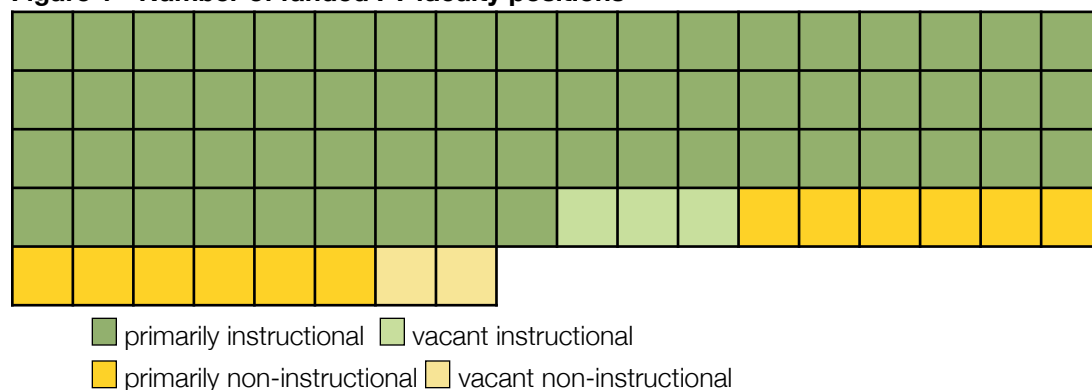


INVESTMENT IN FULL-TIME FACULTY

How many full-time faculty are there at Cañada?

As of the start of Spring 2015 semester, the college has 80 funded full-time faculty positions (Figure 1). Of these, 4 positions are non-tenure track (categorical- or Measure G-funded) and 5 positions are vacant. Four of the vacancies have active search processes in place; one vacant position (Interior Design) is on-hold. Fourteen of the positions are primarily non-instructional - library, instructional design, MESA, counseling - 66 positions are for faculty with primary assignments in instruction.

Figure 1 - Number of funded FT faculty positions



Over the past two years, the college has added 10 new full-time faculty positions and multiple replacement hires (Table 1). This is a 14% increase in the number of FT faculty.

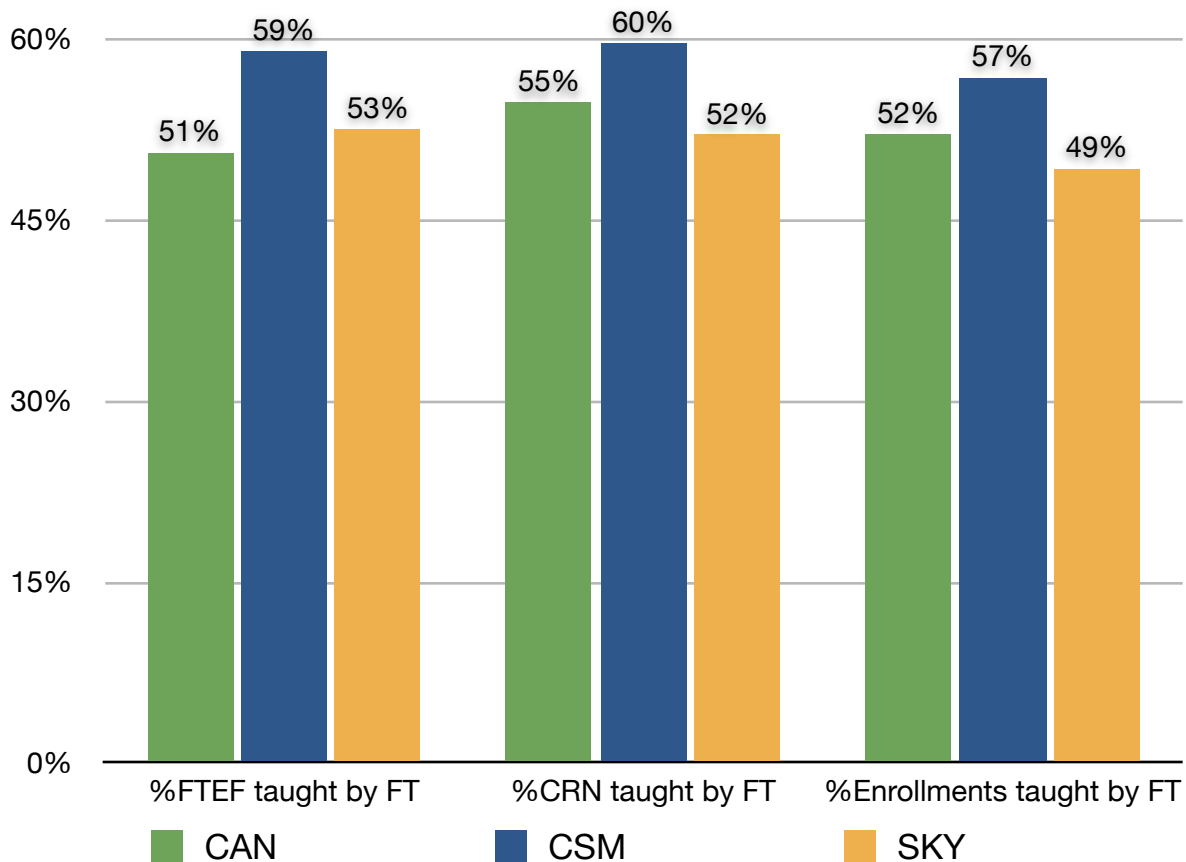
Table 1 - New FT faculty positions approved in the past two years

