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| **Discipline: Geography** | **Date 01/22/2015**  |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** |  **Add Date  (00/00/0000)** |

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.  (ACCJC Standard I.B3; AB-1725, 10+1)

**Purpose of Program Review and Planning:**

Program Review and Planning for Years 2 and 3 provides a “check-in” on the Year 1 Comprehensive PRP. The PRP documents the vision and planning for a program or discipline. It also provides information for the development of the College’s Strategic Plan goals and annual objectives, documents overarching themes/issues occurring across academic programs and instruction, identifies the needs for resource allocations, and identifies department needs for developing the annual Staffing Plan update.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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| **List everyone who participated in completing this Program Review and Planning Document.****Cathy Jain, Wing Cheung, and Doug Key** |

**STEP I. Evaluation of Program & SLOAC Data.** In this section, examine and analyze updated program data, the results of SLOACs, and other factors that could influence your program/discipline’s plans for the current year. Consider trends and any changes in the data as they relate to this year’s analysis.

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| 1. **Analysis of Program Data. Review and comment on any significant changes or noted concerns since last year’s PRP.**

**(For enrollment, WSCH, & FTEF data, use Fall term data only).** * + Enrollment, Enrollment Load, WSCH, and FTEF (<http://www.palomar.edu/irp/PRP_WSCH_FTEF_Load.xlsx>) **(Use Fall term data only).**
	+ Course Success and Retention rates (<http://www.palomar.edu/irp/PRP_Success_Retention.xlsx>**). Note, this file is very large and there will be a delay both when you open the file and again when you initiate the first search.**
	+ Degrees and Certificates (<http://www.palomar.edu/irp/PRP_Degrees_Certs.xlsx>).

Overall enrollment has remained remarkably stable over the last five years of data. Enrollment at census date for Fall 2008 was 817. For Fall 2012, enrollment at census was 815. Census load % has ranged from 91.6% to 102.3%. The 91.6% figure was for Fall 2012. This small drop may be accounted for by an increase in the total number of seats. The data is by discipline and does not allow us to compare the subdisciplines of physical geography, human geography, and Geographic Information Systems. That information would be helpful. Retention rates have remained remarkably high for the six years of data at 95% for all classes. Pass rates for day classes have seen a small decline in the past 6 years. For the three years 2007 - 2009, the pass rate averaged 73.7%. For the three years 2010 - 2012, the pass rate averaged 69.2%. This same decline is not seen either division wide or campus wide. Pass rates for evening classes have remained fairly constant. In all six years, pass rates by women have been slightly higher than for men. Some of the most eye opening data has to do with pass rates for full-time students. The overall pass rate for geography students in 2012 was 68.3%. For full-time students, the pass rate was 77.8% or 9.5% higher. This was the case for all six years of data. This trend also holds up campus wide. This may indicate that full-time students have a more serious commitment to their education, or it may indicate that they are less likely to be working full-time in addition to taking classes. The most recent year of data available, 2013-2014, is anomalous. In the process of adding classes as requested by the college, the overall enrollment declined. In Fall 2013 we went up to 920 seats but enrollment was 760, giving us a census load % of 82.6%. In Spring 2014 we increased seats further to 1,021 but enrollment was 813 for a census load % of 79.6%. At this point the college has recognized the problem and has asked us to cut low-enrollment classes going forward and to become more efficient with classroom space. We expect our census load % to return to normal levels as a result. |

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| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, summarize your planned SLOAC activities for courses and programs for the current academic year. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/>

During the current academic year, we will be administering assessments in all classes offered at least once in either the fall or spring semester. We have not addressed all of our student learning outcomes in previous years. Our efforts this past fall included assessing SLOs that we had not previously assessed. Also, with our new TMC degree, we will begin to assess courses with the degree SLOs in mind.  |

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| 1. **Other Relevant Data and Information.**
2. **Review other data and/or information that you included in last year’s assessment of your program (see Step II.C). (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities). Describe other data and/or information that you have considered as part of the assessment of your program. If there is additional information you are using to assess your program this year, also describe that information here.**

