

1. box 2A should be for teaching. Period!!!
2. Why are we being asked if the academic senate already decided? I really don't know what would be best, so I didn't answer #1.
3. While I would like an additional faculty hire in my department, I recognize the need for ongoing and permanent leadership (faculty leadership) for student learning outcomes. I think that teaching and learning and those outcomes are clearly a faculty service area.
4. On question #1, there should be MORE options (I selected one of your choices BUT that's NOT necessarily the best option) When will LMC make public the Box 2A decision that was requested at BOTH the LMC Academic Senate and the Department Chair meetings? LMC used to list ALL of the requested Box 2A positions (not just those positions that will hire) ... DVC and CCC list all of their faculty positions. My understanding is that the motion that passed at the LMC Academic Senate meeting was NOT clear at the time of voting... when Senators began to discuss the topic at the February 9th Academic Senate meeting (due to the review of the previous meetings minutes), President Norris cut-off the discussion. How can a faculty position have no direct contact with students? I thought this position would have a tutoring assignment -- some "teaching" at least -- so has that changed?
5. I think there might be lots of folks who don't have a clue what the TLP Coordinator job entails. A job description with this survey would have been a good idea. W
6. It would be a serious miss use of the taxpayers money to allocate a full time tenure track teaching position to a non teaching job. We really, really need more actual full time teachers! I think the proposal to squander one of our rare fulltime positions on SLOs is outrageous.
7. LMC needs more full time teachers, not this.
8. The RAP proposal (currently on the table for submission) from the Curriculum Committee will fund (if SGC approved) faculty members will be PAID to assist in the revision and writing of new and updated course outlines. The RAP proposal is fair and will be fully funded if accepted by SGC. If this proposal is passed, why would we need a full time TLP coordinator? There would be an overlap of work I believe. Also, our Brentwood Coordinator for a 4,800 student campus is not a full-time position, it is faculty release. This full-time position of TLP needs to be thought out prior to a final decision. There are other positions that deserve full-time, we have a surge of students that need full-time faculty instruction. We are also in a financial crisis in our state.. how can we make this decision so quickly?
9. I think this is a very important position and we should fund it because it will help ensure the quality of our classes
10. box 2a should be for faculty who teach!
11. The college is in desperate need of full time instructors. To trade a new hire for this position is crazy.
12. It is imprudent to create such a specific permanent position when there is little or no way of knowing if this specific position will still be appropriate 5, 10, or 15 years from now.

13. The true reason we are involved in creating SLO's is because someone(s) at the accrediting level decided schools / faculty need to do more work to "prove" their worth, their effectiveness. I think most faculty would be happy to accommodate the accreditation - SLO process by implementing SLOs in order to maintain our accreditation without spending precious resources or time, or creating a hierarchical system by allocating a full-time person, to oversee the SLO process which has already been quite devisive on our campus.

14. Thanks for putting this into a survey money format.

15. With limited Box 2A allocations, a tenure position should NOT be taken by TLP or SLO coordinator. Thses positions should be classified not faculty. Awarding a faculty position for this would take away a postion for a dept that really needs another faculty. The TLP or SLO coordinator has limited contact with the entire campus so it shouldn't monopolize an entire faculty position. It's not fair to the college and to departments who are functioning without retirement replacements or able to expand their department.

16. I benefitted greatly from working with the TLP coordinator(s). I just don't see this as a tenure track faculty position.

17. How would this position affect the work currently being done by teaching Faculty using release time?

18. I strongly support having a permanent TLP coordinator position. We desperately need someone in this position devoting 100% of their time to consistent and coherent SLO's, assessment, and coordination. I am very uneasy about (1) using up a very much needed box 2A hire (instead of admitting this is really a staff/admin. position) and losing a much needed faculty teaching position, and (2) hiring a teaching faculty with never any teaching duties. This again points to the fact that the TLP coordinator is not a faculty position but a staff/admin. position. There may be some faculty that would be terrific in the position but having a person permanently assigned to this position would remove them from teaching duties and, in effect, transform thier duties into one of a staff/admin.

19. Very knowledgable people. Very helpful. Both believe that they are superior individuals.

20. This is not a faculty position! If this person isn't interacting directly with students, he/she is not a faculty member. And, if this were approved, how would we evaluate this person? The position doesn't exist within the contract, and I don't think it should.

21. I am categorically opposed to the notion of inventing this position. It serves only to promote a Byzantine structure that adds still another layer of pseudo-management between the student and the instructor.

22. Having seen both the short and long-work required to do this job effectively, I would argue that the "professionalism" that comes from an on-going assignment outweighs the value of short-term release-time assignments.

23. If we make this a rotating position, we will lose a lot of expertise every few years, and we still take a full-time faculty member out of the classroom.

24. A full-time position dedicated solely to SLO administration creates a conflicted individual by being put into an untenable position. It is an horrific waste

of a full-time teaching position, designed simply to mollify the administration's need to keep appearances up on accreditation issues.

25. I believe this is a necessary position on campus and that we should look to the models set by other community colleges with similar positions.

26. The TLP coordinator should know something about teaching, which is why I favor using release time.

27. The TLP coordinator should have occasional classroom teaching assignments so as to gain fresh experiences regarding teacher-student interactions.

28. This divisive and disingenuously worded poll undermines the authority of our academic senate to make decisions on LMC teaching and learning concerns.

29. If we are to truly improve teaching and learning, we need professional development that explicitly responds to the results from an assessment of student learning. This requires expertise and the sustained focus of someone hired specifically to do this job. On another note, I am appalled that the union would try to undermine the decisions made by the LMC Academic Senate. I hope the union keeps in mind that online surveys are an unreliable source of information, prone to voluntary response bias.

30. A really bad idea!

31. I wanted to check two boxes in Q1 but was not able to do that. I also need a different choice for Q3. I think the TLP is a high priority, but not allocating one as it is currently planned. I am not averse to a full-time TLP position, in fact I favor the idea, but I'd prefer a long-term rotating position (say 6 years on the accreditation cycle) to give the job the kind of stability needed IF the position does not involve teaching. I do think a full-time tenured TLP job should include teaching and interactions with "students" through education courses open to faculty-as-students (for credit professional development if you will) as well as to other students interested in/majoring in education. So I believe the position should have a minimal teaching portfolio.

32. Should be a faculty position that remains consistent with one faculty member.

33. I strongly believe taking a faculty member out of the classroom to spend time policing other faculty is a travesty of our mission! When SB 1725 has been fulfilled and our colleges have the legal ratio of full time faculty to part time, maybe we can think about doing this. That being said, whoever takes this position MUST be given an appropriate amount of release time to do it. Thanks for listening to my opinion.

34. SLOs and the TLP are an obscene waste of time, taxpayer money, and institutional resources, with absolutely no benefit to students. We must endeavor to treat these as the bureaucratic distraction that they are, and aim for the absolute minimum of compliance with state regs.

35. I see that there is much work to do, but at a community college, it seems wrong for someone to be a tenure-track faculty and to have little or no student interaction. Ideally, someone with significant teaching experience would be a good fit for such a position, but approving the position does not guarantee that the person who fills it has spent a lot of time in classrooms and has been a

successful teacher. I will admit that I don't know that much about TLP, but again, all faculty should be in the classroom, even if it's only 1 - 2 classes per semester.