

GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT

STRATEGIC HIRE REQUEST

January 11, 2016 (REVISED)

Date

Site	Position	Justification
<input checked="" type="checkbox"/> GC <input type="checkbox"/> CC <input type="checkbox"/> DS	Instructor - CVTE AFT Position # IN-00201 1.0 Allied Health and Nursing - CVTE	<p>1. What will the position do?</p> <ul style="list-style-type: none"> ○ Full time instructor for CVT Invasive Track ○ Will assume responsibility for coordination of the CVT Invasive track curriculum/clinical assignments ○ Relieve the overload carried by other department faculty and program director <p>2. Current status of position?</p> <ul style="list-style-type: none"> ○ Filling a position through Faculty Staffing priority process. <p>3. Strategic Staffing Rationale Please address at least one of the following items when answering the questions below (provide specific details):</p> <p align="center">Critical threshold of educational or support services – The increased release time for the program director has made it impossible for her to continue with her current teaching overload. Also the difficulty finding qualified part-time instructors eliminates continuity with instruction and the Invasive curriculum as a whole.</p> <p>4. Budget Impact – Identify the Following:</p> <ul style="list-style-type: none"> a. This position is not included in the current budget b. Key code and Object code: 1370606-1110 c. Fiscal Impact: <ul style="list-style-type: none"> 1. Salary amount – Class 6, Step 10 - \$78,527 2. Includes benefits d. RAF impact (check one): <ul style="list-style-type: none"> <input type="checkbox"/> Include in RAF calculation <input type="checkbox"/> No impact – replacement (vacant one year or less) <input type="checkbox"/> No impact – funded by _____ Restricted Funds <input checked="" type="checkbox"/> No impact – funded by <u>PT Faculty Conversion Funds</u> <input type="checkbox"/> No impact – restructure within existing funds <input type="checkbox"/> No impact – reallocation of faculty FTE resulting in new position number
<input checked="" type="checkbox"/> GC <input type="checkbox"/> CC <input type="checkbox"/> DS	Counselor AFT Position # NEW FTE 3.0 Counseling	<p>1. What will the position do?</p> <ul style="list-style-type: none"> ○ The Counselor position will provide core matriculation services to students and assist in developing comprehensive educational plans. will provide educational counseling for prospective, new and continuing students; assist in the articulation process; assist students in their individual educational plans and goals; serve as liaison to high schools and other programs; employ knowledge and skills necessary to counsel students about District programs, transfer requirements, and community resources.

		<p>2. Current status of position?</p> <ul style="list-style-type: none"> ○ Requesting a new position <p>3. Strategic Staffing Rationale</p> <ul style="list-style-type: none"> a. Legal mandates – the “Student Success Act of 2012” (SB1456) mandates that colleges provide core matriculation services including orientation, assessment/placement, educational planning and follow-up services to first time students. b. Critical threshold of educational or support services – there is an increased need to facilitate access and success of our first time student population. At current staffing levels, the student to counselor ratio is in excess of 1:1,681 (based on FA15 full time counselors with headcount), which impacts students’ ability to have timely services from a counselor to facilitate the core mandates which lends to the students’ success. <p>4. Budget Impact – Identify the Following:</p> <ul style="list-style-type: none"> a. The position is not included in the current budget b. 1333294-1220 c. Fiscal Impact: <ul style="list-style-type: none"> i. \$62,873, CN/Class II Step 6 ii. Includes benefits d. RAF impact (check one): <ul style="list-style-type: none"> <input type="checkbox"/> Include in RAF calculation <input type="checkbox"/> No impact – replacement (vacant one year or less) <input checked="" type="checkbox"/> No impact – funded by <u>SSSP</u> Restricted Funds <input type="checkbox"/> No impact – funded by _____ <input type="checkbox"/> No impact – restructure within existing funds <input type="checkbox"/> No impact – reallocation of faculty FTE resulting in new position number
<input checked="" type="checkbox"/> GC <input type="checkbox"/> CC <input type="checkbox"/> DS	SSSP Program Specialist CSEA Position # NEW FTE 1.0 Student Services	<p>1. What will the position do?</p> <ul style="list-style-type: none"> ○ The SSSP Program Specialist will serve as position to assist with the coordination of SSSP core services which impacts facilitating the core mandate which lends to the students’ success in an organized manner. <p>2. Current status of position?</p> <ul style="list-style-type: none"> ○ Requesting a new position <p>3. Strategic Staffing Rationale</p> <ul style="list-style-type: none"> a. Legal mandates – coordinate core matriculation services under SB1456 “Student Success Act of 2012” including orientation, assessment/placement, educational planning and follow-up services to first time students. b. Critical threshold of educational or support services – under the Student Success and Support Program (SSSP) plan and program guidelines the position will assist in coordination of SSSP core services, along with supportive services to impact student success in an organized manner.

		<p>c. Budget Impact – Identify the Following:</p> <ul style="list-style-type: none"> a. The position is not included in the current budget b. 1333298-2110 c. Fiscal Impact: <ul style="list-style-type: none"> 1. \$42,984 / CL/28/B 2. Includes benefits d. RAF impact (check one): <ul style="list-style-type: none"> <input type="checkbox"/> Include in RAF calculation <input type="checkbox"/> No impact – replacement (vacant one year or less) <input checked="" type="checkbox"/> No impact – funded by <u>SSSP</u> Restricted Funds <input type="checkbox"/> No impact – funded by _____ <input type="checkbox"/> No impact – restructure within existing funds <input type="checkbox"/> No impact – reallocation of faculty FTE resulting in new position number
<input checked="" type="checkbox"/> GC <input type="checkbox"/> CC <input type="checkbox"/> DS	<p>Associate Dean, Student Services</p> <p>Administrator Association</p> <p>Position # NEW</p> <p>FTE 1.0</p> <p>Student Services</p>	<p>1. What will the position do? The Associate Dean, Student Services will manage, evaluate and coordinate subject areas in student services in accordance with legal requirements, district policies and student services principles and practices in accordance with SB1456. The position will supervise and coordinate assigned planning and development; communicate and interpret program objectives and offerings to students; prepare budgets and submit through appropriate channels; perform hiring evaluation and retention of assigned staff; participate in public information activities to promote and publicize student services programs and perform related duties as assigned regarding programs and community organizations.</p> <p>2. Current status of position?</p> <ul style="list-style-type: none"> o Requesting a new position <p>3. Strategic Staffing Rationale</p> <ul style="list-style-type: none"> a. Legal mandates – provide core matriculation services under SB1456 “Student Success Act of 2012” including orientation, assessment/placement, educational planning and follow-up services to first time students. b. Critical threshold of educational or support services – under the Student Success and Support Program (SSSP) plan and program guidelines the position will oversee the administrative coordination of SSSP core services, along with supportive services to impact student success in an organized manner. <p>4. Budget Impact – Identify the Following:</p> <ul style="list-style-type: none"> a. The position is not included in the current budget b. 1333298-1250 c. Fiscal Impact: <ul style="list-style-type: none"> 1. \$97,556, M-8/B 2. Includes benefits d. RAF impact (check one): <ul style="list-style-type: none"> <input type="checkbox"/> Include in RAF calculation <input type="checkbox"/> No impact – replacement (vacant one year or less)

