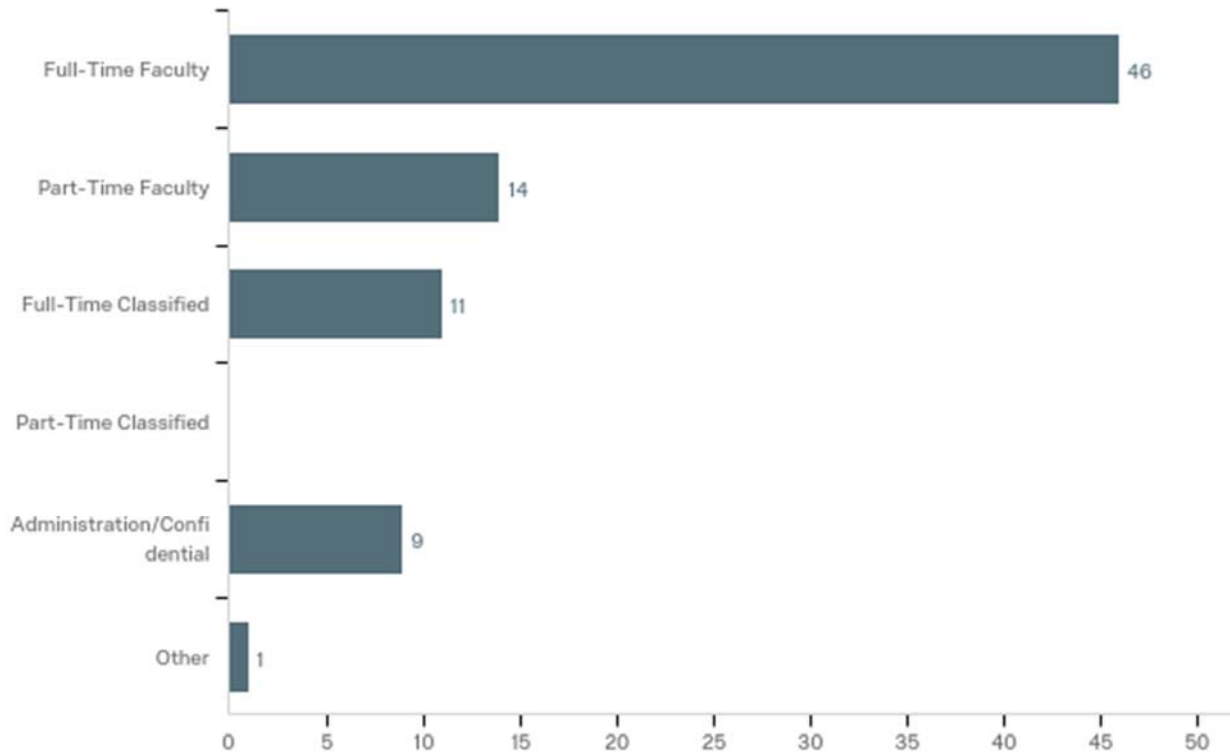


## 1. What is your primary role at this college?

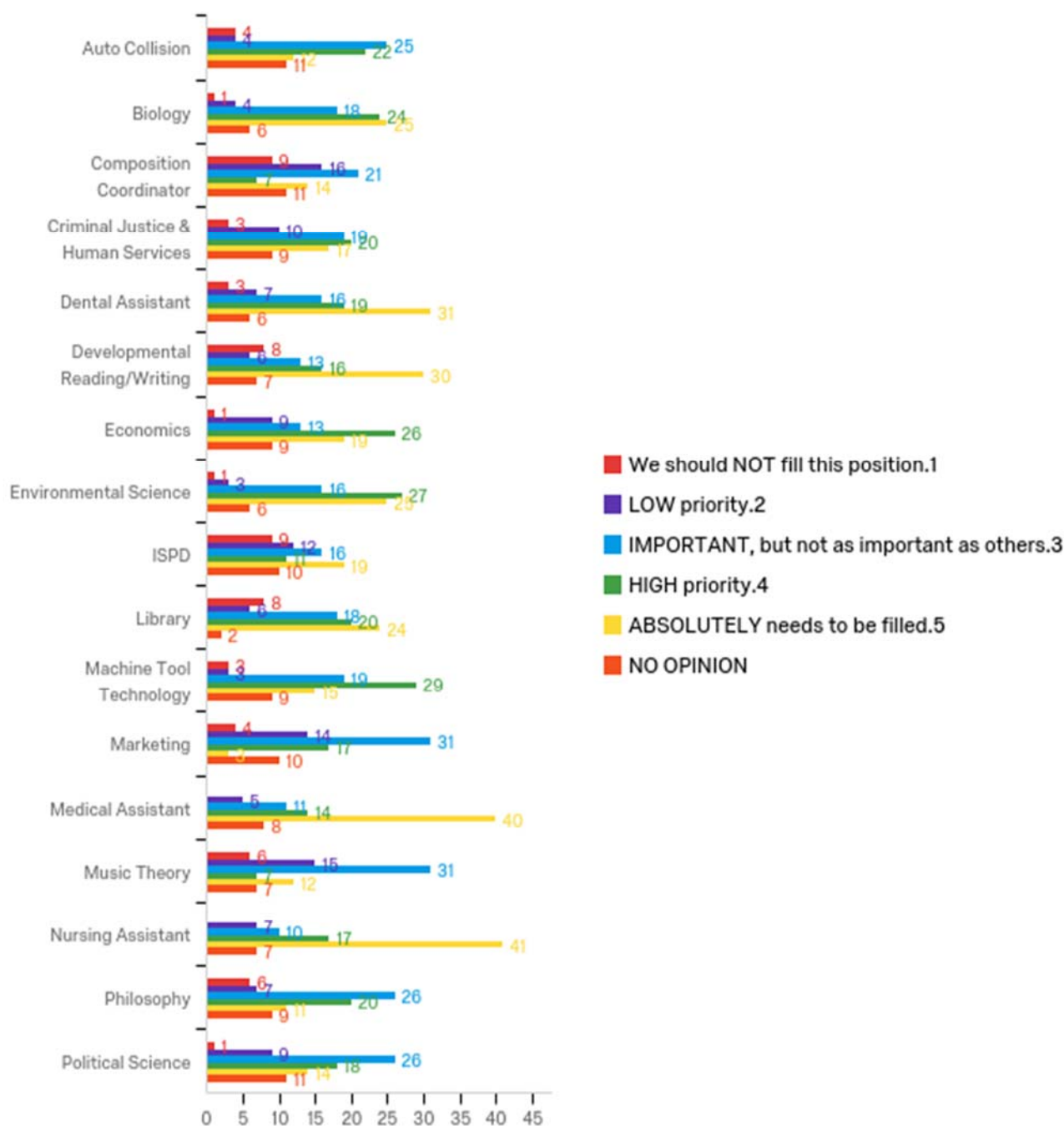


Primary Role	%	Count
Full-Time Faculty	56.79%	46
Part-Time Faculty	17.28%	14
Full-Time Classified	13.58%	11
Part-Time Classified	0.00%	0
Administration/Confidential	11.11%	9
Other	1.23%	1
Total	100%	81

## 2. In which department do you work?

#	Answer	%	Count
2	Art	1.27%	1
3	Automotive Technology	3.80%	3
4	Business & Computer Science	2.53%	2
5	Communications & Theater Arts	1.27%	1
6	Community Education	0.00%	0
7	Counseling	0.00%	0
8	Customized Training & Development Services	1.27%	1
9	English	12.66%	10
10	Education, Human Services & Criminal Justice	3.80%	3
11	Engineering Sciences	0.00%	0
12	ESL	1.27%	1
13	Health Sciences	11.39%	9
14	Health/PE/Athletics	1.27%	1
15	Horticulture	0.00%	0
16	Social Sciences	10.13%	8
17	Library	6.33%	5
18	Sciences	12.66%	10
19	Manufacturing Technology	0.00%	0
20	Math	3.80%	3
21	Music	5.06%	4
22	Skills Development	2.53%	2
23	Small Business/SBDC	0.00%	0
24	Student & Academic Support Services	1.27%	1
25	Workforce Development/WIOA	1.27%	1
26	World Languages	1.27%	1
27	Utility Training Alliance	0.00%	0
28	Other	15.19%	12
	Total	100%	79

3. We would like your feedback on the positions that departments have requested. First we will ask you to rate each position on a scale of 1 through 5. Following this question, we will ask you to comment on the positions requested. (For each position, please select the rating that you feel best describes the position request.)



