

Unit Plan: Full-Time Faculty/Adjunct Staffing Request(s) [Acct. Category 1000]

Unit: Fire Technology

Division or Area to Which You Report: Applied Technology and Business

Author(s) of this Unit Plan: William Robert (Bob) Buell, Jr.

Date: March 7, 2008

Audience: Faculty Prioritization Committee and Administration

Purpose: Providing explanation and justification for new and replacement positions for full-time faculty and adjuncts

Instructions: Please justify the need for your request. Be sure to include reference to Goals/Objectives from Part II, and Strategic Planning Priorities. Please cite any evidence or data to support your request, including enrollment management data (EM Summary by Term) for the most recent three years, student success data (EM Success report), and any other pertinent information. For EM data, go to <http://help/EMC/> (from on campus—college intranet). If you have not worked with EM data previously, seek assistance from your division dean or CEMC rep.

Due to the increasing need for firefighter physical conditioning for pre-employment students in the Fire Technology program, especially the Fire Academy, the Fire Science Conditioning courses need to be offered more frequently. The same instructor for the firefighter conditioning program is an integral part of the Fire Technology Introduction to Fire Academy course, teaching proper body mechanics for lifting, carrying and handling equipment in a manner to prevent injury. Currently, the qualified instructor is an adjunct working at maximum adjunct load, dividing instruction between Fire and Law Enforcement physical conditioning courses. A full time public safety (fire and law enforcement) conditioning instructor would be able to provide more instructional offerings of the fire conditioning program, as well as the law enforcement program. The additional fire conditioning time would be used to help our under represented students become more physically prepared to meet the rigors of the job as taught in the Fire Academy, and prepare these students to successfully complete the nationally recognized Candidate Physical Ability Test (CPAT) used by most fire agencies as an entry requirement for Firefighter positions.

Unit Plan: Classified Staffing Request(s) [Acct. Category 2000]

Unit: Fire Technology

Division or Area to Which You Report: Applied Technology and Business

Author(s) of this Unit Plan: William Robert (Bob) Buell, Jr.

Date: March 7, 2008

Audience: Administrative Staff

Purpose: Providing explanation and justification for new and replacement positions for full-time and part-time regular (permanent) classified positions

Instructions: Please justify the need for your request. Be sure to include reference to Goals/Objectives from Part II, and Strategic Planning Priorities. Please cite any evidence or data to support your request. **If this position is categorically funded, include and designate the funding source of new categorically-funded position where continuation is contingent upon available funding.**

Starting in Spring 2009, we request support to hire an Equipment Technician for the Fire Academy. Due to the amount of equipment in use during each class session of the Fire Academy, and the time limitations for use of the Fire Academy facility, instructional time is lost during set-up and breakdown of manipulative performance activities. An Equipment Technician would be used for checking out/in equipment, documenting use, identifying equipment in need of repair, and maintaining a current inventory of Chabot College property in use at the Fire Academy facility.

This is a request for reinstatement of the position that was discontinued in 1985. Due to the rotation of Fire Academy instructors used each class session, the Equipment Technician would be present each class session for continuity and consistency of equipment issuance and return. The Equipment Technician position would be needed 20 hours per week for 12 weeks each semester, Fall and Spring.

Criteria For Classified Staffing Priorities (not necessarily in Priority Order as developed by the Admin Staff)

- 1) Impact on enrollment and revenue;
- 2) Safety;
- 3) Mandates;
- 4) Workload distribution (impact on other's work);
- 5) Relationship to institutional priorities.