		<input checked="" type="checkbox"/> No impact – funded by <u>SSSP</u> Restricted Funds <input type="checkbox"/> No impact – funded by _____ <input type="checkbox"/> No impact – restructure within existing funds <input type="checkbox"/> No impact – reallocation of faculty FTE resulting in new position number
<input checked="" type="checkbox"/> GC <input type="checkbox"/> CC <input type="checkbox"/> DS	SSSP Counselor/ Coordinator AFT Position # NEW FTE 1.0 Counseling	<p>1. What will the position do? The SSSP Counselor/Coordinator position will provide core SSSP services to students and assist in developing comprehensive educational plans. will provide educational counseling for prospective, new and continuing students; assist in the articulation process; assist students in their individual educational plans and goals; serve as liaison to high schools and other programs; employ knowledge and skills necessary to counsel students about District programs, transfer requirements, and community resources.</p> <p>2. Current status of position?</p> <ul style="list-style-type: none"> o Requesting a new position <p>3. Strategic Staffing Rationale</p> <p>a. Legal mandates – the “Student Success Act of 2012” (SB1456) mandates that colleges provide core matriculation services including orientation, assessment/placement, educational planning and follow-up services to first time students.</p> <p>b. Critical threshold of educational or support services – there is an increased need to facilitate access and success of our first time student population. At current staffing levels, the student to counselor ratio is in excess of 1:1,681 (based on FA15 full time counselors with headcount), which impacts students’ ability to have timely services from a counselor to facilitate the core mandates which lends to the students’ success.</p> <p>4. Budget Impact – Identify the Following:</p> <p>a. The position is not included in the current budget</p> <p>b. 1333294-1220</p> <p>c. Fiscal Impact:</p> <ol style="list-style-type: none"> 1. \$62,873, CN/Class II, Step 6 2. Includes benefits <p>d. RAF impact (check one):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Include in RAF calculation <input type="checkbox"/> No impact – replacement (vacant one year or less) <input checked="" type="checkbox"/> No impact – funded by <u>SSSP</u> Restricted Funds <input type="checkbox"/> No impact – funded by _____ <input type="checkbox"/> No impact – restructure within existing funds <input type="checkbox"/> No impact – reallocation of faculty FTE resulting in new position number
<input checked="" type="checkbox"/> GC <input type="checkbox"/> CC <input type="checkbox"/> DS	DSPS Counselor AFT Position # CN-00060	<p>1. What will the position do?</p> <ul style="list-style-type: none"> o Disabled Students Programs and Services (DSPS) assists students with disabilities by determining and providing appropriate academic accommodations related to their disabilities in order for them to achieve their educational goals. The Counselor will provide educational, academic and personal counseling to students with disabilities.

	<p>FTE 1.0</p> <p>Disabled Students Programs and Services</p>	<p>2. Current status of position?</p> <ul style="list-style-type: none"> ○ Filling a vacancy <p>3. Strategic Staffing Rationale</p> <ul style="list-style-type: none"> ○ Critical threshold of educational or support services with the increased complexity of the implementation of ADT (Associate Degrees for Transfer), requirements of the Student Success Act, and Student Success & Support Programs (Formerly Matriculation) requires increased student services positions. <p>4. Budget Impact – Identify the Following:</p> <ol style="list-style-type: none"> a. Specify whether the position is included in the current budget b. DSPS Inst. (1335093-1110) 50%, DSPS General Fund (1335002-1110) 50%. c. Fiscal Impact: <ol style="list-style-type: none"> 1. \$69,318, CN Class II, Level 6. 2. Includes benefits d. RAF impact (check one): <ul style="list-style-type: none"> <input type="checkbox"/> Include in RAF calculation <input checked="" type="checkbox"/> No impact – replacement (vacant one year or less) <input checked="" type="checkbox"/> No impact – funded by <u>DSPS</u> Restricted Funds <input type="checkbox"/> No impact – funded by _____ <input type="checkbox"/> No impact – restructure within existing funds <input type="checkbox"/> No impact – reallocation of faculty FTE resulting in new position number
<p><input checked="" type="checkbox"/> GC</p> <p><input type="checkbox"/> CC</p> <p><input type="checkbox"/> DS</p>	<p>Mental Health Counselor/Coordinator</p> <p>AFT</p> <p>Position # - NEW</p> <p>FTE 1.0</p> <p>Health Services</p>	<p>1. What will the position do?</p> <ul style="list-style-type: none"> ○ Plan, implement and deliver mental health counseling and clinical services, community resource linkage, case management, outreach to at risk in support of wellness, academic success and retention. Address issues relating to Title IX and sexual assault/violence. Serve on a Behavioral Intervention Team and consult on mental health matters that may influence student behavior, motivation, and learning process issues including mental illness, suicide, domestic violence, stalking, and threats toward others. Provide individual and group mental health counseling in coordination with mental health adjunct counselors, interns, and peer educators. Serve as a resource for faculty with individual student problems. <p>2. Current status of position?</p> <ul style="list-style-type: none"> ○ Requesting a new position <p>3. Strategic Staffing Rationale</p> <ul style="list-style-type: none"> ○ Legal mandates: In accordance with Title IX, College Institutions are required to provide support and counseling to victims of sexual assault, sexual violence, and domestic violence. This position will be able to provide the immediate counseling needed. In addition this position will provide education regarding sexual assault prevention, awareness and resources to our student community.

