

Faculty Request Form - Fall 2025

Department/Area and Name of Submitter

BHES Division Dean - Anita Muthyala-Kandula

Details on Faculty Positions Requested

* if requesting more than one position within the same area, please provide the area's priority ranking for each position to help inform RAPP of the priority preferences as determined by the area.

Position Name	Replacement or Growth	Retirement/Resignation Date	Instruction, Non-Instruction, Both	If Both, indicate the ratio
1. Anatomy and Physiology Instructor	replacement	retirement	instruction	
2. General Biology Instructor	replacement	retirement	instruction	

Guiding Principles

De Anza College's mission and Educational Master Plan serve as guiding principles for programs to facilitate continuous development, implementation, assessment and evaluation of their program effectiveness as part of ongoing planning efforts.

De Anza identified the following areas within its Educational Master Plan:

- Outreach, Retention, Student-Centered Instruction and Services, Civic Capacity for Community and Social Change

Through its Equity Plan Re-Imagined, it identified the following framework to work towards narrowing long-standing equity gaps:

- Racial Equity: Faculty members, classified professionals and administrators should: recognize the realities of race and ethnicity for students of color. Develop intersectional understanding of the ways in which institutional racism shapes educational access, opportunity and success for Black, Filipinx, Latinx, Native American, Pacific Islander and other disproportionately affected students.
- Student Success Factors: The College should ensure students: Feel connected to the college; Have a goal and know what to do to achieve it; Actively participate in class and extracurricular activities; Stay on track – keeping their eyes on the prize; Feel somebody wants them to succeed and helps them succeed; Have opportunities to contribute on campus and feel their contributions are appreciated.

Based upon these guiding principles above, please refer back to the comprehensive program review and annual program review update to inform your response below (see the following areas in the comprehensive program review: Reflect on Enrollment Trends, CTE Programs - Statewide and Regional Labor Market Trends, Exploring Course Success Rate Trends, Exploring Gaps in Successful Course Completion by Ethnicity, Teaching and Learning Strategies, Trends in Awards and Staffing Needs).

A. Instructional Faculty

Faculty Position Request Data Sheet

Limits: From 2020-21 to 2025-26

Fill Rates					
Biol, Health, Env Sc, Wrkfr Ed - Biology-FD					
	2020-21	2021-22	2022-23	2023-24	2024-25
Enrollments	4,693	4,468	3,858	4,114	4,276
Sections	158	151	145	147	155
Fill Rate	99%	97%	88%	91%	93%

Success and Equity					
Biol, Health, Env Sc, Wrkfr Ed - Biology-FD					
	2020-21	2021-22	2022-23	2023-24	2024-25
Success Rate	82%	82%	81%	83%	87%
Withdraw Rate	10%	9%	9%	8%	7%
Equity Gaps	-12%	-11%	-11%	-6%	-7%

Faculty Load Ratios					
Biol, Health, Env Sc, Wrkfr Ed - Biology-FD					
	2020-21	2021-22	2022-23	2023-24	2024-25
Full Time	46%	46%	55%	54%	52%
Part Time	37%	33%	27%	27%	33%
Overload	17%	21%	18%	18%	15%
FTEF (full time only)	8.5	8.2	9.5	9.6	9.6

Awards					
Biol, Health, Env Sc, Wrkfr Ed - Biology-FD					
	2020-21	2021-22	2022-23	2023-24	2024-25
Certificates	0	0	0	0	0
Associate Degrees	39	19	12	19	19
Associate Degree for Transfer	4	13	13	32	19

Data is for the academic year, including summer term and early summer/second spring terms for Foothill College. Enrollments include students who are counted for apportionment for the report years (i.e., Apprenticeship, noncredit and other students who do not necessarily have a reported grade). Cross-listed courses are included in the home department. Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

1. How does the department use the data listed above to develop, adapt, and improve teaching and learning to respond to the needs of changing environments, populations served, and evolving institutional and state priorities? Be sure to refer back to your Comprehensive Program Review form and Annual Program Review Update form to inform your response.

The department uses enrollment, faculty load and success data to align with student needs and institutional priorities. Enrollment in Biology has increased by 10.8 % in the last three years since classes have come back to campus. At the same time PT faculty and overload assignments to meet student demand have increased.

FT assignments have decreased, due to retirements. Classes in Anatomy and Physiology (A&P), fill within days of registration opening and have long wait lists. Students complain to the department, senior administration and anyone who will listen of having to wait up to a year to get into these classes.

