*

ADDITIONAL INFORMATION/COMMENTS about the projected schedule and/or enrollment history:

Tips for Addressing the Criteria and Questions in the Faculty Staffing Request Form

The Academic Affairs Advisory Group strives to make prioritized recommendations for faculty staffing requests that will result in the best possible decisions for the institution, particularly in times of extremely limited resources. As players on the same College team, division chairs, coordinators, directors, and supervising administrators support the Committee by presenting the most complete and compelling information for those faculty staffing requests presented to AAAG.

If the request being developed is to replace a position, then particular care must be taken to demonstrate that there is a continuing priority need for maintaining that position. That is, stating that the department used to have the position is insufficient evidence in itself to support the request for that position. Other evidence, such as the information identified below, is required.

Also, please note that a request can be made to "replace" a position in a division even if the new position requested is not exactly the same type as that vacated. For example, if a French instructor in the Humanities Division has retired and the division has greater need in the Spanish program, then a request for a Spanish position should be presented.

Essential Criteria/Information

- Enrollment information (standard format provided)
- Duties/goals of the position
- Program growth
- New program development
- Anchor position
- Legal requirements/mandates (citations required)
- Relationship of position to FTES generation (i.e., proposed assignment schedule with related enrollment trend information; standard format provided)
- For occupational programs: Industry need and advisory committee endorsement of position (citations required)

Information that provides a context for the position

- Availability of adjuncts
- Past hiring information (both full-time and adjunct recruitment / hires; standard format provided)
- How the position request is supported by the planning process (i.e., Educational Master Plan, institutional goals, accreditation reports, etc., citations required.)
- Any unique needs or circumstances should be expressed clearly so that AAAG members understand their nature and relationship to the request, as well as their institutional context.

What to look for in the Division Chairs' presentations

- The demonstration of an intimate understanding of the position and how it fills program, department, division, and College needs.
- A candid response to the consequences of not filling the position—both short and long term.
- An ability to honestly and completely answer probing questions about the position.

The role of the Division Chair is not merely one of a conduit of verbal information to the Committee— throughout the development and presentation process—it is rather one of informed advocate, critic, editor, quality controller, and contributor of the "bigger picture."

A Word about the Criteria/Indicators

It is difficult for each criterion to stand alone because background information and context are vital to understanding the nature of the position and its need. The criteria/indicators are important to think about and clearly communicate because they provide a comprehensive overview of the position and its departmental context, as well as its relationship to other aspects of the College. For example, the specific criterion of number 11—New Program Development—

cannot be addressed without first explaining enrollments and program growth (i.e., criteria 9 and 10), and how these interrelate with and inform/create new program development opportunities (criterion 11).

Criteria Used by AAAG
in the Faculty Replacement Prioritization Process

1. **Program Review Self Study, Action Plans and Annual Updates**

2. **Educational Master Plan**

3. **MPC Institutional Goals**

4. **External Needs Assessment(s)** (i.e., Seaside and other Community Needs Assessment results)

5. **WASC Accreditation Report or MPC Self-Study**

6. **Advisory Committee Recommendations** (Elaborate on specific recommendations)

7. **External Licensure/Accreditation Agency Requirement(s) and/or Regulation(s)** (Specify)

8. **Legal Mandate(s)/Requirement(s)** (e.g., ADA, Title IX, etc.) (Specify)

9. **Enrollment Factors** (Provide current and projected enrollment, student demand, headcount / contact, etc.)

10. **Program Growth / Changes** (Describe emerging area(s) that need(s) to be addressed, scope of change, student needs, etc.)

11. **New Program Development** (Describe the nature and size of the program, expected student demand, etc.)

12. **Anchor Position** (Describe the need and defining responsibilities)

13. **Categorically Funded Position** (Describe need/context)

14. **Other** (Describe any needs, data, or conditions not covered above)