

Full-Time Faculty Position Request Form 2027- 2028

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 16, 2026.

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:

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 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026	Fall 2027*	Spring 2028*
41.2	37.3	44.5	42.3	37.7	35.2	51.1%	52.8

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

Fall 20233	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026
428.3	425.2	451.6	457.7	473.7	487.1

*As of Fall 2026, Biology has 7 full-time faculty; these numbers would be assuming we get the first position requested

Full-Time Faculty Request Form 2024-25: 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, April 27, 2019, May 13, 2020, May 4, 2021, May 14, 2022, May 10, 2023, May 17, 2023, May 8, 2024, May 23, 2025, May 19, 2026

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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).

Projected

Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026	Fall 2027	Spring 2028

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, Bioinformatics, Cellular and Molecular Biology, General Biology, Human Biology, Humans and the Environment, Introduction to College Biology, Introduction to Healthcare, Marine Biology, Microbiology, Human Physiology, and Zoology.

Biology is the largest science department at LPC. We serve pathways for transfer, CTE, General Education, and Allied Health. Faculty must stay current in their specialty within this rapidly changing discipline. Furthermore faculty must have expertise in laboratory pedagogy that is safe, engaging, and meets Student Learning Outcomes and industry standards

Cellular/Molecular Biology is a course that has rapidly and recently grown in enrollment. In Spring 2024, we filled three instead of two sections for the first time. In Spring 2026, our combined Cellular/Molecular Biology waitlist was over 30 students, and the waitlist for the only section offered approached 20 students in Fall 2026. With the introduction of several Biology 1R/Organismal Biology sections in Fall 2026, we anticipate a dramatic increase in enrollment and student need. When the new STEAM building opens, we will have the physical lab space needed to increase our offerings of more Cellular/Molecular Biology sections. Our department has three full time faculty who can teach Organismal Biology, but only one full time faculty who can teach Cellular/Molecular Biology. Staffing this specialized course with qualified part-time faculty has been challenging to date, and will become more challenging as we increase the number of sections offered.

- 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 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026
41	39	44	41	45	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 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026

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

Mandated class size: Courses with labs are limited to 24 students, reflecting the number of lab stations available ensuring safety, and providing adequate and efficient student access to models, slides, 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: 12 of our 14 courses satisfy AA/AS GE requirements and CSU and UC transfer requirements. The remaining 2 courses (Bio 55: Orientation to Healthcare and Bio 70: Field Biology) qualify for CSU GE and transfer.

Courses offered that are required as part of an AA/AS/AD-T degree, certificate or transfer: Out of the 15 courses offered in the Biology department, 12 are required as part of an AA/AS/AD-T degree, certificate or transfer. The remaining three courses in our biology program may be chosen as an option, out of a selected set of courses, for AA/AS/AD-T degree, certificate or transfer.

Biology classes are part of 17 degrees and 9 certificates on campus. That includes our own degrees and certificates, and also includes degrees where biology is an option but may not be required.

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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 classes directly increase enrollments in related fields (e.g., Chemistry, Physics, Math). Continued growth in both the Biology majors and Allied Health pathways has led to several new Chemistry sections and higher enrollment in Physics.

Biology courses are required in 5 AA degrees (Biology, Psychology, Liberal Arts & Sciences, Social Work & Human Services, Computational Biology) and 6 AS degrees (Allied Health, Biology, Emergency Medical Services, Environmental Science, Horticulture, and Public Health).

Biology courses are also options for 6 AA/AS degrees (e.g., Kinesiology, Nutrition and Dietetics, Occupational Safety and Health, Viticulture).

Additionally, biology courses are required for Certificates (e.g., Computational Biology, Biotech), and other Career Certificates (Paramedic Sciences, Sports Medicine) and preparation for transfer to CSU and UC programs (Public Health, Chemistry, Environmental Studies, and Social Work and Human Services).

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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.

NA

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.)

Please see attached.

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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.

