

Full-Time Faculty Position Request Form 2025 - 2026

This form is used by departments and programs to request new or unfilled faculty positions relying on Program Review and/or other justifications. Submit one form for each position requested. For multiple positions, indicate priority of request (e.g., Subject Position 1, Subject Position 2, etc.). Forms are due to Division Deans by September 13, 2024.

Position Requested:

Contact Person:

Discipline/Division: Starting Term: Fall Spring

This form requires the use Enrollment Management Tool data, which can be found at the following link: <http://www.laspositascollege.edu/researchandplanning/FacultyPrioritization.php> (If you have any questions about the data, please contact Rajinder Samra 925-424-1027 or rsamra@laspositascollege.edu) or your Dean. The data will be verified by the Dean. Do not attach data spreadsheets.

Check if position is a: Replacement or New

If replacement: What is the position code? (see Dean)

Name of the person being replaced:

Length of time position(s) unfilled:

Date Retirement/Resignation is Board Approved:

If position is categorically funded, indicate source and duration of funding:

CRITERIA

1. Number of Full-Time Faculty currently in Discipline:
 If requesting more than one position, add 1 to this number for each subsequent position requested.

2. Percentage of FTEF taught by full-time faculty as load for the past six semesters, and projected for one year assuming a successful hire. (Use data from link above. If requesting more than one position, see Rajinder Samra to determine the projected numbers.)

Projected

Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2025	Spring 2026
<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>

3. a. For Instructional Faculty: WSCH per FTEF for the past six semesters (use data from link above):

Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
<input style="width: 80px; height: 20px;" type="text"/>	<input style="width: 80px; height: 20px;" type="text"/>	<input style="width: 80px; height: 20px;" type="text"/>	<input style="width: 80px; height: 20px;" type="text"/>	<input style="width: 80px; height: 20px;" type="text"/>	<input style="width: 80px; height: 20px;" type="text"/>

Full-Time Faculty Position Request Form 2025 - 2026

b. For non-instructional faculty (librarians and counselors): Student/Faculty ratio for the past six semesters, and projected for one year assuming a successful hire. Divide headcount by number of full-time faculty. For example: 8000 students divided by 3 full-time faculty. 1:2666

(If requesting more than one position, see Rajinder Samra to determine the projected numbers).
Projected

Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2025	Spring 2026
1474	1313	1325	1324	1521	1500	2034	2007

4. Program Characteristics:

a. List the courses taught and/or work performed in the discipline.
 (Be brief and specific. Use your Program Review to complete this section.)

The library is dedicated to increasing student success, retention, and completion through our mission to promote excellence in information competency, inspire lifelong learning, and strengthen our diverse campus and community. The library's work is in direct alignment with the vision and mission of the campus and aligns with the campus's 2021-2026 Educational Master Plan.

Courses Taught (Librarian as Instructor):
 LIBR: 1, 4, 5, 6, 7, 8
 NLIB: 201, 202, 203, 204 [part of Basic Research Skills Certificate of Completion (12 hours)]

Instructional Program: Teach research skills through tailored online and IZf library orientations/smart shops; teach in learning communities (Umoja, Puente, HSI) and engage with students in learning community programming; embed in courses to be research consultants throughout the semester; create instructional materials for library orientations and workshops; and design and maintain libguides, tutorials, handouts and assignments, website, and OneSearch catalog.

By the Numbers: Instruction (AY' 23-24)
 4 Library skills credit courses offered (students enrolled=71)
 58 Faculty-requested library instruction sessions (students taught=1434)
 16 Library Smart Shop workshops offered (attendance data pending*)
 2 faculty-focused workshops offered

Reference: Answer reference questions in person as well as via online chat, email, phone, IZf, and Zoom appointments; assist students and faculty on all aspects of the research process, including defining a research problem, assessing information needs, selecting and using appropriate resources, providing guidance on critically evaluating credible information, and properly documenting sources.

By the Numbers: Reference (AY' 23-24)
 2071 Reference Desk assists
 506 Online Chat sessions
 71 Reference appointments

Student and Faculty Engagement and Outreach: Communicate and market services and collections available to support curriculum and student success; provide faculty advice on assignment design; develop subject collections for new programs, courses, and assignments; teach five day workshops; participate in outreach events and seek opportunities to promote library resources; create social media content; develop innovative partnerships (CDC, Honors Program, FCI Dublin).

By the Numbers: Engagement & Outreach (AY' 23-24)
 38149 views of 307 custom research guides (LibGuides)
 126K library website views from 15K+ unique users with 204,426 actions taken
 42K (Facebook) and 9.6K (Instagram) accounts engaged in our social media campaigns
 37 YouTube tutorials with over 8.5K views in the past year

Collegiate and Community Participation: Serve on college, district, and professional committees (examples: curriculum, distance education, technology, student success, facilities, OER, CCL library consortium); host outreach event connecting local high school and public libraries with LPC library; integrate college planning priorities into library policies and practices.

