

Full-Time Faculty Position Request Form 2024 - 2025

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 15, 2023.

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 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2024	Spring 2025
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<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 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2024	Spring 2025
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<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 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<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 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<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:

Requestor

Date

Dean

Date

Nan Ho 9/8/23

Vice President Date

Question 7- Impacts on students, the discipline and the college of NOT filling this faculty position?

Impacts on students

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). 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 members of the Beta Beta Biology Honor Society and the Bionic Club were students majoring in Biology. A faculty member who knows a student's strengths inside and outside of the class can provide a greater level of advising and support. This level of advising will be greatly diminished if Michal's position is not replaced.

Career Goals: Our full-time Biology major faculty members typically write many recommendation letters per semester. Long-term relationships between students and faculty 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.

Impacts on the discipline and college

Finding qualified adjuncts to teach Botany has often been challenging for us as it is not a common degree or 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.

Curriculum and laboratory coordination

It would be a disservice to our students to not have a full-time faculty member in our department whose area of research, specialty, and expertise focused on botany and environmental sciences. Having such a faculty member encourages innovation in teaching this subject, creation of new and improved curriculum.

Greenhouse and future facilities

We need a faculty member whose specialty in botany can help direct the ongoing and future projects in the greenhouse. A botany faculty member would work closely with laboratory staff to direct and manage plant life that is used for BIO1A Botany labs, as well as for labs for other classes in our department. A faculty member whose research, specialty, and expertise focused on botany and environmental sciences will be essential in directing the design of the future STEAM building, including its biology laboratories.