

# Full-Time Faculty Position Request Form 2015 - 2016

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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 11, 2015.

Position Requested:

Contact Person:

Discipline/Division:  Starting Term: Fall  Spring

This form requires the use of 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.

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

						<u>Projected</u>	
Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2016	Spring 2017
<input style="width: 50px;" type="text" value="47.8"/>	<input style="width: 50px;" type="text" value="44.9"/>	<input style="width: 50px;" type="text" value="47.1"/>	<input style="width: 50px;" type="text" value="41.1"/>	<input style="width: 50px;" type="text" value="35.7"/>	<input style="width: 50px;" type="text" value="40.4"/>	<input style="width: 50px;" type="text" value="54.1"/>	<input style="width: 50px;" type="text" value="54.4"/>

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

Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
<input style="width: 50px;" type="text" value="594.7"/>	<input style="width: 50px;" type="text" value="624.7"/>	<input style="width: 50px;" type="text" value="634.2"/>	<input style="width: 50px;" type="text" value="609"/>	<input style="width: 50px;" type="text" value="572.8"/>	<input style="width: 50px;" type="text" value="569.2"/>

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).

						<u>Projected</u>	
Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2016	Spring 2017
<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>

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4. 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:

5. 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.)

We teach all levels of mathematics beginning with Basic Math and Algebra through Calculus, Differential Equations, Linear Algebra, and Discrete Mathematics. Specifically:  
 Basic Skills: Math 107, 107A, 107B, 71A, 71B, 65, 65A, 65B, 55, 55A, 55B, 50(new)  
 Transfer Level: Math 40, 33, 34, 45, 47, 38, 20, 1, 2, 3, 5, 7, 10

Our courses are taught in a variety of different modes: Math X program (self-paced learning lab), lecture/hands-on workshops, distance education, flipped classrooms, hybrid courses, TBA Math Labs (where students complete specific curriculum in the Integrated Learning Center/Open Math Lab, and lecture/computer labs for Statistics, Differential Equations, and Linear Algebra.

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

Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
76	70	76	75	78	82

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

Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
487	477	522	492	485	476

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

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Mathematics is a gateway course for our students. Many of our students taking the placement exam place into Pre-college Math (Math 107, 65, 55). We are continually adding basic skills sections and improving the method and modes for which we offer these sections.

The Integrated Learning Center was instituted to allow students access to lab-based curriculum (in-depth, conceptual assignments). It is staffed by Math faculty at all times, 5 days a week for over 40 total hours.

Math Jam, an award-winning, intensive one-week program is run the week prior to the beginning of each semester. Math Jam is for all students, to help them achieve their math goals - from preparing to re-take the Math Placement Test to preparing for their upcoming math courses. Math Jam is designed to help students complete their goal of a degree or transfer faster, while introducing them to a community of support and FREE resources at LPC.

- 6. 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.)**

Service courses for Sciences, Computer Science, Engineering and the trades (EMT and Automotive).

Every student who comes to Las Positas college must take at least one math class. Most of our students come needing remediation in Mathematics - requiring from one to three classes.

- 7. 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.

- 8. 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.)**

# Full-Time Faculty Position Request Form 2015 - 2016

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Finding, mentoring, and evaluating part-time math faculty is a daunting task. We currently have approximately 30 part-time faculty and every semester we are scrambling to recruit and hire additional adjunct faculty. We will be adding even more Math classes in the coming semesters and we are not able to staff all of our current offerings. Additionally, we have a full-timer who is retiring this semester.

**9. 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.**

Mathematics is a huge program at LPC. We have served over 29.8% of the students each semester since Fall 2011. We address basic skill and transfer needs. There are several initiatives in the Math department that require full-time attention:

The Integrated Learning Center is putting stress on all of our faculty to try and meet our student's needs. We need to have consistent help available to our students for all the hours the ILC is open.

The Math X program requires full-time faculty input throughout the year.

Closing the loop on SLOs for the multiple levels and variety of math courses we teach is incredibly difficult without more full-time faculty to help.

The creation of Math 50 - an alternative pathway for Basic Skills and a Bridge course will require additional full-time members to help with curriculum development and implementation.

Math Jam continues to grow and has been tremendously successful. We need more full-timers to continue its success and growth.

Success and Retention rates is a constant concern that needs to be addressed by full-time faculty.

Service courses are being developed for the trades (Automotive and EMT).

The list goes on and on. All the math faculty are working on college and department items aside from their teaching load and we can not get it all done. As we continue to grow, our needs grow as well. As wonderful as our part-time faculty are, many of the things that need doing can not be done by them. We need help.

**Signatures:**

  
Requestor

  
Dean

  
Vice President

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

LAS POSITAS COLLEGE

MEMORANDUM

To: Lisa Everett  
Roanna Bennie

From: Randy Taylor

Date: July 30, 2015

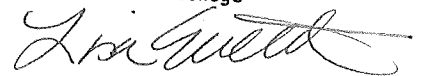
Subject: Retirement

I have decided to retire from teaching at Las Positas College effective December 19, 2015.

**RECEIVED**

JUL 30 2015

STEMPS Division  
Las Positas College



cc: Deborah Dobbins, District Office  
Rosalyn Tucker, District Office