

# FACULTY NEEDS ASSESSMENT APPLICATION

## Fall 2019

Name of Person Submitting Request:		<b>Lorrie Burnham</b>
Program or Service Area:		<b>Biology</b>
Division:		<b>Science</b>
Date of Last Program Efficacy:		<b>Spring 2017</b>
What rating was given?		<b>Continuation</b>
# of FT faculty: 7	# of Adjuncts: 28	Faculty Load ( <b>per semester</b> ): 17.12
Position Requested:		Full-time Faculty
Strategic Initiatives Addressed: <a href="#"><u>Strategic Directions + Goals</u></a>		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 a full-time Biology faculty. There are four reasons as to why the department requires additional faculty in the department. Our faculty load per semester is at 17.12. In the past 5 years, FTEF has increased steadily with a gain of 18.3%. Biology has expanded its course offerings for the Biology major to meet the AS-T degree, for allied health technical degrees, and for GE. 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. 20% of the Biology department faculty consists of full-time faculty.

The first reason is that every semester the department has had to cancel full sections due to lack of faculty to teach them.

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 trained 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 in a specific area for 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 do not get many new applications every semester making it impossible to staff our sections. For the last three 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 keep up with 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 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 in the last several years given the expansion of the majors Biology courses to three courses. There was a 15% increase in the number of sections offered by the department in five years. 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 18.3%. 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 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.)*.

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

- The continued cancelation of classes due to not enough faculty.
- Continue to overuse PT faculty. This semester we have many part-time faculty teaching more than 67%.
- 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.
- Failure to capture the retired faculty's valuable organizational-specific know how.
- Inadequate apprenticeship for junior faculty.