Position	We should NOT fill this position	LOW priority	IMPORTANT but not as important as others	HIGH priority	ABSOLUTELY needs to be filled	No opinion
Auto Collision	5.13%	5.13%	32.05%	28.21%	15.38%	14.10%
Biology	1.28%	5.13%	23.08%	30.77%	32.05%	7.69%
Composition Coordinator	11.54%	20.51%	26.92%	8.97%	17.95%	14.10%
Criminal Justice & Human Services	3.85%	12.82%	24.36%	25.64%	21.79%	11.54%
Dental Assistant	3.66%	8.54%	19.51%	23.17%	37.80%	7.32%
Developmental Reading/Writing	10.00%	7.50%	16.25%	20.00%	37.50%	8.75%
Economics	1.30%	11.69%	16.88%	33.77%	24.68%	11.69%
Environmental Science	1.28%	3.85%	20.51%	34.62%	32.05%	7.69%
ISPD	11.69%	15.58%	20.78%	14.29%	24.68%	12.99%
Library	10.26%	7.69%	23.08%	25.64%	30.77%	2.56%
Machine Tool Technology	3.85%	3.85%	24.36%	37.18%	19.23%	11.54%
Marketing	5.06%	17.72%	39.24%	21.52%	3.80%	12.66%
Medical Assistant	0.00%	6.41%	14.10%	17.95%	51.28%	10.26%
Music Theory	7.69%	19.23%	39.74%	8.97%	15.38%	8.97%
Nursing Assistant	0.00%	8.54%	12.20%	20.73%	50.00%	8.54%
Philosophy	7.59%	8.86%	32.91%	25.32%	13.92%	11.39%
Political Science	1.27%	11.39%	32.91%	22.78%	17.72%	13.92%

**4. Please use this section to comment on the reasons for your ratings. Note - There is no limit on the amount of information you can enter into this text box. Following this comment section are a few very brief closing questions.**

#### **Auto Collision**

- Perhaps a more powerful version of this ask would be a combination with the service side of house, exploring new model partnerships.
- Can wait
- Trades are viable alternative for employment
- They seem well staffed
- the student ratio with faculty needs to be maintained for safety and effective instruction.
- feeds into jobs, remodeled facility, retirement
- No data, no PPT. Referenced outreach but don't we have a department for that? Didn't see the need clearly identified as well as others.
- Low due factors compared to other departments
- Not enough reason to justify a need to hire more instructors
- growth area
- CTE is super expensive. Serves how many students?
- Important job training program. Not sure how many students we tend to see in this program but automotive should have FTF representing each of their disciplines.
- It would be great to make this investment in faculty in our newly remodeled space. However, perhaps they need time to adjust to their new department before adding a new hire/personality to the mix.
- Important part of the automotive program with good job growth and high skill level needed
- With the remodeling of Barlow, it seems important to fill this position.
- In order for me to give honest input I would need to discuss with each program or department, etc, the merits of each. Otherwise I am merely, rah, rah, rah, cheerleading for my favorite team.
- Filling Dave B.'s position is a priority. Now that the College has invested in the Barlow remodel, we need another top-notch instructor to grow the program.
- Based on overall CTE decline, fulltime representation for transfer classes should take priority.
- High demand jobs
- In the absence of any established criteria for rating, I must conclude that all positions should be filled
- We have made huge investments to the teaching/learning space because we see the value in this program. Now we need to provide the instruction to fully support this program.

#### **Biology**

- Key person is retiring. Losing a position will be hard on the department.
- Like the health sciences positions, this position seems an imperative to fill. It is core to transfer and career and technical education.
- Can wait
- Basic Education

- A very important course for all degree programs and career paths.
- Absolutely must to continue quality programs and transfer students and attract new students in many programs
- feeds nursing program, supports high FTE, New Facility, retirement
- Strong presentation with good data about sections/demand, etc. Big department already but we just put a lot of investment into new facilities.
- Low as there are other faculty that can teach and support
- Not enough reason to justify a need to hire more instructors
- core class with many sections
- Fund our Transfer degrees; they seem to be our enrollment moneymakers.
- Important position. There are Biology faculty already in science.
- encourage STEM sciences and transfer students for medical programs
- An obvious lead faculty position.
- Replace this key retirement!
- Retirement leaves Biology shorthanded. Could be handled by PTF, but that's not ideal.
- I see this POR as fundamentally important. It is a high demand course that serves many, many students.
- In order for me to give honest input I would need to discuss with each program or department, etc, the merits of each. Otherwise I am merely, rah, rah, rah, cheerleading for my favorite team.
- This position is a must. Science is asking for two and this one feeds the College.
- Must fill. These required ubiquitous and highly transferable lab courses must have fulltime representation.
- Supports so many majors
- In the absence of any established criteria for rating, I must conclude that all positions should be filled
- Foundational area for STEM - we need to continue providing FTF for the success of our students

### **Composition Coordinator**

- Right now the writing faculty team seems healthier and better poised for the next year than other departments. I see a need, but not as great to fill this year than perhaps other replacement areas.
- Can wait
- What is this?
- Not a lot of info to go off of.
- Not sure if this has to be FTF or if it could be PTF?
- Would be great to have. Now isn't the time
- Low as there are other faculty that can teach and support
- This position would allow for greater alignment across all writing classes. It would also help facilitate the training of new instructors in a much more appropriate manner. This position would also allow for greater research to be done into new trends in composition, especially in multi-modal composition.
- which presentation does this map to in moodle?
- Not enough reason to justify a need to hire more instructors

- Fund our Transfer degrees; they seem to be our enrollment moneymakers.
- English is a large department and they serve a lot of students. I believe that this is an important position, but I do not think that now is the time to add more English FTF.
- I assume this is the English position???? It would be good to additional staff to this department but it is already so large that we may need to invest our limited resources elsewhere this time
- Important resource for all college classes that involve writing, not just for English Department
- We need a huge investment in reading/writing pedagogy. I see a glaring lack of basic composition skills in many of our students.
- Any department with 11 FTF, while some disciplines have 0, will not get my vote. Also, to ask for 2 new faculty when the dept gets the equivalent of 2 FTF released from teaching doesn't work for me. If that dept wants more teachers they should put the faculty they have back into the classroom.
- In order for me to give honest input I would need to discuss with each program or department, etc, the merits of each. Otherwise I am merely, rah, rah, rah, cheerleading for my favorite team.
- The arguments for the Developmental Reading/Writing position were stronger. A "wait and see" for this one.
- English department has a large number of fulltime faculty already. Prioritize this work among existing faculty. Other areas need FT representation.
- In the absence of any established criteria for rating, I must conclude that all positions should be filled
- This is a position that supports everything students do.
- This is not as urgent a need as others. I don't see the evidence that we must have FTF for the teaching in this area.

