

Faculty Prioritization Worksheet

Faculty Requested &P); 2) Biology (with training in Microbiology)

Data from EMD

XCSS_LOC...

- RIV
- MOV
- NOR
- (blank)

XCSS_DEP...

- Life Sciences
- Applied Tec...
- Art
- Arts, Hum, ...
- Behavioral S...

XCSS_SUBJ...

- AMY
- BIO
- HES
- MIC
- ACC
- ADI

Data to use for when developing the faculty request justification

Academic Year	FTEs	FT FTEF	Overload FTEF	PT FTEF	Lg Lec FTEF	SUM FTEF	FT FTEF / Total FTEF	FT+Overload FTEF / Total FTEF	PT FTEF/ Total FTEF	Total Students (Census)	Total Waitlist	# Secdtions	Total WSCH	WSCH/ FTEF
2015-2016	820.1	20.5	8.6	10.3	2.7	42.0	0.5	0.7	0.2	4,505.0	1,811.0	123.0	26,256.0	624.7
2016-2017	933.8	20.3	8.9	14.4	2.6	46.2	0.4	0.6	0.3	5,213.0	1,661.0	139.0	29,897.5	647.3
2017-2018	1,035.3	19.8	10.2	18.1	3.8	52.0	0.4	0.6	0.3	5,904.0	1,345.0	152.0	33,146.4	637.9
2018-2019	1,186.8	24.3	12.8	16.8	3.7	57.7	0.4	0.6	0.3	6,563.0	798.0	171.0	37,994.9	659.0
2019-2020	1,161.6	25.3	10.2	19.4		54.8	0.5	0.6	0.4	6,330.0	956.0	176.0	37,190.6	678.6
Grand Total	5,137.6	110.3	50.6	78.9	12.9	252.6	0.4	0.6	0.3	28,515.0	6,571.0	761.0	164,485.4	651.1

Using the data provided by the Office of Institutional Effectiveness, please provide a brief narrative to contextualize your request

Using the ratio of full-time to part-time faculty (FT FTEF / PT FTEF), please give a little more information about the need for the increase in full-time faculty. Over the past five years, the LS department has increased the number of FTEs generated by over 40% (820 FTEs in '15-'16 vs 1,161 FTEs in '19-'20). The majority of this growth has been due to an increasing and unsustainable dependence on PT faculty. Consider that the PT FTEF has increased steadily from 10.3 in '15-'16 to 19.4 in the most recent year, '19-'20. This represents an 88% increase in the PT FTEF! The only year in which our PT FTEF decreased during this five-year span was in '18-'19, when the department had three one-year, full-time faculty. This resulted in three of the department's PT faculty temporarily joining the FT ranks. Unsurprisingly, the PT FTEF jumped back up to the subsequent year (PT FTEF = 19.4). Consistent with this over-reliance on PT faculty, when we look at the PT FTEF/Total FTEF ratio, the number has doubled from 0.2 to 0.4 over these five years.

As mentioned in a subsequent section, it is clear from educational research that students have greater persistence and long-term success when their courses are taught by full-time faculty. As we attempt to close

Using the waitlist per section report (additional tab), please discuss the number of courses ranking high on the college's waitlist per section report. Please also note which CSU General Education requirements Overall the total number of students waitlisted for LS courses has dropped over the last five years, there were still over 950 total waitlisted students in '19-'20. Clearly the department has made great strides in meeting demand, but significant demand still exists. When one looks at the waitlist for specific courses such as Anatomy & Physiology (Bio 50A/B) and Microbiology (Bio 55), the waitlists are still completely full. Consequently, we are asking for growth positions in order to help meet the demand for these courses – courses essential for students seeking careers in the allied health professions.

