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COMPLETE

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Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	History, Humanities and Philosophy
Position Title	Instructor

Q2

Yes

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

Q3

Respondent skipped this question

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)

A full-time faculty position is essential to sustain and grow Humanities, Philosophy, and Religious Studies in a way that aligns with the college's equity and Guided Pathways goals. Right now, one full-time faculty member is effectively responsible for three disciplines (while only qualified to teach in one) that collectively enroll hundreds of students each term. Growth is not possible via an adjunct-only model.

A dedicated full-time faculty line is needed to:

Maintain accreditation-critical work (curriculum currency, five-year review, SLO/PLO assessment, program review, RSI in online courses) at the level and frequency ACCJC expects.

Lead equity initiatives in these disciplines—designing and revising culturally responsive curriculum, analyzing disaggregated data, and coordinating interventions to close racial/ethnic success gaps.

Provide stable leadership within the Culture, People & Ideas ACP, ensuring HPRS courses are integrated into degree maps, outreach, and career exploration activities.

Support and mentor adjunct faculty, many of whom are teaching fully online and juggling multiple campuses, so that students experience consistent quality and alignment with college priorities.

Without an additional full-time faculty position, specifically one who could teach both Religious Studies and Humanities courses, the programs will struggle to keep up with compliance requirements, equity-focused improvement work, and the growing demand for HPRS courses that satisfy humanities requirements. Investing in a full-time faculty would protect program quality, advance equity, and ensure students have a coherent, well-supported pathway through these high-impact disciplines.

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)

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Currently, the Humanities, Philosophy, and Religious Studies (HPRS) area has one full-time faculty member (a white female) and a small group of adjunct instructors. The faculty demographics do not reflect the racial diversity of our student population, which is predominantly Latino/a, Middle Eastern/North African, African American, Asian, and multi-racial. Gender diversity is somewhat stronger—our adjunct pool includes both women and men—but remains limited by the small number of total instructors available to teach across three disciplines. Given this small faculty footprint, even one hire significantly impacts demographic representation, which underscores the importance of intentionally broadening future applicant pools.

To ensure recruitment of diverse, equity-minded candidates who reflect the mission, vision, and values of the college, the program will take the following steps:

Advertise broadly within diversity-focused professional associations, including:

The Society for the Advancement of Philosophy Education

The Collegium of Black Women Philosophers

The Society for Women in Philosophy (SWIP)

The American Academy of Religion (AAR) Minority Scholars Network

The National Association for Chicana/Chicano Studies (for HUM/ETHN cross-listed courses)

The National Humanities Alliance diversity networks

Work with HR to ensure job postings explicitly foreground equity-minded teaching, including experience serving DI student groups and commitment to culturally responsive pedagogy.

Include equity-centered criteria in screening and interview processes, such as:

Demonstrated use of inclusive curriculum and assessment

Ability to integrate diverse cultural, religious, and philosophical perspectives

Evidence of reducing equity gaps in previous teaching

Experience teaching in online environments with attention to RSI and accessibility

Recruit proactively, reaching out to graduate programs with diverse cohorts—including UC, CSU, and HBCU/Hispanic-Serving graduate programs in Humanities, Philosophy, and Religious Studies.

Develop a mentoring structure so new hires—especially faculty from underrepresented backgrounds—receive strong onboarding, community, and long-term support.

These steps ensure that future hiring not only diversifies the faculty, but also strengthens the department's capacity to deliver culturally relevant, equity-driven education aligned with the college's mission and values.

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 planned onboarding process is structured to ensure that every new hire is welcomed into a supportive professional community and connected early to the equity-centered practices that define our college mission. Because Humanities, Philosophy, and Religious Studies directly serve diverse student populations—and because we aim to eliminate equity gaps in success, persistence, and completion—our onboarding emphasizes community-building, culturally responsive pedagogy, and collaboration with campus-wide support structures.

Planned Onboarding Steps

Structured Department Orientation

New faculty will meet with the full-time faculty member and Dean to review:

HPRS course outlines, SLOs, ACS/ACP alignment

Equity gaps in our programs and our current strategies to address them

Core Canvas shells, assignment templates, and RSI best practices

AFT Faculty Mentorship Program

We will strongly encourage participation in the AFT mentorship program, pairing new faculty with an experienced mentor who can support their pedagogical growth, union-related questions, and integration into campus culture.

THRIVE / EMTLI / DE Training

New hires will be directed to the THRIVE onboarding series, the Equity-Minded Teaching & Learning Institute (EMTLI), and online teaching/RSI certification, depending on their teaching load. These programs provide foundational skills in culturally responsive pedagogy, accessibility, and equity-minded assessment—essential for eliminating equity gaps in course success.