### **Criminal Justice and Human Services**

- Great idea to hire a combined replacement to deliver a variety of course work.
- Can wait
- How can Criminal Justice be combined with Human Services? two different disciplines
- Not a lot of info to go off of.
- the community needs to have this educational combination, great idea
- Liked the cross-discipline approach but I didn't clearly see where the demand is for courses? I understand that there are careers out there; I wish the presenters had talked more about what the curriculum looks like.
- Also a growing program in demand and needs to be filled. Its a small department and needs to stay strong
- Not enough reason to justify a need to hire more instructors
- Fund our Transfer degrees; they seem to be our enrollment moneymakers.
- Important position.
- This position fills a broad social need; it's forward thinking.

- This is such an important hybrid of two areas and absolutely the kind of education and instruction students in CJ should be getting. A friend of mine in the School of SW at PSU participated in one of the programs presented at the Forum (the crisis team that is called in when police respond to a call). Her experiences in that program changed her understanding of public social work -- and mine too, as I heard about her experiences and the great need to adequately trained SWers working alongside our law enforcement.
- Replace this key retirement!
- Upcoming retirement leaves big gap in program. Criminal Justice is a growth field and needs a FTF with counseling angle on the subject to balance the police law enforcement focus
- The presentation for this position did not show there's a need for the hire. The presentation explained that the "new hire" would serve both Human Services and CJ, but did not even mention that there is a need, or how many students/sections would be served.
- In order for me to give honest input I would need to discuss with each program or department, etc, the merits of each. Otherwise I am merely, rah, rah, rah, cheerleading for my favorite team.
- The social services/CJ combination is exactly the kind of thinking we need moving forward. Just make sure you hire someone with a balance of both skills.
- No information submitted to support this request.
- In the absence of any established criteria for rating, I must conclude that all positions should be filled
- This is a great way for the dept. to combine criminal justice and human services. I can see how an instructor with this background can really benefit the program and the students we serve. This is essential for our community.

### **Dental Assistant**

- I believe STEM field is well funded.
- Need to replace outgoing instructor to ensure sustainability of a program that meets community and market needs.
- Necessary-short term, employable training program
- There are dental programs ad nauseum
- Program Director positions need to be filled to properly run a program.
- Community needs dictate must hire
- Must fill (retirement and demand coupled with existing facilities).
- Low due factors compared to other departments
- There is no information as to the current faculty load for these courses
- CTE is super expensive. Serves how many students?
- Important job training program. Not sure how many students we tend to see in this program but this program should have FTF representing each of their disciplines.
- This is a position that serves students and our community
- No FTF, no program



- At this time of economic austerity and threatened cuts, we need to take a hard look at ALL Health Sciences positions which are hard FTF positions to fill and expensive to run. Do we really need each of the DA, MA, NA, CLA, etc. programs? Perhaps we should look around and decide which to focus on rather than throwing good money after bad. There is high demand but are these high wage positions? Or lots of low wage openings?
- Program duplicated elsewhere in Portland metro area
- It seems this program would wither and die without replacing the sole FTF member in this area.
- In order for me to give honest input I would need to discuss with each program or department, etc, the merits of each. Otherwise I am merely, rah, rah, rah, cheerleading for my favorite team.
- Good arguments were made to replace this retirement.
- Based on overall CTE decline, fulltime representation for transfer classes should take priority.
- Need a director to keep program
- Good for community and reliable job placement
- In the absence of any established criteria for rating, I must conclude that all positions should be filled
- There are a number of dental assistants who get some beginning instruction, and then they move on to get additional training with a dentist. This is not an essential faculty position to support the community.

### **Developmental Reading/Writing**

- Fundamental coursework.
- Critical foundation for all other programs. Supports equity.
- Basic Education
- A very important course for all degree programs and career paths.
- Need to have so they can support many other programs with quality students
- unsupported requirement to take on these classes, retirement
- This is a high need however now is not the time.
- Needs to be filled as this is a pivotal support position for our college
- This is a position that must be funded. Students in the pre-college writing classes like WRD 090 and WRD 098 need a consistent individual that understands the challenges that they have to overcome. This position would also enhance the current work of aligning Developmental Writing courses with WR 121 and beyond. Students in WRD 090 and 98 are a particular vulnerable population, and this position will allow the English Department to focus their attention appropriately on these individuals.
- There is a surplus of parttime faculty without enough classes to teach. Why hire more faculty?
- Basic lifelong skills sorely overdue. Fund our Transfer degrees; they seem to be our enrollment moneymakers.
- English is a large department and they serve a lot of students. I believe that this is an important position, but I do not think that now is the time to add more English FTF.
- The college needs to commit to someone highly trained and specialized in this area.
- At the forum it was suggested that there are already eleven full-time faculty members in the department which, in addition to part-time faculty, should be enough instructors to serve the student population.

- From what I understand in the materials and presentation, this department has taken on the courses from another department (Skills Dev) without additional faculty to teach the courses or help develop other faculty, including PTF, to do so. How can they do that?
- This is the English position which has been listed twice!!!
- We already do some of this and we ought to put more pressure on high schools where these things ought to be learned. We shouldn't be devoting too much of our scarce resources to remedial education.
- There is a DIRE lack of basic composition skills in our student population.
- Any department with 11 FTF, while some disciplines have 0, will not get my vote. Also, to ask for 2 new faculty when the dept gets the equivalent of 2 FTF released from teaching doesn't work for me. If that dept wants more teachers they should put the faculty they have back into the classroom
- In order for me to give honest input I would need to discuss with each program or department, etc, the merits of each. Otherwise I am merely, rah, rah, rah, cheerleading for my favorite team.
- Yes. English is now taking over courses that were once in another department. This alone grows/transfers FTE to their department and they need people to help retain those students.
- This is an English faculty position, a department that already has a high number of FTF. It seems this position is more related to Skills Development and should come as a request from that department.
- Reading and writing are the foundation for any training. There is a great need!
- Important for all classes
- In the absence of any established criteria for rating, I must conclude that all positions should be filled
- We have an obligation to serve our Dev. Ed. students with FTF who know how to support this kind of population. Providing Dev. Ed. instruction without a lead FTF who specializes in this kind of instruction will put up barriers for student success. This is the most critical position to fill.

### **Economics**

- Important for transfer and business.
- Can wait
- Basic Education
- very important course but for specific career paths. it is important knowledge for a well rounded and informed graduate.
- Could economics and political science share faculty?
- this department is running on a shoestring faculty-wise. They have one of the most chosen majors in the state and they should be supported
- Resignation from an already depleted department. Great identification of need.
- Moderate on the scale, this is an important position and program
- This is not a subject necessary for students in a community college

- The social sciences full-time faculty have dwindled over the years from 10 to now four members. In the next year or two we expect two more full-time faculty to be retiring. Our part-time faculty are amazing, but we do not have enough support to continue to keep our orphan courses updated and assessments requirements fulfilled. The social science are essential core transfer classes that every student needs. A lead faculty in each of our nine disciplines is critical for our students. Please help us to rebuild the social sciences department!
- Fund our Transfer degrees; they seem to be our enrollment moneymakers.
- At least one of the three Social science positions should be filled. Economics would be a good one.
- This department cannot be decimated.
- Replace this Social Science opening or we will risk no having the FTF to have a Social Sciences department! It needs similar investment in faculty to what we see in Math and English.
- Unexpected vacancy leaves important discipline with no FTF. Required courses for Business degrees & transfers
- This is an important and thriving discipline and if this POR isn't filled, there will be ZERO FTF to serve the many, many students.
- In order for me to give honest input I would need to discuss with each program or department, etc, the merits of each. Otherwise I am merely, rah, rah, rah, cheerleading for my favorite team.
- Erich made three solid presentations, but this was the most convincing. Econ is hard, so we need to find a good instructor who will stay.
- Absolutely need this filled by FTF. My #1 choice out of all PORs.
- Social Sciences needs more fulltime faculty for this important area of transfer degrees. These classes also support business majors, one of the highest enrolled majors.
- In the absence of any established criteria for rating, I must conclude that all positions should be filled
- At least one Social Sciences position needs filling: this is the one that had a FTF until the middle of the term.
- This is an essential instructional position. This is the kind of faculty position that will attract students and provide foundational critical thinking skills.