		<ul style="list-style-type: none"> ○ Health and safety priorities: Mental Health Counselor/Coordinator will assist with creating a healthy and safe environment for our campus. Students displaying concerning or aggressive behavior will be referred to Mental Health to provide immediate support and treatment. This position will serve as a core member of the Behavior Intervention Team and will respond and provide immediate mental health support in an effort to mitigate aggressive or concerning behavior. In addition the position will provide on- going flex week trainings to provide faculty and staff tools to assist with addressing students in distress. ○ Critical threshold of educational or support services: This position will provide immediate support to our students enhancing the student success and achievement rate. Many students experience difficulties while attending college that impact their mental well- being which in result impacts their success in the classroom. This position will provide students the opportunity to be seen by a mental health counselor allowing them to focus on their academics while gaining mental health support. <p>4. Budget Impact – Identify the Following:</p> <ul style="list-style-type: none"> ○ The position is not included in the current budget. ○ 1334091-1220 ○ Fiscal Impact: <ul style="list-style-type: none"> 1. \$ 62,873, Class II / Level 6 2. Plus benefits ○ RAF impact (check one): <ul style="list-style-type: none"> <input type="checkbox"/> Include in RAF calculation <input type="checkbox"/> No impact – replacement (vacant one year or less) <input checked="" type="checkbox"/> No impact – funded by <u>Health Services Restricted Funds</u> <input type="checkbox"/> No impact – funded by _____ <input type="checkbox"/> No impact – restructure within existing funds <input type="checkbox"/> No impact – reallocation of faculty FTE resulting in new position number
<input checked="" type="checkbox"/> GC <input type="checkbox"/> CC <input type="checkbox"/> DS	Instructor - AOJ AFT #IN-00172 FTE 1.0 Administration of Justice	<p>1. What will the position do?</p> <ul style="list-style-type: none"> ○ Full-time faculty ○ The program Co-Coordinator's oversee five degree programs and four state-certified academies, as well as many state-certified individual training courses, along with a recent retiree who consistently taught at 140% load. The current Full-time/Part-time faculty percentage is 15%/85%. The AOJ Department has a hiring list with qualified candidates who will fill the department needs immediately if utilized. <p>2. Current status of position?</p> <ul style="list-style-type: none"> ○ Filling a full-time faculty vacancy due to retirements. <p>3. Strategic Staffing Rationale Please address at least one of the following items when answering the questions below (provide specific details):</p> <ul style="list-style-type: none"> ○ Critical threshold of educational or support services:

		<ul style="list-style-type: none"> ○ Essential supervision: ● Without this critical full-time position, 85% of AOJ classes will be taught by part-time instructors. Our part-time instructors work full-time at other jobs and simply aren't available to teach day sections. We can't maintain this critical part of our schedule without a replacement full-time instructor. ● Our AOJ programs could not operate without the coordinator positions and both coordinators teach as much as possible (140% load). The AOJ Department will operate at a dangerously low full-time faculty staffing ratio. The effects of maintaining such a low FT faculty ratio conflicts with the Advisory Committees recommendations and causes our programs and students to suffer. The highest demand for student enrollment is online and day face-to-face sections. Our part-time faculty pool is simply not available to teach during the day and many are not qualified to teach online. We have exhausted our current part-time faculty pool and are in the process of hiring additional part-time faculty yet we do not have enough full-time faculty to conduct proper evaluations or assist these new instructors. We do not have the faculty to teach online and day sections. We simply can't grow our schedule with only two full-time faculty. <p>4. Budget Impact – Identify the Following:</p> <ul style="list-style-type: none"> ○ This position is included in the current budget ○ Key code and Object code: 1370001 2210 ○ Fiscal Impact: <ul style="list-style-type: none"> 1. \$64,277, Class IV, Step 6 2. Includes benefits ○ RAF impact (check one): <ul style="list-style-type: none"> <input type="checkbox"/> Include in RAF calculation <input type="checkbox"/> No impact – replacement (vacant one year or less) <input type="checkbox"/> No impact – funded by _____ Restricted Funds <input checked="" type="checkbox"/> No impact – funded by <u>P/T Faculty Conversion Funds</u> <input type="checkbox"/> No impact – restructure within existing funds <input type="checkbox"/> No impact – reallocation of faculty FTE resulting in new position number
<input checked="" type="checkbox"/> GC <input type="checkbox"/> CC <input type="checkbox"/> DS	English, Generalist Composition instructor AFT IN-00050 1.0 FTE English	<p>1. What will the position do? Among other things, we would expect the candidate to do the following:</p> <ul style="list-style-type: none"> ○ Teach varied English Composition courses, from Basic Skills through Transfer-level; ○ Collaborate with other full-time English faculty to design curriculum, develop SLO assessment strategies, engage in College leadership, and participate in varied Department-initiated projects (such as the Literary Arts Festival, Fall Reading series, Celebration of Banned Books, Puente, etc.); ○ Participate in the Department's innovative acceleration work; ○ Participate in Project Success, our learning communities program of linked courses at both the Basic Skills and Transfer-General Education levels, including cross-disciplinary links with other departments. <p>2. Current status of position?</p>

- Filling a vacancy. This is a replacement position (to replace recent retirees)

3. Strategic Staffing Rationale

Please address at least one of the following items when answering the questions below (provide specific details):

Critical threshold of educational or support services (see below)

The Department's enrollment figures have remained stable and our fill rate (% of Max) remains extremely high (96.95% for Fall 2015). However, we currently have the highest Fall number of adjuncts in years (68—compared to 57 in Fall 2013), the worst FT/PT FTE ratio (32FT/68PT—compared to 39/61 in Fall 2013), and the fewest FT faculty teaching overload as they move instead into important leadership roles in the College. English faculty serve as Academic Senate President, Professional Development Chairs, Project Success Coordinator, Learning Skills Coordinator, and Title V Acceleration Co-Director.

Our last Program Review Committee recommendation was to “Request at least one additional full-time faculty member . . . and replace any separating full-time faculty.” We are still trying to address the 6 retirements from 2011-12, with 3 of those positions still unfilled. Similarly, our Department 6-year Unit Plan, which was written prior to the retirements of 6 full-time faculty, indicated our #1 goal was to “Hire ALL required full-time faculty needed to serve student needs, further the aims of our programs, and address expected retirements.” We anticipate that 3 additional individuals will retire in the next two years, putting us even further in the hole. This position would go a little way toward addressing these situations.

We need full-time English faculty within the classroom who are also committed to the College and to its vital initiatives. The English Department is at the heart of countless important initiatives, including the Student Equity Plan, the Title V grant, and Achieving the Dream. Our leadership in acceleration is also vital to the aims of each of these initiatives. Full-time faculty must carry the load of not only participating on committees and taskforces relevant to these initiatives but also of developing curriculum that is culturally responsive, helping compile data on student access, retention, and success, and creating strategies to address disproportionate impact. Currently, 19 full-time English faculty are stretched to the limit with all they are being asked to do. This full-time position would be one small step to bringing the Department back to a stable and viable cohort (prior to retirements, we maintained a FT staff of 23 instructors for 5 full years). Without a vibrant faculty in English, our students suffer, our programs suffer, and, ultimately, the initiatives at the heart of the College's success will suffer.

