

#19

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, January 08, 2026 2:28:35 PM
Last Modified: Thursday, January 08, 2026 6:53:43 PM
Time Spent: 04:25:07

Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	Biology
Position Title	Physiology

Q2 **Yes**

1a. Did you request a position last year (2024-2025)?

Q3 **No**

1b. If yes, and that position was funded, do you want this position ranked as well?

Q4 **No**

1c. Is there dedicated funding for the position that is not unrestricted general fund (i.e. categorical/special funded programs)

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Q5

2. Why is this position essential to your program and college? Please discuss the potential impact of this position on the department, college, district and/or region (Rubric Criterion 1, 3). (300 words or less)

The Biology Department urgently requests a full-time Physiology faculty member to provide stability, equity-minded instruction, and curricular leadership for one of the college's fastest-growing and highest-impact gateway courses, BIO 141/141L. Physiology is a required prerequisite for all pre-Allied Health pathways, including Nursing, Respiratory Care, Radiologic Technology, Physician Assistant preparation, and multiple certificate and degree programs that feed directly into Southern California's rapidly expanding healthcare workforce. Regional labor data consistently demonstrate exceptionally high demand for healthcare professionals, making access to Physiology both a workforce and equity imperative.

The department is experiencing sustained enrollment growth. In Fall 2025, FTES generated was 187.91 with a 95% fill rate. As of 12/18/25, Spring 2026 is generating 200.14 FTES with a fill rate of 92%. Departmental efficiency remains strong (17.072 in Spring 2025; 17.428 in Fall 2025), reflecting both high student demand and effective enrollment management. However, a recent retirement has left the department with zero full-time Physiology faculty, resulting in a fall load cushion exceeding 7.0 and significantly limiting instructional capacity.

Without a full-time discipline expert, the department lacks leadership to maintain and modernize curriculum, rewrite outdated lab exercises, coordinate assessment, support adjunct faculty, and ensure alignment with statewide pre-Allied Health expectations. BIO 141 sections consistently fill to capacity with long waitlists, creating a major bottleneck that delays student progression into Nursing and other health programs and exacerbates equity gaps in success and retention.

Because Physiology requires specialized graduate-level training, reliance on part-time faculty is increasingly unstable. A full-time Physiology faculty hire is critical to sustaining enrollment growth, meeting regional workforce demand, and ensuring equitable access, persistence, and completion in one of the college's most essential STEM pathways.

Q6

3. What are the racial and gender demographics of the faculty within your program? Outline your steps to ensure a recruitment of diverse candidates that reflect the mission, vision and values of the college. These steps could include: professional associations dedicated to the promotion of diversity in your content area (Rubric Criterion 1). (300 words or less)

Our department is currently composed of 80% female and 20% male full-time faculty. In terms of racial diversity, 40% of our faculty identify as people of color, compared to a student population that is approximately 77% non-white. While we have made progress toward diversifying our department, there remains important work to be done to ensure our faculty more fully reflects the rich diversity of the students we serve.

To continue diversifying our faculty, we have committed to equity-minded hiring practices that include:

Advertising on platforms that support diverse applicants such as SACNAS, AISES, and HERC

Crafting job descriptions that highlight inclusive pedagogy and a commitment to serving historically marginalized students

Including interview questions that assess candidates' experience with culturally relevant teaching and student engagement

Incorporating DEI-focused interview questions to ensure alignment with the college's mission and equity goals.

Additionally, 66% of our current full-time faculty have completed EMTLI, and 20% are certified to teach Men of Color. These professional development efforts have shifted how we approach hiring, mentorship, and retention.

We remain committed to creating a faculty team that reflects the identities and lived experiences of our students and are intentional in our outreach to candidates who can contribute to our mission of equity and inclusion in STEM education. This position is an opportunity to continue that progress and strengthen the cultural responsiveness of our physiology offerings.

Q7

4. Please describe your planned onboarding process to support the new hires inclusion into community. Please share if there are any resources or collaboration that would assist. (Ex: AFT mentorship, THRIVE, Tenure Review, EMTLI, Communities of Practices, etc.) (Rubric Criterion 4: Support of Strategic Plan) 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)

Our department is currently onboarding a new faculty member and is deeply committed to creating a welcoming, inclusive, and supportive environment. We recognize that how we treat our colleagues directly influences how they support students. Our philosophy is simple: when faculty are supported with empathy, flexibility, and a sense of belonging, they are more likely to cultivate those same values in their classrooms. This approach not only supports retention of diverse faculty but fosters a cultural shift that is felt by our students.

We lead by example, modeling the kind of inclusive, student-centered community we hope to build across campus. Our onboarding includes formal supports such as participation in the tenure review process, and encouragement to engage in professional development like EMTLI, THRIVE, and Teaching Dialogues. Additionally, our department's faculty learning community, CRAB (Culturally Relevant Activities in Biology), meets throughout each semester to provide a space for connection, reflection, and innovation around equity-minded teaching.

Our department is committed to act as mentors to help departmental new hires navigate institutional processes, share strategies for inclusive pedagogy, and foster community within the department. We emphasize collaboration over isolation, and growth over gatekeeping.