Using the efficiency metric based on WSCH/FTEF, discuss the discipline efficiency. How has the efficiency changed over the past few years? What is your discipline doing to increase efficiency? Have you The LS department WSCH/FTEF ('15-'16 through '19-'20) is consistently above the 595-efficiency target. The average WSCH/FTEF value over this period is 651.1 and ranges from 624.7 ('15-'16) to 678.6 ('19-'20). The increase in efficiency has been a direct result in our attempt to promote student access. The LS department has increased the number of Biology 1 offerings on Fridays as well increase the caps on many Biology 1 lectures. Specifically, the department has moved away from offering "single" sections (cap of 32) of Biology 1 and now offers more "double" (cap of 64) and "triple" (cap of 96) lectures. Of course, our migration online has affected this since all sections are capped as "doubles". One limitation of relying on PT faculty to teach Biology 1 lectures is that they are only assigned a double lecture section so that their part-time load can be filled with lab sections. Therefore, all of our triple lecture sections are taught by FT faculty - so, additional FT faculty will help increase the department's efficiency and, as a result, increase student access to this highly impacted course.

Please discuss any faculty trends (historical and recent changes) which have helped you identify this need. Beginning in the fall of 2016, the Life Sciences department made a concerted effort to increase student access in our most impacted courses - Biology 1 (General Biology; Biology 50A/B (Anatomy & Physiology) and Biology 55 (Microbiology)). In the first year of growth ('16-'17), the LS department generated an additional 114 FTEs over the previous year, primarily by growing our adjunct pool and increasing the number of courses taught by PT faculty. In '18-'19, the LS department added one tenure-track faculty member and was awarded three one-year temporary FT faculty to offset the non-instructional assignments of several department faculty. This was a determining factor in the LS department's increase in 224 FTEs over the previous AY. For the most recently completed AY ('19-'20), the LS department brought in two new tenure-track faculty in anatomy/physiology and general biology. During the current '20-'21 AY, the LS department added one new, growth, FT position (and filled several FT vacancies). However, there is still an opportunity to support growth in our course offerings. If provided additional FT positions, the LS department will continue to expand its offerings in our most impacted courses.

Please discuss any specific activities your discipline has participated in with a focus on reducing the student equity gap. This could include serving on the student equity committee, holding office hours in LS department has increasingly become involved in equity gap issues. Earlier in the year, in preparation of the new Program Review, the department held several productive discussions about our D1 groups, now these groups are common among some classes, though differ in others. Going forward, these conversations will surely continue, informed by the data, now at our fingertips. LS faculty have a long history of being involved in student-centered initiatives, and ensuring success for all demographic groups has become a central focus.

During the last two years, the LS Department has been deeply involved in the SGL program. Specifically, the SGL program linked to Biology 1. The goal of the Bio 1 SGL program is to close the success gap for

Please discuss how your discipline is working to ensure your course offerings align with college strategic goals included Guided Pathways, HS/CSU/UC partnerships, accelerated courses, support courses,

The LS department has developed a Biology Pathways Map (with annotations listing differences between CSUs and UCs) several years ago. More recently, and in alignment with the first pillar of the Guided Pathways framework, the LS department has successfully developed a state-approved ADT in Environmental Science. The Environmental Science ADT is an attempt to accommodate a growing student interest in this field and increased demand for our Environmental Science course (Biology 19). In conjunction with our new ADT in Environmental Science, the LS department developed an "Environmental Science" Program Map in an attempt to help clarify the course sequences for students interested in pursuing degrees in these areas.

In addition to creating clearly articulated course paths, and in continued support of Guided Pathways, the LS Department has made a concerted effort to increase student access to our most in-demand courses. As described above, the LS Department has focused, primarily, on expanding our offerings of Biology 1 with recent emphasis now on Anatomy & Physiology (Bio 50A/B) and Microbiology (Bio 55) – which is why we are requesting new faculty hires in these areas (A&P and Micro).

