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**COMPLETE**

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Page 1: Classified Position Request Form

**Q1**

Please enter the following:

Department	<b>Engineering &amp; Physical Science</b>
Position Title	<b>Natural Science Lab Technician</b>
Salary Range	<b>\$51,900 - \$64,896</b>
Annual Salary at Step B*	<b>\$54,876</b>
Hours/week and # of months (e.g., 10-month, 11-month, 12-month)	<b>40 hours/week, 12 months</b>

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**Q2**

Current goal this position will directly advance/support

(1) Address Equity Gaps, (2) Curriculum Updates

**Q3**

How will this position directly advance/support the goal listed above?

(1) Address Equity Gaps – this position will participate directly in both faculty and student support in the classroom as well as during outreach activities.

(2) Curriculum Updates – this position will be instrumental in helping seek, purchase, and manage more modern equipment and techniques for lab and field classes as well as attending and supporting field trips.

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**Q4****Additional general fund position**

What type of position is being requested?

**Q5**

Please attach the description for the position classification (contact GCCCD Human Resources to obtain this).

**Science Lab Technician III.doc (102.5KB)**

**Q6**

What are the actual duties and responsibilities that are specific to this requested position that you would like to highlight to help the Classified Hiring Priorities Committee understand the need for this position?(200 words or less)

1. Prepare, set up, monitor and break down equipment and materials for laboratory classes, exercises and experiments; may demonstrate methods and assist students in the use of appropriate techniques during labs, under the guidance of an instructor; assist in trouble-shooting any failed experiments including assessing user errors and equipment errors or failures, often on a real-time basis; may assist in preparing demonstrations, modify-ing lab activities and developing new experiments to support classroom learning.
  2. Write and maintain laboratory documents and records including stockroom guidelines, student locker assignments and other files.
  3. Maintain, recalibrate and repair laboratory equipment and instrumentation including micro-scopes, gas chromatographs, high performance liquid chromatographs, spectrophotom-eters, nuclear magnetic resonators, centrifuges, sterile hoods, pipettes, pH meters, laptops and other laboratory equipment; maintain an inventory of replacement parts; arrange for major repairs by outside vendors.
  4. Maintain and organize an inventory of supplies and consumables; track use of materials; estimate materials needed for laboratory exercises and request inventory replenishment to ensure sufficient supplies are on hand to support laboratory activities.
  5. Maintain the safety of the laboratory environment; provide instruction and demonstrate safety procedures to staff, instructors, student assistants and students; monitor activities in the laboratory to ensure safety procedures are followed; inspect and maintain laboratory safety equipment such as eye washer, shower, fire extinguisher, respirator and safety kits; report the need for any repairs; maintain and update MSDS notebooks as required by law.
  6. Ensure proper maintenance and cleanliness of laboratories to protect the health and safety of students, faculty, and staff; clean and sanitize classroom furniture and work surfaces and equipment.
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**Q7**

Please address the following: How are the duties of the requested position currently being performed, if at all? How does the lack of this position impact the program or service area? What impact, if any, have frozen or vacant positions within the department had on services or staff workload? (200 words or less) (Rubric Criteria 1)

- Lack of a first shift technician to support daytime labs disproportionately hurts disadvantaged students (all physics and earth science labs are currently scheduled between 2:00 - 10:00 PM)

- o Students with children or other dependent family members

Most daycares close at 5-6pm, after hours care can be prohibitively expensive

- o Students who work second shift are not supported if their major requires physics and earth sciences labs

- o Students who rely on public transportation or carpooling may be affected by large gaps between early morning lectures and afternoon labs held on the same day

- Potential loss of only technician carrying extensive specialized knowledge

Our current technician knows everything for six disciplines. No one else does. A previous lab technician left for a substantial raise and lighter workload. This could easily happen again.

