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Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	Biology
Position Title	Biology Instructor

Q2

1. Which program review goal(s) is this request supporting? Please state how the position will help advance the specific goals. (Rubric Criterion 3) (300 words or less)

This position will support both program review goals to increase access to our program and success in Bio 130. Currently, the curriculum has not been updated with culturally relevant content, instructors for this course are adjunct professors, with varying degrees of teaching experience. Bio 130 is in need of an instructor to provide equity-minded leadership guiding our adjunct faculty with inclusive pedagogy strategies.

Q3

2. Which strategic priority/priorities is this request supporting. Please state how the position will help advance the specific priority/priorities and the College's mission. (Rubric Criterion 4) Acceleration Guided Student Pathways Student Validation and Engagement Organizational Health (300 words or less)

This position will help advance the priorities 1-3 of the College's Mission. Currently, this course is an obstacle to the success and completion of Allied Health majors and students trying to progress taking the course as GE. Bio 130 has the highest enrollment, lowest success rates and highest equity gaps. It is also the only course that does not have a full-time instructor. The course needs the leadership of an equity minded full-time professor that adheres to inclusive pedagogy.

By redeveloping the course with culturally relevant material and embracing a student-centered pedagogy, a full-time instructor will significantly impact student validation and engagement while removing unnecessary barriers to both course completion and the field of Biology.

With lower success rates disproportionately impacting our students of color, this course is not just an obstacle to student success, but it exacerbates racial inequities in acceleration and the ability of students to complete their Allied Health degree and/or their GE requirement for non-majors. Students of color are also more likely to have to repeat the course, which inhibits their ability for completion of either coursework in their major (it is a prerequisite for all other Allied Health classes) or transfer and degree completion for non-majors. Without guidance from an equity-minded full-time instructor, this course is not only a barrier to success and completion, it is a wasted opportunity to inspire students of color to become STEM majors.

Q4

3. How will this position improve student student learning and achievement, and close equity gaps in access and outcomes in your program. (Rubric Criterion 2) (300 words or less)

What has become clear in reviewing the data is that there are no equity gaps in retention and success in the major (200-level) courses. This appears amazing, until one realizes the true equity gap is in access to the major. There are so few students of color in these major courses. Where we find our students of color is in Bio 130, where they have the lowest retention and success rates. In a field with very little diversity, the impacts of a non-major course that does not actively engage and embrace our students of color has become not only another impediment to access but a deterrent for students to enter into the field of Biology.

A full-time faculty member focussed on developing culturally relevant pedagogy and an inclusive classroom climate will dramatically impact both our access to the biology major and success, retention and completion for our Allied Health students.

Q5

4. Has there been or is there any evidence to demonstrate that there will be an increase in demand for your programs and/or services? How are students being adversely impacted without this position? Please discuss supporting data from recent semesters. For example, enrollment trends, waitlist pressures, or wait time for appointments and support services as they apply to this position. (Rubric Criterion 2)(300 words or less)

Biology 130, the general Biology course generates the largest enrollment in the sciences at Cuyamaca and is generally the science course of choice for transfer students. It is a required course for the CSU Allied Health pathway and is a suggested course on the following STEM transfer pathways, CSU Major in Biological Sciences, CSU major in Electrical Engineering, and CSU major in Computer Engineering.

Since 2016 the average retention rate for the Biology 130 course has been 89%, however the average success rate has been 66%, indicating a potential barrier to degree or transfer in a timely manner for at least 34% of course enrollees. Students of color (African American/ Black Non-Hispanic, American Indian/ Alaskan Native, Asian, Hispanic/ Latinx, Pacific Islander, Multi-Racial) have represented 58% of enrollments, however these same students experienced equity gaps in their retention and success rates compared to White/ Non-Hispanic and Middle Eastern/North African students.

Hispanic/ Latinx students represent the largest population enrolled in Biology 130 since 2016, however their average retention (81%) and success rates (59 %) are considerably lower when compared to white students (89% and 75%). A study conducted in Spring 2021 assessed the number of times students attempted various entry level STEM courses. Data highlighted the following findings when compared to the student reference group (white students):

***African-American/Black and Hispanic/Latinx students who enrolled in Biology 130 in Spring 2021 were more likely to have previously attempted this course

***African-American/Black and Hispanic/Latinx students who enrolled in Biology 131 (Lab portion) in Spring 2021 were more likely to have previously attempted these courses

While multiple factors influence course success, it is important to note that there has not been a full-time instructor teaching this course. Also, this course is in high demand. Over the past five years, the course enrollment serves between 396-599 students every semester. Over the past five years, 4906 students have taken this course, and there is not full-time instructor for this course. It is not a surprise that this is the course that has the largest equity gaps and lowest success rates. This course is a prerequisite for all Allied Health students and without a full-time instructor to guide the pedagogy, this course is a barrier to our pre-Allied Health majors.

Q6

5. What are the racial and gender demographics of the faculty within the program? What steps will your program take to ensure that the recruitment for this position will encourage/promote faculty diversity? (Rubric Criterion 1)(300 words or less)

The demographics of the department are 75% female and 25% male. 25% Hispanic, 75% White. In order to diversify faculty, we have shifted our thinking about hiring processes and job descriptions, to reduce bias and value diversity, to recruit a more representative pool of applicants, and to strongly value experience with inclusive pedagogy.

Q7

6. Describe why this position is essential to your program and/or service area. How has the lack of this position impacted your program and/or service area? What will be the impact to the program and/or service area if this position is not filled? (Rubric Criterion 1,3)(300 words or less)

From a survey of Bio 130 students taken Spring 2021, 29% of students are STEM majors, 49% are non-majors and 24% are undecided.

From our disaggregated data and the surveys we have collected from the HSI STEM grant, it is clear that our students of color are severely impacted by not having this position. High turn-over rates of part-time faculty for this course generates an inconsistency in instruction and personal assistance provided to students. A full-time faculty member for this course that is both inclusive and equity minded will provide both the curriculum and the support that our students are in desperate need of to be successful in this course. This course is a prerequisite for our Allied Health students. By not supporting this course with a full-time faculty member, we are creating a roadblock for these students to move forward in their degree or program.

This faculty hire is a critical need. We are down one faculty member (see question 7). Our FTEF is consistently 10 since 2016. We have less than half of the faculty that our load indicates we need. Biology has a load cushion of 6.64. There is enough work for more than 6 more full time faculty. The majority of this load comes from Bio 130 courses.

Also, Biology has consistently had over 90% fill rate, only dipping to 89% during the first full covid semester, but it has come back up in 2021.

Q8

7. Is this a new position, replacement for a retirement/upcoming retirement or replacement for internal promotion (faculty to administration), or replacement for other circumstances? (Rubric Criterion 3)(100 words or less)

This is a replacement position for the department. Kim Dudzik, a former full time tenured professor has moved into an administrative position.

Q9

7. Please confirm that you have discussed this faculty position request with the Division Dean and that you understand that Division Deans will be providing feedback to help inform the prioritization process.

Yes, I have discussed this position request with the Division Dean