

#14

**COMPLETE**

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Page 1: Full-Time Faculty Position Form

**Q1**

Please enter the following:

Department	<b>Biology</b>
Position Title	<b>General Biology Professor</b>

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**Q2**

**No, the position has not yet been funded**

If this position has already been funded, do you want to continue with the current request?

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**Q3**

1. 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 plays a vital role in our program, as the courses it oversees are crucial for students pursuing certificates and majors within the Life Sciences and Allied Health Pathway. Additionally, these courses fulfill the science General Education requirement for students outside our department. The absence of this position not only acts as a barrier for students within our discipline but also hinders those aiming to transfer to a four-year institution or complete their degree.

To date, the curriculum lacks updates with culturally relevant content, a gap persisting over an extended period. The current adjunct professors, who instruct the course, possess varying degrees of teaching experience, with no full-time instructor managing the course for almost a decade. With 13+ sections per semester and 32-50 students per section in Bio 130 and Bio 131, there is a pressing need for an instructor to provide equity-minded leadership. This includes guiding adjunct faculty in implementing inclusive curriculum and classroom management strategies.

The new curricular developments must incorporate work-based learning strategies, exposing our students to diverse career pathways in the field and major. The absence of this position would result in a missed opportunity for students of color to access a workforce filled with recession-resistant careers and the potential to earn well above a livable wage. Without this position, we anticipate declining success and retention rates, exacerbating the ongoing lack of access for our students of color to the field of Biology and the completion of their Allied Health pathway. This position is essential for the continued success of our program and the seamless delivery of courses vital for students both pursuing their Pre-Allied Health degree or needing to fulfill their general education requirements.

Establishing this faculty position is a strategic solution to address the critical need for the department and the campus as a whole. ensure a sustained and high-quality educational experience for students pursuing allied health degrees. This faculty position is not just about filling a gap; it is about removing barriers, facilitating timely access to essential prerequisite courses, and ultimately fostering the success of our students in the field of allied health while widening access to the discipline as a whole.

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**Q4**

2. 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.

In regards to college demographics, the male to female ratio is off by 20% and the racial diversity is much lower in the department than compared to the college demographics.

For full-time faculty: 80% have taken EMTLI training and professional development training relating to diversity in hiring; 40% are certified to teach men of color.

One of our full-time 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. 80% of the full-time faculty participate in the community of practice (CRAB).

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:

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

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

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**Q5**

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.

A dedicated full-time faculty member focused on developing culturally relevant curriculum and fostering an inclusive classroom climate will significantly enhance our access to the biology major and contribute to the success, retention, and completion of our pre-Allied Health students.

As the Student Success and Equity co-chair, I have brought retention and success data to the council, seeking evaluation and suggestions. Many ideas to address equity gaps require a faculty member committed to change and rebuilding courses through an equity lens. Despite the desire to redesign these courses, the lack of resources hinders this monumental task.

Our professional development meetings involve analyzing disaggregated data and strategizing to close equity gaps. Over the past year, we have observed progress in narrowing these gaps and are committed to completely eliminating them. Our community of practice focuses on the development of culturally relevant materials in biology (CRAB) meeting four times each semester. We aim to increase student success and close equity gaps by exploring innovative pedagogical strategies, analyzing disaggregated data, and refining course projects to create more engaging and successful curriculum. The department has worked collaboratively to synchronize the schedules of the lecture sections to ensure coordination between sections and with the lab schedule. Seven new lab updates have been implemented this semester.

To eliminate cost barriers for students taking Bio 130, we have adopted an OER textbook, and the lab incurs minimal costs (under \$20). However, both Bio 130/131 still require the development of culturally relevant materials and laboratory activities, which will be a primary goal of the new faculty position.

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**Q6**

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)

Our students stand to benefit from a surge in available jobs offering more than a livable wage over the next five to ten years in Health and Life Science and Biotechnology Sectors within San Diego's labor market.

