

FULL-TIME FACULTY POSITION REQUEST FORM BIOLOGY

Submission Date: 2013-2014

(Based on Criteria for Full-Time Faculty Requests agreed on at the Instructional Administrators Council, with the Dean of Counseling and the Academic Senate President present, 9/25/12)

1. *Describe the position being requested (e.g., biology faculty with expertise in anatomy).*

Biology faculty with expertise in Anatomy and one other Biology field: Physiology, Microbiology or General Biology (Bio 110).

2. *Explain how the position supports one or more Board of Trustees Core Values, the College of San Mateo Mission and Diversity Statements, the College of San Mateo Institutional Priorities, and college initiatives.*

A full-time Anatomy professor will allow for: 1-continuity in the quality of our pre-health programs; 2-more on-campus time for participation in college committee work and FIGs (faculty inquiry groups) that investigate and introduce innovative techniques such as Reading Apprenticeship and technology to improve student persistence and success across all ethnicities; 3-an additional faculty member to participate in College groups and committees to learn about and contribute to initiatives promoting success for all students. These all support four Institutional Priorities: to improve the academic success of all students (including course completion, retention and persistence), to promote academic excellence (and improve transfer rates), to promote relevant, high-quality programs, and to enhance institutional dialog.

3. *Discuss how the position will help the department and/or division meet goals and support student learning as described in program review.*

Bio 250 (Anatomy) and Physiology instructor will collaborate with our skilled team of Bio 250 (Anatomy) and physiology instructors, teach several sections of Bio 250 (Anatomy) and physiology each semester. The instructor will help keep the curriculum updated, tend to students during A & P Center hours and office hours, help coordinate SLO assessment, and contribute to ongoing biology department and college activities and initiatives.

In the absence of a full time position in Bio 250 (Anatomy) and physiology, many sections will continue to be staffed by adjunct instructors. Office hours and open lab hours will continue to be limited by instructor availability. The department and campus community will be without a vital contributor.

In July 2012, less than one month before the start of classes, faculty had to form an emergency hiring committee to replace an adjunct for Fall, to teach two sections of Bio 250 and help staff the A&P Center. It is important to reiterate that Biology is a diverse field of study, and instructors generally specialize in a few different courses, rather than the entire range of offerings of the department. Adjuncts' loads are usually maximized, and though adjuncts have high regard

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for the College, they will take a course in a more convenient location when it is offered (and of course a full-time position elsewhere). Meanwhile the department is expecting an Anatomy/Physiology professor to retire in the next couple of years.

4. *Explain how the position will promote increased student success as described in program review in one or more of the following areas:*
- *Transfer: Include discussion of articulated pathways (e.g., UC, CSU, IGETC, SB 1440 transfer degrees, collaborative agreements with other community colleges and/or four-year transfer institutions).*
 - *Career and Technical Education (CTE): Include evidence of a demand for the next five years (e.g., EMSI data available from the dean, data indicating healthy employment demand, other available environmental scans)*
 - *Capacity to move students from basics skills or ESL to transfer or CTE.*

Anatomy is an impacted course that is taken primarily by CTE students planning to apply to allied health programs such as nursing and physical therapy. It is also required for Kinesiology majors for transfer, notably to SFSU. A regular full-time evening instructor who can provide reliable reproducibility in the course is crucial considering that evening students cannot benefit from the A&P Center since they can't attend daytime hours. Anatomy has enacted a number of initiatives to promote student success and retention, including providing the faculty staffed A&P Center, introducing the Reading Apprenticeship program, maintaining an anatomy website. An additional committed full-time faculty is necessary to continue the development and expansion of these initiatives to promote student success.

5. *Identify number of students served by the department.*

In 2011-2012 Biology had enrollments of 2543 (headcount) and WSCH of 14901, with 496.7 FTES.

6. *Discuss LOAD (The definition of LOAD is provided in the Educational Master Plan. The Budget Planning Committee sets College of San Mateo's target college-wide LOAD. Contact administration for current LOAD target.)*

Biology has very high efficiency, with a LOAD of 690 in 2011-2012 compared to the College LOAD of 531.7. Biology WSCH continues to rise while College WSCH decreases: up 4% versus down 6% from 2010-2011 to 2011-2012 (and Biology FTES rose though LOAD was slightly down in the same time period). The department continues to struggle to staff high-demand courses such as Anatomy with a shortage of full-time faculty.

