

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2017

Name of Person Submitting Request:		Tatiana Vasquez
Program or Service Area:		Biology
Division:		Science
Date of Last Program Efficacy:		Spring 2017
What rating was given?		Continuation
# of FT faculty: 7	# of Adjuncts: 24	Faculty Load (per semester): 17.12
Position Requested:		Full-time Faculty (1 requested)
Strategic Initiatives Addressed: Strategic Directions + Goals		Access, Student Success, Leadership and Professional Development.

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

This request is for ONE full-time Biology faculty. There are four overarching reasons as to why the department requires one additional faculty in the department. First, our faculty load per semester is at 17.12. In the past 5 years, FTEF has increased steadily with a gain of 15.8%. Biology has expanded its course offerings for the Biology major to meet the AS-T degree, for allied health technical degrees, and for GE. Although the WSCH per FTEF is lower than the ideal number, the course offerings are related to lab courses which have a cap of 24-28 students. This cap is considered under lab safety, increased student engagement, and enhanced quality training of technical skills. 22.6% of the Biology department faculty consists of full-time faculty.

The second reason is that the courses that Biology offers to the community are highly diverse but specific and technical. A single faculty does not attain expertise in areas of Cell and Molecular Biology, Microbiology, Organismal Biology, Biotechnology, and Evolutionary Ecology. Although any train biologist can teach an introductory GE Biology course, it is not the case with the rest of the diverse courses we offer. Thus finding part-time faculty is beyond challenging because the candidate must have teaching skills, biological skills for the lecture, and biological skills for the laboratory. Moreover, the fields of study are ever growing in the private and government job landscape so our competition for teaching candidates is greater every semester. Although HR and our faculty have been dedicated to promote job openings for part-time employment, we barely get new applications every semester. For the last two years, we have resorted to a waiver of the 67% rule for part-time instructors to teach overload. Nevertheless, part-time faculty are only allowed to teach overload once every three years (Title V); the number of PT faculty available for this waiver is reduced every semester.

Third, the role of the full-time faculty member goes beyond the classroom environment. Aside from general course maintenance, our programs, curricula, mentorship, and advising must continue to be updated every year because the fields demand it. Full-time faculty train our students informally to promote their advancement within their major (biochemistry, bioengineering, computational biology, biology, medical, pharmacy, dental, nursing, kinesiology, occupational therapy, pharmacy tech, psychiatric tech, radiology tech, environmental health, environmental science, among others) and in their long-term journey. Students from our community are more likely to lack support and preparation for college, and it is dire in STEM fields. Students need to build their grit fast, but it isn't easy. They require our full support. Our faculty department is committed in many ways to their professional growth (informally and formally). This also means that we must also remain up to date with their needs

and the ever-evolving fields of Biology. Permanent faculty members must be present in sufficient numbers to research trends (jobs, internships, technology, success), advise students, establish and maintain current and new external and internal partnerships that improve the success of our students while at SBVC, expand into OER and/or DE, etc. Additionally, the department wants to remain committed to college-wide activities that improve our campus climate and leadership.

The final overarching reason for the rationale of an additional full-time faculty is that our department has almost 50% of the full time faculty at retirement classification. A gap in hiring almost always results in lost opportunities in mentorship, professional development, and leadership training which occur between junior and expert faculty cohorts.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. *(Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.)*

The EMP reflects an increase in the number of AS degrees by 183%, 70% only in the last year given the expansion of the majors Biology courses to three courses. There was an 18% increase in the number of sections offered by the department. These sections belong to each of the areas in the mission of our department (EMP description of program/area). The faculty load per semester is at 17.12. In the past 5 years, FTEF has increased steadily with a gain of 15.8%. Although the WSCH per FTEF is lower than the ideal number, the course offerings are related to lab courses which have a cap of 24-28 students. According to the Efficacy Team Analysis and Feedback (p. 4), "the department has many strengths which are utilized to support the goals and objectives of the department, these strengths also support the greater college community..." Consequently, our need of one full-time faculty aims to have positive impacts in the department, the college, and our community. Our diverse needs for quality education are aligned with the mission of the college. The EMP identifies a strong need for a full-time faculty to help perform a variety of goals (p. 2) and it has identified immediate steps to fulfill some of these goals.

3. Indicate any additional information you want the committee to consider *(for example, course fill rates, regulatory information, compliance, updated efficiency, student success data, planning, etc.)*.

4. What are the consequences of not filling this position?

- Continue to overuse PT faculty. This semester we have two part-time faculty teaching more than 67%.
- Higher risk of cancelling classes.
- Diminish opportunity to increase AS and AS-T degrees.
- Diminish opportunity to increase student pathways to technical degrees and transfer.
- Scale back goals in EMP p. 2 and continue to have an inferior student success rate of 64% (2015-2016 and 2016-2017) (EMP p. 1).
- Failure to capture the retired faculty's valuable organizational-specific know how.
- Inadequate apprenticeship for junior faculty.