

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
49.2	44.3	41.7	41.4	32.8	31.4	50.5	57.6

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
472.3	460.9	526.1	513.7	534.3	514.1

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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: - Math 1, Math 2, Math 3: Calculus sequence; Math 5, Math 7, Math 10: Post Calculus courses; Math 27, NMAT 256, Math 55, Math 55C: Specific population classes; Math 21, Math 34, Math 39: First level Transfer Courses for BSTEM; Math 33, Stat C1000 (formerly Math 40), Math 47: First Level Transfer Courses for SLAM; Math 66,67,68: Math Jam for Calculus I-III; NMAT 265, NMAT 264: Math Jam for SLAM and BSTEM Preparation; Math 66C-67C, Math 101C/NMAT201C, 100C/NMAT200C, NMAT202C: Concurrent Support

Work performed in the discipline in addition to typical teaching obligations:

- Coordination of special classes: Math Jam, Math Emporium, Concurrent Support (Preparation, Faculty Training, Oversee Course work consistency)
- Coordination of Math Classes: Mentor part-time faculty, update course information sheets, update course outlines, and distribute course materials to new faculty. Each course has at least one coordinator.
- Campus Engagement: FACCC representative, FA VP; Committee Chairs (Prof Dev, SEA, CEMC, PBC, DEMC); Academic Senate leadership (President, VP); Leadership roles in campus initiatives such as Guided Pathways, Puente, and Umoja; Club advisors for AGS (honor society), Math Club, Student Ambassadors, South Asian Student Association, honors class and project mentoring.
- AMATYC Competition Coordination: advertise, administer, send in, and report out for this national math competition.
- Adapt/Develop Open Educational Resources that create zero or low-cost materials fees for students. Research, update, and implement materials to support AI technology and best practices for learning. Incorporate into our classes and support PT faculty with Regular Substantive Interaction and DEIAB practices.
- AB 705/1705 Implementation and Coordination: create/update support courses, train faculty, coordinate for consistency of supports, work with A&R/Counseling/District IT on enrollment changes and strategies, and attend state level meetings/conferences related to the bills. Equity and professional development for classroom engagement to meet students where they are with their math foundational knowledge.
- Local High School Coordination: Meet with feeder high school math faculty to discuss modes of offering and sequences of classes at LPC; once or twice a year alignment meetings and outreach at the high school campuses; work with Concurrent Enrollment programs for summer classes and Middle College.

- 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
91	82	92	83	99	84

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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
408.97	353.02	445.82	398.53	491.19	413.43

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

- Every student transferring to a university from LPC must take at least one math class to satisfy transfer requirements, and many students take a math course to satisfy AA/AS degree requirements. Of our 28 different courses offered, 12 courses are approved for UC/CSU transfer and AA/AS degree-applicable, and 13 meet general education requirements. The remainder are support courses or special population courses.

- Math 55 - Intermediate Algebra and its support course are offered for Middle College Students and Nmat 256 - Geometry is offered over the summer in partnership with Dublin Unified School District for acceleration.

- AB 705/AB 1705 does not directly mandate concurrent support courses, but it is the recommended strategy for placing under-prepared students into transfer courses. Many, many hours continue to be put into their creation and coordination. Concurrent support extends its resources to offer tutoring to local high school students.

- Our class sizes are typically 35, though we initially limit general enrollment due to saving space for various learning communities in order for the cohorts to enroll together. As of Fall 2026, our online classes have a cap of 37.

- Rooms 21119 (Math Learning Center, currently used for concurrent support) and 21117 (Emporium Lab for self-paced classes) are specialized classrooms, specific to the needs of some of our students.

- Math classes are often selected for designated honors sections that fill every semester.

- Online classes have been changed to hybrid for in-person testing due to CSU/UC requirements for STEM courses.

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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.)**

Math's BSTEM track: 39 (Trigonometry) and/or 21 (Precalculus), followed by the Calculus sequence and beyond, offers the foundation for STEM majors. Math 34 (Calculus for Business and Social Sciences) and Math 33 (Finite Math) are listed among the requirements for business and economics degrees, along with Stat C1000 (Statistics).

Math's SLAM classes: Stat C1000 (Statistics) and Math 47 (Math for Liberal Arts) are important for students in popular majors such as Nursing and Psychology, as well as students who need to satisfy their math proficiency requirement for local GE or transfer.

