



## 2017-2018 Program Review Cycle Resource Requests for

# Instructional Hiring Allocation Committee (IHAC)

Current Code	Name of Division	Name of Department	Descriptive Title of Requested Position (e.g. Math Instructor)	Requester
IHAC - 01	Biology	Biology	Microbiology/General Biology Instructor	Keith Conover kconover@glendale.edu
IHAC - 02	Business	Business Administration	Business Administration Instructor	Marisa Zakaria marisaz@glendale.edu
IHAC - 03	Business	Entrepreneurship	Entrepreneur Instructor	Marisa Zakaria marisaz@glendale.edu
IHAC - 04	Credit ESL	Credit ESL	3 Credit ESL Instructors	Glenn Gardner ggardner@glendale.edu
IHAC - 05	English	English	2 FT English Instructors	Monette Tiernan mtiernan@glendale.edu
IHAC - 06	Health Science	EMT	EMT Program Director/Instructor	Richard Hayne Hayne.richard@gmail.com
IHAC - 07	Health Sciences	Addiction Studies	Addiction Studies Instructor	Benjamin Salazar bsalazar@glendale.edu
IHAC - 08	Health Sciences	Emergency Medical Technician	Emergency Medical Techniciam FT Instructor	Emelyn Judge ejudge@glendale.edu
IHAC - 09	KIN	KIN	Kinesiology Instructor	Yvette Ybarra yybarra@glendale.edu
IHAC - 10	Language Arts	Speech Communication	2 Speech Instructors	Jeffrey Smith jsmith@glendale.edu
IHAC - 11	Library & Learning Support Services	Library	Librarian (Replacement of retiree)	Eric Hanson ehanson@glendale.edu
IHAC - 12	Math	Math	Generalist/Developmental Math Instructor	Elizabeth Russell irussell@glendale.edu
IHAC - 13	Math	Mathematics	Generalist/Statistics Mathematics Instructor	Liz Russell lrussell@glendale.edu
IHAC - 14	Medical Office Administration/Healthcare Administration	business	Healthcare Administration Faculty	sonali perera sperera@glendale.edu
IHAC - 15	Noncredit Business and Life Skills	Lifelong Learning Seminars	Lifelong Learning Instructor	Jan Young jyoung@glendale.edu
IHAC - 16	Noncredit Business and Lifeskills	Lifelong Learning Seminars	Lifelong Learning Instructor	Jan Young jyoung@glendale.edu
IHAC - 17	Physical Sciences	Astronomy	Astronomy Instructor	Jennifer Krestow krestow@glendale.edu
IHAC - 18	Physical Sciences	Chemistry	Chemistry Instructor	Sevada Chamras schamras@glendale.edu
IHAC - 19	Physical Sciences Division	Physics	Physics Instructor	Marcus (Maziar) Afshar mafshar@glendale.edu
IHAC - 20	Social Science	Psychology	Psychology Instructor	Inger Thompson ingert@glendale.edu
IHAC - 21	Social Sciences	Child Development	Faculty Practicum Supervisor	Mary Jane Biancheri mbianche@glendale.edu
IHAC - 22	Technology & Aviation	Aviation	Aviation Instructor	Curtis Potter cpotter@glendale.edu
IHAC - 23	Visual & Performing Arts	Media Arts	Media Arts Instructor	Geri Ulrey gulrey@glendale.edu
IHAC - 24	Visual & Performing Arts	Graphic Design	Graphic Design Instructor	Rebecca Hillquist rebecah@glendale.edu

*These are requests that were submitted by December 1, 2017 during the 2017-2018 Program Review cycle.*

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**Name of Division**

**IHAC - 01**

Biology

**Name of Department**

Biology

**Descriptive Title of Requested Position (e.g. Math Instructor)**

Microbiology/General Biology Instructor

**Requester**

Keith Conover kconover@glendale.edu

**Request Status**

This is a repeat request from a previous year.

**Previous Code (or Previous Year Requested)**

IHAC-12

**New Position or Replacement**

This request is to create a new position.

**What priority does the department assign to this request?**

High

**Full-Time vs. Part-Time**

full-time

**Funding**

01 Unrestricted General Fund

**# of full-time faculty currently assigned to your department**

9

**Does this position cover classes currently taught by adjuncts?**

Yes

**Does this position contribute to program expansion?**

Yes

**1. total number of full-time faculty in department**

9

**2. total number of committees in which all FT faculty in department participate**

30

**CPF Index**

3.3

**STATUS OF RELEASED TIME FACULTY**

Keith Conover, Biology Division Chair, 40%, 2017 to 2022

Robert Mauk, Academic Senate Treasurer, 20%, 2017 to 2018

**How does this IHAC request relate to the college mission or vision?**

Student Success, Accommodating More Students, Increasing Class Offerings

**How does this position relate to the objectives and functions of the college?**

Transfer, Associate Degree

**Student Success**

New hire would help develop the microbiology program and increase the number of courses offered

**Describe any negative impacts for not hiring this position.**

It would be more difficult to increase the number of courses we offer

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**Name of Division**

IHAC - 02

Business

**Name of Department**

Business Administration

**Descriptive Title of Requested Position (e.g. Math Instructor)**

Business Administration Instructor

**Requester**

Marisa Zakaria marisaz@glendale.edu

**Request Status**

This is a repeat request from a previous year.

**Previous Code (or Previous Year Requested)**

IHAC-01, requested past 4 years (2014, 2015, 2016, 2017)

**New Position or Replacement**

This request is to create a new position.

**What priority does the department assign to this request?**

Extremely High Priority

**Full-Time vs. Part-Time**

full-time

**Funding**

01 Unrestricted General Fund

**# of full-time faculty currently assigned to your department**

2 (but one is working virtually in a part-time capacity)

**Does this position cover classes currently taught by adjuncts?**

Yes

**Does this position contribute to program expansion?**

Yes

**1. total number of full-time faculty in department**

2 (but one is working virtually in a part-time capacity)

**2. total number of committees in which all FT faculty in department participate**

1

**CPF Index**

2

**STATUS OF RELEASED TIME FACULTY**

n/a

**How does this IHAC request relate to the college mission or vision?**

Full-time instructors are required to help create outstanding instructional and student services, a comprehensive community college curriculum, and educational opportunities found in few community colleges. Part-time instructors do not typically have the capacity to do the work required to make us that premiere learning institution, and all advancements/committee involvement has been falling on 1 instructor for over 71 sections of our BusAd and ENTRE courses.

**How does this position relate to the objectives and functions of the college?**

BusAd is one of the most successful and highest transfer programs on campus. It has grown . This request will help us meet most objectives, but most notably Education beyond the high school level for vocational competence and/or occupational certification and Education for meeting the lower division requirements of a university or a four-year college.

**Student Success**

Currently, we only have 1 full-time instructor advocating for our BusAd and ENTRE students and improving/enhancing programs. Although we have all plans in place to add programs/certificates/degrees that will make us the best community college for business education, we do not have the personnel to put everything into action. Measurable outcomes will be increased enrollment, increased degrees/certificate program offerings, and greater success and fill rates.

**Describe any negative impacts for not hiring this position.**

Lack of involvement in governance committees, lack of resources to continually improve our programs and update our curriculum/improve our certificates and degrees, and lack of marketing to increase our enrollments and become the premiere learning organization we have plans to be (the plans are in place but we do not have the resources to achieve them)

**Any other special concerns not previously identified?**

The statewide full-time ratio for our credit classes should be 75%. Business Administration is one of the lowest at GCC with only 2 FT instructors for 213 credit hours per semester (with 1 working in a PT capacity). In order to meet the state chancellor's goal of at least 75% of credit instruction hours being taught by full-time faculty, we would need to add a total of at least 9-10 instructors to this program. My request is a total of 9 FT faculty members:

- 1) 2018-2019- 3 FT instructors (emergency hires)
- 2) 2019-2020- 3 FT instructors
- 3) 2020-2021- 3 FT instructors

Please also note that one of the main focuses of our sole FT instructor has been BusAd 106 (Written Business Communications). Even with English being the 2nd language of many of our students, we have turned this course around to be one of our most successful at close to 90% success rate. Imagine what we could do to our program and the rest of our courses if we had the proper number of FT faculty giving the proper effort to all of our BusAd courses.

We have been denied the request for more FT instructors for the past 3 years, and the strain of the program

requirements for BusAd and ENTRE and the need for increased enrollments has increasingly impeded our success.

Thank you for your consideration.

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**Name of Division**

**IHAC - 03**

Business

**Name of Department**

Entrepreneurship

**Descriptive Title of Requested Position (e.g. Math Instructor)**

Entrepreneur Instructor

**Requester**

Marisa Zakaria marisaz@glendale.edu

**Request Status**

This is a new request.

**New Position or Replacement**

This request is to create a new position.

**What priority does the department assign to this request?**

High

**Full-Time vs. Part-Time**

full-time

**Funding**

01 Unrestricted General Fund

**# of full-time faculty currently assigned to your department**

0

**Does this position cover classes currently taught by adjuncts?**

Yes

**Does this position contribute to program expansion?**

Yes

**1. total number of full-time faculty in department**

0

**2. total number of committees in which all FT faculty in department participate**

0

**CPF Index**

0

## **STATUS OF RELEASED TIME FACULTY**

n/a

### **How does this IHAC request relate to the college mission or vision?**

It directly relates to the college's vision "Career and technical education to achieve employment or enhanced career skills for job advancement" and will support so many statewide initiatives to foster entrepreneurship and innovation throughout California.

### **How does this position relate to the objectives and functions of the college?**

There is an enhanced focus on CTE and Entrepreneurship at GCC and statewide. We are creating excellent programs like a student run business to help entrepreneurs, a maker space to foster innovation and inspire entrepreneurship, a innovation lab, and an Entrepreneur club. This directly supports GCC's objective to provide "educational opportunities found in few community colleges".

### **Student Success**

This gives students another option- transfer, degree/certificate, or NOW the tools to start your own business. This should integrate into all disciplines at the school, especially programs that would vastly improve by giving their students entrepreneur skills like engineering, robotics, aviation, kinesiology, business, visual and performing arts, media arts, and many others. Measurable outcomes will include the success of the student run business, increased fill rates and total enrollments, and increased number of ENTRE courses in our Entrepreneurship classes.

### **Describe any negative impacts for not hiring this position.**

The stagnation of our Entrepreneur programs and decreased focus on cross-functional collaboration/contextualized learning combining entrepreneurship and several disciplines through GCC

### **Any other special concerns not previously identified?**

The request is for 1 FT instructor for Entrepreneurship.

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**Name of Division****IHAC - 04**

Credit ESL

**Name of Department**

NA

**Descriptive Title of Requested Position (e.g. Math Instructor)**

3 Credit ESL Instructors

**Requester**

Glenn Gardner ggardner@glendale.edu

**Request Status**

This is a repeat request from a previous year.

**Previous Code (or Previous Year Requested)**

IHAC-07

**New Position or Replacement**

This request is for a replacement of an existing position.