4. Budget Impact – Identify the Following:

- a. Specify whether the position is included or not included in the current budget: Included in 15/16 budget due to state allocation of additional faculty funding
- b. Key code and Object code: 1375601-1110
- c. Fiscal Impact:
 1. Salary amount \$64,277 (Class IV, Step 6)

		<p>2. Includes benefits</p> <p>d. RAF impact (check one):</p> <p><input type="checkbox"/> Include in RAF calculation</p> <p><input type="checkbox"/> No impact – replacement (vacant one year or less)</p> <p><input type="checkbox"/> No impact – funded by _____ Restricted Funds</p> <p><input checked="" type="checkbox"/> No impact – funded by <u>P/T Faculty Conversion Funds</u></p> <p><input type="checkbox"/> No impact – restructure within existing funds</p> <p><input type="checkbox"/> No impact – reallocation of faculty FTE resulting in new position number</p>
<p><input checked="" type="checkbox"/> GC</p> <p><input type="checkbox"/> CC</p> <p><input type="checkbox"/> DS</p>	<p>Psychology Instructor</p> <p>AFT</p> <p>IN-00166</p> <p>FTE: 1.0</p> <p>Behavioral Sciences/ Psychology</p>	<p>1. What will the position do?</p> <ul style="list-style-type: none"> o Instructor of Psychology o Fulfill all duties of the instructor job description according the Faculty labor contract. <p>2. Current status of position? Filling a vacancy due to retirement.</p> <p>3. Strategic Staffing Rationale Please address at least one of the following items when answering the questions below (provide specific details):</p> <p>Critical threshold of educational or support services</p> <p>During the period 2013-2015, enrollment, WSCH, and FTEF increased for the Psychology program. With the retirement of 2 full-time faculty members and the significant increase in enrollment, WSCH, and FTEF, and number of sections, the percentage of fulltime load taught by fulltime staff has decreased to 32.</p> <p>It is extremely difficult to find highly qualified psychology faculty to teach part-time. Most applicants for a part-time position do not hold a degree in psychology. Individuals with a graduate degree in psychology do have a very wide range of highly paid occupational opportunities, particularly in the private clinical setting. It has been particularly difficult to find qualified instructors in the areas of statistics, research methods, cross-cultural psychology, learning, abnormal psychology and human sexuality. The department has lost several of the best adjuncts as a result of them getting full-time employment outside of the college. The department expects to lose additional numbers of the best adjuncts this year as a result of other colleges hiring full-time psychology faculty. During the Fall 2013 semester a psychology adjunct instructor teaching Statistics for the Behavioral Sciences resigned during the third week of the semester when she accepted a full-time position as quantitative analyst in another setting. In the Fall of 2015 we cancelled one section of a required class, with 35 students enrolled in it, because we were not able to find qualified part-time instructors.</p> <p>The previous program review and the 6-year unit plan recommended adding one full-time faculty to the department. However, 2 full-time psychology faculty have retired.</p>

		<p>The 2012 Program Review recommended to “evaluate the full-time / part-time faculty ratios in each discipline in order to determine the proper number of full-time faculty that should be hired when the budget improves.”</p> <p>The demand for psychology courses continue to increase. Some psychology courses are required in several high demand programs. Courses such as PSY 120, PSY215, and PSY 134 usually have waiting lists with 25 students. With the development of the Transfer AA degree in Psychology the demand will increase even more. The AA-T in psychology has become one of high demand among the students. In June 2015 Grossmont College awarded 65 AA-T in Psychology degrees.</p> <p>Psychology is one of the areas with great potential for growth at Grossmont College. In the absence of additional full-time faculty the department will be forced to cut sections and enroll fewer students in its classes and program.</p> <p>4. Budget Impact – Identify the Following:</p> <ol style="list-style-type: none"> Specify whether the position is included or not included in the current budget: Included in 15/16 budget due to state allocation of additional faculty funding. Key code and Object code: Psychology 1386001- 1110 Fiscal Impact: <ol style="list-style-type: none"> Salary amount: \$64,277 (Class IV, Step 6) Includes benefits, or not: Includes benefits RAF impact (check one): <ul style="list-style-type: none"> <input type="checkbox"/> Include in RAF calculation <input type="checkbox"/> No impact – replacement (vacant one year or less) <input type="checkbox"/> No impact – funded by _____ Restricted Funds <input checked="" type="checkbox"/> No impact – funded by <u>P/T Faculty Conversion Funds</u> <input type="checkbox"/> No impact – restructure within existing funds <input type="checkbox"/> No impact – reallocation of faculty FTE resulting in new position number
<input checked="" type="checkbox"/> GC <input type="checkbox"/> CC <input type="checkbox"/> DS	Physics instructor AFT IN-00093 1.0 FTE Physics	<p>1. What will the position do? Physics full-time faculty member</p> <p>2. Current status of position? Filling a vacancy due to retirement</p> <p>3. Strategic Staffing Rationale Please address at least one of the following items when answering the questions below (provide specific details): Critical threshold of educational or support services: There are only two full-time faculty currently in the department, with two vacancies.</p> <p>4. Budget Impact – Identify the Following:</p> <ol style="list-style-type: none"> Specify whether the position is included or not included in the current budget: Included in 15/16 budget due to state allocation of additional faculty funding

		<p>b. Key code and Object code 1380601-1110</p> <p>c. Fiscal Impact:</p> <ol style="list-style-type: none"> 1. Salary amount: \$64,277 (Class IV, Step 6) 2. Includes benefits, or not: Includes benefits <p>d. RAF impact (check one):</p> <p><input type="checkbox"/> Include in RAF calculation</p> <p><input type="checkbox"/> No impact – replacement (vacant one year or less)</p> <p><input type="checkbox"/> No impact – funded by _____ Restricted Funds</p> <p><input checked="" type="checkbox"/> No impact – funded by <u>P/T Faculty Conversion Funds</u></p> <p><input type="checkbox"/> No impact – restructure within existing funds</p> <p><input type="checkbox"/> No impact – reallocation of faculty FTE resulting in new position number</p>
<input checked="" type="checkbox"/> GC <input type="checkbox"/> CC <input type="checkbox"/> DS	<p>Mathematics Instructor</p> <p>AFT</p> <p>IN-00164</p> <p>1.0 FTE</p> <p>Mathematics</p>	<p>1. What will the position do? Mathematics full-time faculty member</p> <p>2. Current status of position? Filling a vacant position</p> <p>3. Strategic Staffing Rationale Please address at least one of the following items when answering the questions below (provide specific details):</p> <p>Critical threshold of educational or support services: Currently at 42% FTEF in department; program review committee recommendation to hire a new faculty member.</p> <p>4. Budget Impact – Identify the Following:</p> <ol style="list-style-type: none"> a. Specify whether the position is included or not included in the current budget: Included in 15/16 budget due to state allocation of additional faculty funding. b. Key code and Object code: 1383001-1110 c. Fiscal Impact: <ol style="list-style-type: none"> 1. Salary amount: \$64,277 (Class IV, Step 6) 2. Includes benefits, or not: Includes benefits d. RAF impact (check one): <p><input type="checkbox"/> Include in RAF calculation</p> <p><input type="checkbox"/> No impact – replacement (vacant one year or less)</p> <p><input type="checkbox"/> No impact – funded by _____ Restricted Funds</p> <p><input checked="" type="checkbox"/> No impact – funded by <u>P/T Faculty Conversion Funds</u></p> <p><input type="checkbox"/> No impact – restructure within existing funds</p> <p><input type="checkbox"/> No impact – reallocation of faculty FTE resulting in new position number</p>
<input checked="" type="checkbox"/> GC <input type="checkbox"/> CC <input type="checkbox"/> DS	<p>Outreach Coordinator</p> <p>Admin Assoc.</p>	<p>1. What will the position do?</p> <ul style="list-style-type: none"> o Coordinate the college's comprehensive high school and community outreach programs that support a student's transition from high school to college.

