JUSTIFICATION: NEW FULL-TIME FACULTY POSITION
Academic Year 2014-2015
Full-Time Faculty Hiring Prioritization Committee
A Standing Committee of the Academic Senate

Title of the Full-Time Faculty Position Requested: Psychology Instructor

ACADEMIC UNIT - Check One
☐ Advanced Technology & Applied Science
☐ Business Science and Economic Workforce Development
☐ Counseling Services
☐ Emeritus Institute
☐ Fine Arts and Media Technology

☐ Health Sciences & Human Services
☐ Kinesiology & Athletics
☐ Liberal Arts
☐ Mathematics, Science & Engineering
☐ Online Education and Learning Resources
☒ Social & Behavioral Sciences
☐ Transfer, Career, and Special Programs

<table>
<thead>
<tr>
<th>Classroom ☒</th>
<th>OR</th>
<th>Library/Counseling/Coaching Instruction ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Division: Social and Behavioral Sciences</td>
<td>Name of Department: Psychology</td>
<td></td>
</tr>
<tr>
<td>Division Dean Signature</td>
<td>Department/Program Chair Signature</td>
<td></td>
</tr>
<tr>
<td>Print Name of Dean: Cadence Wynter</td>
<td>Print of Name Chair/Program: Caroline Gee</td>
<td></td>
</tr>
<tr>
<td>Date: 8/12/13 Phone: 582-4733</td>
<td>Date: 8/12/13 Phone: 582-4595</td>
<td></td>
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</tbody>
</table>

This Justification for Hiring form is composed of three parts.

Part A: OBJECTIVE DATA

Requires objective data-driven information and is divided into ten areas:

College Mission, Vision and Values
Strategic Plan Alignment
Institutional Need
Supplemental Funding
Current Program/Discipline Data

Projected Program/Discipline Data
Program/Discipline Limitations
Census and Student Contact Data
Capacity Enrollment
Program Review Alignment

Part B: NARRATIVE

A narrative argument for the position is required. More detail on the structure of the Narrative is given in Part B below.

Part C: ATTACHMENTS: JOB DESCRIPTION AND ANNOUNCEMENT, INFORM REPORTS
PART A: OBJECTIVE DATA

1. COLLEGE MISSION, VISION AND VALUES

The College Mission is:

Saddleback College enriches its students and the south Orange County community by providing a comprehensive array of high-quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning.

The College Vision is:

Saddleback College will be the first choice of students who seek a dynamic, innovative, and student-centered postsecondary education.

The College Values are:

1. **Commitment**
   We commit to fulfilling our mission to serve the south Orange County community.

2. **Excellence**
   We dedicate ourselves to excellence in academics, student support, and community service.

3. **Collegiality**
   We foster a climate of integrity, honesty, and respect.

4. **Success**
   We place our highest priority on student learning and delivering comprehensive support for student success.

5. **Partnership**
   We strive to develop strong and lasting partnerships among students, faculty, staff, and the community.

6. **Innovation**
   We anticipate and welcome change by encouraging innovation and creativity.

7. **Academic Freedom**
   We endorse academic freedom and the open exchange of ideas.

8. **Sustainability**
   We promote environmental sustainability and use our resources responsibly to reduce our ecological impact.

9. **Inclusiveness**
   We cultivate equity and diversity by embracing all culture, ideas, and perspectives.

10. **Global Awareness**
    We recognize the importance of global awareness and prepare our students to live and work in an increasingly interconnected world.

Approved by Consultation Council 7/21/09

List the item number(s) of the relevant College Values the program/discipline fulfills.

1, 2, 3, 4, 5, 6, 7, 9, 10
2. STRATEGIC PLAN ALIGNMENT

As approved February 9, 2010, the elements of the strategic plan are as follows:

I. Improve Student Preparedness
Saddleback College will ensure that student gain the foundational skills necessary to complete college level work and achieve career goals.

I.1 80% of all students who seek certificates, associate degrees, and declare transfer as a goal will be assessed, placed and complete a professional educational plan.