Discipline	Term Approved
Astronomy-Physics	Spring 2013
Math	Spring 2013
Multimedia	Spring 2013
Pyschology	Spring 2013
English	Fall 2013
Kinesiology	Fall 2013
ECE-CD	Spring 2014
Engineering-CIS	Fall 2014
LD Specialist	Fall 2014
Transfer-Honors Counselor	Fall 2014

How many of our classes are taught by full-time faculty?

In spring 2015, 55% of the course sections and 52% of all enrollments are being taught by full-time faculty. Just over 50% of the Full Time Equivalent Faculty (FTEF) is assigned to full-timers. For perspective it is useful to compare these statistics to those of our sister colleges, CSM and Skyline (Figure 2). In two of the three metrics, Cañada falls in between its sister colleges; in the third metric (%FTEF) Cañada falls slightly below CSM and Skyline.

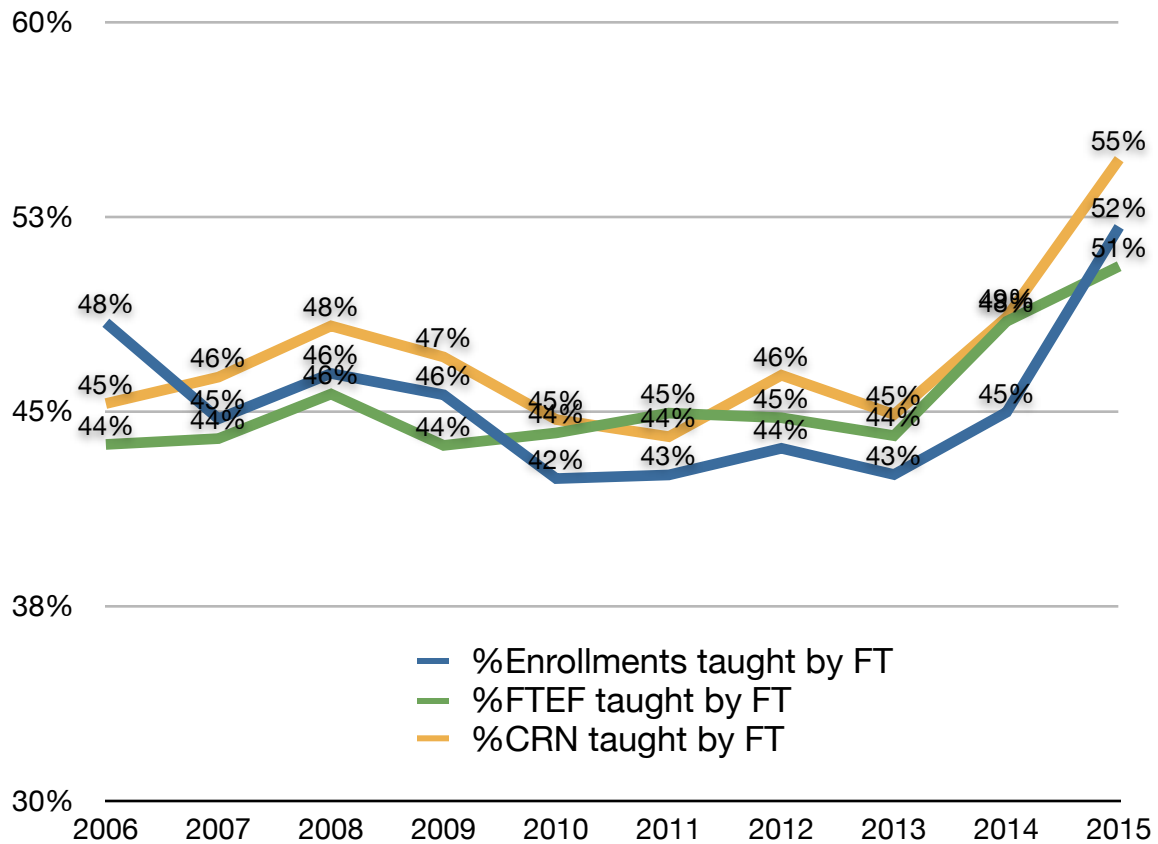
Figure 2 - Comparison to Sister Colleges



How do these statistics compare to what has happened historically at the college?

The current proportion of course offerings that are taught by full-timers is 15-17% higher than the 10-year historical average (Figure 3). From 2006 to 2013, only 47% of sections and 45% of enrollments were taught by full-time faculty. The lack of growth over most of the decade may reflect a focus on replacing retiring faculty and not on funding of new faculty positions. By committing Fund 1 dollars to new full-time faculty positions, the college is making meaningful progress toward increasing the proportion of courses taught by full-time faculty.