<p>Position #New</p> <p>1.0</p> <p>Student Success and Equity</p>		<ul style="list-style-type: none"> ○ Develop and maintain positive relations with local school districts and communities. ○ Coordinate campus tours, collaborate with student services department to provide opportunities for student engagement and involvement. <p>2. Current status of position? X Requesting a new position</p> <p>3. Strategic Staffing Rationale Please address at least one of the following items when answering the questions below (provide specific details):</p> <ul style="list-style-type: none"> ○ Critical threshold of educational or support services- This position is crucial to facilitate and assist with the entry and transition of prospective Grossmont College students into the campus community by providing services, resources and support to enhance academic development and success. <p>4. Budget Impact – Identify the Following:</p> <ul style="list-style-type: none"> a. The position is not included in the current 2015-2016 budget but will be funded from restricted categorical funds (Student Equity) b. Key code and Object code: 1372391-2140 c. Fiscal Impact: <ul style="list-style-type: none"> ○ \$62,700 (S-I/B), plus benefits d. RAF impact (check one): <ul style="list-style-type: none"> <input type="checkbox"/> Include in RAF calculation <input type="checkbox"/> No impact – replacement (vacant one year or less) <input checked="" type="checkbox"/> No impact – funded by <u>Equity</u> Restricted Funds <input type="checkbox"/> No impact – funded by _____ <input type="checkbox"/> No impact – restructure within existing funds <input type="checkbox"/> No impact – reallocation of faculty FTE resulting in new position number
<p><input checked="" type="checkbox"/> GC</p> <p><input type="checkbox"/> CC</p> <p><input type="checkbox"/> DS</p>	<p>Admissions & Records Assistant Sr.</p> <p>CSEA</p> <p>Position # CL-00092</p> <p>FTE 1.0</p> <p>Admissions & Records</p>	<p>1. What will the position do?</p> <ul style="list-style-type: none"> ○ Provide a wide variety of specialized and complex clerical duties related with Admissions & Records. This position prepares and maintains educational records; provides technical information and assistance to students, counselors, faculty and Financial Aid regarding transfer work accepted, academic records as well as policies and procedures. Document imaging and microfilming of student records as required by Title V. Assist students with inquiries via phone/email regarding student status, grades and petitions. <p>2. Current status of position?</p> <ul style="list-style-type: none"> ○ Filling a vacancy <p>3. Strategic Staffing Rationale</p> <ul style="list-style-type: none"> ○ Maintain a critical threshold of educational or support services – This position is essential to preparing and maintaining all applicant and student files as well as assisting students with program changes, petitions, incoming transcripts, academic renewal and providing students with

		<p>pertinent information in a timely manner and according to established guidelines and procedures.</p> <ul style="list-style-type: none"> ○ This position will increase student access, progress, success, and retention per the State mandated Student Success Initiative as it assists with the initial access point; the application, and the progress and success point; transcripts. This position addresses both, strategic and institutional priorities by providing access to a diverse community college student population which is not only an institutional goal but also a component of the College's mission. <p>4. Budget Impact – Identify the Following:</p> <ul style="list-style-type: none"> a. The position is included in the current budget b. 1332001-2110 c. Fiscal Impact: <ul style="list-style-type: none"> 1. Salary amount \$34,944 (CL/27/B) 2. Includes benefits d. RAF impact (check one): <ul style="list-style-type: none"> <input type="checkbox"/> Include in RAF calculation <input checked="" type="checkbox"/> No impact – replacement (vacant one year or less) <input type="checkbox"/> No impact – funded by _____ Restricted Funds <input type="checkbox"/> No impact – funded by _____ <input type="checkbox"/> No impact – restructure within existing funds <input type="checkbox"/> No impact – reallocation of faculty FTE resulting in new position number
<input checked="" type="checkbox"/> GC <input type="checkbox"/> CC <input type="checkbox"/> DS	<p>Veterans Counselor/ Coordinator</p> <p>AFT</p> <p>Position # NEW</p> <p>FTE 1.0</p> <p>Counseling</p>	<p>1. What will the position do?</p> <ul style="list-style-type: none"> ○ The Veterans Counselor position will provide critical academic and transitional support to student veterans to develop comprehensive educational plans, educational counseling, provide intensive orientation services, assist students in developing goals, ensure compliance with the VA benefits; coordinate programming support for the social, educational, transitional needs of student veterans, partner with other departments such as DSPS and General Counseling, and monitor usage and activities within the Veterans Resource Center. <p>2. Current status of position?</p> <ul style="list-style-type: none"> ○ Requesting a new position <p>3. Strategic Staffing Rationale</p> <ul style="list-style-type: none"> a. Critical threshold of educational or support services – there over 1,100 student veterans served annually, and currently these students are served with minimal hours weekly via counselor overload. This position is critical in providing academic, educational, social and transitional services for student veterans. b. Position was highly ranked in the Faculty Staffing Process. <p>4. Budget Impact – Identify the Following:</p> <ul style="list-style-type: none"> a. The position is not included in the current budget b. 1333005-1220 c. Fiscal Impact: <ul style="list-style-type: none"> 1. \$62,873 2. Includes benefits