I.2 by 5% the number of individuals with an identified career goal who receive career assessments and hob acquisition skill development services.

I.3 Improve the progression rate of students in Math, English and the ESL program sequence from levels 300 to 200 and from 200 to transfer courses by 5% in each level.

II. Excel in College Transfer
Saddleback College will increase student transfers to four-year colleges and universities.

II.1 Improve by 5% student transfers to four-year institutions.

II.2 Improve by 15% the number of students classified as transfer ready.

II.3 Increase by 20% the number of students in the Honors Program.

III. Enhance Resources
Saddleback College will improve its ability to expand and develop alternative sources of revenue to support college priorities.

III.1 Increase external foundation contributions to $1 million annually.

III.2 Realize a minimum of $1 million in savings per year through the implementation of college efficiencies.

III.3 Meet funding requirements to fulfill the "20-year Facilities and Scheduled Maintenance Plan".

IV. Foster Innovation

IV.1 Double the training services offered to faculty in the areas of teaching innovation and best teaching practices.

IV.2 Improve by 20% the efficiency of college-wide communications in marketing strategies through a centralized system.

List the item number(s) of the relevant Strategic Direction(s) or Strategic Goal(s).

II.1, II.2, II.3, IV.1
3. **INSTITUTIONAL NEED**

Check all appropriate statements explaining the college-wide role of the program or discipline:

- **Basic Language Skills:** The program/discipline provides basic language skills necessary for success in all courses.

- **Student Support Services:** The program provides essential student support services such as library, counseling and disabled student services affecting all areas of instruction or the program.

- **Relevance to General Education Requirements:** The program/discipline provides courses that are required of students as part of the General Education requirement.

- **Relevance to Other Certificates or Majors:** Applicable to an AA degree or transfer requirements. The program/discipline offers a certificate or a major.

If applicable, please check ONE of the following: I don't know the answer to this??

- The program/discipline provides courses which are prerequisites to **two or three** certificates and/or majors. List the certificates and/or majors:

  

- The program/discipline provides courses which are prerequisites for **four or five** certificates and/or majors. List the certificates and/or majors:

  

- The program/discipline provides courses which are prerequisites for **six or more** certificates and/or majors. List the certificates and/or majors:

  

- The program/discipline provides services for student retention and success in all areas.

4. **SUPPLEMENTAL FUNDING FOR POSITION**

Full time faculty positions are paid from the college's allocation of the general fund.

Is any part of this position to be permanently funded by an outside source? No ☒ Yes ☐

If yes, what percentage: _____

What source(s): _____

Add further information to the Narrative.
5. **CURRENT PROGRAM/DISCIPLINE DATA**

*For classroom faculty position:*
Using CTR WFCH and TOT WFCH data for the previous three academic years, the committee will calculate the percentage of full-time load (%FTLD) for the *program/discipline*.

*For faculty assigned to library/counseling/coaching instruction:*
What percentage of direct student contact and services is provided by full-time faculty for load in the program for which the position is requested?

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Spring 2013</th>
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<tbody>
<tr>
<td>Fall 2011</td>
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<td>Spring 2012</td>
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<tr>
<td>Fall 2010</td>
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<td>Spring 2011</td>
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6. **PROJECTED PROGRAM/DISCIPLINE DATA**

*For classroom faculty position:*
Using adjusted CTR WFCH and TOT WFCH data for the previous three academic years, the committee will calculate the percentage of full-time load (%FTLD) for the *program/discipline*.

*For faculty assigned to library/counseling/coaching instruction:*
If this position is filled, what will be the NEW percentage of direct student contact and/or services provided by full-time load in the program?

