



## **CRITERIA FOR USE IN DEVELOPING PROPOSALS FOR FACULTY HIRES**

IPC/SSPC criteria for hiring faculty include a well written/presented proposal based on the current annual planning document with data and rationale that include the following:

### **NEW FULLTIME BIOLOGY FACULTY PROPOSAL**

#### **A. Department/Discipline/Program Criteria**

**1. Identify current Comprehensive Program Review (in cycle) and current Annual Program Plan documents with position need and justification in the annual plan.**

Our current 2014-15 Program Review briefly refers to the need for a new faculty member but the new forms no longer ask about this item. This is the first year we are requesting a new hire.

**2. Identify specialized knowledge (area expertise) or training needed for the discipline/program.**

The new position would focus on non-majors biology courses in addition to a subdiscipline within the existing allied health curricula (a.k.a. “pre-nursing courses” of anatomy, physiology, microbiology, and nutrition). None of our fulltime faculty have specific expertise in nutrition so a new hire in this area would complement our existing faculty nicely.

**3. Identify extraordinary program development and/or needs (for example: are there laboratory oversight, industry connections, student mentoring, etc.).**

- The Honors Transfer Program Advisory Committee is encouraging the Science Division to offer more opportunities for non-science majors to take an honors-level science course. A new full-time faculty who focuses on non-majors would be able to accomplish this task.
- Student mentoring and student research are much more likely to occur with a full-time faculty member who has greater availability and investment than with part-time faculty.

**4. Describe PT/FT faculty needs for the discipline/program.**

- This semester our program employs 4 fulltime faculty and 13 part-time faculty. We currently offer 8.31 FTEF worth of courses – 40% of which are taught by fulltimers. If all of our fulltimers gave up their non-instructional assignments, the FT-FTEF would rise to only 48%. There is clearly sufficient total FTEF within the department to support a fifth fulltime faculty member.

- There currently exists 2.16 in PT-FTEF in allied health core courses (anatomy, physiology, microbiology, nutrition), 1.84 PT-FTEF in non-majors biology courses that would provide a diversity of selections to offer and enrich a new full-time faculty member.

**5. Describe any future economic, community or governmental initiatives/mandates this proposal is addressing.**

N/A

**6. Describe any budgetary implications of the proposal.**

The cost of one fulltime faculty is partially offset by conversion of part-time faculty.

**B. College Mission and Goals Criteria**

**1. Explain how the request supports the goals of the college strategic plan. Make sure to specifically address the strategic directions in the Educational Master Plan for the college (note: when document is finished, this will be hyperlinked).**

Investing in a new fulltime biology faculty member will increase the capacity of the department’s human resources to work toward the following EMP objectives:

<i>Completion Objective 2.4:</i> Improve entry by identifying clear student pathways for basic skills, career/technical, general transfer, specific majors, and courses/programs.	For explanation, see responses to questions B2 and B4
<i>Completion Objective 2.7:</i> Improve progress by implementing effective practices for instruction included in the Basic skills Initiative effective Practices document.	For explanation, see responses to B3
<i>Completion Objective 2.8:</i> Improve progress by creating opportunities for faculty-student and student-student (peer) mentorships.	For explanation, see responses to A3 and B3

**2. What unmet needs will this position address (student, district, community)?**

- A new full-time faculty member would be able to focus on bolstering our non-majors program, developing more innovative approaches to non-majors curricula,

and experimenting with strategies to increase retention and success in these courses.

- This position could contribute significantly to the development of GE Thematic Pathways by redesigning curriculum in existing courses. A themed non-majors biology course that ties-in with other non-science GE courses could attract a greater range of students and help to build science literacy in the community.
- A new faculty would also support our allied health core course offerings (a.k.a. “pre-nursing courses”) of anatomy, physiology, microbiology, and nutrition. Nutrition is the one part of this core curricula that is taught exclusively by part-time faculty. We anticipate student interest in this course will grow beyond its role as a nursing prerequisite for two reasons: (a) solid enrollments in our new online nutrition course and (b) the Curriculum Committee’s approval of an ADT in Nutrition & Dietetics allowing students to transfer to San Jose State’s Nutritional Sciences degree.

### **3. How will this position enhance retention and student success?**

- If I only had a dollar for every time someone has said to me, “You teach biology? I had a terrible time in my college biology class.” This is not the sentiment we want anyone to leave with from our non-majors courses! This can best be avoided by investing some of the brightest and most creative faculty into the non-majors courses. We strive to do so with our adjunct faculty, and some of our fulltimers as well, but the addition of a new fulltime faculty will significantly increase our commitment to this program. A dedicated FT faculty can experiment with curricular changes and/or alternative pedagogies that require longitudinal data to determine the optimal approaches to improving retention and success.
- It should be noted that the vast majority of sections offered by our biology department (24 of 26) are classified by grant-funding agencies as non-STEM courses; they are our non-majors and allied health curricula. That means most of our courses receive only limited benefits from the many grant-funded activities of the STEM center. Instead we must rely upon direct support of the fulltime faculty to provide all of the mentoring, tutoring, and interventions that have proven so successful by our STEM counterparts. A new FT faculty will help us model our program after the STEM program’s success.

### **4. Describe how the position supports a pathway to student educational goal completion (certificate and/or degree) or GE transfer certification.**

- Our non-majors courses are part of GE curriculum and therefore support any student seeking a degree.
- Our allied health core courses support transfer to a wide variety of allied health programs such as nursing and respiratory therapy, transfer through the ADT in Nutrition and Dietetics, as well as through traditional transfer pathways to 4-year degree programs.

### **C. Historical data criteria supporting request.**

**1. Discuss Department/Discipline/Program enrollment and student service trends the proposal addresses.**

- Our FTES rose to a peak of 421 in 2010/11 and have been declining, to 300 in 2013/14, since then as the local economy has improved.
- This spring 2015 we are experiencing our lowest enrollment level in the past five years. We are currently offering 20% fewer sections than our 5-year average. However, we still have more than double (8.31 FTEF) the total amount of FTEF needed to support our 4 full-timers. Although we cannot predict future enrollment numbers, our current projections allow us to plan our fall 2015 schedule of course offerings to include 29 sections, a slight increase from what we have this semester (26 sections). These statistics suggest that, if we are near the low point of our current enrollment cycle, we still have ample FTEF to support additional investment into biology program faculty.
- Although total enrollments have declined, from a productivity and cost-effectiveness perspective, our fill rate, enrollments per section and load are comparable to or better than our 5-year average. In fact, our LOAD this semester is 561 in BIOL. These statistics show that investment in the biology program is cost-effective for the college.

<b>Courses</b>	<b>FTE</b>	<b>Fill Rate</b>	<b>Sections</b>	<b>Enrollments/section</b>
Non-majors BIOL	2.2	94%	10	37
Allied Health core	4.4	87%	14	28 *enrollment cap of 30 in all but two sections
All BIOL	7.64	91%	26	31
5-year average	9.45	88%	33	34