The Life Science and Biotechnology sector is forecasted to grow by 6%, equating to over 4,000 jobs in the next five years (average job earning \$190,000). Similarly, the Health sector employs over 1.7 million people in California. Allied health professionals, constituting 60% of this workforce nationwide, initiate their career path with general biology coursework. Projections for San Diego indicate a 12% growth (16,440 jobs) in the next five years (average job earning \$84,335).

For biotechnicians, there is an anticipated growth of 81.8% over the next ten years (average income \$56,430). The urgency to direct resources toward courses offering substantial opportunities for students' economic advancement is underscored. This position will help us meet the escalating demand for these programs as indicated by the San Diego and Imperial Counties Regional Strong Workforce Program and Lightcast analysis.

Demand for biology courses is evidenced by increased enrollment, added sections, and persistent waitlists in courses. In light of the enrollment surge, it is imperative we address the enrollment stagnation observed in Bio 130/131. These foundational courses, prerequisites for Bio 140, Bio 141, Bio 141L, Bio 152, are not experiencing the same positive trajectory as the rest of our department's offerings. The absence of a dedicated full-time instructor for Bio 130/131 is hindering our ability to develop innovative and equity-minded pedagogy that could enhance student engagement and retention. To maintain the upward momentum of our program, we urgently request a general biology instructor to coordinate and cultivate an inclusive curriculum for Bio 130/131.

**Q7**

5. 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)

Hiring a new faculty member for general biology is crucial to advancing our program review goals of increasing access and success. Currently, our enrollment is highest in Bio 130 and Bio 131, which traditionally serve as gatekeeper classes, inadvertently excluding students who may excel with proper support. Although this course serves the most students, it is experiencing stagnation in growth in comparison to our other course offerings.

In regards to our goal of success, our objective is to shift the pedagogical approach in general biology courses from being exclusionary to nurturing. We envision these courses as more than prerequisites or bridges; they should cultivate students into thriving members of the life sciences, biotechnology, and health sciences fields. By embracing a new instructor who aligns with this paradigm shift, we aim to break away from the outdated practice of weeding out students and instead tend to the gardens of our students' minds.

The proposed faculty position supports historically excluded groups by challenging the existing paradigm and ensuring that underrepresented students feel embraced and valued in the field. Rather than excluding them, we want these courses to provide the necessary preparation, instilling in students the belief that they belong in this field. This inclusive approach begins at the entry level, with the goal of seeing historically excluded students not only enroll but thrive in higher-level courses and eventually contribute to the growing workforce in life sciences, biotechnology, and health sciences. This faculty position is a pivotal step toward achieving these program review goals.

**Q8**

6. 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 new position serving a critical need in the department. We currently have five full-time faculty; however two of our full-time faculty have release time that accounts for 1.0 load. With this in mind, in terms of load, our department is running with four full time faculty loads being met when we have FTE for six full time faculty.

**Q9**

7. 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 play a pivotal role in advancing all strategic priorities of the College. The course it oversees stands as the highest-enrolled science class at Cuyamaca and is frequently chosen by transfer students. Elevating success rates and closing equity gaps in this course is crucial for overall success in the Allied Health program. Despite a substantial enrollment of non-white students (comprising 77% of our enrollments from Spring 2023 data), these students face significant equity gaps in retention and success rates. Our commitment to better serving students of color involves not only their enrollment but ensuring their persistence and success in these courses. An equity-minded full-time professor, dedicated to inclusive pedagogy, is essential for leading this course.

Given the disproportionate impact on success rates for students of color, this course is more than a hurdle to student success; it exacerbates racial inequities in acceleration and hampers students' ability to complete their pre-Allied Health degree or fulfill their GE requirement for non-majors. Students of color are also more likely to need to repeat the course, hindering progress in their major coursework or transfer and degree completion for non-majors. Without guidance from an equity-minded full-time instructor, this course not only obstructs success and completion but misses an opportunity to inspire students of color to pursue STEM majors.

The redevelopment of the course, incorporating culturally relevant material and student-centered pedagogy, will significantly impact student validation and engagement while eliminating unnecessary barriers to course completion and entry into the field of Biology. Improving success and retention for students of color in these two courses will lead to increased completion and transfer rates across our discipline.

**Q10**

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

**Q11**

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.

**Respondent skipped this question**