

## Full-Time Faculty Position Request Form 2021 - 2022

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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, 2020.

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](mailto: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.)

Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Projected Fall 2021	Spring 2022
45	31	46.7	53.2	38.6	31.1	46.8	46.6

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

Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
466.4	456.7	458.5	463.2	462.9	455.0

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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).

Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Projected Fall 2021	Spring 2022

#### 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.

Biology is the largest science department, providing a diverse array of educational opportunities to meet the needs of our community. The Allied Health pathway is for students seeking transfer to four-year institutions, and for pre-nursing, pre-radiology, pre-dental hygiene, pre-physical therapy, and pre-occupational therapy program preparation, and other pre-professional goals (e.g., medicine, pharmacology, optometry, paramedic, veterinary). Additionally, the program offers courses required for various AA/AS degrees and certificates (e.g., Kinesiology, Athletic Training, Public Health, Phlebotomy), and to meet general education requirements.

Faculty must stay current in a rapidly changing discipline, and have expertise in laboratory pedagogy that is safe, engaging, and meets student learning outcomes and industry

- 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 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
35	42	39	41	44	43

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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 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
199	225	223	226	261	256

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

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 dangerous materials.

Courses that meet General Education requirements: 12 of our 14 courses satisfy AA/AS GE requirements and CSU and UC transfer requirements. The remaining 2 courses (Bio 55: Orientation to Healthcare and Bio 70: Field Biology) qualify for CSU GE and transfer.

Courses offered that are required as part of an AA/AS/AD-T degree, certificate or transfer: Out of the 15 courses offered in the biology department, 12 are required as part of an AA/AS/AD-T degree, certificate or transfer. The remaining three courses in our biology program may be chosen as an option, out of a selected set of courses, for AA/AS/AD-T degree, certificate or transfer.

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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. Moreover, many of our students are completing prerequisites required for application to nursing programs. Nursing programs require nutrition and statistics so allied health majors directly increase the enrollments in these two disciplines.

In addition to pre-nursing, Allied Health courses are required of students in kinesiology, athletic training/sports medicine, EMT-paramedic, and the new public health science degree.

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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.)**

The allied health courses are required for students seeking to enter health professions such as nursing, physical therapy, and occupational therapy. The allied health courses are typically the first to fill during registration with wait lists that actually fill too. Impacted courses effect 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, and honors projects. A full-time faculty member 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. Employing less than highly qualified faculty to teach in the allied health courses is a

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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 healthcare industry is steadily growing. In 2019, the US average overall job growth rate is 7% with some of the highest growth in the healthcare industry. (All statistics are projections from 2014-2024 and are from the US Bureau of Labor Statistics.)

Occupational Therapist Assistant 40%  
Physical Therapist 34%  
Nurse Anesthetist and Nurse Midwife 31%  
Occupational Therapist 27%  
Phlebotomist 25%  
Sonographer (radiology) 24%  
EMT/Paramedic 24%  
Athletic Trainer 21%

**Signatures:**



9/25/2020

Requestor

Date



9/24/20

Dean

Vice President