**What priority does the department assign to this request?**

Extremely High Priority

**Full-Time vs. Part-Time**

full-time

**Funding**

01 Unrestricted General Fund

**# of full-time faculty currently assigned to your department**

11

**Does this position cover classes currently taught by adjuncts?**

Yes

**Does this position contribute to program expansion?**

Yes

**1. total number of full-time faculty in department**

11

**2. total number of committees in which all FT faculty in department participate**

24

**CPF Index**

2.2

**STATUS OF RELEASED TIME FACULTY**

Glenn Gardner, Division Chair, 80%, 2017/2018-2021/2022 academic year

Paul Vera, Grievance Officer, Guild, 30%, 2017-2018 academic year

Janet Langon, Adjunct Mentor, BSI, 20%, spring 2018-2018/2019 academic year

Kirk Vaughn, NC/Credit Articulation Coordinator, BSI, 20%, 2017/2018 academic year

**How does this IHAC request relate to the college mission or vision?**

In keeping with the college mission, the division continues to offer the best possible instruction to its students, and to that end, continues to hire full-time instructors who are committed to student success. The division also needs more full-time instructors to continue in the development and coordination of Guided Pathways.

**How does this position relate to the objectives and functions of the college?**

A replacement hire will allow the division to maintain its rigor in the development of guided pathways for our program to facilitate ESL student completion of ESL certificates, articulation into GE courses, and integration into the workforce, the creation of OER (Open Education Resources) for all 16 Credit ESL courses, and offer Dual Enrollment at the Glendale High School.

**Student Success**

Any replacement hire brings the division closer to the goal of having 75% of our classes taught by full-time instructors, which is also in keeping with the state goal. Full-time instructors maintain the rigor and professionalism of our program, are better able to meet the needs of our students, which leads to those students' success.

**Describe any negative impacts for not hiring this position.**

The negative impact will be a smaller number of full-time instructors who will be less able to meet the demands of the college, which will in turn make it increasingly difficult to offer new classes, curriculum, and methods (e.g., dual enrollment, Open Educational Resources, Guided Pathways) that will assist our students in attaining their educational success.

**Any other special concerns not previously identified?**

With an increasingly declining local high school population, Glendale Community College's Credit ESL Division is uniquely placed to allow for growth through the expansion of our F-1 Visa ESL program.

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**Name of Division****IHAC - 05**

English

**Name of Department**

English

**Descriptive Title of Requested Position (e.g. Math Instructor)**

Two FT English Instructors

**Requester**

Monette Tiernan mtiernan@glendale.edu

**Request Status**

This is a repeat request from a previous year.

**Previous Code (or Previous Year Requested)**

IHAC-02

**New Position or Replacement**

This request is for a replacement of an existing position.

**What priority does the department assign to this request?**

Extremely High Priority

**Full-Time vs. Part-Time**

full-time

**Funding**

01 Unrestricted General Fund

**# of full-time faculty currently assigned to your department**

21

**Does this position cover classes currently taught by adjuncts?**

Yes

**Does this position contribute to program expansion?**

No

**1. total number of full-time faculty in department**

21

**2. total number of committees in which all FT faculty in department participate**

66

**CPF Index**

3.3

**STATUS OF RELEASED TIME FACULTY**

Elizabeth Bryer: 1) WAC 20% (ongoing); 2) SE Faculty Leader 15% (term ends June 2020)

Jessica Groper: 1) English High School Collaborative 40% (ongoing); 2) Multiple Measures 10% (term ends December 2017)

Michael Harnett: 1) Scholars Director 40% (ongoing)

Lara Kartalian: 1) Staff Development Coordinator 40% (term ends June 2018 but likely to continue); 2) Title V 40% (term ends June 2018 but likely to continue)

Reid Kerr: 1) English Acceleration Project 20% (currently funded through spring 2018 but likely ongoing); 2)

Additional RT pending for spring/summer 2018 from Transformations/BSI Grant 30% for a total of 50% RT (would end at end of summer 2018)

Sarah McLemore: 1) C&I Chair 80% (ends at end of fall 2017, but Sarah will likely receive 80% RT for a different position); 2) English Division Asst. Chair 20% (ends at end of spring 2018)

Joanna Parypinski: 1) English Acceleration Project 20% (currently funded through spring 2018 but likely ongoing); 2) Additional RT pending for spring/summer 2018 from Transformations/BSI Grant 30% for a total of 60% RT (would end at end of summer 2018); 3) Chapparral Editor 10% (ongoing)

Gabe Gomez: 1) English Acceleration Project 20% (currently funded through spring 2018 but likely ongoing); 2) Additional RT pending for spring/summer 2018 from Transformations/BSI Grant 30%, for a total of 60% RT (would end at end of summer 2018); 3) Coordinator English 3rd-Attempt Program 10% (ongoing)

Piper Rooney: 1) Academic Senate President 60% (term ends June 2020)

Shant Shahoian: 1) Director Learning Center 80% (ongoing)

Monette Tiernan: 1) English Division Chair 80% (Will likely end at end of spring 2018)

**How does this IHAC request relate to the college mission or vision?**

This request relates both to the college's mission and vision. English instructors provide students with skills and knowledge that form an essential part of the foundation for student success in all areas of their academic and professional careers. The division's classes not only provide dynamic and rigorous instruction in reading, composition, literature, creative writing, and humanities, but they also provide the necessary foundation for written expression and exposure to research methodology and application. Such a foundation is essential to any and all roles assumed by our students, whether in relation to community, state, and society at large. As a result, this request relates to enabling student success and transfer. The division also prides itself on its devotion to developing students' basic skills in English, for which fully committed and consistently present instructors are needed, both of which adjunct instructors are often unable to provide due to their working across several campuses. Finally, the continued development of a progressive curriculum and of opportunities not found elsewhere (as the college's mission strives to attain) requires instructors who are able to work as regularly outside the classroom as within it.

**How does this position relate to the objectives and functions of the college?**

English instruction leads both directly to an AA or AAT degree in English and indirectly to all other AA degrees by providing an essential foundation of critical thinking and the ability to express ideas and knowledge effectively in writing. Additionally, English instructors provide composition, literature, and humanities classes required for transfer no matter what majors or fields students pursue. Beyond this, while the division currently offers several contextualized English classes that benefit CTE fields (foci on health care, emergency first-responders, rhetoric of science, etc.), developing additional CTE-relevant foci will require additional full-time instructors able to devote significant time to cross-disciplinary collaboration and development of new course materials. In terms of basic skills development, English instructors now teach three levels of basic skills English in both reading and writing at the developmental level, serving more than 65% of incoming students. The division is working on streamlining the pathway for developmental students and is currently piloting a model that will move underprepared students

through to the transfer level more quickly. Once again, ensuring the success and continued improvement of this project will require additional full-time instructors, particularly since, with the current model, adjuncts will not be able to teach this course, as it would take them into overload. Finally, English instructors provide a broad range of literature, humanities, and creative writing classes to students who attend primarily for personal enrichment and are not seeking a degree or transfer credit.

**Student Success**

Additional FT instructors would enhance student success by increasing the number English instructors able to devote time and resources exclusively to GCC, its programs, and its students. This would impact instruction both in terms of classroom performance and in terms of overall program development due to the addition of FT instructors whose contributions to curricular committees and governance would be substantial. While our PT instructors have been generous and forthcoming in helping to implement innovative methodologies and even in developing curriculum, the resources of FT instructors are needed to develop, organize, and lead such efforts. Additional FT instructors would also allow the college to address more effectively the needs of the community in terms of basic skills and transfer instruction by providing enhanced resources and focus in these areas required by nearly all students. Further, English instruction develops critical skills and writing proficiency required by most careers and jobs. The division's continuing work with basic skills, CTL, and accelerated pathways for developmental students has made apparent how important it is for English both to provide instruction and to collaborate with other entities on campus. FT instructors are essential in developing these collaborative efforts, since they have the time to devote to projects over the long term.

Outcomes can be measured on the basis of the development of new courses, the SLO/PLO process itself, and also the more even distribution of division work amongst FT instructors.

**Describe any negative impacts for not hiring this position.**

In order for the division to serve its students and the college effectively, the contributions of FT instructors are a necessity. The division is grateful for the five FT hires we have been granted in the last five years; but we have also lost and anticipate losing additional FT instructors. Denise (Ezell) Hagerty has retired, as has Michael Moreau. I will likely retire in the next two or three years. Add to this the contributions of FT instructors to efforts other than teaching in the amount of over 400%, and it is apparent that the division continues to rely to an extraordinary extent on its adjunct faculty. And while adjunct instructors are more than capable and are highly dedicated instructors, their contributions are necessarily limited.

**Any other special concerns not previously identified?**

No

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**Name of Division**

Health Science

**IHAC - 06****Name of Department**

EMT

**Descriptive Title of Requested Position (e.g. Math Instructor)**

EMT Program Director/Instructor

**Requester**

Richard Hayne Hayne.richard@gmail.com

**Request Status**

This is a new request.

**New Position or Replacement**

This request is to create a new position.

**What priority does the department assign to this request?**

Extremely High Priority

**Full-Time vs. Part-Time**

full-time

**Funding**

03 Categorical Fund

**# of full-time faculty currently assigned to your department**

NONE

**Does this position cover classes currently taught by adjuncts?**

Yes

**Does this position contribute to program expansion?**

Yes

**1. total number of full-time faculty in department**

none

**2. total number of committees in which all FT faculty in department participate**

0

**CPF Index**

0

## **STATUS OF RELEASED TIME FACULTY**

None

### **How does this IHAC request relate to the college mission or vision?**

yes

### **How does this position relate to the objectives and functions of the college?**

basic skills development

### **Student Success**

A full-time instructor would be able :

- 1) To accommodate the high school demands to begin EMT programs on their campus and create consistency
- 2) It would increase the FTES for the college even more. As a matter of fact, the EMT program draws in at least 60 students each semester.
- 3) Since it is very difficult to hire qualified EMT adjuncts who meet the EMT Board requirements and college equivalency requirements, hiring one full-time instructor lessens the inconsistency of finding several adjuncts who can teach EMT.
- 4) The program has the reputation of having one of the highest pass rates in California, if not the highest pass rate on the EMT boards and so consistency of the curriculum is important.
- 5) The program has potential to further expand to increase FTES and help in growth-mainly because of new requirements by the Fire Academy that all fire fighters be EMT certified and the high school demands
- 6) The adjunct who is "in charge" has the added work of not only doing program review, but also assesses and evaluates all the SLOs and PLO for the program. The adjunct also does the curriculum revision with C and I, since he is the expert;
- 7) The EMT adjunct also comes to all required division meetings and other meetings on his own time; and finally,
- 8) Dual enrollment for EMT courses are now in high demand by local high schools.
- 9.) Additional courses could be provided increasing the college enrollment. PCC,COC, and UCLA all offer multiple program for EMT including the potential for hybrid learning.

### **Describe any negative impacts for not hiring this position.**

Our program will continue to be stagnant and student success will remain the same

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**Name of Division**

Health Sciences

IHAC -07

**Name of Department**

Addiction Studies

**Descriptive Title of Requested Position (e.g. Math Instructor)**

Full Time Tenure Track Addiction Studies Instructor

**Requester**

Benjamin Salazar bsalazar@glendale.edu

**Request Status**

This is a repeat request from a previous year.