By the Numbers: Collegiate and Community Participation (AY' 23-24)
 5 College committees with a librarian as a voting member included in charge:
 Curriculum Committee
 Program Review
 Distance Education
 SEA (Student Equity and Achievement)
 Technology

b. Total number of primary sections as identified in data taught in the discipline in each of the last six semesters (use data link from page 1):

Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
2	3	1	3	2	2

Full-Time Faculty Request Form 2024-25: FHPC Revisions May 3, 2012, Sept. 18, 2012, April 30, 2013, December 4, 2015, March 21, 2018; Presented to Academic Senate-January 27, 2016, April 11, 2018, April 29, 2019, May 13, 2020, May 4, 2021, May 14, 2022, May 10, 2023, May 17, 2023, May 8, 2024

Full-Time Faculty Position Request Form 2025 - 2026

c. Student enrollments (FTES) in the classes taught (use data link from page 1) or number of students served in each of the last six semesters:

Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
7372	6565	6625	6618	7605	7501

d. List special characteristics of the discipline such as: (Be brief and specific. Use your Program Review to complete this section.)

- Mandated class size limits due to state, contract, and accreditation standards.
- Facilities
- Number of courses out of the total number of courses in the discipline that meet General Education Requirements
- Number of courses out of the total number of courses offered that are required as part of an associates degree, certificate or transfer
- Discipline provides basic skills courses
- Discipline provides mandated and specialized services to students
- If position is categorically funded please add source and duration of funding
- Other

Unique characteristics for the library include library system administration (cataloging, checkout, database integration, interlibrary loan); proxy server administration (off-site student access to databases); coordination of library instruction; collection development (following the guidelines of the CD policy select and deselect print and digital resources to support curricular needs); database management (work with database vendors, create contracts with vendors, customize interfaces and content, report usage statistics); manage library website (review new content, keep website up to date, ensure website meets ADA requirements and college standards); manage technology for in-house use as well as the technology loan program (work with IT department to ensure functioning hardware and software for the students); manage print management system; facilities management including group study rooms and classrooms.

Full-Time Faculty Position Request Form 2025 - 2026

5. Describe how courses and/or services in this discipline impact other disciplines and programs. (Be brief and specific. Use your Program Review to complete this section.)

With over 56K visits to our building and 126K to our website this academic year (so far!), the library is an essential academic support that directly impacts the success of every discipline on campus. The library's diverse range of services and collections are designed to engage students in their success outside of the classroom. Collaboration with faculty and staff across campus ensures that our services are aligned with each discipline's curriculum and programming goals. Students come to the library for a myriad of academic and support services; including finding, understanding, and using appropriate sources for their research, guidance on evaluating credible sources, instruction on correctly documenting sources by following appropriate citation style formats, checking out textbooks (course reserves), troubleshooting help with technology, and using the study rooms, computers, and study tables for both individual and group study.

Full-Time Faculty Position Request Form 2025- 2026

6. If this is the first full-time position in the discipline, discuss: (Be brief and specific. Use your Program Review to complete this section.)

- a. Justification for the position.
- b. Projected start-up costs for equipment, facilities, and support staff for the first three years.
- c. Projected enrollment growth for the next three years, starting with the first semester of the projected faculty hire.

n/a

7. What are the impacts on students, the discipline and the college of NOT filling this faculty position? What are the programs/courses/services that have not been or cannot be offered due to the vacancy? (Be brief and specific. Use your Program Review to complete this section.)

Failing to fill this position would significantly undermine our ability to achieve the library's mission and the objectives set forth in LPC's Educational Master Plan. Studies repeatedly find an association between student library use, passing grades, and persistence. For example, in an LPC IR analysis from Spring 2022 showed that students checking out items from the library have higher pass rates. We hope to maintain this high standard, but having one less full-time librarian on the team limits our capacity to maintain a robust battery of services.

If the position is not filled, a number of reduction avenues may be necessary, including reduced library hours, which limits access to the library facility, reference assistance, and checkout services; fewer hours of reference assistance available to students seeking help with research assignments; reduced availability for library orientations requested by faculty for tailored research skills instruction; reduced library faculty ability to collaborate in developing and supporting research projects; unable to create nor maintain customized library guides to support changes to the curriculum and course assignments; fewer new resources will be available as we focus on maintaining current collections. Additionally, library faculty will not be able to participate in crucial college committees, curtailing the library faculty's ability to develop innovative programming to support courses, disciplines, departments, and programs. Reductions such as these weaken our ability to serve our diverse campus community, ultimately detracting from the Master Plan's vision for a thriving, supportive, and inclusive educational environment.

Full-Time Faculty Position Request Form 2025 - 2026

8. Any additional information that addresses justification of the position. If multiple positions are being requested, this is an opportunity to differentiate the justifications for additional positions.

Replacing a full-time librarian is critical to maintaining the quality, efficiency, and consistency of the library's reference services, instructional and outreach programs, and operations; thereby sustaining the library's integral role in campus initiatives. A full-time librarian will allow us to continue efforts to expand and innovate as well as stay engaged as active participants in campus initiatives and collaborative opportunities with academic disciplines and student services. The library faculty prioritizes giving students the necessary support regardless of their mode of education, whether it be face-to-face, online, synchronous, or asynchronous. While these services may be seamless to students and faculty, it, in fact, takes a concerted effort to ensure there are no significant functional gaps for students. A replacement librarian will help fully develop print and electronic collections to support the curriculum and assignments that can change from semester to semester, provide instructional and reference services, and maintain the systems that run the library. With the recent library expansion, there is a need for an additional librarian to work with the other full-time librarians to monitor and staff additional library service areas as well as meet the increased demand for instruction and reference assistance.


By advocating for this position, we are not merely seeking to fill a vacancy but are affirming our dedication to the library's mission and our role in the vitality of our campus.

Signatures:


Requestor

September 3, 2024
Date

 9/4/24
Dean Date

 9/13/24
Vice President Date