Figure 3 - Contribution of full-time faculty over 10 years



These statistics are influenced by several factors. (1) Funding of new full-time faculty positions typically accompanies a decreased reliance on part-time faculty. (2) Reassigned time of full-time faculty to do non-instructional work increases the reliance on part-time faculty and decreases the %CRN taught by full-timers. (3) Overall reduction in course offerings typically decreases the proportion of courses taught by part-timers.

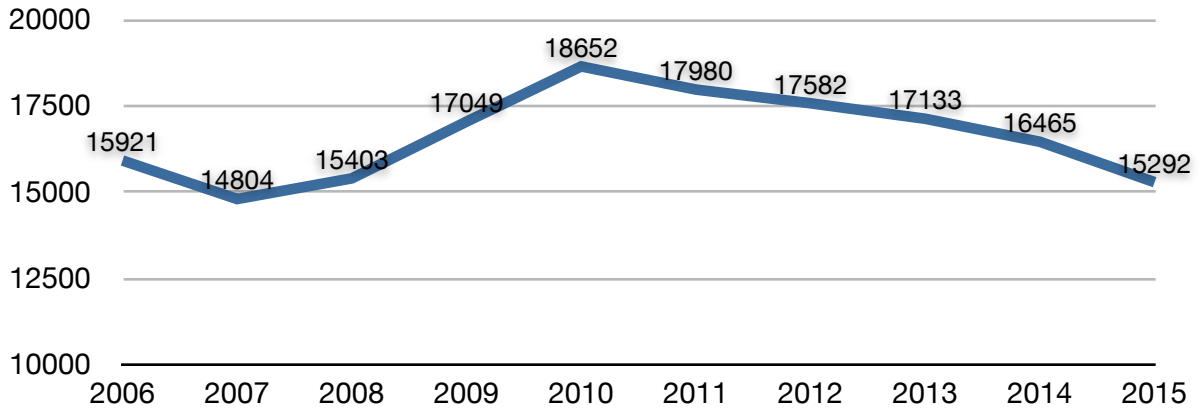
Appendix 1

The preceding analysis was conducted using DSS-OLAP Dashboard to obtain data reported in June/July for the previous spring term; data for spring 2015 was reported on March 13, 2015. The calculations for “full-time faculty” were based upon the coding of sections in Banner as either FB, FC, or FH (full-time banked, contract, overload). Sections taught by part-time faculty are coded as HH (part-time hourly). Prior to 2012, sections taught by retired faculty were coded as FR. Beginning in 2012, these sections have been coded as HH - the same as part-time faculty. Similarly, prior to 2012, sections in the Learning Center were assigned to the manager of the Learning Center and coded as AC. Beginning in 2012, these sections have been coded as FC - the same as full-time faculty. The current coding system (AC as full-time, FR as part-time) was retroactively applied to years 2006-2011 in order to make consistent comparisons across the years.

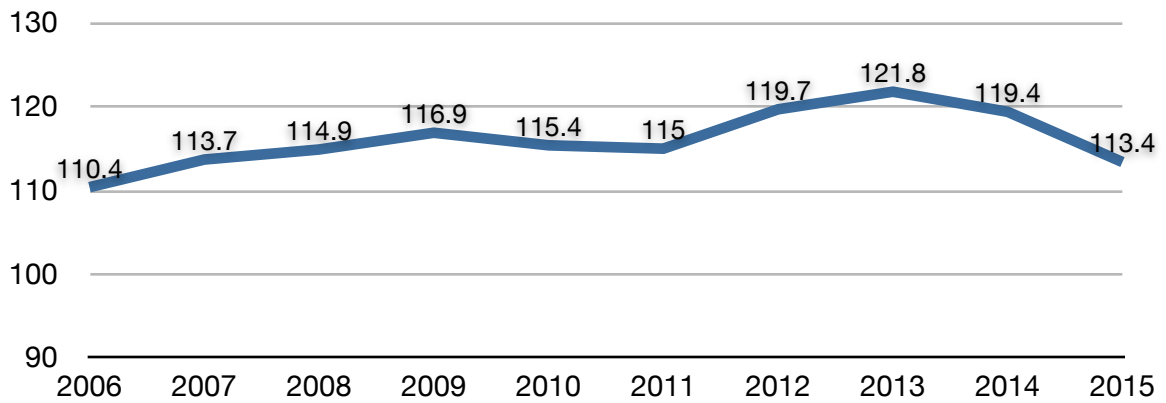
Appendix 2

Over the past 10 years, spring enrollments in the college have ebbed and flowed in a manner that mirrors (inversely) the rise and fall of the economy. Despite a flux of nearly 25% in enrollments over 10 years, and significant changes in state funding during the same period, the number of course offerings (by CRN or FTEF) has changed less than 10%.

10-Year Enrollment Trend



10-Year FTEF Trend



10-Year CRN Trend

