

# Full-Time Faculty Position Request Form 2017 - 2018

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 16, 2016.

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.laspositascollege.edu/researchandplanning/FacultyPrioritization.php> (If you have any questions about the data, please contact Rajinder Samra 925-424-1027 or [rsamra@laspositascollege.edu](mailto:rsamra@laspositascollege.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:

### CRITERIA

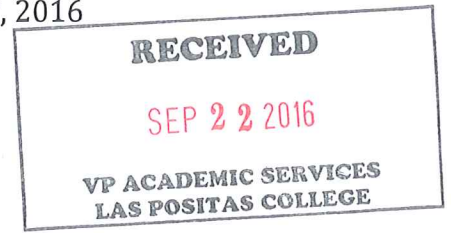
1. Number of Full-Time Faculty currently in Discipline:   
If requesting more than one position, add 1 to this number for each subsequent position requested.
2. Percentage of FTEF taught by full-time faculty as load for the past six semesters, and projected for one year assuming a successful hire. (Use data from link above. If requesting more than one position, see Rajinder Samra to determine the projected numbers.)

Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	<u>Projected</u>	Fall 2016	Spring 2017
40	35	44	42	28	32		48	46 sp18

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

Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
492	492	475	475	461	463

Full-Time Faculty Request Form 2016-17: FHPC Revisions May 3, 2012, Sept. 18, 2012, April 30, 2013, December 4, 2015; Presented to Academic Senate-January 27, 2016



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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 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	<u>Projected</u>	Fall 2017	Spring 2018

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 discipline: 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 2013	Spring 2014	Fall 2015	Spring 2015	Fall 2014	Spring 2016
29	39	34	39	39	39

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c. Student enrollments in the classes taught or number of students served in each of the last six semesters(use data from link above):

Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
162	186	171	188	189	199

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

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.

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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 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.

As outline in our 2015 Program Review: 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).

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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.)

- b. Justification for the position.
- c. Projected start-up costs for equipment, facilities, and support staff for the first three years.
- d. 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.)

Bio 30 is the entry course for multiple pathways within our department, and for many certificates and degrees in other departments. We offer 16 sections of Bio 30 each academic year. By hiring of a General Biologist in fall 16 we increased the number of sections taught by full-time faculty from 10% (fall 13-spring 16) to 21% (fall 17-spring 17). This percentage is still inadequate; we see the negative effects on student success, attitude, work ethic, and lab skills in subsequent courses. Our department has had significant difficulty finding Bio 30 adjunct instructors, often resulting in hiring instructors with limited expertise or teaching experience. In order to ensure consistent and quality instruction, it is crucial to have additional full-time instructors teaching this foundational course of the Biology curriculum.

This faculty member will also lead non-majors classes (Bio 20, Bio 40, and Bio 60). Bio 20 and Bio 40 are our most productive classes, yet they have higher attrition rates and lower student success compared to our other courses. In our 2015 Program Review we analyzed why Bio 40 did not meet the Program Set Standard. "We think the low success rates in Bio 40 may be attributed to the fact that this course primarily serves non-science freshman who

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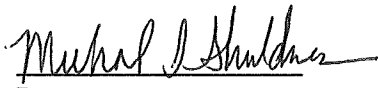
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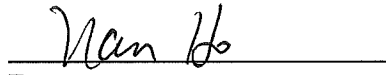
8. Any additional information that addresses justification of the position. If multiple positions are being requested, this is an opportunity to differentiate the justifications for additional positions.

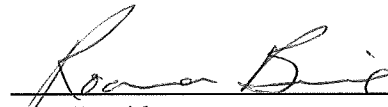
In addition to collaborating on Bio 30, this faculty member would improve the quality of instruction, content, and student enrollment of our highly productive non-majors classes. These classes are taught 100% by adjunct faculty.

The Biology program is requesting a new full-time faculty member in response to significant growth. Since Fall of 2013 through Spring 2016, we increased the number of sections we offer by nearly 26% and added more than 3 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 new full-time faculty to continue to develop and sustain the excellent student learning opportunities of the Biology program.

**Signatures:**

  
Requestor

  
Dean

  
Vice President