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<thead>
<tr>
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<th>Fall 2012</th>
<th>Spring 2013</th>
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<tr>
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<td>Spring 2011</td>
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7. **PROGRAM/DISCIPLINE LIMITATIONS**

**A. Mandates**
Is the program/discipline *mandated* to limit class or lab size due to state requirements, college/board approved caps, or accreditation regulations? **No**

If yes, by whom? _____

Is there a *mandated* faculty to student ratio for the program/discipline? **No**

If yes, by whom? _____

What is that ratio? _____

**B. Recommendations**
Is there a *recommended* faculty to student ratio for the program/discipline? **No**

If yes, by whom? _____

What is that ratio? _____

*For faculty assigned to library/counseling/coaching instruction:*
What is the program's faculty/student ratio for the previous three academic years?

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<td>Fall</td>
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<td>Spring</td>
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For **Counseling**: Does FTEC1/2H - SHCx2 indicate a deficit during the previous three academic years? _____ If yes, specify details:

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<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
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For **Special Services**: Does FTEFH - SHCx4 or FTEFAH - NSHCx4 indicate a deficit during the previous three academic years? _____ If yes, specify details:

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<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
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8. **CENSUS AND STUDENT CONTACT**

*For classroom faculty position:* Using C1 ENRL data for the previous three academic years, the committee will calculate the census enrollment for the **program/discipline** in which the position is requested.

*For faculty assigned to library/counseling/coaching instruction:* What is the number of service contacts in the previous three academic years?

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<tr>
<td>Fall</td>
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<td>Fall</td>
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<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
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</tbody>
</table>

Describe the types of contact: _____

9. **CAPACITY ENROLLMENT**

*For classroom faculty position:* Using C1 ENRL and CRS CAP data for the previous three academic years, the committee will calculate the capacity utilization for the **program/discipline**.

10. **PROGRAM REVIEW ALIGNMENT**

Please indicate the portions of your most recent Program Review that address the need for this position.

Section 1, E: Challenges; Section 2, A: Faculty & Staff; Section 3, C, 1: Weaknesses in Student Success; Section 3, A: Needs Assessment
PART B: NARRATIVE

Please explain in 1-2 typed single-spaced page(s) why the requested position should be given high priority. Please DO NOT repeat – although you may explain or elaborate on – information provided in Part A: OBJECTIVE DATA.

Please make sure all Narratives are comprehensive!

You may address any of the following, including but are not limited to:

- Information relevant to the replacement position: What programs have not been offered due to the vacancy; has there been irreparable harm (loss of student enrollment, impact on other disciplines/programs) due to the vacancy, etc.?

- What is the minimum percentage of full-time load for this program?

- Is a percentage of full-time load for this program in jeopardy?

- Does this position require a high degree of specialization that the existing faculty cannot adequately provide to maintain the integrity and continuity of the program?

- What is the projected growth of the program during the next five years?

- Is the program in jeopardy without a full-time faculty position and is there evidence of student demand?

- Does the program currently lack full-time faculty responsible for curriculum coordination and development?

- Is safety jeopardized without a full-time faculty?

- Can it be shown that there is inadequate supervision of associate faculty, lab technicians, instructional aides, and/or support staff?

- Is this a new program or proposed program without a full-time faculty position where there is reasonable estimation of high student demand?

- Did the previous accreditation report indicate serious failings?

- Further discussion of outside/supplemental funding for the position.
Justification for Full-Time Hiring 2014-2015
Social and Behavioral Sciences Division
Psychology Instructor

The program as a whole is challenged by the low full-time to part-time faculty ratio that is currently below the 75% that is mandated by education code (AB 1725). The Department course offerings have grown by 30% since the last program review in 2007 with 2,944 students enrolled in the program in Spring 2013 alone. We are currently offering 64 sections of courses (Fall 2013), and only 20% of these are taught by full-time Psychology faculty as a part of load.

Current full-time faculty are teaching overloads in the department, which helps to increase the percentage of sections taught by full-time faculty (30% for Fall 2013 when full-time faculty overload is included). As faculty members' ability to teach overload may change from semester to semester (as is the case this year, in which two faculty members are on sabbatical during the 2013-2014 academic year, and additional faculty will become eligible for sabbatical in the coming years), it is important to focus on the number of sections included only as part of their load.

