

## 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](mailto: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                       |
|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| <input type="text" value="42.8"/> | <input type="text" value="42.0"/> | <input type="text" value="46.9"/> | <input type="text" value="36.0"/> | <input type="text" value="37.3"/> | <input type="text" value="25.0"/> | <input type="text" value="53.3"/> | <input type="text" value="56.8"/> |

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                        |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| <input type="text" value="407.0"/> | <input type="text" value="410.0"/> | <input type="text" value="426.7"/> | <input type="text" value="449.9"/> | <input type="text" value="446.7"/> | <input type="text" value="475.2"/> |

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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.)

Full-time Chemistry faculty at Las Positas College teach a wide range of curricula: a prep course (Chem 31); a four-course sequence required for all science majors (General Chemistry 1A and 1B; Organic Chemistry 12A and 12B); and Chemistry for Allied Health Majors (30A and 30B). These courses support the College's fastest-growing cohort. Chemistry is a fundamentally hands-on, analytical subject that demands not only deep content expertise but also specialized teaching skills to support student learning in laboratory technique, safety, instrumentation, and data analysis. Each course requires extensive prep for weekly lab components, many of which are complex, custom-designed activities. Full-time faculty provide critical guidance to lab technicians for lab prep and cleanup, which involves troubleshooting instrumentation, overseeing safety procedures, and ensuring cost-effective and sustainable practices. Chemistry faculty are also responsible for purchasing and maintaining new and replacement equipment, training staff, and integrating updated lab activities that reflect 21st-century science. This is a time-intensive process due to the aging equipment and high turnover in our lab tech team. Faculty routinely supervise student honors projects, attend equipment and facilities planning meetings, and advocate for departmental needs. They will also move the entire Chemistry Department into the new STEAM Building next year. Faculty engage with external partners such as LLNL and industry.

- 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 |
|-----------|-------------|-----------|-------------|-----------|-------------|
| 21        | 22          | 21        | 22          | 22        | 21          |

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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 |
|-----------|-------------|-----------|-------------|-----------|-------------|
| 122.1     | 125.4       | 128.0     | 137.6       | 139.6     | 139.4       |

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

Chemistry labs are capped at 24 students per section due to safety standards, but sections routinely exceed these limits due to long waitlists and high demand. Introductory courses often combine two lab sections with one lecture session. The Department maintains three laboratories, two balance rooms, a large preparation room, and an instrumentation room, all equipped with conventional and individual fume hoods. We also house an array of specialized equipment: GC-MS, GC, AA Spectrometer, UV and Visible spectrometers, ovens, milligram balances, polarimeters, melting point meters, Logger Pro, gas tanks, and others. Each lab contains about 100 student lockers, often shared—creating constraints on class size and limiting student research projects. We will expand from three to five labs in 2028 with the new STEAM Building.

All eight Chemistry courses fulfill Physical Science (with lab) GE requirements, and six are required for degrees, certificates, or transfer. Chem 30A and 30B are part of the AA in Biological Sciences with an emphasis in Allied Health, and are also required for transfer in Dental Hygiene. Chem 30A is required for the AA in Viticulture and other degrees. The four-semester General/Organic Chemistry sequence (1A, 1B, 12A, 12B) is required for the AS in Chemistry and the AA in Biology—our second-fastest-growing major. The department offers two degrees (AS Chemistry and AA Chemical Education), and Chem 6 fulfills the Environmental Studies degree. Chem 31 prepares students for General Chemistry and is a key access point for students without high school preparation. It is especially in demand among dual enrollment students and served approximately 100 students this past summer.

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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.)

Chemistry is often referred to as the “central science” because it underpins all other scientific fields. At LPC, Chemistry courses are essential to education & careers in biology, medicine, engineering, nutrition, environmental science, computer science, enology, and more. A working knowledge of chemistry allows students to understand key concepts in physiology, environmental systems, and materials science. It is central to understanding climate change, food chemistry, and sustainable technologies.

Chemistry faculty collaborate with other STEM disciplines to coordinate scheduling so that students can complete prerequisites in a timely manner. Courses like Chem 1A/1B and 12A/12B are required for students pursuing transfer degrees in Biology, Chemical and Biomedical Engineering, Pre-Med, Pre-Pharmacy, Pre-Dental, Pre-Vet, and related fields. Chemistry 1A (and sometimes 1B) are also required for Engineering, Physics, and Computer science majors. Chem 30A and 30B support Pre-Nursing, Dental Hygiene, Physical and Occupational Therapy, EMT, Fire Science, Viticulture, Enology, and Occupational Safety. Chem 31 appears in the AS in Computer Science, AA in Environmental Studies, and AA in Liberal Studies.

In total, at least 16 degrees and certificates at LPC rely directly on Chemistry coursework for completion. Without sufficient staffing, Chemistry becomes a bottleneck for nearly every STEM and health science pathway.

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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.

Not applicable

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 absence of full-time Chemistry faculty has an immediate and detrimental effect on instruction and cross-disciplinary progress at Las Positas College. Over the past two decades, the number of Chemistry sections offered has doubled to meet rising demand. Yet we remain critically understaffed. In the Spring 26 semester alone, we had 250 students on the waitlist with just over 500 seats available in the Department. Without sufficient staffing, we cannot accommodate this demand, expand offerings, or ensure students can complete degrees and transfer on time. The Chemistry Department has over a 100% fill rate overall. We routinely face challenges securing qualified part-time instructors, resulting in last-minute adjustments and overloads that jeopardize consistency, safety, and student outcomes.

Additionally, Chemistry plays a vital role in LPC's growing dual enrollment program. Chem 31, for example, is a gateway course for high school students--many from underserved backgrounds--accelerate into college-level science pathways. Without sufficient full-time faculty, our ability to maintain these dual enrollment offerings will be severely limited.

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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.

We regularly face last-minute changes, emergency coverage, and are unable to expand offerings despite consistent waitlists and high demand.

The pressure to grow Chemistry offerings is only increasing, but that growth is impossible without full-time faculty. Nearly all STEM programs at LPC rely on Chemistry to function. At present, Chemistry is the primary bottleneck in students' degree and transfer timelines. Without sufficient staffing, we are limiting not only Chemistry majors but students in nursing, biology, engineering, and allied health. The loss of this position would directly jeopardize program stability and institutional progress. Additionally, we are entering a critical phase of planning for our transition into the new STEAM building. This will require full participation from all Chemistry faculty to coordinate equipment, curriculum, and lab design in a new and expanded facility.

This request is not only justified—it is urgent. Without this emergency hire, we will fall behind on every major instructional, planning, and equity goal the College has established. This is the sixth year that we have asked for this fifth full time faculty position and it's time it was funded.

Signatures:

Michael Ansell

August 25, 2026

Requestor

Date

Paula Checchi 9/10/26

Nan Ho

9/15/2026

Dean

Date

Vice President

Date