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Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	Biology
Position Title	General Biology Professor

Q2

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

This position will support both goals: first to increase access, second to increase success.

Currently, our largest enrollments are in Bio 130 and Bio 131. These courses, historically, are gatekeeper classes. "Weeding" out students who are not "good enough" before they get a foothold in the program. This pedagogical philosophy is in direct opposition to the direction of our department. In our Kumeyaay Science courses, we challenge students to view science, both traditional and modern as two sides of the same coin working together to understand and take care of the world. In these courses, we also teach students to view native plants as food, medicine and valuable resources to be tended, not as weeds to be ripped out and thrown away. This is the same paradigm shift I am seeking in a new instructor and for these prerequisite courses. We are not weedwackers. Our job is to tend and nurture the gardens of our student's minds. The general biology series must be more than a prerequisite, more than a bridge to our program. It can cultivate our students into successful and thriving members in the fields of life sciences, biotechnology and health sciences.

Instead of excluding historically marginalized populations from this growing field, we can ensure these courses are providing proper preparation for the program. The goal of this course and position is not only to develop pedagogy that embraces underrepresented students where they are and bring them up, but to instill that they have a place in this field, they belong here.

This needs to start at our highest enrolled entry level courses. We do not want to lose these students, instead we want to see them enrolling and achieving in our higher level courses and entering this growing workforce. It starts with this position.

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, vision and values. Note: the more goals addressed the stronger the request (Rubric Criterion 4) Increase equitable access (enrollment) Eliminate equity gaps in course success (passing grade in class) Increase persistence eliminate equity gaps (re-enrolling the subsequent semester or year) Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring) Increase hiring and retention of diverse employees to reflect the students and communities we serve (300 words or less)

This position will help advance all of the strategic priorities of the College. The course generates the largest enrollment in the sciences at Cuyamaca and is generally the science course of choice for transfer students. Increasing success and eliminating equity gaps in this course is paramount to increasing success across the entire Allied Health program. The course already has a high enrollment of students of color (58% of enrollments); however, these same students experienced significant equity gaps in their retention and success rates. We need to do better for our students of color, we have them enrolling and we are losing them in these courses. The course needs the leadership of an equity minded full-time professor that adheres to inclusive pedagogy.

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.

Redevelopment utilizing culturally relevant material and student-centered pedagogy will significantly impact student validation and engagement while removing unnecessary barriers to both course completion and the field of Biology. We will see an increase in completion and transfer across our discipline by improving the success and retention for our students of color in these two courses.

Q4

3. How will this position improve student learning and achievement, and close equity gaps in access and outcomes in your program? What steps are you taking to close equity gaps in access and outcome, for example: (Rubric Criterion 2)- modify curriculum to reflect the college's diverse student population- close equity gaps- ensuring equitable access to courses that have pre-requisites- removing barriers for students, especially those from historically marginalized groups- adopt/create no cost/low cost textbooks and course materials(300 words or less)

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 curriculum 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.

Currently, as the Student Success and Equity co-chair, I have brought the retention and success data to the council to evaluate and offer suggestions. Many of the ideas require a faculty member dedicated to change and rebuild this course through an equity lens. We want and need to redesign these courses, but do not have the resources to achieve this monumental task.

Our professional development meetings include examining our disaggregated data and strategizing to close our equity gaps. We have seen our gaps closing over the past year and are dedicated to completely eliminating these gaps by the goals of the department, working with counseling, providing professional development training and opportunities for faculty, developing a community of practice stressing cultural competence and developing methods to ensure our students are aware of the resources available to them at Cuyamaca College.

We have adopted an OER textbook for the course in order to remove cost barriers for students taking Bio 130 and the Bio 131 lab is of minimal cost (under \$20). However, both Bio 130 and Bio 131 need culturally relevant materials and laboratory activities developed and this will be a goal of the position.

Q5

4. Has there been or is there evidence to demonstrate that there will be an increase in student 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, students served, etc. as they apply to this position. (Rubric Criterion 2)(300 words or less)

Health and Life Science and Biotechnology are two sectors of San Diego's labor market that are in high demand. Bio 130 and Bio 131 are either prerequisites or entry level courses for both of these sectors. Students successful in the Allied Health or Biology programs are seeing an increase in available jobs at more than a livable wage over the next five years.