The Psychology Department currently has 4 full-time faculty members. A fifth faculty member's teaching duties are split between Women's and Gender Studies and the Psychology Departments. She usually teaches half her load in the Women's and Gender Studies Department and primarily participates in that department. In addition, faculty in the Psychology Department have been active in administrative service across the campus. In Fall 2012, two faculty members had reassigned time for part of their load to lead curriculum and distance education activities on campus. In Fall 2013, one faculty member has full reassigned time to spend time on curriculum, and another faculty member is on sabbatical. This has greatly limited faculty's participation in departmental issues, and decreased the number of classes taught by full time faculty. Throughout these changes over the past few years, the percentage of classes taught by full-time faculty as part of their load has consistently been below 30%.

To make up for the low numbers of full-time faculty, the Psychology Department relies upon a large number of part-time faculty to teach the remaining sections (24 in Fall 2013). With the difficulty in finding part-time faculty to teach our courses (especially the specialty or research-intensive courses such as Research Methods), we have regularly needed tc file MOU requests to have part-time faculty teach more than the 10 unit limit. Although we have some very talented and hard-working part-time faculty members, it is challenging to appropriately meet the needs of students with personalized attention via office hours, career and transfer mentoring, and quality learning.

One reason for the low ratio of full-time to part-time faculty is that the department's most recent retiree used to teach all very large lecture classes. Because the department was unable to maintain the large lecture classes after his retirement, we had to create additional sections of courses beyond the load of a single full-time faculty member. Although we were able to hire a replacement for the position, the percentage of classes taught by full-time faculty has decreased due to the additional sections that we needed to create.

Because of the limited number of full-time faculty in the department, the department has difficulty meeting the needs of all students in our classes. Our program served 2,944 students in the Spring 2013 alone, with 47% of these students enrolled in Introductory Psychology courses that fulfill the general education requirement. In the past few years, Student Learning
Outcomes have been below the department's goal, and we believe that additional full-time faculty to teach this cornerstone course would provide additional accountability and rigor that is lacking with the high percentage of part-time faculty teaching this course.

In addition, because the department has so many majors and so relatively few full-time Psychology instructors, we have difficulty adequately staffing one of our capstone courses: Research Methods in Psychology. This lecture and lab course is so labor-intensive that each full-time instructor who teaches it can typically only handle one section per semester. It is hard to find qualified part-time instructors to teach this course due to the amount of expertise and work involved. The demand for the Research Methods course is projected to increase as more and more students aim to transfer to four year institutions since this course is a transfer requirement for psychology majors entering the CSU and UC systems and the new AA-T in Psychology degree.

In order to meet the needs of our students, the Psychology Department requests the hiring of one tenure-track faculty member to teach core psychology courses.
Job Description and Announcement

Position – Full-Time Psychology Instructor Position, Saddleback College, beginning August 2014

Minimum Qualifications
The successful candidate must meet one of the following criteria:

1. Master’s degree or higher in psychology from an accredited college or university; OR,
2. Bachelor’s degree in the above AND a Master’s degree or higher in counseling, sociology, statistics, neuroscience, or social work from an accredited college or university; OR,
3. A combination of education and experience that is at least the equivalent of items 1 or 2 above. (Candidates making application on the basis of equivalency must submit the Supplemental Application for Equivalency Determination form in addition to all other required materials).
4. Valid California Community College Instructor Credential, appropriate to the subject, per Education Code 87355 (issued prior to July 1, 1990).

Experience Required
1. Two (2) years full-time (or equivalent part-time) recent and successful experience teaching lower-division courses in Psychology at the post-secondary level.
3. Evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

Desirable Qualifications
Preference will be given to those candidates demonstrating a high level of professional expertise on the basis of:

1. Ability to teach psychology from an experimental approach.
2. Ability to teach statistical analysis.
3. Recent teaching experience at a community college.
4. Previous experience in developing lower-division curriculum on the college/university level.
5. Knowledge of and an ability to integrate instructional technology in the classroom and to be able to use such technology to offer curriculum and student learning through diverse delivery modes, as appropriate.

