

Full-Time Faculty Position Request Form 2022 - 2023

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 10, 2021.

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 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2022	Spring 2023
<input type="text" value="46.7"/>	<input type="text" value="53.2"/>	<input type="text" value="38.6"/>	<input type="text" value="31.1"/>	<input type="text" value="29.4"/>	<input type="text" value="35.6"/>	<input type="text" value="47.4"/>	<input type="text" value="48.7"/>

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

Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
<input type="text" value="458.2"/>	<input type="text" value="464.2"/>	<input type="text" value="462.9"/>	<input type="text" value="455.0"/>	<input type="text" value="429.2"/>	<input type="text" value="422.5"/>

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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 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2022	Spring 2023

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 in the Biology: Allied Health program include General Biology, Human Anatomy, Human Physiology, and Microbiology, as well as, Anatomy & Physiology course for the paramedic program and as a GE course.

Using cadaver material to demonstrate key anatomical structures is an essential component of Human Anatomy. Faculty teaching anatomy are expected to have specific training and experience using human cadavers. Training in dissection is used to teach dissection to students enrolled in independent studies (BIO 29b). Properly dissected cadaver material is then used by all anatomy sections.

A full-time faculty member in Allied Health would bring more consistency in instruction, mentoring opportunities for students, independent studies, and honors projects. A full-time faculty member can serve as a faculty advisor for the Biology/Nursing Club.

- 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 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
39	41	44	43	43	41

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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 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
223	226	261	256	237	229

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

We “ are in need of more full-time faculty for Allied Health courses are typically first to fill during registration, often with waitlists that fill too. Impacted courses affect our students negatively, unnecessarily increasing their time to completion, and causing students to take allied health courses at other community colleges.” (program review 2020-2021)

Mandated class size: Courses with labs are typically limited to 24 students, reflecting the number of lab stations available ensuring safety, and providing adequate and efficient student access to reagents, equipment, etc.

Specialized Services to Students: Biology labs require specialized wet lab facilities, equipment, instrumentation, and safety protocols to deal with biological and chemical hazards. Additionally, two of our courses use cadaver material. Working with preserved cadaver materials requires detailed knowledge and experience to ensure safety of the students and to maintain the cadaver material. Faculty must be qualified to safely handle potentially hazardous materials.

All courses in the Allied Health major meet General Education requirements, AA/AS GE requirements and CSU and UC transfer requirements.

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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.)

Students taking Allied Health courses directly increase enrollments in chemistry, which offers required prerequisites (CHEM 30A and CHEM 30B). Moreover, many of our students are completing prerequisites required for application to nursing programs. Nursing programs require psychology, nutrition, and statistics so allied health majors directly increase the enrollments in these disciplines.

Allied health courses are required for other degrees at LPC specifically AA-T Kinesiology, Certificate of Achievement Athletic Training/Sports Medicine, AS-T Nutrition and Dietetics, AS-T Public Health Science, AS EMT-Paramedic, Certificate of Achievement EMT-Paramedic, and Certificate of Achievement Emergency Medical Technologies.

The allied health courses are required for students entering nursing school or other programs in Allied Health Fields, such as dental hygiene, radiology, surgical technician, kinesiology, physical therapy, occupational therapy, medical assisting, and health information technology.

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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.)

"In fall 2019 we submitted a faculty position Request for a new faculty member in the Allied Health area. Despite previous full-time hires, the department's continued growth of sections has resulted in a low full-time to part-time faculty ratio." (program review 2020-21)

The allied health courses are typically the first to fill during registration with wait lists that fill too. Impacted courses affect our students negatively, unnecessarily increasing their time to completion and leading to students to take allied health courses at other community colleges. A full-time faculty member in Allied Health would bring more consistency in instruction, mentoring opportunities for students, independent studies, honors projects, and can serve as a faculty advisor for the Biology Club/Nursing Club.

Moreover, finding highly qualified adjuncts to teach in this area has been problematic since we compete with surrounding community colleges for the limited pool of qualified adjuncts. Specifically, the demand for qualified anatomy instructors is especially high.

The allied health courses are foundational and set the students up for success when they move on to other programs. A full-time faculty increases our capacity to meet the needs of the growing health industry in the Tri-Valley.

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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.

The demand in the healthcare industry is exploding, growing significantly faster than the US average growth of 7%. Overall, the healthcare industry is projected to grow 15 percent from 2019-2029. The specific occupations that require allied health courses with their specific projected growth are listed below.

+45% (much faster than average)	Nurse Anesthetists, Nurse Practitioners, Nurse Midwives
+31% (much faster than average)	Physicians Assistants
+7% (much faster than average)	Registered Nurse
+18% (much faster than average)	Physical Therapist
+16% (much faster than average)	Occupational Therapist
+17% (much faster than average)	Phlebotomist
+6% (faster than average)	Sonographer (radiology) & Nuclear Medicine Technologists
+11% (much faster than average)	Exercise Physiologist
+6% (faster than average)	EMT/Paramedic
+16% (much faster than average)	Athletic Trainer
+6% (faster than average)	Dental Hygienists

All statistics are projections from 2019-2029 and are from the US Bureau of Labor Statistics.

Signatures:

A. Night
Requestor

8.30.2021
Date

Nan Ho 9/7/21
Dean

Kristina Whalen
Vice President