In addressing both Pillar 3 ("Stay on the Path") and Pillar 4 ("Ensure Student Learning"), the LS Department extensively collaborates with local four-year institutions, particularly UC Riverside and CSU San Bernardino, as we explore ways for our STEM students to participate in various outreach and pipeline programs. Specifically, the LS Department faculty and its students have participated extensively in UCR's "Sequence to Success" community college outreach program since its inception. LS Department faculty help lead the "Bridges to the Baccalaureate" (B2B) pipeline program in collaboration with UCR. The B2B program is a five-year, NIH grant-funded initiative between UCR and RCC. The goal of this project is to target RCC STEM students for participation in authentic, paid, research experiences during the summers before they transfer to a four-year institution (ideally UCR) and major in a STEM-related discipline. Additionally, one LS faculty member is the PI on the NSF funded En Familia grant. The En Familia grant focuses on guiding the critical transition from high school to community college and from community college to university. It targets students early in their STEM education with interventions to help them be more successful at RCC, and then introduces them to UCR and CSUSB through summer research experiences and pairings with peer mentors that have successfully navigated transfer. This project has successfully strengthened relationships with UCR and CSUSB and helped to prepare RCC and our partner universities to serve our Latinx students better.

Have members of your discipline participated in faculty training including 3CSN, AB 705, AVID, CUE, or other training? How is the information learned being implemented within your discipline?

In the fall of 2019, the LS department had 11 faculty participate in a Reading Apprenticeship workshop that was held on the RCC campus. Following this workshop, in spring '19, several of these faculty participated in a STEM focused Reading Apprenticeship online training. Additional department faculty have participated in an AVID workshop held during the spring '19 term. Beginning in the fall of 2019, the LS faculty decided to hold "brown bag" lunches during College Hour on the Tuesdays without a scheduled department meeting. During these brown bag lunches, faculty would discuss various pedagogical practices and share ideas about what has worked in the classroom/lab, what has not worked and brainstorm various topics/strategies. These discussions were well attended, with about half of the faculty participating. These brown bag conversations were tabled in early spring '20 because we shifted focus to discussing equity gaps and disproportionately impacted groups as we developed our new Program Review document.

Please discuss your faculty's roles on Leadership Councils, committees, or academic senate.

The Life Science faculty are very involved in shared campus governance. Several members serve as Division representatives on Leadership Councils – Dr. Greg Russell is a STEM/K rep on the TL (formerly ACTPIS) Leadership Council; and Dr. Tonya Huff is the STEM/K rep on RDAS Leadership Council. Previously, Dr. Virginia White served as the chair of Program Review. Dr. Elisabeth Thompson-Eagle serves as the LS Academic Senator and several department faculty are members of the Guided Pathways committee. Moreover, Life Science faculty serve on the Assessment, Curriculum, Student Equity and Enrollment Management committees. Finally, three LS faculty were instrumental in starting RCC's Career Closet during the '18-'19 AY. The RCC Career Closet has been invaluable resource and has been exceedingly popular with students.

Please discuss your discipline's assessment activities in the last 2 years. How many SLO's were assessed? What percentage of the scheduled SLO's were assessed? How many PLO's were assessed? Is a The LS department has had faculty representation on the Assessment Committee for at least the past eight years. Currently, Dr. Kana Tayyar is in her fourth year as the LS Department representative on the Assessment Committee and is joined on the committee by Dr. Mona Jazayeri who is in her third year in the LS department. Prior to Dr. Tayyar's service on the committee, Kathy Brooks served as the department representative.

As of this fall (2020), the LS department has completed all scheduled SLO assessments. The department has not yet participated in PLO assessment, but will take on this task with the same level of engagement.

Please include any other additional factors which the Leadership Councils should know about (pending accreditation needs, significant curriculum changes, grant funding for the position, specialized faculty

At the moment, there are 16 tenured or tenure-track faculty in the Life Sciences Department. Since many of our faculty are deeply involved in campus committees, collectively the LS faculty have 2.15 FTE in cumulative reassign time per semester. Consequently, this release/reassign time is the equivalent of taking more than two FT faculty out of the classroom and replacing them with adjunct faculty. Going forward, the LS department STILL has the capacity/space to increase FTES over the next few years. However, for this growth to be sustainable and best serve our students, we must add FT faculty. This is particularly true in light of current CCAP agreements and obligations. Taken together, with the justifications cited above, there is an immediate and glaring need for additional full-time faculty in the Life Sciences Department. Consequently, during the current cycle we are requesting an additional position.