**Previous Code (or Previous Year Requested)**

IHAC-15

**New Position or Replacement**

This request is to create a new position.

**What priority does the department assign to this request?**

Extremely High Priority

**Full-Time vs. Part-Time**

full-time

**Funding**

01 Unrestricted General Fund

**# of full-time faculty currently assigned to your department**

One

**Does this position cover classes currently taught by adjuncts?**

Yes

**Does this position contribute to program expansion?**

Yes

**1. total number of full-time faculty in department**

One

**2. total number of committees in which all FT faculty in department participate**

Three

**CPF Index**

Three

**STATUS OF RELEASED TIME FACULTY**

Benjamin Salazar, Program Director/20%RT

**How does this IHAC request relate to the college mission or vision?**

This request will enhance and increase lower division post-secondary education to achieve graduation and transfer to and success in obtaining a degree at a college or university.

This request will promote career and technical education to students in order to achieve employment or enhanced career skills for job advancement.

The approval of this request will increase expansion of the program which will lead to an increase in student learning to achieve employment and enhance career skills for job advancement in a workforce that is experiencing a severe shortage of qualified and competent counselors. This reflects Glendale Community College's Mission Statement.

This ADST program provides educational opportunities found in few community colleges. The need for this program and qualified graduates is in high demand statewide due to current and consistent trends in those afflicted by substance use and related disorders. According to the current Department of Labor Bureau of Statistics job growth is at 22% for the next 10 years in the ADST counseling profession.

**How does this position relate to the objectives and functions of the college?**

The IHAC request relates to the following objectives and functions of the college. Our ADST students are able to obtain an Associate of Science degree in Addiction Studies and then able to transfer to a four year institution. Upon completion our students are certificated and have the ability to obtain a career and technical position in the addiction counseling workforce.

**Student Success**

This new position will meet industry needs and will be measured by FTES and program completion rates. Also this program will be able to meet workforce demands as exhibited by hiring rates at the time of graduation. This addition to staff will increase pass rates which are currently in the low 80th percentile.

**Describe any negative impacts for not hiring this position.**

The negative impacts for not hiring this position is that there is only one full time faculty who is overextended and responsible for meeting all administrative demands, which include:

- 1) program review completion and submission;
- 2) C & I revisions to meet industry and accreditation standards;
- 3) accreditation compliance;
- 4) student affairs and issues;
- 5) faculty evaluations and application review;
- 6) teaching 4 classes;
- 7) liaison and public representation to the community;
- 8) responsibility for reviewing and obtaining related facilities for student internship and future employment opportunities;
- 9) involvement as executive board member of accrediting body and other related professional organizations;
- 10) promoting and lobbying at legislative level to forward the profession;
- 11) assessment and updating of all SLO's and PLO's;

12) lastly, maintaining high quality learning experiences and student success.

**Any other special concerns not previously identified?**

Please help!

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**Name of Division**

Health Sciences

**IHAC -08****Name of Department**

Emergency Medical Technician

**Descriptive Title of Requested Position (e.g. Math Instructor)**

Emergency Medical Technician FT Instructor

**Requester**

Emelyn Judge ejudge@glendale.edu

**Request Status**

This is a repeat request from a previous year.

**Previous Code (or Previous Year Requested)**

IHAC-22

**New Position or Replacement**

This request is to create a new position.

**What priority does the department assign to this request?**

Extremely High Priority

**Full-Time vs. Part-Time**

full-time

**Funding**

01 Unrestricted General Fund

**# of full-time faculty currently assigned to your department**

0

**Does this position cover classes currently taught by adjuncts?**

Yes

**Does this position contribute to program expansion?**

Yes

**1. total number of full-time faculty in department**

0

**2. total number of committees in which all FT faculty in department participate**

0

**CPF Index**

0

**STATUS OF RELEASED TIME FACULTY**

1

**How does this IHAC request relate to the college mission or vision?**

A part of the College's Mission Statement states that Glendale Community College is committed to helping students develop important skills that are critical for success in the modern workplace, as well as create a supportive, non-discriminatory environment which enables students to reach their educational goals. This EMT Faculty position would provide the stable theory and clinical instruction required by the curriculum as mandated by the State EMT Board. This rigorous curriculum requires that the students are trained in providing EMT care for the physical and psychosocial aspects of patients and their illnesses.

This position is critical in that it provides foundation and consistency in the curriculum for students. Students need ongoing support, advisement, mentoring, office hours and continuity when working with instructors on campus and at clinical. This solid foundation sets the tone for retention and success among students that begin the program.

The program's philosophy leads students to consider all levels of human needs. This requires an integration of critical thinking, a fundamental knowledge base, information competency, cultural competency, ethical principles, growth and development, and health promotion. This program allows for the application of basic skills, when learning about fundamental disease processes and emergency care. Verbal communication is practiced through various assignments, simulations, and role playing. This position would support, encourage and contribute to the foundation of basic skills in students, who may want to pursue nursing or take courses that transfer to universities with health or medical care professions as majors.

**How does this position relate to the objectives and functions of the college?**

This instructor position mainly addresses the c and d objectives of the college. This full-time EMT position introduces students to the world of college. The introductory EMT classes have inspired many students to pursue higher education in nursing, fire, other health care fields. This pathway encourages students to stay in college and pursue a degree. Workforce data have predicted an EMT workforce shortage in the next 10 years due to the Affordable Care Act, the aging demographics, increasing chronic illnesses, demands in changing care and technology. Developing Career and Technical Education (CTE) EMT programs meets the goal of a strong workforce in the future of health care.

**Student Success**

There are two current EMT adjunct instructors. One of them is considered the "EMT Director" of the program, although he was never officially given that title nor paid for it. In the last several years, he has been the curriculum advisor to his program, has revised the curriculum, has gone through the National Registry EMT accreditation at least twice, the liaison with the ambulance companies, the fire department/academy, and the community for the program, is the PLO/SLO Coordinator for the courses, program review writer; involved in the division and meetings, and is always there for his students and student issues in his program. It is only fair to create a full-time position for the all the job requirements this job entails.

Due to the requirements of the National Registry of Emergency Medical Technicians, and the college requirements for degreed faculty, it is difficult finding qualified EMT adjunct faculty to teach for the program. Currently, there are two adjuncts teaching EMT and are looking to retire. It has been very difficult finding any qualified EMT adjuncts willing to put in the time as these two adjunct instructors put in to run the program. Making a full-time EMT position will maintain the programs' stability, consistency, and quality.

This position would allow continuity of the program with one instructor teaching all components. Continuity and consistency decreases attrition rates within the courses and increases or maintains the National Registry Nurses pass rates, which results in an increased number of EMTs to meet industry, community, and hospital needs. With the current changes in health care reform, and increase in population, in the elderly, in chronic illnesses and in technology, there is an anticipated need for more EMTs in the community and industry. This position would help contribute to the development of these technicians. This position would be involved in the integration of innovative technologies (such as simulation) within the curriculum. This teaching modality would enhance student competence by providing exposure to various complex scenarios that may occur in the hospital or the community, not limited to the physical and biological aspects of the body but the psychosocial needs of the individual as well.

**Describe any negative impacts for not hiring this position.**

Yes, there will be a negative impact if this position is not hired. HR, the division chair, and one of the adjunct faculty have been searching for qualified EMT instructors for the last year. Qualified EMT adjuncts are hard to come by and most would rather have a full-time position when they realize what the job actually entails. Because of this, the program can become fragmented and lose the quality of education that has kept the EMT pass rates as one of the highest in the state in the last 7 years.

Two of the current EMT adjunct instructors have been extremely dedicated to this program and generous of their time and effort in creating the program's success, not only in high success pass rates but increase in FTES' for the college. The classes generate at least 70-80 students per semester with courses always full to the maximum and more.

When these two adjunct faculty retire, lack of a full-time faculty member can possibly lead to a higher attrition rate in the program and lower board pass rates. A poor pass rate would be detrimental to the program, considering that it is projected that healthcare reform will bring about a large need for health care workers in the community. If students cannot receive the excellent instruction GCC is capable of providing, we will be going against the college's mission.

In addition, the following job requirements requires the instructor to be a full-time tenure track position:

- 1) Annual Program review for EMT
- 2) SLOS and PLOs assessments for EMT program
- 3) C and I revisions and meetings for his program
- 4) Organizes and trains all new hourly temps and adjuncts
- 5) Assists in hiring new hourly temps and adjuncts
- 6) Does accreditation and follows regulations for EMT boards
- 7) Goes to Division meetings
- 8) Flex requirements and professional CEUs etc.
- 9) Dual enrollment demand by high schools for EMT courses (this requires more coordination). To ask him to help us organize working with the high schools is even more work

**Any other special concerns not previously identified?**

Consistency creates for a better environment to insure that policies and the curriculum are adhered to by all. This position involves a full-time classroom and lab experiences instructional assignment in the field of Emergency Medical Technology (EMT). The individual selected will be responsible for classroom and lab instruction, course and curriculum maintenance and revisions, overseeing adjuncts and extra help EMT lab technicians, coordinating field experiences, and serving as the Program Director as outlined by the Los Angeles County Department of Health Services (LAC DHS). This individual will be responsible for maintaining program currency with local, state, and national accrediting bodies and regulations. A full-time EMT faculty would also have five office hours per week and are expected to be on campus or in clinical 30 hours per week. Participation in professional activities,

curriculum development, and campus committees is expected. This teaching assignment also involve weekends and evenings to be on call for the "ride-alongs " the students are required to do with ambulances. A full-time instructor is definitely needed to be able to get all of the above tasks and roles done.

We have a great EMT board pass rate in the 90's and sure we can hire more adjuncts but they require training and it is not easy to find all the requirements in one person. Many are experienced but can't get equivalency because they don't have a degree. Some have degrees but don't have the experience actually working as an EMT or have the Fire teaching credentials required to teach. EMT classes are always full and sometimes over full. We can help the college get more FTES on campus and off campus (at the high schools) but we need help to coordinate this, especially with an EMT who has the expertise.

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**Name of Division**

IHAC - 09

KIN

**Name of Department**

KIN

**Descriptive Title of Requested Position (e.g. Math Instructor)**

Kinesiology Instructor

**Requester**

Yvette Ybarra yybarra@glendale.edu

**Request Status**

This is a repeat request from a previous year.

**Previous Code (or Previous Year Requested)**

IHAC-27

**New Position or Replacement**

This request is to create a new position.

**What priority does the department assign to this request?**

Extremely High Priority

**Full-Time vs. Part-Time**

full-time

**Funding**

03 Categorical Fund

**# of full-time faculty currently assigned to your department**

8 but 3 only teach KIN courses

**Does this position cover classes currently taught by adjuncts?**

Yes

**Does this position contribute to program expansion?**

Yes

**1. total number of full-time faculty in department**

8

**2. total number of committees in which all FT faculty in department participate**

20

**CPF Index**

2.5

**STATUS OF RELEASED TIME FACULTY**

Yvette Ybarra Learning Outcome Coordinator 40% 3 years, Jon Gold Division Chair 60% 4 years

**How does this IHAC request relate to the college mission or vision?**

The Kinesiology instructor will provide the opportunities for our students to grow and contribute to our community. This position will provide guidance to students who are seeking a career in Kinesiology and/or as a Fitness Specialist. Our Kinesiology mission statement “is to foster in a diverse group of students an understanding and appreciation of human functions and to encourage and develop learning skills that enhance their personal and professional growth”, which supports the colleges view on diversity and career goals. With the possibility of this hire, the growth in this area is endless. Currently, we have one Kinesiology instructor whose main focus is to create and offer courses in this area. This position will provide support in our endeavors to build a solid curriculum, increase course offerings, and provide a positive learning environment for our students. If this hire is granted they will help in the areas of curriculum, leaning outcomes, and technology.