### **Environmental Science**

- Especially if this person is versatile to deliver other science classes, this hire supports an area of science that is burgeoning.
- Can wait
- Future of our world
- A very important course for all degree programs and career paths.
- This sounds like it might be a draw for students with current climate discussions. could this be part of renewable resources and share a faculty ?
- We do not have any other faculty to fill this position, very topical and relevant subject, high FTE
- Only instructor is retiring. Must fill.
- This is a very high demand, increasingly demanded program with huge employment potential in the future. Its a single FTF that's retiring and this program need to be filled
- More focus on hard sciences than this topic. Not enough demand for a class.

- many sections
- Important position. maybe not in the top three, but certainly in the top 11.
- It would be good to add additional staff to this department but it is already so large that we may need to invest our limited resources in the Biology position this time
- OK, but certainly not a top priority. Should provide basics of this in standard biology and other disciplines such as geography and geology and WET program
- To me, BIO is more fundamental (and serves more students) than Environmental Science. If times were better, I'd support this position getting filled, but not in the current.....climate.
- In order for me to give honest input I would need to discuss with each program or department, etc, the merits of each. Otherwise I am merely, rah, rah, rah, cheerleading for my favorite team.
- Perhaps hold on this one a year or two and see if someone else in the department wants to take this on and/or go with a one-year temp model to see how the courses could be improved before asking again.
- Must fill. Highly transferable, popular and critical area of learning--need a fulltime faculty that can keep up with changing research. Must have fulltime representation.
- Strong need for future environmental education
- In the absence of any established criteria for rating, I must conclude that all positions should be filled
- With a retirement, this position needs to be filled
- It is unclear to me if we "must" have this position to serve our students well.

## **ISPD**

- Although helpful, this department is not essential for the college.
- The current team is doing great work. Not sure I would prioritize this over the many replacement positions.
- Critical for the GP and DEI initiatives.
- There are medical programs and nauseum
- Not a lot of info to go off of.
- Need so do not get burnout and lose this department's great involvement in improving faculty
- This is a capacity building position that will make all of our jobs easier AND help the students in real, measurable ways.
- Would be great to have but not now.
- Moderate on the scale though this position does support all faculty
- This might seem like an odd position to fund for some colleges, but if CCC is committed to developing the best possible faculty to teach their students, ISPD needs to be given the resources and support. Investing in ISPD will bring a huge Return on Investment to the college.
- not sure what this is.
- Overdue investment in College capacity - faculty need this support to meet strategic priorities.
- I wish there was funding for this position. ISPD should continue to ask for this.
- ISPD is severely understaffed with full time power. If CCC really wants GPs to excel, we need to invest in our Instructional Support team!
- Nice to have, but not really necessary.

- I support this additional FTF but only after high and absolute priorities are filled
- Important support service to all areas, but in hard times, a secondary priority, especially if actual teaching FTF are possibly going to be laid off
- At a time of reductions, I do not support the use of PORs to fill positions that do not teach in a classroom and bring in/maintain student FTE. We need more teachers, not more support staffing.
- In order for me to give honest input I would need to discuss with each program or department, etc, the merits of each. Otherwise I am merely, rah, rah, rah, cheerleading for my favorite team.
- Faculty development and Assessment seem to be covered. Give their department more funding for them to hire a half-time position to assist and learn. Even for small departments, sabbatical replacement is not a good argument for POR because EVERY department has to deal with this issue.
- This is yet another FTF position that fills the role of an administrative position. This should NEVER fill a spot that we need for actual instructors.
- At this time, the college needs to invest in FTF that are in the classroom teaching our students.
- Our faculty need more and better support
- In the absence of any established criteria for rating, I must conclude that all positions should be filled
- The ISPD is critical to faculty support and very understaffed
- We can't collectively do our jobs effectively if we don't have the proper support. This is an issue of helping all faculty so that they can help their students succeed. We need this position.

## **Library**

- The state mandated compliance with OER legislation does not require a full-time faculty position. Given the replacement positions, this area does not seem to have the highest need at the moment, unfortunately.
- Critical for supporting OER efforts in a sustainable way. We may need, as an institution, to raise tuition and OERs would save students money more money than the tuition hike would cost.
- Brick & Mortar Libraries will continue to decline - this position needs to be held by a database specialist
- Important, but not a major priority for students.
- need to be state compliance
- This is a capacity building position that will make all of our jobs easier AND help the students in real, measurable ways.
- Would be great to have but not now.
- Another important support position that has a far reaching affect that needs to be filled
- The Library continues to do miracle work with a minimal amount of resources. This position will benefit the entire college in countless ways.
- We are going digital why a full time librarian?
- Overdue investment in College capacity and student pocketbooks - faculty need this support to save students money, obtain grant revenue, and meet strategic priorities.
- I wish there was funding for this position. The library should continue to ask for this.

- Library is severely understaffed with full time power and CCC would be out of state compliance without this position. That means our funding would be impacted.
- I support this additional FTF but only after high and absolute priorities are filled
- Important service to all areas, but if FTF teaching faculty are threatened with layoffs, librarians come in second place.
- At a time of reductions, I do not support the use of PORs to fill positions that do not teach in a classroom and bring in/maintain student FTE. We need more teachers, not more support staffing.
- In order for me to give honest input I would need to discuss with each program or department, etc, the merits of each. Otherwise I am merely, rah, rah, rah, cheerleading for my favorite team.
- In the past I have not supported this position, but now I have changed my mind. We need a FTF to help us convert the institution to OER. This will save our students hundreds of thousands of dollars and these savings could start next year.
- Hanging this position on the OER argument is not effective. Some of the data presented is outdated and incorrect. Also, if we are out of compliance with the law about OERs, this work needsWe need to invest our limited resources in FTF that are in the classroom with our students the majority of the time. The argument about a fulltime librarian to help with OERs is not effective.
- Sounds like the library staff is stretched
- Our faculty need more and better support
- In the absence of any established criteria for rating, I must conclude that all positions should be filled
- The library has cut back hours for the PT OER support, even while this is one of the most critical places the college can cut student costs.
- Serves every department, doing everything, stretched thin.
- Equity, equity, equity! We desperately need to find a way to make college more affordable to all students. This is the way to do it. We need to ensure we are doing all we can to support the hard work of all faculty by helping us to develop affordable materials. And isn't this part of compliance for HB 2213? This is a necessity.