		<p>d. RAF impact (check one):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Include in RAF calculation <input type="checkbox"/> No impact – replacement (vacant one year or less) <input type="checkbox"/> No impact – funded by _____ Restricted Funds <input checked="" type="checkbox"/> No impact – funded by <u>P/T Faculty Conversion Funds</u> <input type="checkbox"/> No impact – restructure within existing funds <input type="checkbox"/> No impact – reallocation of faculty FTE resulting in new position number
<input checked="" type="checkbox"/> GC <input type="checkbox"/> CC <input type="checkbox"/> DS	<p>Student Services Specialist - Assessment</p> <p>CSEA</p> <p>Position # NEW</p> <p>FTE 1.0</p> <p>Counseling - Assessment</p>	<p>1. What will the position do?</p> <ul style="list-style-type: none"> o The position performs a variety of specialized duties to provide services to students in Counseling – Assessment; schedule and proctor Accuplacer assessment tests for math, English, and ESL, offer pre-assessment study tools, ensure coordination of Accuplacer with Cynosure for MIS reporting, organize and coordinate office activities to assure timely and efficient office operations; schedule appointments and meetings; maintain various records and files related to students, supplies and specialized functions of assigned area and compile information for reports as required; and perform a variety of clerical duties such as preparing materials, ordering office supplies and distributing mail. <p>2. Current status of position?</p> <ul style="list-style-type: none"> o Requesting a new position <p>3. Strategic Staffing Rationale</p> <ul style="list-style-type: none"> o Critical threshold of educational or support services – This position addresses a critical threshold of educational support services and is an integral component of the mandated core services of the Student Success Support Program (SSSP) which is the culmination and mandate of the Student Success Act of 2012 (AB1456). This position also supports the mandated component of accreditation standard IIB. <p>4. Budget Impact – Identify the Following:</p> <ul style="list-style-type: none"> a. The position is not included in the current budget b. 1333292-2110 c. Fiscal Impact: <ul style="list-style-type: none"> 1. Salary amount \$37,572 (CL/28/B) 2. Includes benefits d. RAF impact (check one): <ul style="list-style-type: none"> <input type="checkbox"/> Include in RAF calculation <input type="checkbox"/> No impact – replacement (vacant one year or less) <input checked="" type="checkbox"/> No impact – funded by <u>SSSP</u> Restricted Funds <input type="checkbox"/> No impact – funded by _____ <input type="checkbox"/> No impact – restructure within existing funds <input type="checkbox"/> No impact – reallocation of faculty FTE resulting in new position number
<input checked="" type="checkbox"/> GC <input type="checkbox"/> CC	<p>CSIS Instructor</p> <p>AFT</p>	<p>1. What will the position do?</p> <ul style="list-style-type: none"> o Full-time CSIS Faculty Replacement o All of the responsibilities of a Full-time member

<input type="checkbox"/> DS	IN-00086 FTE: 1.0 CSIS	<p>2. Current status of position?</p> <ul style="list-style-type: none"> ○ Filling a vacant position <p>3. Strategic Staffing Rationale Please address at least one of the following items when answering the questions below (provide specific details):</p> <p>Critical threshold of educational or support services Over the past few years the growth in the CSIS department has been in our computer programming courses, the main elements of the programming major. As the demand for these courses has increased we have added a number of new sections of these courses every semester to accommodate the need for transfer students and re-entry students. We are currently the only community college in region 10 which offers a sequence of 2 courses in Java, C++, C# and Visual Basic. All of these courses are articulated with the local 4 year universities. The majority of these courses are taught by our fulltime faculty as it is extremely difficult to find adjuncts who meet the minimum qualifications for these courses.</p> <p>The department is aware and appreciative of the excellent caliber of adjunct faculty teaching CSIS classes. Due to the current increase in hiring in the local IT industry job market, the CSIS department is finding the hiring of qualified adjuncts a significant challenge. Thus, when we have specific needs we are unable to attract and retain qualified adjunct instructors especially for the courses scheduled during the day. Also, many of the subject qualified applicants do not meet the current departmental minimum qualifications.</p> <p>4. Budget Impact – Identify the Following:</p> <ul style="list-style-type: none"> a. Specify whether the position is included or not included in the current budget: Included in the 15/16 budget due to state allocation of additional faculty funding. b. Key code and Object Code – 1370401–1110 c. Fiscal Impact: <ul style="list-style-type: none"> 1. Salary amount: \$64,277 (Class IV, Step 6) 2. Includes benefits d. RAF impact (check one): <ul style="list-style-type: none"> <input type="checkbox"/> Include in RAF calculation <input checked="" type="checkbox"/> No impact – replacement (vacant one year or less) <input type="checkbox"/> No impact – funded by _____ Restricted Funds <input type="checkbox"/> No impact – funded by _____ <input type="checkbox"/> No impact – restructure within existing funds <input type="checkbox"/> No impact – reallocation of faculty FTE resulting in new position number
<input checked="" type="checkbox"/> GC <input type="checkbox"/> CC <input type="checkbox"/> DS	Sociology Instructor AFT IN-00040	<p>1. What will the position do?</p> <ul style="list-style-type: none"> ○ Instructor of Sociology ○ Fulfill all duties of the instructor job description according the Faculty labor contract. <p>2. Current status of position?</p>

