

Full-Time Faculty Position Request Form 2015 - 2016

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) 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).

Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	<u>Projected</u>	Fall 2016	Spring 2017
<input style="width: 50px;" type="text" value="32"/>	<input style="width: 50px;" type="text" value="35"/>	<input style="width: 50px;" type="text" value="40"/>	<input style="width: 50px;" type="text" value="35"/>	<input style="width: 50px;" type="text" value="44"/>	<input style="width: 50px;" type="text" value="42"/>		<input style="width: 50px;" type="text" value="55"/>	<input style="width: 50px;" type="text" value="50"/>

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="509"/>	<input style="width: 50px;" type="text" value="484"/>	<input style="width: 50px;" type="text" value="492"/>	<input style="width: 50px;" type="text" value="492"/>	<input style="width: 50px;" type="text" value="475"/>	<input style="width: 50px;" type="text" value="475"/>

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).

Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	<u>Projected</u>	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.)

Anatomy, Botany, Cell Biology, Ecology, Human Biology, Introductory Biology, Marine Biology, Microbiology, Human Physiology, and Zoology. Biology is the largest science department. We serve pathways for transfer, CTE, and Allied Health as well as Gen Ed. 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 standards.

- 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
28	32	29	33	31	34

- 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
161	183	161	185	171	188

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

Facilities: Biology labs require specialized wet lab facilities, equipment, instrumentation, and safety protocols to deal with biological and chemical hazards. Faculty must be qualified to safely handle potentially dangerous materials and to ensure the safety of students working with these materials.

Courses that meet General Education requirements: 100% of our 12 courses satisfy AA/AS GE requirements and CSU and UC transfer requirements.

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.)

Students taking Biology classes directly increase enrollments in related fields (e.g., Chemistry, Physics, Math). Continued growth of both the Biology majors and Allied Health pathways has resulted in several new sections of Chemistry and higher enrollment in Physics. High demand exists for Bio 30 (entry class into various degrees and pathways), but we had not added a new section for many years until Summer 15. This faculty hire would help modernize, grow, lead, and teach this gateway course. Biology courses are required in 6 AA degrees (e.g., Env Studies, Physical Education, Psych, Biology, Biology- Allied Health, Liberal Arts and Sciences), 5 AS degrees (Occupational Safety, Viticulture, Enology, EMS-EMT), 5 Certificates of Achievement, and other Career Certificates (Sports Medicine) and preparation for transfer for CSU and UC programs (Viticulture, Enology, Chemistry, and Environmental Studies).

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.)
- Justification for the position.
 - Projected start-up costs for equipment, facilities, and support staff for the first three years.
 - Projected enrollment growth for the next three years, starting with the first semester of the projected faculty hire.

This is not a first full-time position in the discipline.

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.)

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Bio 30 is the entry course for multiple pathways within our department, and for many certificates and degrees in other departments. We offer 12 sections of Bio 30 every semester, and 4 sections in the summer. Over the past three years, less than 10% of the sections were taught by FT faculty. As a result, we are seeing negative effects on student success, attitude, work ethic, and lab skills in subsequent courses in the Biology majors and Allied Health pathways. In addition, our department has had significant difficulty finding Bio 30 adjunct instructors. This sometimes results in hiring instructors with limited expertise or teaching experience. In order to ensure consistent and quality instruction, it is crucial to have an additional full-time instructor teaching this foundational course of the Biology curriculum.

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.

In addition to work on Bio 30, the second FT faculty position would improve the quality of instruction, content, and student enrollment of our highly productive GE classes. These classes are taught 100% by adjunct faculty. A FT faculty position would also develop new Ecology and Environmental Science courses. The magnitude and complexity of environmental problems are creating a growing need for scientists and citizens with interdisciplinary training in environmental science.

The Biology program is requesting a new FT faculty member in response to significant growth. Our department struggled with having 2 unfilled positions (out of 5 FT positions) for many years. As a result of two recent successful hires, Biology has reached FT staffing levels that were sufficient for our program 5 years ago. In the meantime, we have experienced growth. Since Fall of 2012 through Spring 2015, we will have increased the number of sections we offer by nearly 30% and added more than 5 FTEF to our schedule. These FTEF have been focused on giving our Biology majors more opportunities to complete their degree (Botany, Zoology, Cell Biology) and allowing more options for our Allied Health Students (Anatomy, Physiology, and Anatomy/Physiology for Emergency Medical Services). As a result, we need bring in new FT faculty to continue to develop and sustain the excellent student learning opportunities of the Biology program.

Signatures:

J. Carbone

Requestor

[Signature]

Dean

[Signature]

Vice President