### **Machine Tool Technology**

- Unclear exactly what the person would be doing, but the investment in the ITC is significant enough to merit filling this position.
- Can wait
- Trades are viable alternative for employment
- They seem well staffed for the student workload.
- Industry has invested in college, we need to invest in faculty
- Replacing a retiree but not sure of the demand in the future?
- Low due factors compared to other departments
- This does not require a full time - hire part time who are currently working in the field.
- we need the faculty to make use of the new facilities
- CTE is super expensive. Serves how many students?

- Important job training program. Not sure how many students we tend to see in this program but it manufacturing should have FTF representing each of their disciplines.
- Replace this key retirement!
- Good basic CTE program. Can't really make use of brand new, very expensive building and machinery without someone to teach students how to use it.
- While the presentation for this position was devoid of specifics, I know that CCC just built a building with technology at its heart, and has some great machinery that needs an expert to show students how to use it. I support this hire.
- In order for me to give honest input I would need to discuss with each program or department, etc, the merits of each. Otherwise I am merely, rah, rah, rah, cheerleading for my favorite team.
- Yes. Best in-person presentation. Manufacturing has lost a ton of experience and knowledge with Bob D. and Schmidty no longer here. They have the machines and some younger faculty who can take us to the next level. Make sure you hire well.
- In terms of FTF positions for CTE, this is among the highest priority. New building and specialized equipment needs oversight from FTF.
- High demand jobs
- In the absence of any established criteria for rating, I must conclude that all positions should be filled
- This is an important position, but it doesn't quite rise to the sense of urgency of the other positions.

## **Marketing**

- The business department does great work and this area seems to have
- Can wait
- Basic Education
- Marketing is important to help maintain and increase enrollment.
- Yes we need to do a better job on marketing, use other resources that exist in many department to do some of the work
- 13 students? Like the cross pollination with retail. Not sure this is a high priority.
- Low due factors compared to other departments
- Seriously? We are not a business college. Limited interest.
- It would be nice if we could fill this, but I do not think this is the year.
- Replace this key retirement!
- Part of Business Department; important, but can perhaps hang on with PTF as have many other departments for many years.
- While Marketing is important, it wasn't clear from the presentation that the duties linked to this POR can't be filled by the current staffing within the department.
- In order for me to give honest input I would need to discuss with each program or department, etc, the merits of each. Otherwise I am merely, rah, rah, rah, cheerleading for my favorite team.
- Not sure on this one. The social media part of the ask was very convincing. If this is filled, perhaps they should have a role assisting College Marketing.
- High demand transfer degree needs FTF representation.



- In the absence of any established criteria for rating, I must conclude that all positions should be filled
- Not what students come here for.
- If we can get more than 8 positions, this should be filled.

### **Medical Assistant**

- Need to replace outgoing instructor to ensure sustainability of a program that meets community and market needs.
- Necessary-short term, employable training program-gateway into nursing for many students
- There are medical assistant programs ad nauseum
- Program Director positions need to be filled to properly run a program.
- 100% pass rate means that this program is impacting all of us and our healthcare and insurance rates by involving quality employees in the workplace
- we will lose our state accreditation for this program without this position
- Must fill with retirement and investment in facilities and equipment.
- Low due factors compared to other departments
- Not enough reason to justify a need to hire more instructors
- Will lose accreditation without this position.
- a growth industry
- CTE is super expensive. Serves how many students?
- Important job training program. Not sure how many students we tend to see in this program but health sciences should have FTF representing each of their disciplines.
- We will be out of compliance with accreditation without this position
- No FTF, no program
- At this time of economic austerity and threatened cuts, we need to take a hard look at ALL Health Sciences positions which are hard FTF positions to fill and expensive to run. Do we really need each of the DA, MA, NA, CLA, etc. programs? Perhaps we should look around and decide which to focus on rather than throwing good money after bad. There is high demand but are these high wage positions? Or lots of low wage openings?
- High demand profession. Must have FTF for accreditation. Our program appears to be very highly rated.
- It seems this program would wither and die without replacing the sole FTF member in this area.
- In order for me to give honest input I would need to discuss with each program or department, etc, the merits of each. Otherwise I am merely, rah, rah, rah, cheerleading for my favorite team.
- Solid program with a high success rate and job placement rate. This is a no brainer.
- Based on overall CTE decline, fulltime representation for transfer classes should take priority.
- This is a high demand occupation and industry. We can't produce MA's fast enough!
- Need a director to keep program
- High demand jobs
- In the absence of any established criteria for rating, I must conclude that all positions should be filled



- This is an important faculty position, and we need to ensure that we are helping our students effectively serve the community.

### **Music Theory**

- A lost position years ago needs to be brought back for this department. They have been asking for many years now.
- I agree that we don't have a to be a "music college" to support music education. In fact, we should brag about our program more widely. In reviewing market data, I'm not sure that this area is primed for the kind of growth over the next 10 years that health care, business, etc, will experience.
- Critical for equity. For students who do not come from well funded high schools with quality music programs, CCC is likely the only opportunity they have to pursue their music aspirations. Music and the arts in general often take second seat to the college's sacred cows, but the employment options and fact that students cannot access these opportunities without money or a monied community support maintaining a quality program. Music theory is a cornerstone to these programs.
- Basic Education
- The arts department is greatly underappreciated, but a rising force in the Higher Education in Portland.
- Arts are very important and they are due!
- Feedback for Brian - crushed the presentation. Much much better than in years past. Still feels like a "would be great to have" position though.
- Low due factors compared to other departments
- It was a good presentation, but I'm still struggling with how this position benefits the college as a whole.
- If budget cutting is in effect how is a Music Theory teacher a necessity? Music is a luxury not a necessity.
- It would be nice if we could fill this, but I do not think this is the year.
- Do not hire any more FTF until the FTF in this department teach the fundamental course they are describing. FTF at CCC do not have the luxury of only teaching in our specialty area. We must all teach courses key to upper division specialized courses. With the FTF they have, they should be able to do this and hire PTF specialists for courses as well.
- Important, but not as highly critical to overall college mission as some others
- The Music Dept has asked for this position for years, and this was the best presentation it has given. Most Music students need to take Theory, so a hire in this area would make sense.
- In order for me to give honest input I would need to discuss with each program or department, etc, the merits of each. Otherwise I am merely, rah, rah, rah, cheerleading for my favorite team.
- Kudos to the Music Department. They have been persistent, but this year they deserve serious consideration for their POR. The data was convincing and the presentation was solid. If you get the hire, make sure the person can teach music theory AND something else, so that you can grow and thrive with the quartet.

- Important for music students and definitely specialized instruction that would help music students. However, the amount of students this position would serve is not as high as other asks. Need FTF with the highest number of students and FTE in these lean times.
- Music runs 3 degree/certificate programs with only 3 FTF. There are already 14 PTF teaching academic courses in the department.
- To support program and students
- In the absence of any established criteria for rating, I must conclude that all positions should be filled
- This isn't as essential as other positions.