**How does this position relate to the objectives and functions of the college?**

This instructor will be directly involved with students in the Kinesiology AA-T Degree and/or the Fitness Specialist Certificate. All courses in this area are transferable preparing our students for rigor of a Bachelor’s Degree in Kinesiology, Nursing, and the Natural Sciences. Example, Cal State Northridge offers a course preparing students to take the ACSM, NASM, or ACE exams. Our Fitness Specialists Certificate will prepare students to take all three exams plus introduce sub-disciplines of kinesiology before entering a 4 year college.

The Fitness Certificate has been reinstated as a CTE program meeting the needs of career advancement and potential for personal trainers to gain credit for job advancement. Just in one year we have seen growth in this certificate.

**Student Success**

The Kinesiology instructor will be filling a valuable role in the Kinesiology area and student success. With the reinstatement of the Fitness Specialist Certificate in the area of CTE, our goal is to connect with outside sources to create possible job opportunities and internships. This hire will be involved in outreach to local businesses creating sustainable relationships for our student’s future development. The AA-T and certificate are geared towards either transferability or career advancement supporting industry needs. The goal of these programs are to create competent young adults with proper preparation for higher education or a career in the field of group or personal fitness.

**Describe any negative impacts for not hiring this position.**

Yes, currently we have one FT instructor geared towards teaching the courses for the Fitness Specialist Certificate. The instructor hired will help split the new courses plus teach courses in Health and Physical Education. We had one retirement last year who taught 4 health classes plus our division still has not regained the loss of previous retirees.

With the addition of four courses and retirements, we foresee issues covering all courses. Not receiving this hire will limit opportunities to offer classes that have been designed for the certificate curriculum. Also, classes will need to be offered at certain times of the day to ensure proper instruction and fill-rates.

Any other special concerns not previously identified?

Our current Kinesiology instructor is teaching three health courses along with kinesiology courses. Once the certificate is offered at least two health classes will be left uncovered. Like our previous hire this person will need

to teach all disciplines in our area. This hire will truly fill an undeniable need.

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**Name of Division**

IHAC - 10

Language Arts

**Name of Department**

Speech Communication

**Descriptive Title of Requested Position (e.g. Math Instructor)**

Two Speech Instructors

**Requester**

Jeffrey Smith jsmith@glendale.edu

**Request Status**

This is a repeat request from a previous year.

**Previous Code (or Previous Year Requested)**

IHAC-21

**New Position or Replacement**

This request is for a replacement of an existing position.

**What priority does the department assign to this request?**

High

**Full-Time vs. Part-Time**

full-time

**Funding**

01 Unrestricted General Fund

**# of full-time faculty currently assigned to your department**

4

**Does this position cover classes currently taught by adjuncts?**

Yes

**Does this position contribute to program expansion?**

Yes

**1. total number of full-time faculty in department**

4

**2. total number of committees in which all FT faculty in department participate**

8

**CPF Index**

2

**STATUS OF RELEASED TIME FACULTY**

None

**How does this IHAC request relate to the college mission or vision?**

The Speech Communication Department aids the college in reaching its mission through multiple avenues. The department's commitment to building the future of our student population is evidenced by providing a wide variety of learning opportunities through our course offerings, transfer courses, Transfer AA degree, Verification of Completion Certificate, and the forensics program. Speech is a foundational discipline necessary for transfer to four-year institutions. Without the Speech Communication Department, the college would not be able to offer courses necessary for AA degrees and transfer.

**How does this position relate to the objectives and functions of the college?**

The Speech Communication Department aids the college in reaching its mission through multiple avenues. The department's commitment to building the future of our student population is evidenced by providing a wide variety of learning opportunities through our course offerings, transfer courses, Transfer AA degree, Verification of Completion Certificate, and the forensics program. Speech is a foundational discipline necessary for transfer to four-year institutions. Without the Speech Communication Department, the college would not be able to offer courses necessary for AA degrees and transfer.

**Student Success**

The Speech Communication Department seeks to achieve GCC's Mission by designing an interdisciplinary curriculum that respects the liberal arts tradition and exposes students to a variety of theoretical and practical experiences to become informed, engaged and ethically global citizens. To do so, we need more full-time instructors. The Speech department's reliance on part-time faculty remains too high. For example, 34 out of 64 Speech courses in the Fall 2017 semester were taught by adjunct faculty.

**Describe any negative impacts for not hiring this position.**

The Speech department's reliance on part-time faculty remains too high. For example, 34 out of 64 Speech courses in the Fall 2017 semester were taught by adjunct faculty.

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**Name of Division****IHAC - 11**

Library &amp; Learning Support Services

**Name of Department**

Library

**Descriptive Title of Requested Position (e.g. Math Instructor)**

Librarian (Replacement of retiree)

**Requester**

Eric Hanson ehanson@glendale.edu

**Request Status**

This is a repeat request from a previous year.

**Previous Code (or Previous Year Requested)**

IHAC-28

**New Position or Replacement**

This request is for a replacement of an existing position.

**What priority does the department assign to this request?**

Extremely High Priority

**Full-Time vs. Part-Time**

full-time

**Funding**

01 Unrestricted General Fund

**# of full-time faculty currently assigned to your department**

5

**Does this position cover classes currently taught by adjuncts?**

No

**Does this position contribute to program expansion?**

Yes

**1. total number of full-time faculty in department**

5

**2. total number of committees in which all FT faculty in department participate**

15

**CPF Index**

3

**STATUS OF RELEASED TIME FACULTY**

Zohara Kaye, (Past Guild President, Judicial Committee Chair, ESL, 50%, 2017-2018), Brenda Jones, (Pre-Retirement, unpaid RT, 40%, 2017-2020)

**How does this IHAC request relate to the college mission or vision?**

Librarians teach information competency, one of the components of GCC's mission and also one of its core competencies/Institutional Learning Outcomes. The replacement librarian will teach credit library science classes as well as non-credit library workshops. All full-time librarians provide student contact hours at the reference desk in support of critical thinking and student learning. This Librarian will fill the role of Technical Services Librarian that is currently being filled by a one-year contract librarian. As the library moves to adopt a modern Integrated Library System, this position will be critical. Filling this position will be necessary in order to have a qualified person to lead the installation, migration, and oversight of this new system. The position is also necessary for continued provision of services to students at the current level.

**How does this position relate to the objectives and functions of the college?**

All librarians aid students, especially Basic Skills and often ESL students. Many students lack elementary information competency skills and reference librarians aid them on a walk-in basis while instructional librarians provide aid through our workshop and instructional programs.

**Student Success**

A more recent university-level study reveals a strong correlation between students' grades and the use of library information resources: Brian Cox and Margie Jantti, "Discovering the Impact of Library Use and Student Performance" Educause Review Online (July 18, 2012) <http://www.educause.edu/ero/article/discovering-impact-library-use-and-student-performance>. Another study, at the University of Minnesota Libraries, found that undergrad library users had a higher GPA than non-library users and first-year students who used libraries in their first semester had higher grade point averages and retention.

**Describe any negative impacts for not hiring this position.**

This position supports all areas of library responsibility: teaching, working at the reference desk, liaison activities, and governance participation. Not hiring the replacement librarian will negatively impact all areas of library service. As each librarian takes responsibility for particular library responsibilities, the lack of this librarian would not allow the library to keep up some major areas, such as instruction, acquisition, collection development, technical services, or emerging technologies. More specifically, not hiring this librarian would leave the library without someone specializing in the technical aspects of the job necessary for the implementation of a new Integrated Library System.

**Any other special concerns not previously identified?**

Yes. Accreditation standards clearly require sufficient staffing, resources, and technology necessary to provide an appropriate level of library services to students. Accreditation Standard II B: Library and Learning Support, II. B. 1 requires that "The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services." In addition, II. B. 2. states that "Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student

learning and enhance the achievement of the mission."

After several years of struggling to reach an acceptable number of full-time librarians, we would need to replace this vacant position due to retirement to maintain the number that was finally reached last year with the hiring of our 6th librarian. Leaving this position vacant would undue the hard work and years of Program Review requests that finally led to a sufficient number of full-time librarians and drop us back to 5.

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**Name of Division**

IHAC - 12

Math

**Name of Department**

Math

**Descriptive Title of Requested Position (e.g. Math Instructor)**

Generalist/Developmental Math Instructor

**Requester**

Elizabeth Russell | russell@glendale.edu

**Request Status**

This is a repeat request from a previous year.

**Previous Code (or Previous Year Requested)**

IHAC-17

**New Position or Replacement**

This request is for a replacement of an existing position.

**What priority does the department assign to this request?**

Extremely High Priority

**Full-Time vs. Part-Time**

full-time

**Funding**

01 Unrestricted General Fund

**# of full-time faculty currently assigned to your department**

21

**Does this position cover classes currently taught by adjuncts?**

Yes

**Does this position contribute to program expansion?**

No

**1. total number of full-time faculty in department**

21

**2. total number of committees in which all FT faculty in department participate**

154

**CPF Index**

7.3

**STATUS OF RELEASED TIME FACULTY**

Allen, Michael: Guild Negotiating Team, 10%, 2017-2018  
 Davis, Michael: BS Math Common Final Coordinator, 13.33%, 2017-2018  
 Davis, Michael: Title V Math Technology Research, 10%, Fall 2017  
 Davis, Michael: BS Math Retention Mentor, 6.7%, 2017-2018  
 Davis, Michael: BSI Partnership Grant Dev Redesign, 15%, 2017-2018  
 Davis, Michael: Student Equity Math Faculty Leader, 15%, 2017-2018  
 Frankian, Narineh: BS Math Retention Coordinator, 6.7%, 2017-2018  
 Fuhrmann, John: Student Equity Adjunct Support Coordinator, 20%, 2017-2018  
 Fuhrmann, John: BSI Partnership Grant Dev Redesign, 10%, 2017-2018  
 Ghahramanyan, Alla: Transformation Grant HS Collaborative, 20%, 2017-2018  
 Ghahramanyan, Alla: Title V APNSS, 5%, 2017-2018  
 Hassett, David: Guild Operations Officer, 50%, 2017-2018  
 Hassett, David: BS Math Retention Mentor, 6.7%, 2017-2018  
 Hassakoursian, Yvette: Transformation Grant Coordinator, 50%, 2017-2018  
 Hassakoursian, Yvette: Student Equity Faculty Chair, 40%, 2016-2018  
 Jones, David: BSI Partnership Grant Dev Redesign, 5%, 2017-2018  
 Lavertu, Suzanne: Transformation Grant HS Collaborative, 20%, 2017-2018  
 Lavertu, Suzanne: BSI Partnership Grant Dev Redesign, 15%, 2017-2018  
 Lavertu, Suzanne: BSI Partnership Grant MDC Workshops, 10%, 2017-2018  
 Paxton, Carol: Title V Math Technology Research, 10%, Fall 2017  
 Russell, Elizabeth: Division Chair, 80%, 2013-2018  
 Russell, Elizabeth: BSI Partnership Grant Dev Redesign, 5%, 2017-2018  
 Shamhart, William: Title V APNSS, 5%, 2017-2018  
 Shamhart, William: BS Math Retention Mentor, 6.7%, 2017-2018  
 Shamhart, William: BSI Partnership Grant Dev Redesign, 10%, 2017-2018  
 Talaoc, Jeremy: Assistant Division Chair, 20%, 2017-2018  
 Talaoc, Jeremy: Title V APNSS, 5%, 2017-2018  
 Talaoc, Jeremy: BSI Partnership Grant Dev Redesign, 10%, 2017-2018  
 Voden, Thomas: Transformation Grant MMAP, 20%, 2017-2018  
 Voden, Thomas: Title V Abriendo Caminos Guided Pathways, 60%, 2017-2018

**How does this IHAC request relate to the college mission or vision?**

This position directly addresses Developmental mathematics which is one of the pillars of Basic Skills education.