As we welcome a new hire this year to lead our efforts in general biology (BIO 120), we are intentionally reflecting on and strengthening our onboarding practices to ensure that all faculty, new and continuing, experience a professional home that values who they are and what they bring. We believe this internal culture directly impacts student success and equity across the biology program.

Q8

5. 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: Program Student Achievement and Potential Growth) 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)

Physiology is a high-stakes gateway course with persistent equity gaps in success, retention, and throughput for historically marginalized students. Lack of a full-time Physiology specialist limits consistency in curriculum, pedagogy, and assessment, contributing to unequal learning experiences across sections.

A full-time faculty member will lead:

Curriculum modernization, including updated lab manuals, improved coherence between lecture and lab, and alignment with evidence-based practices in pre-Allied Health instruction.

Culturally responsive teaching, including contextualization of physiology in community health, environmental justice, and human diversity.

Equitable grading reform, aligned with departmental initiatives to increase transparency and reduce structural barriers.

OER/ZTC development, lowering the substantial costs of textbooks and lab materials.

Prerequisite equity, ensuring that course design supports students entering from diverse educational backgrounds.

This role will directly strengthen student achievement by improving:

success rates in BIO 141, and BIO 141L

persistence into subsequent courses (Microbiology, Anatomy),

preparation for highly selective Nursing programs, and

timely completion and transfer.

Without a full-time faculty member, many students, especially those from historically marginalized communities, are disproportionately delayed or excluded from Allied Health pathways due to limited access, uneven instruction, and outdated lab curriculum.

Q9

6. 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)

Demand for Physiology has increased dramatically, with near-universal fill rates, long waitlists, and enrollment growth tracking the regional expansion of the healthcare workforce pipeline. BIO 141 is now one of the most impacted courses at the college because it is a hard prerequisite for Nursing, Rad Tech, Physician Assistant programs, and other Allied Health fields that dominate Southern California's labor market.

Internal enrollment data show:

Fill rates consistently near or above 100%

High WSCH/FTEF productivity

Significant waitlist pressure each semester

Sustained growth in pre-Allied Health cohorts

Because Physiology is required for nearly every health program in the region, lack of access directly delays students' career pathways in California's most in-demand sector. Students wait multiple semesters for an open seat, which disproportionately harms first-generation, low-income, and working students who cannot delay transfer timelines.

Without a full-time faculty member, the department cannot:

add new sections to meet demand,

redesign the lab and curriculum,

reduce equity gaps, or

support regional workforce needs.

The absence of a full-time Physiology specialist is actively constraining student progress, program throughput, and institutional effectiveness.

Q10

7. 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: Critical Need - Critical to the Program/and Institution) Examples may include the following: Issues with Federal or State Mandates Replacement for Recent Retirement or Vacancy Specialty Areas within Discipline/Service Area results in difficulty in finding part-time faculty Required for Program, Courses, or Specific Service to Continue Ranking within division (per division dean feedback) Supporting students (300 words or less)

This position directly supports our department's Program Review goals to:

Increase access to high-demand, equity-priority pathways, particularly pre-Allied Health programs such as Nursing and other healthcare fields.

Improve success, retention, and completion for historically marginalized students in a high-attrition gateway course. This position will allow the Physiology laboratory curriculum to be modernized to better align with transfer expectations and workforce preparation in the health sciences.

Physiology is a critical discipline within our department for achieving these goals. Following a recent retirement, the department currently has no full-time faculty member with Physiology expertise, limiting our ability to meet student demand, expand section offerings, or provide consistent instructional quality. The course is difficult to staff with adjunct faculty due to the specialized training required and regional competition for qualified instructors, placing the program at ongoing risk of insufficient offerings or course cancellations.

This faculty hire is essential to provide leadership for curriculum and lab redesign, support adjunct faculty, and implement equity-minded and culturally responsive teaching practices at scale. Without a dedicated full-time Physiology instructor, students, particularly those from historically marginalized groups, face restricted access to a required prerequisite that directly impacts their ability to persist, complete, and transfer in pre-Allied Health pathways.

Q11

8. Is this position new or a replacement? Please explain. (Rubric Criterion 3)(100 words or less)

This is a replacement position due to a recent retirement. However, because the retired faculty member had not taught Physiology in recent years, this request simultaneously restores institutional capacity and addresses a longstanding curricular gap. The department currently has no full-time faculty member qualified in Physiology, leaving a critical discipline unstaffed and deeply impacting student access and program continuity.

Q12

9. 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: Support of Strategic Plan) 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 advances multiple strategic priorities:

Increase equitable access: Adding consistent, reliable Physiology offerings removes one of the largest enrollment bottlenecks in the Allied Health pipeline.

Eliminate equity gaps in course success: A dedicated faculty member can redesign instruction, grading, and lab curriculum to promote equitable outcomes.

Increase persistence: Students who succeed in Physiology are significantly more likely to remain in STEM and progress into Anatomy, Microbiology, and Nursing.

Increase completion and transfer: Physiology is a keystone prerequisite; improving access directly accelerates completion timelines.

Increase hiring and retention of diverse employees: Our recruitment approach intentionally seeks discipline experts with strong commitments to equity, inclusive pedagogy, and culturally responsive STEM instruction.

Hiring a Physiology faculty member is essential to advancing the college mission of equitable, high-quality education and serving community workforce needs.

Q13

10. 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 Chair of the Department

Q14

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