Communities of Practice (CoPs)

The department will connect new faculty with relevant Communities of Practice, including:

Culture, People & Ideas ACP CoP

Humanities/Philosophy/Ethnic Studies teaching circle

Discipline-specific CoPs (e.g., Ethics, critical thinking pedagogy)

Peer Observation and Collaborative Course Review

During the first semesters, new faculty will participate in peer observations, reciprocal classroom visits, and collaborative Canvas reviews to support continuous improvement and pedagogical alignment.

Tenure Review

The tenure review process will provide structured, multi-year coaching and reflective practice, reinforcing excellence, innovation, and inclusive teaching

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inclusive teaching.

Connection to Strategic Plan Outcomes

This onboarding model directly supports the district's strategic plan by:

Increasing equitable access through consistent, student-centered course design.

Eliminating equity gaps in success by training new faculty in equity-minded pedagogy, transparent assignment design, and RSI-rich online instruction.

Improving persistence and completion by ensuring all faculty use practices that validate students' identities and reduce barriers to learning.

Increasing hiring and retention of diverse employees by cultivating an inclusive, supported professional environment that encourages long-term engagement and success.

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)

A full-time faculty position is critical for improving student learning and achievement in Humanities, Philosophy, and Religious Studies and for meaningfully closing equity gaps in access, success, and completion. With only one full-time faculty member currently serving three disciplines, our capacity to maintain equity-focused curriculum, redesign assessments, and provide consistent faculty presence is limited. A second full-time faculty member would allow us to expand culturally responsive teaching, stabilize course offerings, and ensure more equitable access to high-demand classes that fulfill CSU/UC general education and Ethnic Studies requirements.

A dedicated full-time faculty member will lead and sustain efforts to:

Modify curriculum to reflect the lived experiences, histories, and cultural perspectives of our diverse student population, especially in Humanities and Religious Studies.

Close equity gaps by analyzing disaggregated data, coordinating equity-minded interventions, and aligning SLO/PLO work with ACP goals.

Ensure equitable access, particularly in online courses with prerequisites or high reading/writing loads, by developing scaffolding, early alert systems, and transparent course design.

Remove barriers for historically marginalized students through intentional assignment design, flexible learning pathways, and proactive outreach.

Expand no-cost/low-cost materials, including OER texts and culturally relevant multimedia resources, to reduce financial barriers and increase persistence.

A stable full-time faculty presence strengthens mentorship for adjuncts, increases consistency across sections, and ensures all courses integrate equity-minded pedagogies. This position is essential to achieving the college's strategic goals: increasing equitable access, eliminating equity gaps in success and persistence, improving completion, and hiring faculty who reflect and validate the students and communities we serve.

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)

Yes. Recent enrollment data clearly demonstrate rising student demand for Humanities, Philosophy, and Religious Studies, and that the absence of an additional full-time faculty member is negatively affecting student access, consistency, and achievement.

Enrollment Growth:

Across the three disciplines, combined enrollments increased from 443 in Fall 2020 to 531 in Fall 2024—a nearly 20% increase. Humanities grew the most significantly, from 137 to 234 enrollments (over 70% growth), reflecting strong student interest in culturally rich, socially relevant Humanities coursework. Philosophy enrollments remain steady in the mid-200s, and Religious Studies, though smaller, shows stable demand for courses on global cultures and belief systems.

High Student Demand for Key Courses:

Core courses—HUM 110/111, PHIL 110, PHIL 125, PHIL 140, and RELG 120—regularly fill, especially in online sections that serve working students, parents, and students with transportation barriers. Waitlists are common in Philosophy and Humanities each term, signaling unmet demand.

Adverse Student Impact Without This Position:

Reduced access to high-demand courses: With only one full-time faculty member covering three disciplines, we cannot expand the number of sections needed to meet enrollment pressure. Students often wait additional semesters for required GE courses, slowing progress toward completion or transfer.

Inconsistent student experience: Reliance on multiple adjuncts without a second full-time anchor results in uneven course design, varying RSI practices, and inconsistent implementation of equity-minded pedagogy—issues that disproportionately impact first-generation, low-income, and DI students.

Limited capacity for curriculum and assessment improvements: Essential work—updating SLOs, strengthening culturally responsive curriculum, improving online course shells, and closing equity gaps—cannot occur at the depth or pace required.

Strain on advising and academic stability: Students rely on these high-enrollment GE courses to complete AA, AA-T, and transfer pathways; insufficient staffing creates scheduling bottlenecks that affect persistence and timely completion.