**How does this position relate to the objectives and functions of the college?**

A course at the level of Intermediate Algebra (which is considered Developmental Math) is a requirement for all Associate degrees and many certificates. About 80% of students entering GCC need to take one or more developmental courses before taking the courses that satisfy their mathematics requirement for transfer. This position would contribute toward providing a better learning experience for these Developmental students.

Our Developmental Math instructors teach 1/3 of their load from transfer level courses. Since a transfer level math class is a requirement for IGETC and CSU Breadth, this position would also contribute to supporting our transfer students.

## **Student Success**

By and large, the 60+ adjunct Math faculty do a good job teaching their classes. The problem is that many other aspects of the job are needed besides solid teaching to fully help students succeed. These include being knowledgeable about the many different formats in which several of our courses are offered, the various "flavors" and combinations of our developmental courses, our drop down policy, setting up SI's, all the resources of the Math Discovery Center, how to inform students about these issues and what is the appropriate next course, getting training on learning disabilities, being accessible to students, and so on. It is unreasonable to expect our adjunct faculty, the very best of whom are teaching close to 30 hours or more at various schools each semester, to be able to become skilled at this level of detail. All full-time mathematics faculty sit on one or more curriculum groups. It takes the full four years of the tenure process with attendant participation in a curriculum group to fully understand the intricacies and be able to creatively address student needs.

Because so many students come in lacking the preparation to take college level mathematics courses, we offer an extensive number of sections of pre-collegiate basic skills mathematics courses. About 60% of Math offerings are Basic Skills courses; less than 16% of these courses are taught by full time faculty. The chancellor's office has made Basic Skills courses a priority and has allocated categorical funding to improve the success and retention of these students. The Math Division actively supports projects developed under this funding. The delivery of Basic Skills mathematics is undergoing transformation across the nation, driven by student success and financial considerations. The Math Division is currently working on a complete re-design of our Developmental Math curriculum to respond to current California legislation and complement Guided Pathways. More full-time Math faculty are needed to develop, support, teach and maintain these initiatives.

Student success in mathematics is a key component of the state's score card and used to evaluate Glendale College. We need more full-time Math faculty in order to continue to generate effective approaches for increasing student success and working to improve the quality of Glendale college.

A full-time faculty member would be expected to contribute to the above. Adjunct faculty simply do not have the time to participate in most of the activities that have been mentioned. Unfortunately, our existing full-time faculty are stretched so thin that progress on these and other innovations are impacted.

Hiring a full-time Developmental mathematics instructor will have the following outcomes:

- an increase in the current abysmal ft/pt ratio (30% for all Math offerings) mandated by AB1725
- provide more full-time instructors to teach basic skills courses (only 16% taught by full-timers)
- put more full-time instructors in the classroom, even with the inevitable demands made by new grants and initiatives.
- by taking up some governance tasks, allow other full-time instructors to decrease their committee assignments to more manageable numbers
- increase the number of hours per week donated by the full-time mathematics faculty to the Mathematics Discovery Center
- increase the number of full-timers to analyze data related to SLOs and to implement changes to improve student success.
- Contribute to the ongoing efforts to incorporate innovation into the math classes.

### **Describe any negative impacts for not hiring this position.**

The division's already dismal FT/PT ratio will worsen. The service the students will receive will be thus degraded. Failing to fill this position means that the division that generates the most FTES annually, as well as one of the most efficient providers of WSCH, will continue to backslide in the percentage of classes taught by FT faculty. The college relies on Math to contribute to much needed growth, we need more full-time faculty to meet the increased staffing needs with quality experienced instructors. We are losing the best of our adjuncts to full-time positions at

neighboring schools. Providing effective faculty is critical to student success. First and foremost, we need more full-time faculty teaching Developmental Math courses.

Without this position we compromise the ability of the Division to continue to respond to and support the Administration in efforts to meet demands of the State in areas of SLO's, curriculum modification, creation of new curriculum and programs; including recent state requirements streamlining the developmental sequence. All of which require tremendous effort by Full Time Faculty.

It will be increasing difficult to continue to respond to and support the Administration concerning state initiatives, including Student Equity, Student Success, BSI, Guided Pathways, Multiple Measures Placement -- all of which involve Developmental Math, require full-time faculty effort and are tied to funding. Ongoing Basic Skills projects that are vulnerable to the shortage of Full Time attention are retention project, common final coordinators, adjunct mentors, and high school collaborative. Involvement in Title V Grants and work with implementing Guided Pathways will be impacted. The ability to generate ideas and implement innovative solutions addressing student success would also be impacted.

### **Any other special concerns not previously identified?**

Historically, the Math Division has consistently needed more full-time faculty. This need has been supported with statistics and validated regularly by Program Review and IHAC allocations. Over the last several years we have lost 8 Math Faculty:

Retirements: Lynn Pomeroy (12/2008) – Parker Award 2008  
 Sid Kolpas (6/2010) – Distinguished Faculty Award 2004  
 Pete Witt (6/2011) – Parker Award 2002  
 Steve Marsden(12/2012) – Parker Award 2000  
 Gary Massion (6/2013) – Distinguished Faculty Award 2003  
 Kathy Holmes (6/2014) – Parker Award 2006  
 Peter Stathis (6/2017) – Parker Award 2012

Interim VP of Instruction, Mission College: Isabelle Saber (7/2015)

With the addition of a new tenure track hire in Fall of 2018, we finally have filled all of these positions. However, over the last few years we have also lost the equivalent of 4 full-time faculty to work related to necessary state initiatives and grants (this does not include released time for the Guild/Senate/Division Chair/Assistant Division Chair). For example, Tom Voden is coordinating the Guided Pathways efforts; Yvette Hassakoursians is the Student Equity Faculty Chair and also the Transformations grant coordinator. We have a total of 13 of our 21 full-time faculty receiving released time directly supported by various initiatives and grants. This is important and necessary work, college funding is tied to these efforts; faculty cannot ignore this work and simply focus on the classroom. We need additional faculty to help with these efforts and allow more classroom time for all the full time Math faculty.

Despite the much appreciated new Tenure Track Math position, we must continue to hire in order to combat the ongoing losses in our full-time faculty. We have four veteran full time faculty who will be retiring within the next three years (Bill Shamhart, David Jones, Carol Paxton, Larry Newberry). Three of these individuals are teaching 2/3 loads and using banked time; this results in the equivalent of one less full time instructor. Combine the attrition of our Full Time Math Faculty with the 16% increase in Math course offerings since 2011, and we result in only 30% of Math courses taught by permanent FT faculty this Fall 2017. As the college continues to pursue growth by increasing in-demand courses, this percentage will continue to decline unless we are granted additional new hires. The percentage is even more dramatic in our Developmental courses: a little under 16% of these classes are taught by Full Time Faculty.

In academic year 2007-2008 Math had 22 full-time faculty and in the Fall/Spring semesters offered coursework

that would be equivalent to 77 full-time faculty. In 2017-2018, Math has 21 full-time faculty (excluding two temporary contract positions) and is offering coursework in Fall/Spring that would be equivalent to 83 full-time faculty. We have reduced our full-time faculty from 22 to 21 and increased our Fall/Spring course offerings from 77 to 83 FTEF.

Although a single subject division, the Math Division accounts for 13% of all credit units offered at GCC. The Math Division is also one of the most efficient generators of FTES, having most class sizes at 40 and fill rates close to 90%. Excluding the Spring semester (data unavailable), we generated more FTES in the 2016-2017 academic year than any other division, contributing over 15% of all credit FTES generated by the college. Yet math comprises less than 8% of the Full Time faculty.

By perusing the list of Math Retirees and those upcoming, it quickly becomes apparent that the individuals we are losing are exemplary in their service to the institution and the Division. This is the continuing culture of our Division. Although our remaining FT Faculty are stepping up to meet Division obligations and to serve the campus – we find ourselves stretched very thin. As is apparent by our Committees per FT Number (7.3) we are overwhelmed. We need more FT Faculty to share the increasing demands of ongoing grants/initiatives (Basic Skills, Title VI, Student Equity, Student Success) and new obligations (Guided Pathways, Multiple Measures, Developmental Re-Design).

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**Name of Division**

IHAC - 13

Mathematics

**Name of Department**

Mathematics

**Descriptive Title of Requested Position (e.g. Math Instructor)**

Generalist/Statistics Mathematics Instructor

**Requester**

Liz Russell lrussell@glendale.edu

**Request Status**

This is a new request.

**New Position or Replacement**

This request is to create a new position.