Summary of Duties and Responsibilities
Instruct classes in psychology with the primary assignment in Introduction to Psychology, Research Methods in Psychology, Developmental Psychology, Physiological Psychology, and Social Psychology. Assignment may include day and evening courses. Participate in general faculty functions related to the educational program, in-service programs, and other contractual duties as assigned.
Saddleback College
Program Review for
Department of Psychology

Submitted on March 5, 2013
Revisions Submitted on May 30, 2013
Section III: Needs Assessment

A. Human Resource Needs

The current percentage of classes taught by full-time faculty members as a part of their load is 20% in the Psychology program. This is due to consistent annual growth in the number of sections we teach, sharing two of our full-time faculty with other Departments, the college’s reliance on one two of our full-time faculty for administrative duties (i.e., both have reassigned time), and the fact that our most recent hire replaced a retiree who used to teach all very large lecture courses (i.e., his retirement led to the creation of additional sections of courses beyond the load of a single full-time faculty member). Our Department will need to hire at least two-full-time faculty members to meet the 50% ratio of full-time to part-time faculty ratio required by the state of California.

Many of our courses are taught in the evenings (at least 11 sections per semester). It would promote public safety and better serve both faculty and students if we could have a receptionist in the Division office past 7pm (at which time many classes are just starting).

B. Instructional/Service Needs

Given that roughly 30% of our instruction takes place online, we would like to request that the type and quality of instructional support given to online instructors be continually evaluated. The psychology program benefits from technical support and college-wide trainings related to distance education.

C. Research Needs

Our research needs have been met by the college. We do not foresee new research needs.

D. Technical, Equipment and Other Resource Needs

Our newest full-time faculty member does not have Camtasia set up on her computer.

It would benefit faculty and students if faculty had the option of having Adobe Contribute installed on computers if requested. This would mean that faculty could immediately update faculty Web sites from their offices and work on Web sites related to student activities, clubs, etc.

The program will need funds to replenish and replace lab equipment. These funds have typically come from our Division and we hope to continually receive this source of funding.
E. Facilities Needs

We need more space to teach large lecture classes as well as traditional lecture courses. We especially need space for our laboratory and statistics classes, which are core transfer courses and both require the use of computers during class time.

F. Marketing and Outreach Needs

We will continue to need support to create and distribute brochures for our program at Senior Day and other student recruitment/informational events. We also will continue to need support of campus advertising and funds to create posters to promote our beneficial programs in Psychology including the Psychology Speaker Series.
Psychology Program Organizational Chart

Current Chair:
Amira Wegenek, PhD

Full-Time Faculty
Kathryn Damm, PhD

Full-time Faculty
Caroline Gee, PhD

Full-time Faculty
Kris Leppien-Christensen, PhD

Full-Time Faculty
50% Psychology
Anne Cox

Part-time Faculty
Cristy Ake, Karen Calvert
Laura Duvall, Bob Ferguson
Tiffany Gauss,
Sibylle Georgianna
Tracy Guild, Amanda Harris
Zelida Keo-Trang, Susan Leavy
Teresa Madamba, Bot
Matthews, Kimberly Morsesy
Kelly Neff, James Neuse
Randy Nino, Kseniya Orlowska
Carol Schachat
Michelle Worley
## Five-Year Program Staffing Profile

<table>
<thead>
<tr>
<th>Position</th>
<th>Staffing Levels for Each of the Previous Five Years</th>
<th>% Change from Year 1 to Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
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<tr>
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<tr>
<td>Classified Staff FT</td>
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<tr>
<td>Classified Staff PT</td>
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<tr>
<td>Non-bargaining</td>
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<td></td>
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<tr>
<td>Classified Staff FT</td>
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<tr>
<td>Non-bargaining</td>
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<tr>
<td>Classified Staff PT</td>
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<tr>
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