Conclusion:

The data show clear, sustained growth in demand for Humanities, Philosophy, and Religious Studies. Without an additional full-time faculty member, students face reduced access, slower completion, and inconsistent instructional quality. This position is essential for improving equitable access, increasing student success, and meeting the college's strategic goals.

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)

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This faculty request directly supports three core program review goals:

Close equity gaps and increase overall student success.

Increase faculty capacity to deliver consistent, equity-minded instruction across Humanities, Philosophy, and Religious Studies.

Stabilize and expand access to high-demand GE courses that students need for timely completion and transfer.

A full-time faculty position is critical to achieving these goals because the current structure—one full-time faculty member spanning three separate disciplines—limits our ability to maintain curriculum, expand sections, and provide consistent learning experiences across modalities. The position is essential to sustaining the program and meeting student demand.

How This Position Advances These Goals

1. Ensures program continuity and compliance.

These disciplines carry high-enrollment GE courses that are required for AA/AA-T completion. Without additional full-time faculty, we face challenges maintaining curriculum currency, SLO/PLO assessment cycles, and accreditation expectations—functions that rely heavily on full-time leadership.

2. Supports historically marginalized students by improving instructional consistency.

Disaggregated data show that Latino/a, Black, and some Asian student groups experience lower success rates and are more heavily represented in online sections. A full-time faculty member strengthens:

Equity-minded course design and transparent assignment structures

Improved RSI and support in online courses

Standardization of scaffolding and culturally responsive teaching across all sections

These practices directly benefit historically marginalized students who rely on clear, structured, supportive learning environments.

3. Expands access to high-demand courses necessary for completion.

Humanities and Philosophy courses regularly fill and carry waitlists. Many students—especially working adults, caregivers, and first-generation students—need online sections, and adjunct availability is uneven. A full-time faculty member ensures stable scheduling and reduces course bottlenecks that disproportionately delay DI students.

4. Addresses difficulty staffing specialty courses with part-time faculty.

Religious Studies and certain Humanities specialty courses are challenging to staff consistently with adjuncts due to limited local pools and cross-disciplinary expertise. As a result, only one course is currently offered in Religious Studies. A full-time position provides stability in offering required courses and ensures students can complete sequences without interruption.

This position is not merely beneficial—it is critical to sustaining program quality, meeting enrollment demand, maintaining compliance, and advancing the college's mission to close equity gaps and support historically marginalized student populations. Without this position, access, consistency, and equity in these foundational GE programs will continue to be adversely affected.

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)

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This request directly supports all five of the College's strategic priorities and advances our mission to provide equitable, student-centered learning that fosters completion, transfer, and lifelong success.

1. Increase equitable access (enrollment)

Humanities, Philosophy, and Religious Studies have experienced substantial enrollment growth, but with only one full-time faculty member across three disciplines, we cannot offer enough sections—especially online—to meet student demand. A new full-time faculty member expands access to high-demand GE courses students rely on for timely degree progress. Additionally, a full-time faculty who could teach both Religious Studies and Humanities courses is critical to salvaging our Religious Studies program.

2. Eliminate equity gaps in course success

Disaggregated data show persistent equity gaps for Latino/a, Black, and some Asian student groups. A full-time faculty member increases capacity to:

redesign curriculum with culturally responsive content

improve RSI in online sections

standardize transparent assignment design and scaffolding

These practices are proven to raise success rates for historically marginalized students.

3. Increase persistence and eliminate equity gaps in re-enrollment

Consistency across sections is essential for persistence. Heavy dependence on adjunct staffing leads to uneven instructional quality and limited instructor availability. A new full-time faculty member provides stable presence, structured outreach, and early-alert intervention—key factors in improving re-enrollment for DI students.

4. Increase completion and eliminate equity gaps in graduation and transfer

Humanities and Philosophy courses are required for GE patterns and transfer pathways. Insufficient sections create scheduling bottlenecks that delay completion, disproportionately affecting first-generation, low-income, and working students. A new full-time faculty member increases course availability and reduces these barriers.

5. Increase hiring and retention of diverse employees

This position is an opportunity to diversify faculty in disciplines where representation has historically been limited. Recruiting candidates with demonstrated equity-minded pedagogy directly strengthens alignment between our faculty and the diverse communities we serve.

Overall Alignment with Mission, Vision, and Values

By expanding access, improving instructional quality, and reducing disparities in student outcomes, this position directly advances the College's mission to achieve equity, foster student achievement, and create a supportive, inclusive learning environment for all students.

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 Division Dean

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