**What priority does the department assign to this request?**

Extremely High Priority

**Full-Time vs. Part-Time**

full-time

**Funding**

01 Unrestricted General Fund

**# of full-time faculty currently assigned to your department**

23

**Does this position cover classes currently taught by adjuncts?**

Yes

**Does this position contribute to program expansion?**

No

**1. total number of full-time faculty in department**

23

**2. total number of committees in which all FT faculty in department participate**

163

**CPF Index**

7.1

**STATUS OF RELEASED TIME FACULTY**

Allen, Michael: Guild Negotiating Team, 10%, 2017-2018  
 Davis, Michael: BS Math Common Final Coordinator, 13.33%, 2017-2018  
 Davis, Michael: BSI Partnership Grant Dev Redesign, 20%, 2017-2018  
 Davis, Michael: Student Equity Math Faculty Leader, 15%, 2017-2018  
 Frankian, Narineh: BS Math Retention Coordinator, 6.7%, 2017-2018  
 Fuhrmann, John: Student Equity Adjunct Support Coordinator, 20%, 2017-2018  
 Fuhrmann, John: BSI Partnership Grant Dev Redesign, 10%, 2017-2018  
 Fuhrmann, John: BS Math Retention Mentor, 6.7%, 2017-2018  
 Ghahramanyan, Alla: Transformation Grant HS Collaborative, 20%, 2017-2018  
 Ghahramanyan, Alla: Title V APNSS, 5%, 2017-2018  
 Hassett, David: Guild Operations Officer, 50%, 2017-2018  
 Hassett, David: BS Math Retention Mentor, 6.7%, 2017-2018  
 Hassakoursian, Yvette: Transformation Grant Coordinator, 50%, 2017-2018  
 Hassakoursian, Yvette: Student Equity Faculty Chair, 40%, 2016-2018  
 Jones, David: BSI Partnership Grant Dev Redesign, 5%, 2017-2018  
 Palermo, Suzanne: Transformation Grant HS Collaborative, 20%, 2017-2018  
 Palermo, Suzanne: BSI Partnership Grant Dev Redesign, 20%, 2017-2018  
 Palermo, Suzanne: BSI Partnership Grant MDC Workshops, 10%, 2017-2018  
 Russell, Elizabeth: Division Chair, 80%, 2018-2023  
 Russell, Elizabeth: BSI Partnership Grant Dev Redesign, 5%, 2017-2018  
 Shamhart, William: Title V APNSS, 5%, 2017-2018  
 Shamhart, William: BS Math Retention Mentor, 10%, 2017-2018  
 Shamhart, William: BSI Partnership Grant Dev Redesign, 10%, 2017-2018  
 Talaoc, Jeremy: Assistant Division Chair, 20%, 2017-2018  
 Talaoc, Jeremy: Title V APNSS, 5%, 2017-2018  
 Talaoc, Jeremy: BSI Partnership Grant Dev Redesign, 10%, 2017-2018  
 Voden, Thomas: Transformation Grant MMAP, 20%, 2017-2018  
 Voden, Thomas: Title V Abriendo Caminos Guided Pathways, 80%, 2017-2018

**How does this IHAC request relate to the college mission or vision?**

Statistics is a transfer requirement for many majors; this position directly supports preparing students to transfer and attain bachelor's degrees.

**How does this position relate to the objectives and functions of the college?**

Statistics is a requirement for transfer and meets the lower division requirements for universities. One of the main planks of AB 705 is accelerating the path to Statistics, requiring increased sections of basic skills Pre-Statistics course. This position is needed to assist with the implementation of AB 705.

**Student Success**

By and large, the 60+ adjunct Math faculty do a good job teaching their classes. The problem is that many other aspects of the job are needed besides solid teaching to fully help students succeed. These include being knowledgeable about the many different formats in which several of our courses are offered, the various "flavors" and combinations of our courses, setting up SI's, all the resources of the Math Discovery Center, the availability of optional support classes, how to inform students about these issues and what is the appropriate next course, getting training on learning disabilities, being accessible to students, and so on. It is unreasonable to expect our adjunct faculty, the very best of whom are teaching close to 30 hours or more at various schools each semester, to be able to become skilled at this level of detail. All full-time mathematics faculty sit on one or more curriculum groups. It takes the full four years of the tenure process with attendant participation in a curriculum group to fully

understand the intricacies and be able to creatively address student needs.

The chancellor's office has mandated through AB 705 that we accelerated students through Basic Skills classes or put them directly into transfer level Math with a support course. Categorical funds have been allocated to improve the success and retention of these students. This is particularly relevant in the SLAM (Statistics Liberal Arts Math) path. The delivery of Basic Skills mathematics is undergoing transformation across the nation, including creating custom Basic Skills preparation for SLAM students. The Math Division has complete re-designed our Developmental Math curriculum to respond to current California legislation and complement Guided Pathways. More full-time Statistics instructors are needed to develop, teach, support and maintain these initiatives addressing the needs of our SLAM students.

Student success in mathematics is a key component of the state's score card and used to evaluate Glendale College. Successful completion of a transfer level Math course is one of the measures. Statistics is the the number one transfer level Math course, we offer about 50 sections of Statistics annually. Statistics is not a typical Math course and requires an expanded set of skills to effectively teach. In order to staff our Statistics classes, we are continually hiring new inexperienced adjunct instructors. As they become more experienced, we lose them to full time positions at neighboring schools. We need more full-time Math Statistics instructors to consistently provide experienced quality instruction for our students. We also need full time Statistics instructors to continue to generate effective approaches for increasing student success in Statistics and to provide training to adjunct instructors. Training our adjuncts will be crucial as we adjust to the new approaches that must be incorporated into our teaching in order to meet legislative mandates.

A full-time faculty member would be expected to contribute to the above. Adjunct faculty simply do not have the time to participate in most of the activities that have been mentioned. Unfortunately, our existing full-time Statistics instructors are stretched so thin that we are unable to provide the support for the students that we desire.

Hiring a full-time Statistics mathematics instructor will have the following outcomes:

- provide more full-time instructors to teach Statistics courses (only about a third are taught by full-timers).
- provide more full-time Statistics specialists to address the curriculum needs of classes that prepare students for Statistics.
- put more full-time instructors in the classroom, even with the inevitable demands made by new grants and initiatives.
- by taking up some governance tasks, allow other full-time instructors to decrease their committee assignments to more manageable numbers
- increase the number of hours per week donated by the full-time Statistics instructors to the Mathematics Discovery Center
- increase the number of full-timers to analyze data related to SLOs and to implement changes to improve student success.
- Contribute to the ongoing efforts to incorporate innovation into the teaching of Statistics.

**Describe any negative impacts for not hiring this position.**

The division's already dismal FT/PT ratio will worsen. The service the students will receive will be thus degraded. Failing to fill this position means that the division that generates the most FTES annually, as well as one of the most efficient providers of WSCH, will continue to backslide in the percentage of classes taught by FT faculty. The college relies on Math to contribute to much needed growth, we need more full-time faculty to meet the increased staffing needs with quality experienced instructors. We are losing the best of our adjuncts to full-time positions at neighboring schools. Providing effective faculty is critical to student success.

Without this position we compromise the ability of the Division to continue to respond to and support the Administration in efforts to meet demands of the State in areas of curriculum modification, creation of new curriculum and programs; including recent state requirements streamlining the student's completion of transfer level Math. All of which require tremendous effort by full time faculty.

It will be increasing difficult to continue to respond to and support the Administration concerning state initiatives, including Guided Pathways, Student Equity, Student Success, BSI, Multiple Measures Placement, AB 705 -- all of which involve Statistics courses, require full-time faculty effort and are tied to funding. Involvement in Title V Grants and work with implementing Guided Pathways will be impacted. Math's ability to generate ideas and implement innovative solutions addressing student success would also be impacted.

### **Any other special concerns not previously identified?**

Historically, the Math Division has consistently needed more full-time faculty. This need has been supported with statistics and validated regularly by Program Review and IHAC allocations. Over the last several years we have lost 8 Math Faculty:

Retirements: Lynn Pomeroy (12/2008) – Parker Award 2008  
 Sid Kolpas (6/2010) – Distinguished Faculty Award 2004  
 Pete Witt (6/2011) – Parker Award 2002  
 Steve Marsden(12/2012) – Parker Award 2000  
 Gary Massion (6/2013) – Distinguished Faculty Award 2003  
 Kathy Holmes (6/2014) – Parker Award 2006  
 Peter Stathis (6/2017) – Parker Award 2012

Interim VP of Instruction, Mission College: Isabelle Saber (7/2015)

With the addition of recent tenure track hires, we finally have filled all of these positions. However, over the last few years we have also lost the equivalent of 4 full-time faculty to work related to necessary state initiatives and grants (this does not include released time for the Guild/Senate/Division Chair/Assistant Division Chair). For example, Tom Voden is coordinating the Guided Pathways efforts; Yvette Hassakoursians is the Student Equity Faculty Chair and also the Transformations grant coordinator. We have a total of 13 of our 23 full-time faculty receiving released time directly supported by various initiatives and grants. This is important and necessary work, college funding is tied to these efforts; faculty cannot ignore this work and simply focus on the classroom. We need additional faculty to help with these efforts and allow more classroom time for all the full time faculty.

Despite the much appreciated new Tenure Track Math positions, we must continue to hire in order to combat the ongoing losses in our full-time faculty. We have four veteran full time faculty who will be retiring within the next two-three years (Bill Shamhart, David Jones, Carol Paxton, Larry Newberry). Three of these individuals are teaching only 2/3 loads, using up banked time prior to retirement. Together this is equivalent to losing one full-time person. Combine the attrition of our Full Time Math Faculty with the 16% increase in Math course offerings since 2011, and we result in just over 30% of Math courses taught by permanent FT faculty. As the college continues to pursue growth by increasing in-demand courses, like Statistics, this percentage will continue to decline unless we are granted additional new hires.

Although a single subject division, the Math Division accounts for 13% of all credit units offered at GCC. The Math Division is also one of the most efficient generators of FTES, having most class sizes at 40 and fill rates close to 90%. Excluding the Spring semester (data unavailable), we generated more FTES in the 2017-2018 academic year than any other division, contributing over 15% of all credit FTES generated by the college. Yet math comprises less than 8% of the Full Time faculty.

By perusing the list of Math Retirees and those upcoming, it quickly becomes apparent that the individuals we are

losing are exemplary in their service to the institution and the Division. This is the continuing culture of our Division. Although our remaining FT Faculty are stepping up to meet Division obligations and to serve the campus – we find ourselves stretched very thin. As is apparent by our Committees per FT Number (7.1) we are overwhelmed. We need more FT Faculty to share the increasing demands of ongoing grants/initiatives (Basic Skills, Title VI, Student Equity, Student Success) and new obligations (AB 705 implementation, Guided Pathways, Multiple Measures, Developmental Re-Design).

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**Name of Division**

**IHAC - 14**

Medical Office Administration/Healthcare Administration

**Name of Department**

business

**Descriptive Title of Requested Position (e.g. Math Instructor)**

Healthcare Administration Faculty

**Requester**

sonali perera sperera@glendale.edu

**Request Status**

This is a new request.

**New Position or Replacement**

This request is to create a new position.

**What priority does the department assign to this request?**

High

**Full-Time vs. Part-Time**

full-time

**Funding**

Other

**# of full-time faculty currently assigned to your department**

1

**Does this position cover classes currently taught by adjuncts?**

Yes

**Does this position contribute to program expansion?**

Yes

**1. total number of full-time faculty in department**

1

**2. total number of committees in which all FT faculty in department participate**

1

**STATUS OF RELEASED TIME FACULTY**

none

**How does this IHAC request relate to the college mission or vision?**

support program growth and student recruitment

**How does this position relate to the objectives and functions of the college?**

This position will support by increasing student recruitment and retention.

**Student Success**

This position which contributes to growth in healthcare opportunities enhance Lower division post-secondary education and supports transfer to and success in obtaining a degree at a college or university.

Further healthcare skill awards, certification and degrees supports Career and technical education to achieve employment or enhanced career skills for job advancement.

**Describe any negative impacts for not hiring this position.**

1. Enability able to apply for the accreditation process.
2. growth of the programs will suffer due to limitation on 1 single faculty member

**Any other special concerns not previously identified?**

Employment of healthcare occupations is projected to grow 18 percent from 2016 to 2026, much faster than the average for all occupations, adding about 2.3 million new jobs. Healthcare occupations are projected to add more jobs than any of the other occupational groups. This projected growth is mainly due to an aging population, leading to greater demand for healthcare services.