<p>1.0</p> <p>Behavioral Sciences</p>	<ul style="list-style-type: none"> ○ Filling a vacancy due to retirement <p>3. Strategic Staffing Rationale Please address at least one of the following items when answering the questions below (provide specific details):</p> <p style="padding-left: 40px;">a. Critical threshold of educational or support services</p> <p>During the period 2013-2014, enrollment, WSCH, and FTEF for sociology increased although during the period 2014-2015, enrollment, WSCH, and FTEF for sociology decreased. The current ratio of Full-time/Part-time of FTE in sociology is 26/74.</p> <p>It is extremely difficult to find highly qualified sociology faculty to teach part-time. Most applicants for a part-time position do not hold a degree in sociology. Individuals with a graduate degree in sociology do have a very wide range of highly paid occupational opportunities, particularly in applied research for business, not-for-profit organizations and government. It has been particularly difficult to find qualified instructors with expertise in the areas of quantitative analysis, research methods, race relations, gender and sexuality. The department expects to lose several of the best adjuncts as a result of other colleges hiring full-time sociology faculty. In fact, last year one of our adjunct instructors has been hired as a fulltime instructor at Cuyamaca.</p> <p>The previous program review and the 6-year unit plan recommended adding one full-time faculty to the department. A full-time sociology faculty retired in 2010 and the position remains vacant.</p> <p>The 2012 Program Review recommended to “evaluate the full-time / part-time faculty ratios in each discipline in order to determine the proper number of full-time faculty that should be hired when the budget improves.”</p> <p>The demand for sociology courses continues to increase. Some sociology courses are required in several high demand programs. Courses such as SOC 120 and SOC 130, usually have wait-lists with 25 students. Some of our SOC120 and 130 have 60 to 70 students enrolled even though our class max is 50. With the development of the Transfer AA degree in Sociology the demand will increase even more. In June 2015 Grossmont College awarded 27 AA-T in Sociology degrees.</p> <p>4. Budget Impact – Identify the Following:</p>
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		<p>a. Specify whether the position is included or not included in the current budget: Included in 15/16 budget due to state allocation of additional faculty funding</p> <p>b. Key code and Object code: 1386001- 1110</p> <p>c. Fiscal Impact:</p> <ol style="list-style-type: none"> 1. Salary amount: \$64,277 (Class IV, Step 6) 2. Includes benefits, or not: Includes benefits <p>d. RAF impact (check one):</p> <p><input type="checkbox"/> Include in RAF calculation</p> <p><input checked="" type="checkbox"/> No impact – replacement (vacant one year or less)</p> <p><input type="checkbox"/> No impact – funded by _____ Restricted Funds</p> <p><input type="checkbox"/> No impact – funded by _____</p> <p><input type="checkbox"/> No impact – restructure within existing funds</p> <p><input type="checkbox"/> No impact – reallocation of faculty FTE resulting in new position number</p>
<input checked="" type="checkbox"/> GC <input type="checkbox"/> CC <input type="checkbox"/> DS	<p>English as a Second Language (ESL) Instructor</p> <p>AFT</p> <p>TBD</p> <p>1.0</p> <p>ESL</p>	<p>1. What will the position do?</p> <ul style="list-style-type: none"> ○ Teach ESL composition, reading and vocabulary development, and listening and speaking courses. ○ Collaborate with ESL full- and part-time faculty to design and modify curriculum appropriate to the needs of the diverse ESL student population. ○ Represent the ESL department on various college committees, task forces, and steering committees. <p>2. Current status of position?</p> <ul style="list-style-type: none"> ○ Requesting a new position <p>3. Strategic Staffing Rationale</p> <p>Please address at least one of the following items when answering the questions below (provide specific details):</p> <p><u>Critical threshold of educational or support services</u></p> <p>The expectations of the ESL department, as clearly outlined by program review, include developing curriculum, maintaining academic standards, working with the community, providing professional development, and improving access, retention, and success, and we fulfill the requirements to the best of our ability. This new full-time position will significantly enhance the department’s ability to accomplish these goals and efficiently fulfill the multitude of requirements made by the college.</p> <p>The hiring of an additional full-time ESL faculty member also supports the college’s student equity plan. The GC ESL faculty is called upon not only to maintain a high quality program at the college but also to work with faculty and administrators in English Learner programs at local high schools and adult schools. To accomplish this, ESL full-time faculty are needed to serve on the East County Education Alliance (ECEA) and the San Diego East Region Adult Education Consortium</p>

(SDERAEC). As stated in the Student Equity Plan, the ECEA ESL/EL Council is charged with improving the alignment of high school and college courses and transitions to the college. Goals to achieve include 1) developing a dual enrollment program to provide the opportunity for EL students in the GUHSD to enroll in ESL courses at Grossmont College that satisfy both high school graduation and college requirements while earning college credit, 2) increasing GC ESL outreach activities and improving messaging to high schools students and their parents by, and 3) collecting and analyzing data on transferring high school students to determine if an articulation agreement is possible. Also stated in the Student Equity Plan is the charge of the SDERAEC to align adult education courses to college credit-bearing programs and create a seamless transition from the adult schools to the college so that students have a clear path to continue their education and training.

San Diego County is one of the country's largest resettlement sites for refugees from around the world, and the ESL department continues to perform its vital role in providing the educational opportunities needed for them to rebuild their lives in the U.S. The GC ESL department is the educational gateway for many refugees who resettle in El Cajon, which now has the highest number of incoming Iraqi refugees in the world. GC ESL has increased course offerings to serve this population. In response to Syria's humanitarian crisis, the United States is preparing to take in 10,000 refugees over the next year, and the United Nations is calling upon the U.S. to take in 65,000 over the next two years. Humanitarian organizations in San Diego are now working to bring many of them here. GC ESL will continue to add sections when possible to meet community demand, but we need full-time faculty to support this growth and bring innovation to the department. It is the full-timers who coordinate every aspect of our program, including placement, orientation, Project Success links, professional development, faculty observations and evaluations, collaboration with local school districts, special projects, community service learning, and tutor hiring and training for Tutoring Center tutors and embedded tutors.

4. Budget Impact – Identify the Following:

- a. Specify whether the position is included or not included in the current budget: Included in 15/16 budget due to state allocation of additional faculty funding
- b. Key code and Object code: 1375801-1110
- c. Fiscal Impact:
 - 1. Salary amount \$64,277, Class IV, Step 6
 - 2. Includes benefits, or not: Benefits Included
- d. RAF impact (check one):
 - Include in RAF calculation
 - No impact – replacement (vacant one year or less)
 - No impact – funded by _____ Restricted Funds
 - No impact – funded by P/T Faculty Conversion Funds
 - No impact – restructure within existing funds
 - No impact – reallocation of faculty FTE resulting in new position number