Math 39 (Trigonometry) and Math 21 (Precalculus) are offered at strategic times to aid in cohorting students involved in our Engineering Tech program to help these students reach their degree in two years.

As a prerequisite for most of our STEM division classes, math collaborates with the other disciplines in STEM on times to offer their classes to make sure pathways to complete degrees are open to students.

Math 21 (Precalculus), STAT C1000 (Statistics), and Math 1 (Calculus 1) are all adapted to be cohort classes for Puente/Umoja where faculty have to participate in professional development/training in order to teach these classes.

In collaboration with our Middle College program, Math 55 (Intermediate Algebra) and its support are offered every Fall. Scheduling of Trigonometry, Precalculus, Statistics and Calculus have to be carefully thought through to allow for Middle College student participation.

In collaboration with our Dual/Concurrent Enrollment program, the department created NMAT 256 (Geometry) to satisfy the MOU with the Dublin Unified School District and offer several sections every summer.

In collaboration with Early Childhood Education, Math 27 (Number Systems for Educators) was created as a general education course to help program participants in the instruction of math to elementary level students.

Concurrent Support classes, Emporium classes, and learning community classes are often used by the Tutorial Center as locations to embed tutors throughout the semester. This gives the tutors a consistent place to work and the students in the classes much needed additional support. Full-Time Faculty regularly recommend students to apply as tutors each semester, which is the center's most productive means of recruiting tutors.

Math faculty are often called upon to collaborate with college service areas for various college wide information sessions since math is an essential part of every student's pathway: Open House, New Hawk Day, Counselor Spotlight, High School Alignment, etc. Additionally, there is constant collaboration with counseling to help students understand their choices in math class and the various course modes.

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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.)

Impacts on students:

- FT faculty contractually have to give students more support (RE: office hours) than PT faculty. Fewer FT faculty per student means less support time for our students.
- PT Math faculty are not required to attend all training and professional development activities that the department hosts to share ideas for supporting our students.
- PT Math faculty are not trained to teach in Puente/Umoja cohort classes, limiting the classes that can be offered within these programs.

Impacts on department/college:

- PT faculty have contractually required professional responsibility hours they should spend on departmental/division/college activities, but every semester, there are only a few of the 30-ish PT faculty who actively seek out Math-specific professional responsibility activities. They are not a reliable source of departmental aid.
- Continuous hiring of PT faculty to keep up with the retirements and changes in their schedules adds additional work each semester due to interviews by FT faculty, district paperwork, division admin paperwork, FT faculty mentoring, evaluations, and all of the paperwork and meeting time that goes along with evaluations.
- It has become increasingly more difficult to find PT faculty willing to teach the higher division classes that our students are trending towards based on enrollment trends.
- For the first time in over a decade, the department has had to overload PT faculty to avoid cancellation of classes that directly affect students' pathways and graduation timeline; as Math faculty routinely teach at both campuses in the District, this puts us at risk of violating the 67% rule.
- Math's waitlists for pathway/transfer classes such as Statistics and the Calculus sequence has been consistently high for the last several semesters, but due to the scarcity of faculty, when given the opportunity to add classes, we are often not able to do so.

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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.

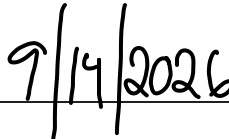
In Fall 2018, immediately after Craig Kutil left the department, our percentage of FTEF taught by full-time faculty (as load) was 36.9% and there were 2810 students enrolled in math classes. There was a small spike in enrollments during Fall 2019 and FT faculty came back from sabbatical/banking, raising the percentage to 41.1%. We lost another FT faculty member spring of 23, but by Fall 23, enrollments were only back up to 1917 after the pandemic, so our percentage increased to 49.2% even though we were down two people. However, as the enrollments continue to climb, but our FT faculty pool remains the same, the percentage of classes taught by FT faculty has steadily decreased to 32.8% for Fall 2025.

If we get this replacement position, the department will finally be at just over 50% FTEF taught by full-time faculty for Fall 2027, which is something that has not happened since before Fall 2012 or possibly ever.

The math department consistently interacts with around 30% of the enrolled students every semester and math classes are often the reason that students do not transfer on time or earn their degree/certificate. Building a department that is capable of supporting our students in their goals and is not just struggling to get by each semester due to the demands on their time from teaching along with other departmental/collegial obligations is essential for not just student success, but our college's success.

Signatures:


Requestor


Date

Paula Checchi 9/16/26

Dean

Date

Nan Ho

Vice President

10/1/2026

Date