The Life Science and Biotechnology sector encompasses many different job markets and is an economic driver and job producer. It is predicted to grow 6% (over 4,000 jobs) over the next five years. The average earnings per job of \$190,000. Reminding me of the serious pay cut instructors face and making me question my career choices...

The Health sector offers "recession resistant" careers and is one of the fastest growing economic and industry sectors employing over 1.7 million people in California. Allied health professionals with a minimal degree requirement of an AA, comprise 60% of this workforce nationwide. The other 40% include nurses and doctors. Allied health professionals and nurses begin (or often prematurely end) their career path with Bio 130 and Bio 131. There are over 30 different career paths for students to take. In San Diego, a 12% growth (16,440 jobs) is predicted over the next five years. The average job earnings are \$84,335 per job.

It is imperative that we focus our resources on courses that can provide such ample opportunities for economic advancement of our students.

Information from the San Diego and Imperial Counties Regional Strong Workforce Program.

Q6

5. What are the racial and gender demographics of the faculty within your program? What steps will your program take to ensure this position will promote faculty diversity to reflect the students the college serves, for example: (Rubric Criterion 1)- Participating in professional development related to equity and diversity in hiring- Participating in professional development related to equal employment opportunity (EEO)- Completing EEO Representative Training- Employing strategies to recruit diverse applicants(300 words or less)

The demographics of the department are 80% female and 20% male. 20% Hispanic, 80% White.

80% of the faculty have taken EMTLI training. 80% have taken professional development training relating to diversity in hiring. 40% of faculty successfully took the certification course on teaching men of color.

One of our faculty members is the mentor for our SACNAS chapter at Cuyamaca College, a society that seeks to advance diversity and inclusion in STEM. The chair of the department is the Student Success and Equity Council co-chair and was a guest speaker for EMTLI in Fall 2022.

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.

We will proactively advertise our job posting in sites that target diversity and inclusion such as, but not limited to:

SACNAS career center: <https://www.sacnas.org/find-or-post-a-job>

American Indian Science and Engineering Society (AISES) <https://careers.aises.org/>

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)

This position is essential to our program as these courses are critical to multiple pathways for students to not only achieve certificates and majors within the Life Sciences and Allied Health Pathway, but to also meet the science GE requirement for fields outside of our department. This course is not only a barrier for students within the discipline, but a barrier for students seeking to transfer to a four-year institution or complete their degree.

Currently, the curriculum has not been updated with culturally relevant content, ever. Current instructors for this course are adjunct professors, with varying degrees of teaching experience. There has not been a full-time instructor to manage this course in almost a decade. Not one section of Bio 130 or Bio 131 was taught in Fall 2022 or will be taught in Spring 2023 by a full-time faculty member. This includes 13+ sections a semester with 32-50 students per section. Bio 130 and Bio 131 are in need of an instructor to provide equity-minded leadership, guiding our adjunct faculty with inclusive curriculum and classroom management strategies.

It is important for the new curricular developments to also include work-based learning strategies, exposing our students to the multitude of career pathways in the field and major. Without this position, we will be removing opportunities for our students of color to enter into a workforce that is filled with opportunities for recession resistant careers and to earn well above a livable wage. Without this position, we will see the success and retention rates decline and the continued lack of access for our students of color to the field of Biology and completion of their Allied Health pathway.

Q8

7. Is this a new position, replacement for a retirement/upcoming retirement or replacement for internal promotion (faculty to administrator), or replacement for other circumstances? Please explain. (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 as interim dean over the past two years and is not seeking to be hired for the permanent dean position or return to a faculty position within the department. We are down one faculty member, when our FTEF has consistently been 10 since 2016. We have less than half of the faculty that our load indicates we need.

Biology has a load cushion of 5.87. There is enough workload for more than 6 full time faculty. The majority of this load comes from Bio 130 and 131 courses.

Q9

8. 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. Note: The Division Dean will be providing feedback to help inform the prioritization process

Yes, I have discussed this position request with the Chair of the Department

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

Q10

If you would like to attach data to support your request in light of the rubric criteria, please upload a PDF, Word, or image file using the button below.

Data%20Bio%20130%20131%20Faculty%20Request%20.pdf (2.2MB)