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Full-Time Faculty Position Request Form 2019 - 2020

STEMPS Division
Las Positas College

This form is used by departments and programs to request new or unfilled faculty positions relying on Program Review and/or other justifications. Submit one form for each position requested. For multiple positions, indicate priority of request (e.g., Subject Position 1, Subject Position 2, etc.). Forms are due to Division Deans by September 15, 2018.

Position Requested:

Contact Person:

Discipline/Division: Starting Term: Fall Spring

This form requires the use Enrollment Management Tool data, which can be found at the following link: <http://www.laspositascollege.edu/researchandplanning/FacultyPrioritization.php> (If you have any questions about the data, please contact Rajinder Samra 925-424-1027 or rsamra@laspositascollege.edu) or your Dean. The data will be verified by the Dean. Do not attach data spreadsheets.

Check if position is a: Replacement or New

If replacement: What is the position code? (see Dean)
Name of the person being replaced:
Length of time position(s) unfilled:

CRITERIA

- Number of Full-Time Faculty currently in Discipline:
If requesting more than one position, add 1 to this number for each subsequent position requested.
- Percentage of FTEF taught by full-time faculty as load for the past six semesters, and projected for one year assuming a successful hire. (Use data from link above. If requesting more than one position, see Rajinder Samra to determine the projected numbers.)

Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Projected Fall 2019	Projected Spring 2020
<input type="text" value="28.3"/>	<input type="text" value="31.6"/>	<input type="text" value="28.4"/>	<input type="text" value="30.1"/>	<input type="text" value="45"/>	<input type="text" value="31"/>	<input type="text" value="61.4"/>	<input type="text" value="53.4"/>

- a. For Instructional Faculty: WSCH per FTEF for the past six semesters (use data from link above):

Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
<input type="text" value="460.7"/>	<input type="text" value="463.3"/>	<input type="text" value="483.4"/>	<input type="text" value="461.6"/>	<input type="text" value="466.4"/>	<input type="text" value="456.7"/>

Full-Time Faculty Request Form 2019-20: FHPC Revisions May 3, 2012, Sept. 18, 2012, April 30, 2013, December 4, 2015, March 21, 2018; Presented to Academic Senate-January 27, 2016, April 11, 2018

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b. For non-instructional faculty (librarians and counselors): Student/Faculty ratio for the past six semesters, and projected for one year assuming a successful hire. Divide headcount by number of full-time faculty. For example: 8000 students divided by 3 full-time faculty. 1:2666

(If requesting more than one position, see Rajinder Samra to determine the projected numbers).

Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Projected Fall 2019	Spring 2020

4. Program Characteristics:

- a. List the courses taught and/or work performed in the discipline.
(Be brief and specific. Use your Program Review to complete this section.)

Courses taught in discipline: Anatomy, Botany, Cell Biology, Ecology, Human Biology, Introductory Biology, Marine Biology, Microbiology, Human Physiology, Field Biology, Medical Assisting, and Zoology. Biology is the largest science department. We serve pathways for transfer, CTE, and Allied Health as well as Gen Ed. Faculty must stay current in a rapidly changing discipline, and have expertise in laboratory pedagogy that is safe, engaging, meets Student Learning Outcomes, and industry standards.

- b. Total number of primary sections as identified in data taught in the discipline in each of the last six semesters (use data link from page1):

Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
35	36	38	39	36	43

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c. Student enrollments (FTES) in the classes taught (use data link from page 1) or number of students served in each of the last six semesters:

Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
190	199	206	211	199	225

d. List special characteristics of the discipline such as: (Be brief and specific. Use your Program Review to complete this section.)

- Mandated class size limits due to state, contract, and accreditation standards.
- Facilities
- Number of courses out of the total number of courses in the discipline that meet General Education Requirements
- Number of courses out of the total number of courses offered that are required as part of an AA/AS degree, certificate or transfer
- Discipline provides basic skills courses
- Discipline provides mandated and specialized services to students
- Other

Mandated class size: Courses with labs are typically limited to 24 students, reflecting the number of lab stations available and ensuring safety, and providing adequate and efficient student access to reagents, equipment, etc.

Facilities: Biology labs require specialized wet lab facilities, equipment, instrumentation, and safety protocols to deal with biological and chemical hazards. Faculty must be qualified to safely handle potentially dangerous materials and to ensure the safety of students working with these materials.

Courses that meet General Education requirements: 100% of our 12 courses satisfy AA/AS GE requirements, and CSU and UC transfer requirements.

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5. Describe how courses and/or services in this discipline impact other disciplines and programs. (Be brief and specific. Use your Program Review to complete this section.)

Students taking Biology courses directly increase enrollments in prerequisite courses such as chemistry and math.

In addition to the major, Allied Health courses are required courses for the following programs: AA-T Kinesiology, Kinesiology Certificate in Athletic Training/Sports Medicine, EMT-Paramedic, and the new AD-T Health Science.

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6. If this is the first full-time position in the discipline, discuss: (Be brief and specific. Use your Program Review to complete this section.)

- b. Justification for the position.
- c. Projected start-up costs for equipment, facilities, and support staff for the first three years.
- d. Projected enrollment growth for the next three years, starting with the first semester of the projected faculty hire.

N/A

7. What are the impacts on students, the discipline and the college of NOT filling this faculty position? What are the programs/courses/services that have not been or cannot be offered due to the vacancy? (Be brief and specific. Use your Program Review to complete this section.)

The Biology department is working with Work Force Strong to identify, and potentially develop, certificates in related Allied Health fields such as phlebotomy. We would like to explore the possibility of developing curriculum in pathophysiology and other non-clinical courses to further support our pre-nursing students. Without additional faculty expertise in the Allied Health field, development of certificates and other courses will be slowed.

Allied Health courses are typically the first to fill during registration with waitlists often reaching capacity. In order to meet student demand we have increasingly added Allied Health classes to the summer schedule. Only 29% of Allied Health classes from Fall 17, Sp 18 and Sum 18 are taught by full-time instructors.

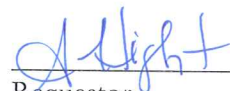
A full-time faculty member in Allied Health would bring more consistency in instruction, mentoring opportunities for students, independent studies and honors projects. A full-time faculty member can serve as a faculty advisor for the Biology Club and/or Nursing Club.

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8. Any additional information that addresses justification of the position. If multiple positions are being requested, this is an opportunity to differentiate the justifications for additional positions.

The Biology Department is in the preliminary stages of planning for a new Science Building in accordance to the Facilities Master Plan. Developing biology labs requires expertise for specialized labs and other facilities such as a cadaver lab. A full-time faculty member can provide insight and experience in the planning and development of such facilities.

Signatures:


Requestor


Dean


Vice President