- Lab turnaround and in-class demonstration set-up/take-down impacts faculty interaction with students

Our courses are very tightly scheduled and there are 4 labs at different locations on the campus. A second technician with overlap during the busiest lab times could ensure fast, smooth turnaround. In addition, we know that faculty contact time with students is one of the most important ingredients for student success and one of the major support systems within the entire guided pathways concept (major college goal). We have mostly part time faculty who work regular jobs during the day, or who are working at multiple colleges and are barely making it from one place to the next, if they have to spend their time setting up equipment when they arrive for their class, that takes time away from their ability to interact with students. It would be more effective from the perspective of student success and retention to have part time faculty working with students before and after class, then prepping or taking down equipment. This is especially important because our faculty do not have paid office hours in addition to their teaching hours. This is also a problem during unsupported daytime lectures in which faculty must take time out of class or student interactions to set-up and take-down their own demos.

- Care and Maintenance of Expensive and Fragile Equipment

Without lab support there is no way to guarantee the appropriate handling, storage and maintenance of expensive and sensitive equipment. With the district going into stability, the availability of funds to replace equipment over the next few years is unlikely to be available, so doing everything possible to keep the equipment we have functional is important.

**Q8**

How has the program/service area changed over the most recent five academic years and/or how is it expected to change within the next five years (i.e. growth, additional services, increased workload and reorganization) that warrants this position? \*\*Please use both quantitative and qualitative data including, but not limited to: enrollment and productivity data, staffing or other studies, surveys, volume of students or employees served, total comp time accrued, number of hourly/intern/volunteer/work-study, and services provided.\*\* (200 words or less) (Rubric Criterion 2)

Currently earth science has no full time faculty and covers three disciplines: Geology, Geography, and Oceanography. The classes we offer cover several different labs, all with specialized equipment, currently all taught by a high turnover group of part timers. Without a lab tech (we currently have no lab tech) no one knows where to find or how to use any of the equipment. Nothing is being maintained, and no one is running the weather station. There is also no one to chaperon field trips. In the past a lab tech was shared with physics and engineering but these programs have become large and unable to spare their support. This position could also cross-cover with physics and engineering lab techs so we could offer daytime labs.

**Q9**

Which of the College's strategic priorities will this position most directly support? Note: Selecting more than one strategic goal will not impact the Classified Hiring Priorities Committee rating of the position.

**Guided Student Pathways,  
Student Validation and Engagement,  
Organizational Health**

**Q10**

Please explain how the requested position will support the college strategic priority(ies) identified above. (200 words or less) (Rubric Criterion 3)

- **Organizational Health**

This position is essential the running of three different departments so that faculty are not doing work they are not paid or trained for and both students and faculty do not get hurt.

- **Guided Pathways**

Science Outreach for historically marginalized students in science - This position is essential in organizing and preparing demonstration equipment for K-12 and new student outreach. This is a key part of our plan to work on our representation gaps in race and gender in general education science.

Project-Based Learning/Equitable Assessments - Our department is working on shifting many of our labs and assessments to student-driven, project-based learning to address improve our overall success and engagement as well as our equity gaps. To do this equitably we need to provide students with access to equipment that is well organized and maintained, which is the role of the lab tech.

- **Student Validation and Engagement**

This position directly supports faculty setting up and executing labs in person as well as sourcing, assembling, and distributing lab kits for online lab classes. As we implement more complex, student-driven, project-based labs this position will be vital in assuring that faculty (especially part time faculty) get access and training on the variety of highly technical equipment needed to run the labs and that students get access to what they need in a timely manner. This position also supports demonstration equipment for lectures as well as our video recording studio for online lectures. Without them faculty (especially part time faculty) will not be able to effectively use either.

**Q11**

How will the position impact the ability of the program or service area to innovate and meet changing needs? (200 words or less) (Rubric Criterion 3)

Currently we have no one to maintain the aging equipment we already have, let alone buy new things. Without this position our earth science labs may soon be dated and irrelevant, making our general education science classes an undesirable option for students.

**Q12**

Please confirm that you have discussed this faculty position request with the dean or manager and that you understand that deans and managers will be providing feedback to help inform the prioritization process.

**Yes, I have discussed this position request with the Dean or Manager**