The development of the TMC degree in geography has meant the realignment of courses applicable to the geography degree. We can expect more students to take the courses involved with this degree. In addition, AA degree in GIS may need to be adjusted due to geography TMC requirements. The GIS program is also dependent of having state of the art technology in classroom NS127 to continue operating. Computers in NS127 were upgraded during summer 2013.1. **Given this updated information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.**

Current and future students will have increased access to geography certificate and degree programs and have increased access for transfer to California 4 year colleges. Current and future students will use state-of-the-art technology as part of their certificate and degree programs. This access to technology will prepare our students for their role as participants in the workplace of the future. |

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| 1. **Labor Market Data. For Career/Technical disciplines only, review and comment on any significant changes or concerns since last year’s PRP. (See Step II.D). This data is be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/)**. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)**

According to the Bureau of Labor Statistics, the predicted growth rate for Surveying and Mapping Technicians is 16% (as fast as average) between 2010-2020 (http://www.bls.gov/ooh/Architecture-and-Engineering/Surveying-and-mapping-technicians.htm). The Occupation Information Network (O\*NET) (sponsored by the US Department of Labor and the Employment and Training Administration) created a new job classification for the GIS technicians (code 15-1199.05), and considered it a "bright outlook" occupation given the growth in GIS employment opportunities in the near future (http://www.onetonline.org/help/bright/15-1199.05). |

**STEP II. Progress on Previous Year’s Goals and Plans** (See ”Step III - Updated Goals and Plans” in your completed 2013-14 PRP at <http://www.palomar.edu/irp/PRPCollection.htm>).

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| **Discuss/Summarize progress on last year’s goals. Include** 1. **the impact on resources allocated and utilized;**
2. **any new developments or concerns that are affecting the program;**
3. **any new goals for the program; and**
4. **other information you would like to share.**

In meeting the requirements of instituting the Transfer Model Degree for Geography, our program faculty have developed an AA-T Geography TMC degree. This required the revision of curriculum for several classes, including GEOG 125. The AA-T degree was approved and became active in Fall 2014. Instituting a TMC degree in Geography meant not only developing the degree requirements, but also aligning our existing courses the California C-ID model for courses. The GIS curriculum is vetted by industry professionals in the local advisory committee as well as professional in the GeoTech Center's national advisory council. In addition, the Department of Labor's Geospatial Technology Competency Model (GTCM) is used to address gaps in the Palomar GIS curriculum. For GIS, the coordinator has continued to hold semi-annual GIS advisory committee meetings with educators and administrators, industry professionals, and service learning partners in order to reaffirm and secure new articulation agreements as well as evaluate the existing curriculum.For class offerings, we have begun to add classes after cutting for several years. There are some problems with adequate enrollment but we understand that this is a problem that is statewide.For staffing, we expressed the need to eventually hire another full-time geographer, since one of our full-time geographers will be retiring Spring 2015. Additionally, the expansion of geography particularly in the area of Geographic Information Systems (GIS) was noted as putting further strain on our being able to hire part-time people to fill classes. The shortage of full-time geography faculty members also limits our ability to explore additional (2 year to 4 year institution) articulation agreements, and pursue collaborative projects with other institutions of higher learning across the country. In addition, the new AA-T degree in geography will add to enrollment in our core courses which will increase the need to add classes and instructors. These statistics support the need for an additional full-time geographer. Not only will one of our full-time instructors, Doug Key, be retiring soon, but our current department chair, Cathy Jain, is one of our full-time geographers. She will only be teaching a 40% load of geography classes while chair. The other full-time geographer, Wing Cheung, will be teaching a 60% load due to release time from his involvement with the STEM II program. |

**STEP III. Resources Requested for FY 2014-15:** Now that you have completed Steps I and II, Step III requires you to identify all additional resources you will need to achieve goals, plans and strategies for Step II. First, identify all resource needs in each budget category. You may have up to five (5) requests per budget category. Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies. Resource requests to simply replace budget cuts from previous years will not be considered. Negotiated items should not be included in any resources requested. PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. Requests that support more than one discipline should be included on the “Academic Department Resource Requests” PRP form only. [*Click here for examples of each budget category.*](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

Prioritize within each category and then prioritize across categories in Step IV.