Success rates have increased during this time going from 81% in 22-23, to 83% in 23-24, and to 87% in 24-25. Despite this, equity gaps do persist. The department has identified two areas that they want to focus on: racial and socioeconomic inequities. Black students show equity gaps at -14 and Latinx students at -6; while it was also noted that low income students showed a -6 equity gap vs high income students who showed a +6. Actions taken have already reduced the equity gap for Black students from -16 to -14; for our low socioeconomic students from -7 to -6 and for Latinx students it has stayed constant for the past 3 years, but there is more work to be done..

The department is evaluating teaching methods to ensure they include culturally responsive curriculum and pedagogy and learning outcomes - using active learning techniques and incorporating technology effectively. They have evaluated assessment strategies - grading assignments, exams, quizzes quickly and providing feedback for students on their subsequent work. An OER resource has been developed to tailor to specific courses. Faculty in A&P and general Biology are engaged in adopting OER textbooks, alleviating some of the financial strains on students.

B. Non Instructional Faculty

1. Describe the data used to develop, adapt, and improve teaching, learning, and/or support to enable this position to respond to the needs of changing environments, populations served, and evolving institutional and state priorities (this may include a description of the population served, student needs and experiences from surveys or focus groups, or ratios related to the number of students served relative to current occupational standards, be sure to refer back to the program review where applicable).

N/A

C. Instructional and Non Instructional Faculty Justifications

1. How does this request align with the goals in the Educational Master Plan? (refer back to the comprehensive program review areas: Mission and Program Goals and annual program review questions 2-4).

The Education Master Plan includes four key initiatives - outreach, student centered instruction and services, retention and civic capacity for community and social change. The Biology department's mission focuses on all four goals.

Through engagement in summer bridge programs, welcome days, enrollment days, and club activities the department seeks to recruit students from underrepresented populations to engage in scientific studies. For the past 3 years: enrollments for black students has increased by 3% each year; for Filipinx by 10% each year and for Latinx students an average of 26% over the past 3 years.

In an effort to focus on student centered instruction and engage students from diverse backgrounds the department has incorporated contributions of scientists from underrepresented backgrounds and uses examples relevant to diverse communities (e.g., studying health disparities). They have incorporated contextualized learning using case studies, lab activities, and connections between biology concepts and real-world issues affecting marginalized communities. They are engaging in active learning strategies - implementing inclusive teaching practices like group work and problem-based learning to engage diverse learning styles.

FT biology faculty provide stability, mentoring, and continuity for students. They engage in curriculum development and more individualized support—factors that have been shown to improve student retention, persistence, and transfer rates. This work has manifested in strong retention rates in all student groups.

The Biology department wants to challenge students of all backgrounds to develop into critical thinkers and to feel empowered to attain their educational goals, and also to use the knowledge and understanding of biological concepts to become active contributors and socially responsible leaders within their communities and beyond and to advocate for responsible decision making. This is more relevant today than it has ever needed to be, as the bedrock principles of the life sciences are being attacked daily.

2. How does this request align with the College's Equity Plan Re-Imagined? (refer back to the comprehensive program review areas: Exploring Gaps in Successful Course Completion by Ethnicity and Teaching and Learning Strategies)

Hiring a full-time Biology faculty member directly supports the goals of the *College's Equity Plan Re-Imagined* by advancing equitable access, success, and completion for all students. Anatomy and Physiology serves as a gateway discipline for many STEM and health-related majors, including Nursing, Public Health, Medical Laboratory Technology, Respiratory Therapy, Dentistry etc. — programs that attract a highly diverse student population, including first-generation college students and those from historically underrepresented groups in STEM. General Biology is often an introductory science class that students take as an elective and that can serve as a magnet to attract students to the career opportunities in the life sciences.

A dedicated full-time faculty member will:

Strengthen equitable access and student support: by providing personalized mentoring and incorporating culturally responsive instruction that addresses opportunity gaps in gateway courses such as General Biology, Anatomy and Physiology.

Advance equitable student success by implementing equity-minded pedagogy such as using case studies, lab activities, and connections between biology concepts and real-world issues affecting marginalized communities. They will also use assessment practices such as prompt feedback that increase opportunities to identify setbacks and incorporate solutions that will lead to retention and improve completion rates among disproportionately impacted student groups.