This position provides the needed support for our Biology Transfers program as enrollment and demand grow dramatically, we modify our curriculum to include two instead of three Biology classes in the transfer sequence, we add our Biotech Certificate, we add the Biology 2A/Bioinformatics course, and increased space allows us to offer more sections of Cellular and Molecular Biology when the new STEAM building opens. We have an imbalance among full-time faculty in the department, with three full-time faculty who can support Biology 1R/Organismal Biology, and just one full-time faculty who can support Biology 1C/Cellular and Molecular Biology, Biology 2A Bioinformatics, NBIO201/Biotechnology 1, and NBIO202/Biotechnology 2.

Signatures:

Kai Blaisdell

Requestor

9/15/26

Date

Paula Checchi **9/16/26**

Dean

Date

Nan Ho

Vice President

10/1/2026

Date

Question 7: Faculty Position Request Cellular and Molecular Biology for Fall 2027

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 participate in partnerships with the community. Many of our partnerships require a lead faculty member who has expertise in cellular and molecular biology. We already provide growing, high-demand programs that require oversight and expertise in Cellular and Molecular Biology (e.g. Summer Certificate Program in Biotech), and this is an area for potential growth and obtaining external funding to support students in new ways. For example we recently concluded a National Science Foundation grant focused on Biotechnology Career Pathways.

We have only one full-time faculty member with the expertise to teach Cellular and Molecular Biology (Bio 1C), and the Biotech Courses (NBIO 201 and NBIO 202, first taught Summer 2026). Bio 1C is one of two of our Biology Majors classes. It will be impossible to maintain the level of quality we currently provide our students without another full-time Major's Biology faculty member as we grow the program and increase the number of Biology 1C sections offered, and continue the Biotech Certificate program.

Impact to Students

Biotechnology and Experimental Project: The Biology Majors program has a capstone course, Biology 1C, that include an extensive and detailed hands-on laboratory component, in which students design their own experiments using industry standard lab techniques and equipment (including bioinformatics, tissue and nucleic acid extraction, PCR, qPCR, protein extraction, and SDS PAGE). These skills are extremely marketable to industry and academic labs. Comprehensive knowledge and the time and consistency on campus are required to effectively manage Cellular and Molecular Biology and the Biotech courses, especially as Biology 1C enrollment continues to increase.

Student Independent Laboratory Research: Full-time Biology majors faculty members typically supervise multiple honors projects each semester (5-10 students), especially as the Honors Program has recently grown. There is high demand from students to gain experience conducting independent research. This level of advising is currently limited in Biology 1C to one section each semester. These honors projects are critical to student success in transferring to high quality 4-year universities, obtaining jobs in industry and academia, and succeeding in applications to graduate school and medical school.

Advising and Career Goals: A faculty member who is familiar with a student's strengths in class, honors projects, and other related activities can provide a greater level of advising and support, as well as needed high quality letters of recommendation for both current and past students. It will be impossible to maintain this level of advising and consistency as our enrollment increases, while we continue to rely primarily on adjunct instructors to teach the growing number of the capstone Biology 1C sections.

Impacts to Discipline and College

Discipline and College: We currently have just one full-time faculty qualified to teach Biology 1C, NBIO 201, and NBIO 202. Finding qualified adjuncts to teach these specialized classes has

often been challenging for us as it is not a common field of expertise. This is compounded by the fact that we are competing with surrounding community colleges for the limited pool of qualified adjuncts. Employing less than highly qualified faculty is a disservice to our students, and it may affect our ability to offer more sections of Biology 1C as space allows and demand increases.

Facilities: The need for maintaining, replacing, and updating supplies and equipment will increase when the new STEAM building opens. Shared equipment with Microbiology will either remain in the current shared lab space, or require replacement. An additional faculty whose research and teaching expertise focuses on Cellular and Molecular Biology and Biotechnology is essential to direct this organization of supplies and equipment in lab classrooms and shared student workspaces.