\*Refer to Strategic Plan 2016 Objectives at http://www.palomar.edu/strategicplanning/StrategicPlan2016-Year2.pdf

**Budget category a. Equipment (acct 600010 and per unit cost is >$500). Enter requests on lines below. Click here for examples of equipment:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests**  | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **a1.**  | **none** |  |  |  |  |  |
| **a2.**  |  |  |  |  |  |  |
| **a3.**  |  |  |  |  |  |  |
| **a4.**  |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |

**Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). Enter requests on lines below. Click here for examples of technology:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests**  | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **b1.**  | **Unmanned Aerial Vehicles** | **600010** | **1,2,3,4** | **Aligns with college mission statement** | **As unmanned Aerial Vehicles (UAV) become increasingly popular for GIS data collection, there is a need to secure an UAV so the instructor can develop curriculum in this exciting area.** | **$1,000** |
| **b2.**  | **GIS Server for Remote Access** | **600010** | **1,2,3,4** | **Aligns with college mission statement** | **The acquisition of a new GIS Server will allow students to access the GIS application and GIS data remotely, thereby making distance offering of GIS education feasible, while increasing student access to the GIS resources at Palomar College.** | **$50,000** |
| **b3.**  |  |  |  |  |  |  |
| **b4.**  |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |

**Budget category c. Supplies (acct 400010 and per unit cost is <$500). Enter requests on lines below. Click here for examples of supplies:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests**  | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **c1.**  | **Plotter ink and paper for color plotter** | **400010** | **1,2,3,4** | **Aligns with college mission statement** | **Plotter ink and paper are necessary for students who wish to print their semester projects.** | **$1,000 ongoing** |
| **c2.**  | **Pirnter ink for color laser printer NS127** | **400010** | **1,2,3,4** | **Aligns with college mission statement** | **Printer ink is necessary for students needing to print lecture and laboratory materials including colored map products from GIS classes.** | **$1,000 ongoing** |
| **c3.**  |  |  |  |  | **Please note that the above amounts requested are in addition to the $2,200 currently funded for other geography supplies.** |  |
| **c4.**  |  |  |  |  |  |  |
| **c5.** |  |  |  |  |  |  |

**Budget category d. Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license) Enter requests on lines below. Click here for examples of operating expense:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests**  | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already partially funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **d1.**  | **Software maintenance agreement supporting GIS classroom instruction** | **500010** | **1,2,3,4** | **Aligns with college mission statement** | **The GIS software and remote sensing software currently installed in the GIS labs requires annual maintenance. Annual maintenance ensures that the software are up to industry-standard, which in turn ensures that students are acquiring the skills that are needed to pursue advanced education in GIS and geography, or a fulfilling career in GIS. This agreement has been grant funded in the past . However, grant funding has ended.** | **$6,500 ongoing** |
| **d2.**  |  |  |  |  |  |  |
| **d3.**  |  |  |  |  |  |  |
| **d4.**  |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

**Budget category e. Travel Expenses for Faculty (acct 500010: faculty travel only)**

| **Priority Number for Resource Requests**  | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **e1.**  |  |  |  |  |  |  |
| **e2.**  |  |  |  |  |  |  |
| **e3.**  |  |  |  |  |  |  |
| **e4.**  |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**Budget category f. Short-term hourly (temporary and student worker). Enter requests on lines below.**

| **Priority Number for Resource Requests**  | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **f1.**  | **Internship assistant** | **230010** | **1,2,3,4** | **Aligns with college mission statement** | **The instructor of the GIS internship currently assists student with technical issues in their internships, research internship and employment opportunities for students, interacts with internship agencies, evaluates students' internship progress, and resolves issues between students and internship agencies as necessary. Thus, given the value of internhips for GIS students, it will be ideal to have a part-time classified staff to assist the instructor in day-to-day tasks, such as ensuring that internship students are paid, confirming that internship students are properly insured, and strengthening ties with existing GIS internship agencies.** | **$10,000 ongoing** |
| **f2.**  |  |  |  |  |  |  |
| **f3.**  |  |  |  |  |  |  |
| **f4.**  |  |  |  |  |  |  |
| **f5.** |  |  |  |  |  |  |

