

Full-Time Faculty Position Request Form 2022 - 2023

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 10, 2021.

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.laspositacollege.edu/researchandplanning/FacultyPrioritization.php> (If you have any questions about the data, please contact Rajinder Samra 925-424-1027 or rsamra@laspositacollege.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:

Date Retirement/Resignation is Board Approved:

If position is categorically funded, indicate source and duration of funding:

CRITERIA

1. Number of Full-Time Faculty currently in Discipline:
If requesting more than one position, add 1 to this number for each subsequent position requested.
2. 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.)

Projected

Fall 2018 Spring 2019 Fall 2019 Spring 2020 Fall 2020 Spring 2021 Fall 2022 Spring 2023

<input type="text"/>							
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3. a. For Instructional Faculty: WSCH per FTEF for the past six semesters (use data from link above):

Fall 2018 Spring 2019 Fall 2019 Spring 2020 Fall 2020 Spring 2021

<input type="text"/>					
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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.

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

Projected

Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2022	Spring 2023
<input type="text"/>							

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.)

- 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 page 1):

Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
<input type="text"/>					

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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 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
<input type="text"/>					

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 associates degree, certificate or transfer
- Discipline provides basic skills courses
- Discipline provides mandated and specialized services to students
- If position is categorically funded please add source and duration of funding
- Other

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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.)

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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.)

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

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.)

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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.

Signatures:

Michael I. Shulman

Requestor

Date

Nan Ho

Dean

Kristina Whalen

Vice President

Question 7

Biology is the largest science department on campus and has a high transfer rate to 4-year universities. Our students present independent research at scientific conferences, obtain competitive internships (e.g. at Sandia National Lab and local startups), and participate in community partnerships that require a lead faculty member with expertise in cellular and molecular biology. This faculty member is historically a key driver of many important relationships and partnerships in the Tri-Valley (e.g. with startups, national labs, biotech companies, regional biotechnology organizations). Developing and maintaining long-term relationships with industry partners and national labs requires a full-time faculty member.

We have already committed to and obtained funding for programs and activities that require expertise in cellular and molecular biology (e.g. Biotech Boot Camp, National Science Grant focused on Biotechnology Career Pathways). Currently we have no full-time faculty members with the expertise to teach Cellular and Molecular Biology (Bio 1C). This class makes up one-third of our Biology Major. Without a full-time Molecular Biology faculty member we have not been able to focus on opportunities for students, maintaining continuity of established partnerships and programs, or work on long-term planning required to build this critical area of bioscience that is growing in the Tri-Valley.

Impacts to Students

Biotechnology and Experimental Design Project: Bio 1C is the biology majors capstone course. It includes a detailed hands on laboratory component, where students design their own experiments using industry standard skills and techniques (bioinformatics, tissue and RNA extraction and reverse transcription, PCR and quantitative PCR). These skills are extremely marketable to industry and academic labs. This 6-week experiment could not be offered with a part-time faculty member teaching the class even before COVID-19. Comprehensive knowledge and the time and consistency on campus is required to manage a project of this magnitude.

Student Independent Laboratory Research: Full-time Biology majors faculty members typically supervise multiple honor's projects and independent study projects each semester (2-7 students). This level of advising has been lost for Molecular and Cellular Biology (Bio 1C). These projects are a critical step to student success in transferring to 4-year schools, obtaining jobs in industry and academia, and succeeding in applications to graduate school and medical school.

Advising: Historically the majority of the members of the Beta Beta Beta Biological Honor Society and the Biology Club were students majoring in Biology. A faculty member who knows a student's strengths inside and outside of class can provide a greater level of advising and support. It has been impossible to maintain this level of advising.

Career Goals: Our full-time Biology major faculty members typically write many recommendation letters per semester. Long-term relationships are more likely with a full-time faculty member. Many of these recommendations are for students who have already transferred and need letters for graduate school, medical school, dental school, etc. These letters are critical to students achieving their goals.