### **Nursing Assistant**

- I believe STEM field is well funded.
- Need to replace outgoing instructor to ensure sustainability of a program that meets community and market needs.
- Necessary-short term, employable training program-gateway into other health care programs
- There are nursing programs ad nauseum
- Program Director positions need to be filled to properly run a program.
- this program is a great tool to be in the community making a difference and gets many student involved in a pathway to better jobs
- Must fill due to retirement and investment in facilities and equipment.
- Allied health programs are strong and competitive and successful and needs to stay that way. Please fill this position.
- Not enough reason to justify a need to hire more instructors
- a growth industry
- CTE is super expensive. Serves how many students?
- Important job training program. Not sure how many students we tend to see in this program but health sciences should have FTF representing each of their disciplines.
- Fills a retirement and is important to continue the high quality of our Health programs
- No FTER, no program
- At this time of economic austerity and threatened cuts, we need to take a hard look at ALL Health Sciences positions which are hard FTF positions to fill and expensive to run. Do we really need each of the DA, MA, NA, CLA, etc. programs? Perhaps we should look around and decide which to focus on rather than throwing good money after bad. There is high demand but are these high wage positions? Or lots of low wage openings?
- Good program, but possibly can manage for a year or two with PTF hiring RNs who want to teach instead of working in hospitals or medical clinics.
- It seems this program would wither and die without replacing the sole FTF member in this area.
- In order for me to give honest input I would need to discuss with each program or department, etc, the merits of each. Otherwise I am merely, rah, rah, rah, cheerleading for my favorite team.
- Pretty strong presentation.
- Required. Should be automatically approved because of that.
- Based on overall CTE decline, fulltime representation for transfer classes should take priority.

- Another high demand occupation & industry. There is a GREAT need!!!
- Need a director to keep program
- High demand jobs
- In the absence of any established criteria for rating, I must conclude that all positions should be filled
- This is a very important faculty position, and we need to ensure that we are helping our students effectively serve the community.

### **Philosophy**

- Fundamental transfer coursework. Can potentially be a combined position with others in that department?
- Can wait
- Basic Education
- A drastically understaffed and overlooked program.
- Do we have enough classes being taught to need a FTF?
- Good information and numbers but maybe not enough positions to fill this one.
- Low due factors compared to other departments
- There is not enough student enrollment in this area to justify a full time position. The feedback from these classes are not positive.
- The social sciences full-time faculty have dwindled over the years from 10 to now four members. In the next year or two we expect two more full-time faculty to be retiring. Our part-time faculty are amazing, but we do not have enough support to continue to keep our orphan courses updated and assessments requirements fulfilled. The social sciences are essential core transfer classes that every student needs. A lead faculty in each of our nine disciplines is critical for our students. Please help us to rebuild the social sciences department!
- Critical thinking and humanities support is sorely overdue. Fund our Transfer degrees; they seem to be our enrollment moneymakers.
- At least one of the three Social science positions should be filled. We have good PTF in philosophy.
- This department cannot be decimated.
- Philosophy is the foundation of a liberal arts education and it would benefit the social sciences department to have a full-time faculty member in philosophy.
- Unfortunately, I would rather see investment in the Economics and Political Science positions in Social Sciences although we need all three
- Fundamental to Humanities, Social Sciences and Sciences, as well as a core part of any credible college
- To my view, we have invested HEAVILY in STEM. We need to invest in a reinvigoration of the Humanities.
- This discipline has enough students, demand, courses that it needs 2 FTF. It is a crime that a college the size of CCC has ZERO FTF in this discipline.
- In order for me to give honest input I would need to discuss with each program or department, etc, the merits of each. Otherwise I am merely, rah, rah, rah, cheerleading for my favorite team.

- If the College cannot afford retiree replacements in SS, then it needs to pay PTF extra to lead courses.
- PTF can do this just fine. No need for FTF. This is extremely low priority in today's world, unfortunately.
- Social sciences needs more FTF representation. Having FTF to anchor philosophy is important but not as important as some others on this list.
- In the absence of any established criteria for rating, I must conclude that all positions should be filled
- At least one, and better two, Social Sciences positions need filling. The last FTF in Philosophy retired 18 months ago.
- This is an important position, but not as essential as others.

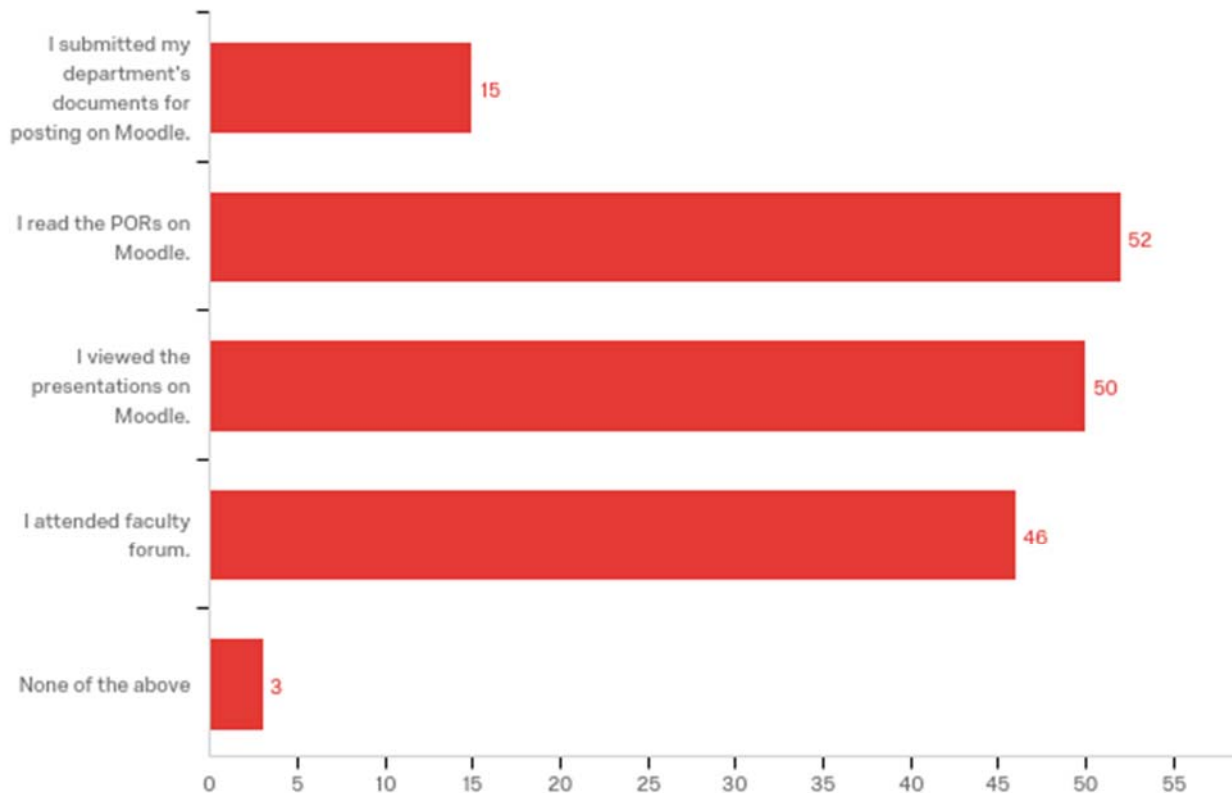
### **Political Science**

- Fundamental transfer coursework. Can potentially be a combined position with others in that department?
- Can wait
- Basic Education
- Not a lot of info to go off of.
- how does this meet our mission within our community?
- In today's climate, how can we not consider this position?
- Its been a long time since this was filled and in this climate, it would be a good choice to fill
- Of the social science needs, this one appears to be the one that will have the biggest impact for the largest population of students.
- Again - this is one of the Pink Elephants that is not really needed. We are more of a vocational college than a liberal arts and our population reflects that. lation politics when they do not even know wh
- The social sciences full-time faculty have dwindled over the years from 10 to now four members. In the next year or two we expect two more full-time faculty to be retiring. Our part-time faculty are amazing, but we do not have enough support to continue to keep our orphan courses updated and assessments requirements fulfilled. The social science are essential core transfer classes that every student needs. A lead faculty in each of our nine disciplines is critical for our students. Please help us to rebuild the social sciences department!
- Critical thinking and humanities support is sorely overdue. Fund our Transfer degrees; they seem to be our enrollment moneymakers.
- At least one of the three Social science positions should be filled. Political science would be a good one
- High FTE
- It's been way too long that we've been without a FTER here.