 **STEP IV. Prioritize Resource Requests.** Now that you have completed Step III, prioritize all of your resource requests as one group; not prioritized within each budget category. This means you could have your #1 priority in technology, your #2 priority in short-term hourly, and your #3 priority in equipment, etc. If you actually have five (5) requests in each of the six (6) budget categories, you would end up with 30 prioritized requests**. IPC will not consider requests that are not prioritized.** Note that all funding allocated by IPC is one-time and must be spent within the defined timeline.

| **Priority Number for all Resource Requests in Step III** | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, benefits, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.**  | **GIS software maintenance** | **500010** | **1,2,3,4** | **Aligns with college mission statement** | **The GIS software and remote sensing software currently installed in the GIS labs requires annual maintenance. Annual maintenance ensures that the software are up to industry-standard, which in turn ensures that students are acquiring the skills that are needed to pursue advanced education in GIS and geography, or a fulfilling career in GIS. This agreement has been funded in the past . However, grant funding has ended.** | **$6,500 ongoing** |
| **2.**  | **Plotter ink and paper for color plotter** | **400010** | **1,2,3,4** | **Aligns with college mission statement** | **Plotter ink and paper are necessary for students who wish to print their semester projects.** | **$1,000 ongoing** |
| **3.**  | **Printer ink for color laser printer NS127** | **600010** | **1,2,3,4** | **Aligns with college mission statement** | **Printer ink is necessary for students needing to print lecture and laboratory materials including colored map products from GIS classes.** | **$1,000 ongoing** |
| **4.**  | **Unmanned Aerial Vehicles** | **600010** | **1,2,3,4** | **Aligns with college mission statement** | **As unmanned Aerial Vehicles (UAV) become increasingly popular for GIS data collection, there is a need to secure an UAV so the instructor can develop curriculum in this exciting area** | **$1,000** |
| **5.** | **GIS Server for Remote Access** | **600010** | **1,2,3,4** | **Aligns with college mission statement** | **The acquisition of a new GIS Server will allow students to access the GIS application and GIS data remotely, thereby making distance offering of GIS education feasible, while increasing student access to the GIS resources at Palomar College.** | **$50,000** |
| **6.** | **Internship Assistant** | **230010** | **1,2,3,4** | **Aligns with college mission statement** | **The instructor of the GIS internship currently assists student with technical issues in their internships, research internship and employment opportunities for students, interacts with internship agencies, evaluates students' internship progress, and resolves issues between students and internship agencies as necessary. Thus, given the value of internhips for GIS students, it will be ideal to have a part-time classified staff to assist the instructor in day-to-day tasks, such as ensuring that internship students are paid, confirming that internship students are properly insured, and strengthening ties with existing GIS internship agencies.** | **$10,000 ongoing** |
| **7.** |  |  |  |  |  |  |
| **8.** |  |  |  |  |  |  |
| **9.** |  |  |  |  |  |  |
| **10.** |  |  |  |  |  |  |
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| **28.** |  |  |  |  |  |  |
| **29.** |  |  |  |  |  |  |
| **30.** |  |  |  |  |  |  |

**STEP V. Contract Position Requests.** Prioritize all contract positions you feel are needed to achieve goals, plans and strategies identified in Step II. Include all requests for Classified, CAST, and Administrator positions that either replace a vacancy due to retirements, resignations, lateral transfers, etc., or any new positions. You may request up to ten (10) positions and they must be prioritized to be considered by IPC. Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.   (Do not include faculty positions.)

| **Priority Number for Contract Position Requests**  | **Position Title/Category****Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide a detailed rationale for the each position. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.**  |  |  |  |  |  |  |
| **2.**  |  |  |  |  |  |  |
| **3.**  |  |  |  |  |  |  |
| **4.**  |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |
| **6.** |  |  |  |  |  |  |
| **7.** |  |  |  |  |  |  |
| **8.** |  |  |  |  |  |  |
| **9.** |  |  |  |  |  |  |
| **10.** |  |  |  |  |  |  |

 **Department Chair/Designee Signature Date**

 **Division Dean Signature Date**