<input type="checkbox"/> GC <input checked="" type="checkbox"/> CC <input type="checkbox"/> DS	<p>Senior Dean</p> <p>Institutional Effectiveness, Success & Equity</p> <p>Unit/Classification M-11</p> <p>Position # XXXXXX</p> <p>FTE: 1.0</p> <p>Department: President's Office</p>	<p>1. What will the position do?</p> <ul style="list-style-type: none"> ○ Provide research to support the college's commitment to equity, diversity, and inclusion, and student success by closing the achievement gap ○ Compile and prepare state and/or federally mandated reports including ad hoc reports and a variety of surveys and summaries; prepare statistical reports, historical/projected information, and other materials ○ Coordinate faculty inquiry groups and retention activities for identified groups of students in order to mitigate disproportionate impact ○ Develop and administer budgets for areas of responsibility <p>2. Current status of position? Requesting a new position</p> <p>3. Strategic Staffing Rationale Please address at least one of the following items when answering the questions below (provide specific details):</p> <ol style="list-style-type: none"> a. Legal mandates - This position will provide support for the coordination, development and implementation of the Student Success and Support Program and Student Equity Plans required by the state of California. This includes coordinating the evaluation of activities outlined in the SSSP and SE Plans; monitoring budget and compliance for the programs b. Critical threshold of educational or support services - Providing support and data for Institutional Effectiveness, Student Success and Equity. <p>4. Budget Impact – Identify the Following:</p> <ol style="list-style-type: none"> a. Specify whether the position is included or not included in the current budget: Included in the 2015-2016 SSSP and Student Equity Plans and Budget b. Key codes (1433096/1472391) and Object code (1240) c. Fiscal Impact: <ol style="list-style-type: none"> 1. Salary amount: \$55,796 (\$23,432 benefits) 2. Salary amount: \$55,796 (\$23,432 benefits) Total Salary: \$111,592 (\$46,864) d. RAF impact (check one): Included in the 2015-2016 SSSP and Student Equity Plans and Budget e. RAF impact (check one): <ul style="list-style-type: none"> <input type="checkbox"/> Include in RAF calculation <input type="checkbox"/> No impact – replacement (vacant one year or less) <input checked="" type="checkbox"/> No impact – funded by _____ <u>SSSP/Student Equity</u> _____ Restricted Funds <input type="checkbox"/> No impact – funded by _____
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		<input type="checkbox"/> No impact – restructure within existing funds <input type="checkbox"/> No impact – reallocation of faculty FTE resulting in new position number
<input type="checkbox"/> GC <input checked="" type="checkbox"/> CC <input type="checkbox"/> DS	<p>Coordinator, Student Success</p> <p>Unit/Classification S-I</p> <p>Position # SU-00052</p> <p>FTE: 1.0</p> <p>Department: Counseling</p>	<p>1. What will the position do?</p> <ul style="list-style-type: none"> ○ Develop and support positive outreach relations with local high schools and communities ○ Coordinate on-campus tours and visits with local high schools as part of the matriculation process ○ Coordination of the core matriculation activities of SSSP for all first-time students from the local high schools and community ○ Coordinate the student success/outreach activities ○ Collaborate with various Student Services departments to promote student success; and coordinate student ambassador program <p>2. Current status of position?</p> <ul style="list-style-type: none"> ○ Filling a vacancy (vacant August 1, 2015) <p>3. Strategic Staffing Rationale Please address at least one of the following items when answering the questions below (provide specific details):</p> <ol style="list-style-type: none"> a. Legal mandates This position addresses a critical threshold of student success by overseeing outreach and matriculation related to the Student Success and Support Program (SSSP) mandates from the state. This includes coordination and implementation of the core matriculation services outlined in the SSSP plan and provided at the high school sites. b. Critical threshold of educational or support services High School and Community Outreach <p>4. Budget Impact – Identify the Following:</p> <ol style="list-style-type: none"> a. Specify whether the position is included or not included in the current budget: Included in the 2015-2016 SSSP Plan and Budget b. Key code (1433096) and Object code (2120) c. Fiscal Impact: <ol style="list-style-type: none"> 1. Salary amount: \$64,255 (\$26,987 benefits); \$91,242 d. RAF impact (check one): <ul style="list-style-type: none"> <input type="checkbox"/> Include in RAF calculation <input type="checkbox"/> No impact – replacement (vacant one year or less) <input checked="" type="checkbox"/> No impact – funded by <u>SSSP</u> Restricted Funds <input type="checkbox"/> No impact – funded by _____ <input type="checkbox"/> No impact – restructure within existing funds <p><input type="checkbox"/> No impact – reallocation of faculty FTE resulting in new position number</p>
<input type="checkbox"/> GC <input checked="" type="checkbox"/> CC <input type="checkbox"/> DS	<p>Music Instructor (Ensemble Director)</p> <p>Unit/Classification:</p>	<p>1. What will the position do?</p> <ul style="list-style-type: none"> ○ Teach music classes, including the choir/orchestra/band ○ Recruit new students in the Performing Arts Department's AA programs in music ○ Participate in shared governance activities <p>2. Current status of position? Filling a vacancy</p>

	<p>Full-Time Instructional Faculty, Tenure-Track</p> <p>Position # IN-00232</p> <p>FTE: 1.0</p> <p>Department: Performing Arts</p>	<p>When Pat Setzer was appointed as a Dean (January 2013) he vacated his position as a full-time music instructor. Since this time, the Performing Arts Department has been left with only one full-time faculty member, with Mr. Setzer's former faculty position remaining vacant.</p> <p>3. Strategic Staffing Rationale Please address at least one of the following items when answering the questions below (provide specific details):</p> <p>a. Essential Supervision b. Critical threshold of educational or support services</p> <p>Due to the departure of this full-time faculty member in 2013, the Performing Arts Department has seen a steady decline in enrollment, student's retention, and success rates. Essentially, when the department's full-time faculty count was cut in half (from 2 to 1), it became nearly impossible for the department to continue the previous established high level and effective recruitment efforts.</p> <p>Unlike other programs, the performing arts programs depend heavily upon the constant inflow of new students. Thus, without filling this vacancy, it is likely that the department will continue the trend of declining enrollment and compromise the district's vision for maintaining a comprehensive college.</p> <p>4. Budget Impact – Identify the Following:</p> <p>a. Funds are included in the current 2015/2016 Working Budget b. Key code and Object code – 1427503-1197 c. Fiscal Impact: Salary amount \$64,277 plus benefits d. RAF impact (check one):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Include in RAF calculation <input checked="" type="checkbox"/> No impact – replacement (vacant one year or less) <input type="checkbox"/> No impact – funded by _____ Restricted Funds <input type="checkbox"/> No impact – funded by _____ <input type="checkbox"/> No impact – restructure within existing funds <input type="checkbox"/> No impact – reallocation of faculty FTE resulting in new position number
<p><input type="checkbox"/> GC <input type="checkbox"/> CC <input checked="" type="checkbox"/> DS</p>	<p>Network Specialist Help Desk</p> <p>Unit/Classification: CSEA (36)</p> <p>Position #CL-00431</p> <p>1FTE</p> <p>Information Systems Department</p>	<p>1. What will the position do?</p> <ul style="list-style-type: none"> ○ Provide instruction and assistance to faculty and staff to help maintain support coverage from early morning to evening hours. Position necessary to provide coverage beyond a single 8 hour shift. ○ Assist in the daily operation of Information Systems data center, including monitoring critical enterprise systems, running various jobs for administrative systems, and maintaining data backups of systems. ○ Creates and maintains network, email, and administrative system login accounts for new hires. <p>2. Current status of position? Fill a vacancy due to resignation.</p>

3. Strategic Staffing Rationale

Please address at least one of the following items when answering the questions below (provide specific details):

- Critical threshold of educational or support services:
This position is essential to the operations of the Information Systems department, and provides a wide variety of highly specialized, technical support in the installation and maintenance of computer/communications networks and devices for the colleges and District. Needed to ensure coverage and monitoring of critical enterprise systems from early morning until evening hours.

4. Budget Impact – Identify the Following:

- a. Specify whether the position is included or not included in the current budget
- b. Key code and Object code 1113501-2110
- c. Fiscal Impact:
 - 1. Salary amount \$45,012 plus benefits
- d. RAF impact (check one):
 - Include in RAF calculation
 - No impact – replacement (vacant one year or less)
 - No impact – funded by _____ Restricted Funds
 - No impact – funded by _____
 - No impact – restructure within existing funds
 - No impact – reallocation of faculty FTE resulting in new position number