- For eight years the full time political science position at CCC has been vacant. Political science is a dynamic field of academic study, and a vital component of the social sciences. For these reasons, it is important for the discipline to have a full-time leader and point person for the college, for the community, broadly, and for the four-year universities, specifically. A full-time political science instructor would serve as a necessary bridge to the community and the universities. In terms of the community, in particular, there is the role of managing cooperative work experience and internships for credit. And with respect to the relationship between CCC and the universities: a high percentage of the community college population transfer to the four-year universities; as such, it is important for students to work with full-time instructors, who in turn work with the universities, to make certain students are on the right track in their transition to the universities. Along these lines, the core political science courses CCC offers, and which serve as the foundation for political science majors at the principal Oregon universities, may be taken by students at CCC for a better cost value. Moreover, there is no question that a truly robust political science program, helmed by a full-time political science instructor, would further promote the writing, analytical, and data skills that are essential for students pursuing a liberal arts education. From a purely practical standpoint, having political science represented by full-time faculty strengthens the social sciences department, overall; and, just as importantly, it helps to bolster the profile of the college. As it stands, all the community colleges that are competitive with CCC have one or more full-time political science instructors, as well as several adjunct instructors. For this reason, it is crucial that CCC demonstrates to the broader community a level of commitment commensurate to competing community colleges in its employment of full-time faculty, including full-time faculty in political science.
- Replace this Social Science opening or we will risk no having the FTF to have a Social Sciences department! It needs similar investment in faculty to what we see in Math and English.
- No FTF in this discipline, but a long-term PTF, so less central and critical than the other two Social Science Department requests
- To my view, we have invested HEAVILY in STEM. We need to invest in a reinvigoration of the Humanities.
- This term (Fall '19), served less than 45 students total. If a discipline can't even fill 2 sections, there is no way it deserves a full-time hire.
- In order for me to give honest input I would need to discuss with each program or department, etc, the merits of each. Otherwise I am merely, rah, rah, rah, cheerleading for my favorite team.
- I don't think the data supported this position nearly as strongly as the arguments for the other two in SS. In the graph, there was a dip in enrollment after DD left the College and then enrollment started climbing again.
- Unbelievable that we do not have even one FTF. We need this filled.
- No information submitted to make a determination. Important subject area, but no data to show demand.
- Strong future needs within this field
- In the absence of any established criteria for rating, I must conclude that all positions should be filled
- The other option for filling at least one or two Social Science positions: this has gone the longest without a FTF

- If we can get more than 8 positions, this should be filled. We need to provide classes with this kind of critical thinking as its foundation.

5. This is the third year we have used essentially the same process for Faculty Forum. The following questions ask for your feedback on the experience itself. In other words, how well did this process work for you, and what suggestions do you have for future improvements? So far, which of the following sources of information have you used? (Check all that apply.)



## 6. What would you like the subcommittee stewarding this process to know?

- all of these positions need to be filled. I wish we could get creative with funds and fill all of these positions
- It is incredibly unfortunate that we are submitting this information without a real number of how many FTF will be added. I question how effectively any of us can respond when we don't know which programs will be cut. If a position is moved forward, but a program is cut, what does that mean for the position? Will the position go to a "runner-up" department, or will Admin simply reduce the number of total FTF positions?
- It would be nice to have the survey close the day AFTER grades are due. Just to have a moment to breath following Finals and grading, particularly with so many requests.
- In the absence of any established criteria for rating, I must conclude that all positions should be filled
- This process is a game of popularity and the timing of it in relation to us cutting back course offerings is awful and uninformed.
- Communication around this process was horrible this year. It was not and is not clear whether any positions would be filled because all the messaging around the budget crisis and cuts has been on the forefront. I understand that some FTF are mission critical. Yet, there are some departments that likely didn't bother to submit, other departments submitted a request and had NO information posted online. Why is that? Should they even be considered if they didn't make the deadline for consideration by the college at large? Overall, it has been very disheartening and feels more and more like it will come down to a popularity contest between those areas that had the time and forethought to submit a request when the entire climate at the college has been permeated with the idea budget cuts. How will this all factor in to the final decisions? Will we consider a hiring freeze? Mission critical FTF? I would love to see the unequivocal DATA that administration uses to select among these positions when they are granted.
- If only we could have a combined forum that ranks ALL salaried position proposals, both for faculty and administration. It is problematic for faculty to have to compete in this fashion but administrators do not. That does not demonstrate shared governance.
- It was frustrating not to get the "low" number of expected positions to fill on the Monday following Faculty Forum. I know Administration has been busy, but a contractual estimate (a minimum) based on our FT:PT ratio is something that should be provided every year BEFORE the forum and any surveys are ranked.
- I appreciate the time FTF members put in to improve the process and ensure the most deserving positions get filled. The problem, as I see it, is that our admin game the system and control the number of positions that get filled. The result of this inequity is that students suffer, programs can't grow, existing faculty get overloaded with work, and the money saved is used to hire more middle management and give admin healthy raises. If there is ANYthing you can do as stewards of this process to correct this dysfunction, the faculty and students would be in your debt.
- The POR system seems a bit parochial. While it is essential that these positions be linked to the specific needs and financial situation of CCC, I am not sure how much a larger picture is being taken into account in this whole process. In other words, how does this POR system fit in with educational and hiring trends at the state and national levels? I would really like to know how and to what extent this POR process is informed by trends of best educational and hiring practices from innovative institutions across the state of Oregon and the country at large.
- Tough choices, as always! There were none I could honestly say were frivolous or not desirable. The process works fairly smoothly and it has always pleased me that while it is competitive, it has never devolved into nasty rivalries and I hope it won't in the future. Let's just hope and pray that next year there will be a better balance between the number of requests and the number of likely openings.



- Due to the ongoing threat of budget reductions and academic program cuts, this year's POR process is unique and not indicative of the normal FTF POR process. AFTER the budget reductions and academic program cuts are done, this process should be reviewed and updated for how the process generally works now vs. when it was created to vet adding new FTF positions (something that is no longer done in that we rarely replace all of our retirement positions).
- Burn-out among FTF across campus is a very real thing, especially among departments that are tapped more than others to do the important initiative work of the college. Failure to fill positions in such departments will have a drastic effect on the ability of the college to move forward on key initiatives while serving its students.
- The information and communication around this process was inadequate. The text/copy of emails and timelines has become stale, and there's declining recognition of and commitment to this shared decision making about full-time faculty (I wish I could bold and underline those last three words). If we know the timeline for the PORs and Faculty Forum at the beginning of the term, we maybe shouldn't wait until the end of the term for all the documentation, Moodle set up, survey deadlines, etc. The timing is horrendous given all the other things that have been added to our work loads since this process was initiated (in each iteration). About the 3 Health Sciences positions: if all three positions include director-level responsibilities to meet various reporting requirements, did these positions really have to go through this process? I see how sharing their incredible programs and hard work helps everyone understand WHY we would fund these positions -- so maybe there's a way to have such positions remain a part of the forum without asking others to weight those positions against others. And finally, the space in the forum wasn't optimal for viewing the presentations. The screen was too small and too far away. Departments with multiple positions should have an extended time slot to present their information more effectively. Departments put their hearts and souls into all the documentation and presentations, and everyone deserves to know what to expect, how much time they have, etc. Next year, please have the cue card holder sit where presenters can see the cards.
- Would like the process to be amended so that positions that MUST be filled do not require a presentation or scoring (example: the nursing assistant, dental assistant, and medical assistant positions cannot be filled with part-time faculty and are all vibrant programs with lots of FTE, and they lead to jobs--no way are we going to cut those programs). Would like to see overall departmental information about number of FTF and PTF and an indication of whether or not position is open due to retirement.
- For programs requesting positions that must be filled for the program to still exist (such as dental/nursing/medical assistant), it doesn't make sense for those positions to go through this same process.
- We need to invest in ourselves in order to start generating the revenue needed to avoid the projected financial crisis. By investing in all of these positions, we maintain and improve the quality of our programs. The higher quality our programs, the more students will enroll. Some of these positions even actively save our students money, meaning a bigger chance that they will be retained and not have to drop out due to financial hardships!
- I helped proof my department's presentations. It seems like a waste of time to have to justify each opening, even for core classes that involve a retirement or someone unexpectedly leaving. A review of the mission, the core courses for the mission and then a consensus on what classes are core, should supersede this process. If a full time faculty retires or quits and it is a core class then it needs to be filled with another full time faculty member. If this is for a new full time faculty position and the classes have been previously taught by part time faculty or are new, then this process makes more sense. Our department chair said it took her 23 hrs to put the presentations together on top of her other duties.

