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Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	Business & Professional Studies
Position Title	Business Instructor

Q2

1. Which program review goal(s) is this request supporting? Please state how the position will help advance the specific goal(s). Please explain how this position would support historically marginalized groups? (Rubric Criterion 3)(300 words or less)

Business covers a breadth of areas including Business Administration (both Transfer and General), Management, Entrepreneurship-Small Business Management, plus a new Craft Industries Entrepreneurship certificate added recently. Additionally, a new course on the Gig Economy was recently added. The adjunct instructor who had been teaching the Entrepreneurship, Craft Industries, and GIG classes is retiring at the end of the Fall 2022 semester, and this position would be to fill this gap and support the other areas. This person would be tasked with reviewing and revitalizing the Entrepreneurship curriculum, promoting the Craft Industries certificate, developing a personal financial planning course, and exploring a Gig Economy Self-Employed pathway/certificate. Adding a second full-time Business instructor is necessary in order to have the time and resources to facilitate this growing program, support guided student pathways, focus on equity for all BUS students, explore labor market demand to better develop career maps for majors, strengthen connections with area high schools and universities, and further develop the CTE market demands. The Business program needs to vary its course times and offerings in an accelerated format to be more competitive, but this can't be done without additional FT faculty. This request supports goals 1, 2, and 3.

Q3

2. Which strategic priority/priorities is this request supporting? Please state how the position will help advance the specific priority/priorities and the College's mission, vision and values. Note: the more goals addressed the stronger the request (Rubric Criterion 4) Increase equitable access (enrollment) Eliminate equity gaps in course success (passing grade in class) Increase persistence eliminate equity gaps (re-enrolling the subsequent semester or year) Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring) Increase hiring and retention of diverse employees to reflect the students and communities we serve (300 words or less)

Business must maintain relationships with universities for transfer students (Acceleration), with high schools (Guided Pathways), and with local businesses for Career Education (CE) opportunities. Without this position, the remaining BUS instructor can't keep up with the aforementioned responsibilities, as well as handle student advising, improving program diversity and equity, curriculum development, and teaching the new curriculum.

Q4

3. How will this position improve student learning and achievement, and close equity gaps in access and outcomes in your program? What steps are you taking to close equity gaps in access and outcome, for example: (Rubric Criterion 2)- modify curriculum to reflect the college's diverse student population- close equity gaps- ensuring equitable access to courses that have pre-requisites- removing barriers for students, especially those from historically marginalized groups- adopt/create no cost/low cost textbooks and course materials(300 words or less)

It would appear that success rates have remained comparable since the last program review. For the Fall semesters (2017-2021) – the success rate was 62% (on campus). For online classes, it was 68%. For the Spring semesters (2017-2021) – the success rate was 64% (on campus). For online classes, it was 73%. Although correlation does not imply causation, the success rates have fallen since the retirement of the other full-time business faculty.

It is believed that, hiring another full-time faculty member; and making sure students and faculty are aware of on-campus resources and integrating them into their courses can assist in addressing the diverse population of the school and addressing equity gaps by developing new curriculum and integrating more OEM resources into the courses within the Business department.

Q5

4. Has there been or is there evidence to demonstrate that there will be an increase in student demand for your programs and/or services? How are students being adversely impacted without this position? Please discuss supporting data from recent semesters. For example, enrollment trends, waitlist pressures, or wait time for appointments and support services, students served, etc. as they apply to this position. (Rubric Criterion 2)(300 words or less)

Business regularly has among the highest number of graduates each year. Enrollments in BUS classes have remained steady during the past five years (2017-2022) at a time when college-wide enrollments went down. Fill rates hovered at or slightly above the institution-set standard of 75% which are higher than the college fill rates. Class max of 50+ and wait lists are a regular occurrence in many of the BUS classes.

Overall, Business enrollments have shown a consistent increase from FA14 to SP19. There is also an uptick of many differing ethnicities. The department is particularly proud of the upward trend of transfer with degrees of 13% FA13-FA17 and 20% SP14 to SP18. This happened when there were two FT BUS and 1 FT faculty members writing curriculum, mentoring students, networking in industry and improving assessment.

Q6

5. What are the racial and gender demographics of the faculty within your program? What steps will your program take to ensure this position will promote faculty diversity to reflect the students the college serves, for example: (Rubric Criterion 1)- Participating in professional development related to equity and diversity in hiring- Participating in professional development related to equal employment opportunity (EEO)- Completing EEO Representative Training- Employing strategies to recruit diverse applicants(300 words or less)

The Business program has one full-time instructor and six adjuncts, of which 4 are men and 3 are women. The group is predominately Caucasian. There is one African-American instructor currently in the department. All of them have earned priority of assignment due to the length of time they have taught in the program. There is not a lot of turnover in the program; however, the department is committed to diversifying the instructor base as courses become available due to program growth or attrition. One male PT instructor is retiring at the end of the Fall 2022 semester. Plans are to cover his classes with existing staff in Spring 2023, at which time the new faculty hiring list will become available. The department will know then if they are recruiting a FT or PT instructor. Any recruiting for the department will focus on diversity and inclusion (and will be noted on any marketing efforts).

Q7

6. Describe why this position is essential to your program and/or service area. How has the lack of this position impacted your program and/or service area? What will be the impact to the program and/or service area if this position is not filled? (Rubric Criterion 1, 3)(300 words or less)

The Business discipline offers transfer degrees and non-transfer CE degrees/certificates. Business courses are also being offered at area high schools. The adjunct instructor who has taught the Entrepreneurship, Craft Industries, and GIG Economy classes is retiring at the end of Fall 2022. Without this replacement position, programs will suffer. There is too much for one FT Business instructor to cover university transfer, career education, and lead new initiatives. The work will go undone. The program has also noticed some gaps starting in the ethnicity/race data. There is work to be done among some ethnic groups. Success rates for some ethnic groups differ considerably than others. Without the addition of new faculty and focus on mentoring, it will be difficult to meet the college-wide success goal of 77%.

The Business program is efficiently run and many courses regularly have wait lists. Both fill rates and WSCH/FTEF for BUS are higher than the college set standards. Spring FTES continued to climb even during the pandemic when college enrollments were declining. Fall FTES dipped slightly (only 1-2%) in 2017-18, but jumped up 23% in 2019, again during a time when other programs had declines.

Q8

7. Is this a new position, replacement for a retirement/upcoming retirement or replacement for internal promotion (faculty to administrator), or replacement for other circumstances? Please explain. (Rubric Criterion 3)(100 words or less)

This is a replacement for Joe D'Amato who retired in Spring 2018.

Q9

8. Please confirm that you have discussed this faculty position request with the Division Dean and that you understand that Division Deans will be providing feedback to help inform the prioritization process. Note: The Division Dean will be providing feedback to help inform the prioritization process

Yes, I have discussed this position request with the Chair of the Department

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Yes, I have discussed this position request with the Division Dean

Q10

Respondent skipped this question

If you would like to attach data to support your request in light of the rubric criteria, please upload a PDF, Word, or image file using the button below.