7. *Describe the impact of the following full-time / part-time faculty issues.*

- *Full-time and part-time faculty in the department or discipline*
- *Ratio of full-time FTEF (full-time equivalent faculty) to hourly FTEF*

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- *Headcount of full-time faculty*
- *Headcount of part-time faculty*
- *Headcount of overload faculty (full-time faculty teaching an overload)*

There are 7 full-time and 8 part-time Biology faculty, with full-time FTEF in 2010/2011 65% due to overloads, especially for faculty teaching Anatomy and Physiology courses. In Fall 2012 and Spring 2013 two Anatomy sections were/are taught by a full-timer and four were/are taught by part-timers. One of the full-time faculty is planning to retire in the next few years. The two full-time faculty who teach Anatomy regularly also teach Physiology, and while Physiology is currently staffed only by full-timers, the retirement will require moving other full-time faculty into physiology, taking them away from other courses, such as Microbiology (first staffed by a full-timer in 2011).

8. Discuss impact (positive and negative) of full-time to part-time faculty ratio on the program's goals, targets, and program student learning outcomes.

In July 2012, less than one month before the start of classes, faculty had to form an emergency hiring committee to replace an adjunct for Fall, to teach two sections of Bio 250 and help staff the A&P Center. It is important to reiterate that Biology is a diverse field of study, and instructors generally specialize in a few different courses, rather than the entire range of offerings of the department. Adjuncts' loads are usually maximized, and though adjuncts have high regard for the College, they will take a course in a more convenient location when it is offered (and of course a full-time position elsewhere). Meanwhile the department is expecting an Anatomy/Physiology professor to retire in the next couple of years.

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9. Recount number of faculty retirements for the past six years

There has been one retirement in the past six years. However, the previous retiree (longer than six years), was just replaced in 2011. Moreover, an Anatomy & Physiology professor is planning to retire in the next few years.

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10. Discuss the vitality of the program (e.g., curriculum innovation, involvement in teaching and learning initiatives, faculty participation on committees, faculty participation in professional development).

Overall the Biology department is a vibrant, positive, successful member of the College community, with healthy student enrollments and a faculty that constantly strives to meet the challenges to student success.

Biology has very high efficiency, with a LOAD of 690 in 2011-2012 compared to the College LOAD of 531.7. Biology WSCH continues to rise while College WSCH decreases: up 4% versus down 6% from 2010-2011 to 2011-2012 (and Biology FTES rose though LOAD was slightly down in the same time period). The department continues to struggle to staff high-demand courses such as Anatomy with a shortage of full-time faculty.

Biology faculty committee memberships include Academic Senate Governing Council, Basic Skills Initiative Support Committee, Learning Support Centers Coordinating Committee, Reading Apprenticeship Faculty Inquiry Groups, Math/Science Technology Committee, Committee on Instruction, College Safety Committee, College Sustainability Committee, Professional Development committee, District Performance Evaluation Task Force, District Distance Education Committee, and STOT I and II training. Moreover Biology faculty have more weekly teaching hours than faculty in non-science departments.

Additionally, biology faculty participate in the Community College Biology Faculty Enhancement through Scientific Teaching (CCB FEST) partnership with SFSU, the State Academic Senate STEM Academy, Leading From the Middle Academy, the Community College Success Network (3CSN) participation in the national Biology Vision and Change Initiative, and participation in AAC&U: Project Kaleidoscope, Ramping Up for STEM Success Initiative, and in the state-wide faculty discipline group developing the Biology Transfer Model Curriculum.

Biology faculty both manage and work in two student learning support centers: the ISC (Integrated Science Center, 36-110) and the A&P (Anatomy and Physiology) Center, 36-217.

11. Discuss any mandates and regulations affecting the position.

NA

12. Provide any additional reasons for filling this position as determined by the department or discipline and the division including need and impact on the community at large (beyond CSM).

NA