- You need to focus on the current budget cuts and take into account that hiring full time faculty in areas that are not essential to necessary skills for a career education-bound student. Music theory, Environmental Studies, Philosophy and Political Science are really not subjects required for students transferring to a 4 yr university. They are nice to have to personal development but not for furthering one's career. The World Languages department hired a new teacher but they can barely keep Spanish, French and German classes running! CCC is a vocational/Trade prep school it is not a liberal arts college.
- I know that with budgetary concerns it will be a struggle to fund all of these positions. Thank you for considering the needs of the college.
- I think that this is a very laborious and difficult process. The requirement to create two separate power points is redundant and while the intent of the faculty forum presentations is good, the overall event is poorly attended and is very uncomfortable. I don't really have an alternative format to suggest but I think this should be looked at to think about how this process should be done to lower the time involved to submit documents and the competition that is inferred by the process itself.
- I worked very hard on my department's PowerPoint, but when I arrived in GF, I was shocked to see the projection set-up: a tiny classroom-sized screen, dim projection, and glaring fluorescent lights. The aesthetics made what is already a difficult experience downright unpleasant. And the design I literally stayed up all night creating really fell flat. I'm assuming that the other end of Gregory, with the big screen, was not available, and neither was McL theater? If that's the case next time, I think better equipment should be brought in or rented (bigger screen, better projector) and that someone attuned to aesthetics should take a look beforehand and really think hard about what the experience will be like, and whether it will convey that the college values faculty's hard work on their presentations. Maybe put out a call to faculty, too? I would have been happy to show up early and at least work on the lighting. Coffee and snacks would have helped set a better tone, too. :-). Thanks. Everything else was great, and I appreciate the process. I know that visuals were probably the least of your worries. But they're important.
- Fill as many of these as possible as they all have merit and are needed. Verify the decrease in salary from losing long time faculty to newly hired faculty and see how much saving is generated. I am guessing it will be moderate to high 6 figures or more. This saving can be utilized to be sure we hire as many as possible. I thought administration has been honest in their discussions and they are very supportive of faculty as they were previously faculty themselves. I put 8 as mandatory and would really like to see all 16 filled if possible. Faculty are great marketing tools so consider how many students come to the college due to their influence on enrollment.
- I have participated in this process for many years as a presenter and observer. This year, the communication was very late in reaching faculty and unclear as to what the expectations were from the departments. I'm not sure what was different this year, but this seemed much more last minute and not well organized.
- It seems illogical that retiring faculty should have their positions put into jeopardy. This process seems best suited to NEW positions, not evaluating the continuation of established programs. From a budget point of view a retiring faculty member replaced by a new faculty member is an automatic savings. New faculty start at the bottom of the pay scale while retiring faculty leave from the top of the pay scale.
- As the College examines its shared governance processes, it was made clear through the confluence of Bargaining, Budget Reduction, and Faculty Forum, that this particular process could use a revamping. I would encourage leadership to explore how a future FTF POR process should look - maintaining participation, if possible, but relying on data.
- We were not given information in a timely matter for our presentations (times, logistics, etc.). It was the equivalent of a faculty member telling a student they had a big high-pressure assignment due on Friday without any instructions. And then making the student ask for the instructions 3 days before it was due

during the last week of the term. This is unacceptable for faculty to do to students and unacceptable for admin to do to faculty (especially since we do this every year and you should have a standard practice and set of information). Also, it is inequitable that on years where there is high competition, there is less time to make your case because we arbitrarily have a 2 hour event. Each year each program should get the same amount of time to make a case no matter how many asks there are. And that time should be influenced by what outcomes we wish to see in this process/what the purpose of the faculty forum is. Please model good educational/human practices in the work that the college does. This process is becoming less and less valuable. There is no rubric, there is no standard, there is no guidance for how we should be approaching these decisions. Just our individual opinions making individual judgments for the collective and the community. We are lacking instructional leadership and vision that helps us better understand what we need, what the community needs and what shared values we are upholding or trying to meet in making these decisions. Instead, you are asking me to decide if I value someone being able to think critically or have affordable textbooks. Well, I care about both AND the college isn't here to live out my values; it is here to serve the values and needs of the community and our students. This process doesn't reflect or serve those needs and it doesn't allow us to practice being good stewards of those needs. I agree that there is value in seeing what other departments are doing and up to and understanding their work better. That's a very valuable way to spend our time, but this "process" perverts that value and we could get that benefit separate from making decisions about who gets to hire and who doesn't. And, I agree that it's an asset to have resource allocation be a transparent process, but faculty forum isn't that either. Faculty forum privileges people who are good public speakers or who have lots of fans and relationships or who know how to make an argument. In that way it is inherently inequitable and yet another example of how our "time-honored" traditions are replicating the systemic equity that our DEI work is supposed to help us dismantle. It's time to rethink this process, to get clear about what it is trying to achieve, what shared values we want to have reflected in the process and then build something new to meet those things. And this can't be done in a vacuum by a random group of people who happen to have the time/power positions in the college. It would be an excellent practice case/learning opportunity for us to collectively develop and test drive some real, true and new shared governance practices and skills (how can we do hard stuff together, collectively, respectfully, and logically toward shared goals even when we don't share positions/power) and an opportunity to rebuild the trust that has become so fractured (these artificial, dated, inauthentic, confusing rituals like faculty forum aren't helping to build trust in case that's not clear). Finally, putting together a POR is a lot of work, a lot of stress, and feels very, very high stakes. In addition to time and work, it's a ton of emotional, mental, psychological labor. There were no comments in the online forum this year, there wasn't enough time for questions and presentations in the forum. Already busy, overtaxed people are being asked to do a lot of work and then to participate in a lot of work in order for us give rankings on a survey where everything can literally be marked as even. It feels so disrespectful of the work we are asked to put in and misaligned with the number of resources that are being used to go through this process (how much money in salaries was represented in that room for those 2 hours, not to mention all the time people spent in creating and reviewing?) Does this process provide that much value add to us filling out that survey? Can we really say that we are being good stewards of our community's resources because this process results in surveys that are significantly more informed or better than what the surveys would say without faculty forum?

- It would be nice, as in prior years, we knew how many positions the college was filling. Feels like they college is holding positions hostage in lieu of bargaining, which is pretty shady.