Therefore building programs in Healthcare administration with various multi disciplinary skill awards, certificates and degrees will not only support the market growth but also the growth of this campus

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**Name of Division**

Noncredit Business and Life Skills

**IHAC - 15****Name of Department**

Lifelong Learning Seminars

**Descriptive Title of Requested Position (e.g. Math Instructor)**

Lifelong Learning Instructor

**Requester**

Jan Young jyoung@glendale.edu

**Request Status**

This is a repeat request from a previous year.

**Previous Code (or Previous Year Requested)**

2011

**New Position or Replacement**

This request is for a replacement of an existing position.

**What priority does the department assign to this request?**

Extremely High Priority

**Full-Time vs. Part-Time**

full-time

**Funding**

01 Unrestricted General Fund

**# of full-time faculty currently assigned to your department**

0

**Does this position cover classes currently taught by adjuncts?**

Yes

**Does this position contribute to program expansion?**

Yes

**1. total number of full-time faculty in department**

0

**2. total number of committees in which all FT faculty in department participate**

0

**CPF Index**

0

**STATUS OF RELEASED TIME FACULTY**

0

**How does this IHAC request relate to the college mission or vision?**

This position addresses the college mission of "personal enrichment, self-development, and a purposeful and meaningful life as a member of a global community," by expanding outreach to the growing population of older adults. Additionally, the college vision states that it offers "comprehensive community college curriculum and educational opportunities found in few community colleges." Our neighboring colleges had cut back programs for seniors, as we have in the past, and we need to be premier in enlarging our service to this quickly expanding population.

**How does this position relate to the objectives and functions of the college?**

One of the six primary functions of the college is noncredit education. Its courses "satisfy the many special interest needs of the community." In this case, the expansion of Lifelong Learning Seminars is imperative in meeting the needs of the growing number of older adults in need of educational enrichment.

**Student Success**

A full time faculty would allow the development of CDCP certificate in the program, granting a measure for Student Success by increased funds and the number of certificates awarded.

**Describe any negative impacts for not hiring this position.**

Local community college noncredit programs are awakening to the fact of the growing enrichment and academic needs of the expanding elder community. Institutions such as San Diego Continuing Education and Mt. SAC Noncredit programs have already increased their offerings in this area. Glendale Community College needs to act immediately, otherwise neighboring colleges will encroach on our local population of older adults, leaving us with minimal offerings and an ever diminishing program.

**Any other special concerns not previously identified?**

With the anticipated growth of the program through the hiring of a full time instructor, there will be a need for additional clerical assistance.

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**Name of Division**

Noncredit Business and Life Skills

**IHAC - 16****Name of Department**

Lifelong Learning Seminars

**Descriptive Title of Requested Position (e.g. Math Instructor)**

Lifelong Learning Instructor

**Requester**

Jan Young jyoung@glendale.edu

**Request Status**

This is a new request.

**New Position or Replacement**

This request is for a replacement of an existing position.

**What priority does the department assign to this request?**

Extremely High Priority

**Full-Time vs. Part-Time**

full-time

**Funding**

01 Unrestricted General Fund

**# of full-time faculty currently assigned to your department**

0

**Does this position cover classes currently taught by adjuncts?**

Yes

**Does this position contribute to program expansion?**

Yes

**1. total number of full-time faculty in department**

0

**2. total number of committees in which all FT faculty in department participate**

NA

**CPF Index**

NA

**How does this IHAC request relate to the college mission or vision?**

General education to achieve knowledge, skills and attitudes for personal enrichment, self-development, and a purposeful and meaningful life as a member of a global community.

**How does this position relate to the objectives and functions of the college?**

GCC has had a Lifelong Learning program for over 60 years that contributes to offering a comprehensive curriculum for the community allowing all students to achieve their informed goals of personal enrichment.

**Student Success**

This program targets a specific audience that is not served by other programs. A full-time instructor could explore developing CDCP certificates that would result in increasing noncredit certificates that is a statewide benchmark for student success.

**Describe any negative impacts for not hiring this position.**

With the retirement of the full-time instructor and the recession of 2007-2009, Lifelong Learning has been reduced to a handful of classes offered by adjuncts.

There is a need to unify the existing offerings into a vibrant program and expand the course offerings to serve this growing market segment.

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**Name of Division**

IHAC - 17

Physical Sciences

**Name of Department**

Astronomy

**Descriptive Title of Requested Position (e.g. Math Instructor)**

Astronomy Instructor

**Requester**

Jennifer Krestow krestow@glendale.edu

**Request Status**

This is a new request.

**New Position or Replacement**

This request is to create a new position.

**What priority does the department assign to this request?**

High

**Full-Time vs. Part-Time**

full-time

**Funding**

01 Unrestricted General Fund

**# of full-time faculty currently assigned to your department**

0.8

**Does this position cover classes currently taught by adjuncts?**

Yes

**Does this position contribute to program expansion?**

Yes

**1. total number of full-time faculty in department**

two

**2. total number of committees in which all FT faculty in department participate**

4

**CPF Index**

2

## **STATUS OF RELEASED TIME FACULTY**

Jennifer Krestow has a special duty assignment as planetarium director that accounts for 60% of her time. Mark Bowen is a physics/astronomy instructor that has never taught more than 40% in the astronomy department and has been tasked with growing the physics program and so will teach more physics classes and less astronomy classes in the future.

### **How does this IHAC request relate to the college mission or vision?**

In order to have both outstanding instructional services and educational opportunities found in few community colleges, as described by GCC's vision statement, someone needs to create and ensure those services and opportunities exist. The astronomy department is, in essence, staffed by part timers, and the lack of a full time astronomer, dedicated only to the astronomy department is apparent becoming increasingly apparent.

### **How does this position relate to the objectives and functions of the college?**

This position will support the astronomy department and the physical sciences division and those students who need a physical science for transfer and their associate's degrees.

### **Student Success**

A full time astronomer/department chair could take the lead in updating the astronomy curricula, designing new courses, offering hybrid or online classes as well as ensuring SLO cycles are completed, ILO alignment is emphasized and program reviews are comprehensive. This would ensure the astronomy classes content remains current and delivery methods meet the changing needs of the student population. Growth and greater success rates would be two of the measurable outcomes of such a hire.

### **Describe any negative impacts for not hiring this position.**

The only negative impact of this position would be the need to hire less adjunct instructors.

### **Any other special concerns not previously identified?**

Just over two years ago, the physics and astronomy departments jointly hired a faculty member. It was stressed at that time that hiring an astronomer was ideal, as every astronomer has to have a deep knowledge of physics in order to graduate (with a degree in astronomy). Physicists, on the other hand, do not necessarily have any astronomical knowledge. A physicist, Mark Bowen, was ultimately hired, and, not surprisingly, is less interested in astronomy than in physics. While Mark taught two astronomy classes his first three semesters (F15, S16, F16), he has only taught one astronomy class last semester (S17) and this semester (F17). In the Spring of 2018 he is scheduled to only teach one astronomy class. His main focus is the promoting the growth of the physics department and while he is full time at the college, his involvement in the astronomy department is akin to that of an adjunct. A dedicated astronomer is becoming more necessary as not only is Mark's main focus elsewhere, but so is Jennifer Krestow's. Jennifer's increasing commitment (now at 60%) and focus on the planetarium is reducing her ability to sufficiently meet the needs of the astronomy department. A full time astronomer is therefore needed to ensure the continued health of the astronomy department.

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**Name of Division**

IHAC - 18

Physical Sciences

**Name of Department**

Chemistry

**Descriptive Title of Requested Position (e.g. Math Instructor)**

Chemistry Instructor

**Requester**

Sevada Chamras schamras@glendale.edu

**Request Status**

This is a new request.

**New Position or Replacement**

This request is for a replacement of an existing position.

**What priority does the department assign to this request?**

High

**Full-Time vs. Part-Time**

full-time

**Funding**

01 Unrestricted General Fund

**# of full-time faculty currently assigned to your department**

6

**Does this position cover classes currently taught by adjuncts?**

Yes

**Does this position contribute to program expansion?**

Yes

**1. total number of full-time faculty in department**

6

**2. total number of committees in which all FT faculty in department participate**

9

**CPF Index**

1.5

## **STATUS OF RELEASED TIME FACULTY**

Sevada Chamras, Division Chair, RT=70%, 7/2014-6/2019

### **How does this IHAC request relate to the college mission or vision?**

This hire will help enhance the students' learning experience. Currently, the number of full-time faculty members are the same as in 2005, when the department offered less than half of what it currently does. As a result, the FT and the adjunct faculty members are overloaded with teaching assignment. This takes away from the time they can spend in improving and revising our offerings, improving the quality of our program, and participating in campus governance.

### **How does this position relate to the objectives and functions of the college?**

The vast majority of our students and up transferring to 4-year institutions.

### **Student Success**

As mentioned above, this new position will enhance the departmental attention to improvement, course revisions, new course development, and an overall improvement in students' learning experience.

### **Describe any negative impacts for not hiring this position.**

The faculty members will be fully occupied with the basic tasks of teaching, and will not have much of a focus on improving the quality of the program.

### **Any other special concerns not previously identified?**

None

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**Name of Division**

IHAC - 18

Physical Sciences Division

**Name of Department**

Physics

**Descriptive Title of Requested Position (e.g. Math Instructor)**

Physics Instructor

**Requester**

Marcus (Maziar) Afshar mafshar@glendale.edu

**Request Status**

This is a new request.

**New Position or Replacement**

This request is to create a new position.

**What priority does the department assign to this request?**

High

**Full-Time vs. Part-Time**

full-time

**# of full-time faculty currently assigned to your department**

1.5 (One at 100% + One at 50% shared with astronomy)

**Does this position cover classes currently taught by adjuncts?**

Yes

**Does this position contribute to program expansion?**

Yes

**1. total number of full-time faculty in department**

1.5

**2. total number of committees in which all FT faculty in department participate**

1

**CPF Index**

0.7

**How does this IHAC request relate to the college mission or vision?**

Among other things, this IHAC request will enable us to expand our offering of Physics 105. This course is essential for transferring to a university and obtaining a degree in both physical and life sciences. It will also enhance career skills and help with job advancement.

**How does this position relate to the objectives and functions of the college?**

Among other things, this IHAC request will enable us to expand our offering of Physics 105. This course is a requirement for the AA degree in physics as well as the AA degree in "physical sciences with an emphasis in physics." Furthermore, this course is required by universities in both the CSU and UC systems for students majoring in the life sciences.

**Student Success**

This request will enable us to accommodate at least 60 additional students per semester, nearly all of whom will be transfer candidates.

**Describe any negative impacts for not hiring this position.**

Without this hire, we will have to turn away a large number of students. As of 12/1/2017, AIS reports for Spring of 2018 indicated that 268 students were enrolled in all physics courses, with an additional 75 students on the wait list. Thus, by accommodating everyone on the wait list, we could increase our enrollment numbers by more than 25%. Otherwise, many of those students would have to turn to neighboring colleges. Pasadena City College, for example, has a physics department that is nearly three times larger than ours.