Enhance inclusive practices and student belonging by leading efforts to integrate inclusive teaching practices, increase student research through special projects, serve as a faculty advisor in clubs, engage in science outside of the class room by arranging for field trips and camping trips to many of our natural areas, marine institutes etc. The faculty can also work in recruiting underrepresented student groups by engaging in outreach activities such as the Summer Bridge Program.

Participate in campus equity initiatives The department is participating in the Partner's in Learning Pilot program to identify strategies to support the success of the most vulnerable students and identify methods for broader institutional implementation in 2026-2027.

3. How does the position support on-going college operations and/or student success? (refer back to the comprehensive program review areas: Exploring Course Success Rate Trends, Exploring Gaps in Successful Course Completion by Ethnicity, Teaching and Learning Strategies)

As a full time faculty, Biology instructors will support on-going college operations and student success. They will have the time and space to be mentored and coached on being an exemplary instructor.

The department recognizes that most of our students live outside the service area and that by offering hybrid classes we are helping students with transportation costs, scheduling conflicts and access to content that can be accessed at the student's convenience. In the hybrid format it is essential that instructors take the time to prepare their students for the course by providing a clear understanding of what the course entails and the expectations and requirements. Providing a detailed and clear course syllabus and providing additional tools such as study guides or practice quizzes, are helpful in student success.

Biology faculty recognize the importance of being approachable. They should be kind, open and available for their students. This can make a tangible difference to student outcomes - if students are intimidated by an instructor's personality, they are more likely to not succeed in the course. Getting to know students personally and providing a supportive learning environment helps to narrow equity gaps. If a student is comfortable they are more likely to ask for help if they need it.

There is also a need to allow students to track their progress throughout the course so they can see where they stand. Grading quickly and providing feedback is helpful for students so they can take feedback and use it on their future coursework. Instructors can provide students with the opportunity to reflect on what they have learned and to identify areas where more support is needed.

Instructors must inform students about college resources which will help the student to successfully complete the course. This can include tutoring, Connect, counseling services, and other support services that can help students if they are facing any additional challenges.

4. Why is the position needed and how would the position contribute to the health, growth, or vitality of the program? (refer back to the comprehensive program review area: Staffing Needs and annual program review questions 5 & 6)

Hiring of the (2) Biology positions is needed to maintain the health and vitality of the program. The most important area to be addressed in the department is the lack of sufficient full time faculty in the Department, especially in the areas of Anatomy and Physiology (40 series) where we have a HUGE demand, LONG wait lists and often very IRATE students who cannot get the classes they need to transfer or finish their pre-requisites and in General Biology (Bio 10.).

The high number of PT faculty fragments the goals of the Department due to lack of participation in the business side of the Biology Department including curriculum work. There is high student demand for De Anza's Biology classes due to the highly favorable reputation of instructors and their teaching styles. Biology has worked hard to maintain a retention rate of 93%; success rates among Black, Latinx, and Filipinx students and all student populations at 82% and 90% respectively. Due to reduction in teaching load of FT faculty the Biology department has had to offer fewer sections resulting in accompanying persistence in equity gaps. With the retirements of 2 FT faculty during the 2024 - 2025 year this work becomes even more difficult.

In order to continue to grow the retention and success rates of our students, the department uses a variety of teaching methods such as hybrid classes and simulation labs. There are tutoring opportunities, clubs and special project opportunities available to students as well as office hour interactions with their instructor. When students are at risk of failing, the full-time faculty have the time and resources to coordinate tutoring or other support activities for the students to facilitate their retention and success. PT faculty do not have the time to spend more than the required classroom and office hours with students.

5. Describe the current staffing and history of staffing in your area and how the current staffing affects the health, growth, or vitality of the program. (refer back to the comprehensive program review area: Staffing Needs and annual program review update questions 5 & 6)

At the time of the comprehensive program review we had two faculty considering retirement. Since that time we have lost 2 FT faculty in the high demand areas of Anatomy and Physiology (A&P) and General Biology. A&P is an in-demand biology courses, with long waitlists each term. Students often face delays of 1-2 years before they are able to enroll, significantly slowing their academic progress, especially for those pursuing allied health programs where A&P is a prerequisite. A&P is offered as a three-part series, creating a cohort of students who progress together over the span of an academic year. This model builds strong peer networks, fosters deep faculty-student connections, and supports retention. Because the series is sequential, delays in enrollment can set back a student's educational pathway by a full year or more. The course is academically

rigorous, described as learning a new language due to its specialized terminology and complexity. It serves as a gateway to multiple high-demand healthcare fields, including Nursing, Medical Laboratory Technology, Respiratory Therapy, and Dentistry. Without sufficient instructional capacity in A&P, the college risks limiting enrollment in these programs, thereby reducing opportunities for students and hindering the region's ability to meet critical healthcare workforce needs. Hiring a replacement for the retired full-time faculty member will:

- Reduce waitlists and shorten students' time-to-completion.
- Maintain the cohort-based learning model that fosters success.
- Preserve instructional quality in a challenging foundational course.
- Strengthen the pipeline into essential healthcare fields.

GE biology is a cornerstone of our life science offerings, fulfilling degree requirements for numerous AA, AS, and transfer programs. In 2023–24, these courses supported over 160 degree and certificate completions. Failing to replace this position will reduce our ability to offer sufficient GE science sections, affecting degree completion rates, limiting equitable access, and jeopardizing recent gains in our transfer pipeline.

6. Explain how the work will be accomplished if the position is not filled. (refer back to the comprehensive program review areas: Staffing Needs and annual program review update questions 5 & 6)

If we are not able to fill this position that will leave us with only (1) FT faculty in GE Biology and in Anatomy and Physiology (A&P) respectively. Both areas have had at least (2) FT faculty each in the past.

Without the replacement of these full-time positions, the department will be impacted in the following ways:

Inconsistent scheduling of PT instructors for our A&P "cohort" series, that historically have shown stronger enrollment and retention. Given the role of A&P in both student achievement and regional workforce development filling this position is an urgent and high-impact investment. Students follow a single instructor through the 3-part, year-long series. In doing we have set up a co-hort of students. Having the same instructor teach all parts of the series offers significant benefits for our students and the program. It ensures continuity of instruction, reinforces consistent expectations and teaching approaches, and allows students to build upon foundational knowledge with a familiar instructor who understands their strengths, learning styles, and progress. This continuity is especially important in the A&P series where sequential learning and cumulative understanding are key to student success.

Reduce our ability to offer sufficient GE science sections, directly affecting degree completion rates and limiting equitable access. Many students begin their academic journey in non-majors biology courses. This position directly serves a diverse student population, including over 28% first-generation and 42% low-income students in Spring 2024, and plays a critical role in providing high-demand hybrid and online learning options.

Limited capacity to complete curriculum duties within the Biology department. This would affect researching and incorporating effective instructional practices, including a focus on student success and retention.

Overwork and burn-out among our limited full-time faculty within the department to attend to all the needed work required for representation on campus-wide committee service.

7. Other information, if any.

N/A

Dean/Manager Comments (Deans, please review the form for completeness and clarity and provide additional details as needed)

The Biology department's request to hire full-time faculty in **Anatomy & Physiology (A&P)** and **General Biology** is grounded in De Anza's commitment to maintaining instructional excellence, supporting student success, and advancing equity in STEM education. Both positions are essential to meeting our growing student demand.

Over the past several years, enrollment in A&P and General Biology have remained strong, reflecting their foundational role in multiple academic pathways. Anatomy & Physiology courses are required for Nursing, Medical Laboratory Technology, Kinesiology, Respiratory therapy, dentistry and other allied health programs. General Biology serves both STEM and non-STEM transfer students in fulfilling general education requirements.

Due to several retirements over the past two years the division has reached a point where current full-time faculty cannot adequately cover core course offerings. This has resulted in a patchwork of PT faculty, who despite their best efforts do not have the time to devote to students who are struggling in their courses, impacting the quality of instruction and the lab experience. It has also limited faculty engagement in curriculum development, mentoring, and initiatives that advance student success such as equity-driven pedagogical design, tutoring support, and mentorship initiatives.

De Anza's strategic goals emphasize creating equitable access and pathways and improving student engagement and success. The Anatomy & Physiology position directly supports Nursing and Allied Health programs, which are central to regional workforce needs, while the General Biology position supports transfer pathways.

Both positions will contribute significantly beyond classroom instruction by: curriculum revision efforts aligned with equity-focused learning outcomes, supporting outreach and bridge programs with local high schools and community partners, mentoring PT faculty and students, and participating in college governance and program review.

This form is completed and ready for acceptance.