**Any other special concerns not previously identified?**

Currently, there is only one full-time faculty (M. Afshar) dedicated to physics. The only other full-time faculty (M. Bowen) is split with the astronomy department. With only 1.5 full-time faculty members, it is becoming increasingly difficult to support our growing department.

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**Name of Division**

IHAC -20

Social Science

**Name of Department**

Psychology

**Descriptive Title of Requested Position (e.g. Math Instructor)**

Psychology Instructor

**Requester**

Inger Thompson ingert@glendale.edu

**Request Status**

This is a repeat request from a previous year.

**Previous Code (or Previous Year Requested)**

IHAC-46

**New Position or Replacement**

This request is for a replacement of an existing position.

**What priority does the department assign to this request?**

Extremely High Priority

**Full-Time vs. Part-Time**

full-time

**Funding**

01 Unrestricted General Fund

**# of full-time faculty currently assigned to your department**

2

**Does this position cover classes currently taught by adjuncts?**

Yes

**Does this position contribute to program expansion?**

Yes

**1. total number of full-time faculty in department**

2

**2. total number of committees in which all FT faculty in department participate**

3

**CPF Index**

1.5

**STATUS OF RELEASED TIME FACULTY**

Michael Dulay--Social Science Division Chair 80% release time

**How does this IHAC request relate to the college mission or vision?**

Aligns with the college's vision of providing outstanding instructional service by increasing consistency of instructors and giving students more accessibility to their instructors if the faculty devotes their full time work to GCC.

**How does this position relate to the objectives and functions of the college?**

This would lead to more class access and and increase in the number of students who transfer.

**Student Success**

Having greater access to their instructors would increase the overall success rate in our courses.

**Describe any negative impacts for not hiring this position.**

There are currently only 2 tenured or tenure-track instructors in psychology (and one temporary contract.) One of these instructors has 80% release time as Division Chair. This creates an additional burden on the only tenured instructor. We enroll approximately 1000 students per semester and General Psychology is one of the most popular classes on campus and there are a large number of different classes taught. In the 2016-2017 school year, full time faculty taught less that 30% of the classes. We cannot possibly give the necessary attention to our students when we are stretched so thin.

**Any other special concerns not previously identified?**

The percentage of Psychology courses taught by full timers was 48% in 2015-16 and under 30% in 2016-2017. We need at least four full time faculty members.

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**Name of Division**

Social Sciences

IHAC - 21

**Name of Department**

Child Development

**Descriptive Title of Requested Position (e.g. Math Instructor)**

Faculty Practicum Supervisor

**Requester**

Mary Jane Biancheri mbianche@glendale.edu

**Request Status**

This is a new request.

**New Position or Replacement**

This request is to create a new position.

**What priority does the department assign to this request?**

Medium

**Full-Time vs. Part-Time**

full-time

**Funding**

01 Unrestricted General Fund

**# of full-time faculty currently assigned to your department**

2

**Does this position cover classes currently taught by adjuncts?**

Yes

**Does this position contribute to program expansion?**

Yes

**1. total number of full-time faculty in department**

2

**CPF Index**

3

**STATUS OF RELEASED TIME FACULTY**

Mary Jane Biancheri, OER Lead, %10, two semesters

**How does this IHAC request relate to the college mission or vision?**

Our mission statement includes that we want GCC students to be ready to transfer and to successfully complete their transfer goals, as well as be ready for meaningful employment. In order for Child Development Students to be ready to either move forward with upper division work in child development or to go into the early childhood education workforce, they need extensive training in the classroom. The students need to see what a model of the best practices are in an early childhood environment as well as to have someone to directly make the link between what they're seeing in the children's classroom and what they are studying in their college classes. This is done to the best of the ability currently, but with an additional faculty member, we could have someone in the children's classrooms alongside the practicum students on a much more predictable schedule. Other premier institutions, like Pasadena City College, have a position like this that ensures that students are graduating from the program with all of the skills they need to go out and be successful in the field of early childhood education.

**How does this position relate to the objectives and functions of the college?**

This position will more effectively prepare our students to successfully enter the workforce.

**Student Success**

By having their instructor on hand at a predictable time during their time in the children's classrooms, students can get their questions answered and more easily make the connections between the practice that they're seeing and the theory that they're studying.

**Describe any negative impacts for not hiring this position.**

Current faculty will continue to strive to put more time into sitting side-by-side with practicum students in the children's classrooms to more specifically help them interpret what they are seeing, but without this position, it will continue to be a struggle to make sure that both full-time faculty member are able to be in the children's classroom for each student multiple times over the semester. With some conflicts with practicum hours and teaching schedules, students never see faculty in their practicum placements.

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**Name of Division**

IHAC -22

Technology &amp; Aviation

**Name of Department**

Aviation

**Descriptive Title of Requested Position (e.g. Math Instructor)**

Aviation Instructor

**Requester**

Curtis Potter cpotter@glendale.edu

**Request Status**

This is a new request.

**Previous Code (or Previous Year Requested)**

2017

**New Position or Replacement**

This request is to create a new position.

**What priority does the department assign to this request?**

High

**Full-Time vs. Part-Time**

full-time

**Funding**

01 Unrestricted General Fund

**# of full-time faculty currently assigned to your department**

1

**Does this position cover classes currently taught by adjuncts?**

Yes

**Does this position contribute to program expansion?**

Yes

**1. total number of full-time faculty in department**

1

**2. total number of committees in which all FT faculty in department participate**

0

**CPF Index**

0

**STATUS OF RELEASED TIME FACULTY**

None

**How does this IHAC request relate to the college mission or vision?**

An additional flight instructor will increase efficiency and provide more opportunities for students seeking to achieve employment or enhance career skills for job advancement. This is accomplished through increased enrollment and course offerings. Additional faculty will expand the existing premier flight training program unique among all community colleges in the state.

**How does this position relate to the objectives and functions of the college?**

The pilot training program is unique among CTE programs. It requires faculty with a high level of training, experience, and certification. With these qualifications, GCC students will be able to leave the college with an established "pipeline" to an airline career or other professional pilot position.

**Student Success**

Simply put, additional faculty are necessary to maintain the high level of instruction currently provided (quality) as well as increasing student enrollment (quantity). We currently fill approximately 60 flight labs annually with around 20 new pilots. These numbers could increase by 15% with an additional full-time instructor.

**Describe any negative impacts for not hiring this position.**

The current WSCH per FTEF is very high. We will have to reduce the number of offerings for flight training labs without this instructor.

**Any other special concerns not previously identified?**

None

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**Name of Division**

IHAC - 23

Visual &amp; Performing Arts

**Name of Department**

Media Arts

**Descriptive Title of Requested Position (e.g. Math Instructor)**

Media Arts Instructor

**Requester**

Geri Ulrey gulrey@glendale.edu

**Request Status**

This is a new request.

**Previous Code (or Previous Year Requested)**

2018

**New Position or Replacement**

This request is to create a new position.

**What priority does the department assign to this request?**

Extremely High Priority

**Full-Time vs. Part-Time**

full-time

**Funding**

01 Unrestricted General Fund

**# of full-time faculty currently assigned to your department**

1

**Does this position cover classes currently taught by adjuncts?**

Yes

**Does this position contribute to program expansion?**

Yes

**1. total number of full-time faculty in department**

1

**2. total number of committees in which all FT faculty in department participate**

1

**CPF Index**

1

**How does this IHAC request relate to the college mission or vision?**

1) Lower division post-secondary education: to achieve transfer to and success in obtaining a degree at a college or university. 2) Career and technical education: to achieve employment or enhanced career skills for job advancement. 3) General education to achieve knowledge, skills and attitudes for postsecondary education success, personal enrichment, self-development, and a purposeful and meaningful life as a member of a global community.

**How does this position relate to the objectives and functions of the college?**

CTE, Associate Degree, Transfer to four Year Institution

**Student Success**

By having another full time faculty in our department who not only is able to teach but also offer professional expertise we will be able to expand and develop curriculum (make it current to industry standards), update our facilities, make further connections with the industry - and overall move our department forward so it is competitive with other community college because it offers current, relevant education and training. This will increase enrollments and offer more relevant career technical education for professionals looking for career re-education (and success in the workplace) as well as offer students success at transferring to the four year film and TV programs.

**Describe any negative impacts for not hiring this position.**

The department is seriously dysfunctional with out of date curriculum and facilities - as well as lacking professional connections and presence to the industry. We only have one full time faculty who not able to meet all the demands of the department within the constraints of 40 hour week. It is too big of a job for one person. Without a second person to assist this process of update and growth, we will not be able to meet the needs of correcting some of the serious dysfunctions that are present that prohibit us from being competitive and attract students.. The department will not be able to expand its curriculum and reach to more students. The department will remain dysfunctional.

**Any other special concerns not previously identified?**

Media Arts has been identified as department that can offer technical training to a job sector that has been identified by the state as one of the largest sectors with vacancies for individuals wishing to enter the workplace. In the next five years a state led panel has identified that there will be a vacancy of over 4000 jobs in the sector that my department - film and media arts - most directly serves. For us to meet the mandate of the state we will need to increase our performance and reach to these individuals. We will need another faculty member to help make this possible.

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**Name of Division**

IHAC -24

Visual and Performing Arts

**Name of Department**

Graphic Design

**Descriptive Title of Requested Position (e.g. Math Instructor)**

Graphic Design Instructor

**Requester**

Rebecca Hillquist rebeccah@glendale.edu

**Request Status**

This is a repeat request from a previous year.

**Previous Code (or Previous Year Requested)**

2016-17

**New Position or Replacement**

This request is to create a new position.

**What priority does the department assign to this request?**

Extremely High Priority

**Full-Time vs. Part-Time**

full-time

**# of full-time faculty currently assigned to your department**

1

**Does this position cover classes currently taught by adjuncts?**

Yes

**Does this position contribute to program expansion?**

Yes

**1. total number of full-time faculty in department**

1

**2. total number of committees in which all FT faculty in department participate**

1

**CPF Index**

1

**How does this IHAC request relate to the college mission or vision?**

The addition of a Full Time Instructor within the GD Department will primarily serve to support lower division post-secondary education and career and technical education, by providing a division of the GD Department administrative duties, and to improve continuity within the development and delivery of curriculum.

**How does this position relate to the objectives and functions of the college?**

Currently there is only one full time instructor within the GD Department and it is difficult to not possible, to perform all of the duties required by a department within a timely manner. GD is a discipline that requires constant updates to stay within industry standards. In order to better support lower division post-secondary education and career and technical education, a division of duties to speed up the process of administrative, and curriculum development as well as teaching continuity to support student success is critically needed to sustain the GD Department.

**Student Success**

Courses that are updated to reflect Industry Standards, and the update of Degrees/Certificates, the creation of new transfer agreements, the creation/update of hybrid/online courses, in a timely manner will support the placement of students within Jobs and Transfer to 4 year programs within Graphic Design.

**Describe any negative impacts for not hiring this position.**

1. The continuation of the lack of course continuity within the GD program because of normal adjunct turnover.
2. Inability of Department to function most effectively.