

APPENDIX B

English Department Faculty Hiring Proposal

Presented to Humanities Division Dean, Kuni Hay

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A. College Mission and Vision

Since last year when we proposed hiring more English faculty the mission of Cañada College has not changed. The College mission still is “to provide quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students’ personal development and academic success.” The college also seeks to provide “personalized, flexible, and innovative instruction” and “assess student learning” while “developing new programs and partnerships.” We in the English department believe that we have contributed to these goals by emphasizing individual instruction, creating new electives, and focusing on the needs of English learners and 1.5 generation students. In addition, we work with other departments, the learning center, the library, administration, and school committees.

However, to be more effective we must have a higher percentage of classes taught by full-time faculty, a higher percentage of students taught by full time faculty, and smaller class sizes. . A better fulltime faculty/student ratio, including faculty with diverse composition and reading expertise, and ideally with some background in ethnic and/or gender studies to fulfill our college’s mission.

English Faculty Philosophy

Extremely important to our faculty is the engagement with other colleagues in the transformation of our college culture. We believe in the value of this work and so have dedicated time and thought to various activities beyond the classroom such as committee work, curriculum development, collaboration on writing across the curriculum, advising student organizations, academic governance, and similar projects. We want to continue these important efforts, as well as work with state colleges and universities on articulation and curricula issues.

Faculty Situation

Currently we have just four fulltime English Department instructors, one fulltime reading instructor and two full-time instructors who have split assignments with other departments (English Institute and Business). Since English is a requirement for transfer programs, all degrees, and many certificates, our English department provides courses for the majority of Canada’s students. And, many of our students must first fulfill the reading prerequisites for English classes before they can be eligible to enroll in them for transfer programs. But as a consequence of the loss of faculty, only about fifty percent of our courses are taught by our fulltime instructors. In fact, as far back as 1995, in the 1994-5

English department program review, faculty noted a disturbing trend toward more adjunct and fewer fulltime faculty members. This trend has been exacerbated by recent retirements and departures.

Immediate Need

Ideally, we would add three fulltime instructors. At the very least, one of these instructors should have multiple competencies, which would reading, since our data show that in our English Department only 34-44% students in reading classes receive instruction from full-time reading faculty.

B. Historical Quantitative Data

English Department's FTES, FTE and Load

Cañada College **Load Study by Subject/Term***

ENGLISH						
TERM	ACT ENR	CENSU ENR	FTE	FTES	WSCH	LOAD
SEMESTER: 200008						
Sum by	656	851	7.58	93.453	2,804	DEPT. LOAD= 370
SEMESTER: 200103						
Sum by	566	798	7.69	86.738	2,602	DEPT. LOAD= 339
SEMESTER: 200105						
Sum by	124	187	1.80	18.790	564	DEPT. LOAD= 313
SEMESTER: 200108						
Sum by	735	934	8.16	102.657	3,080	DEPT. LOAD= 377
SEMESTER: 200203						
Sum by	658	892	8.36	101.421	3,043	DEPT. LOAD= 364
SEMESTER: 200205						
Sum by	164	194	2.07	20.400	612	DEPT. LOAD= 296
SEMESTER: 200208						
Sum by	715	918	8.20	101.331	3,040	DEPT. LOAD= 371
SEMESTER: 200303						
Sum by	604	787	7.60	89.520	2,686	DEPT. LOAD= 353
SEMESTER: 200308						
Sum by	812	867	8.40	133.373	4,001	DEPT. LOAD= 476
SEMESTER: 200403						
	957	1156	10.66	161.360	4841	DEPT. LOAD= 454

Number of Full-Time and Part-Time Faculty

Although there are seven instructors classified as full-time English and reading instructors for fall 2004, not all of these instructors carry a full load within the English Department. The FTE information for full-time instructors, which is

provided in the next pages, will give a more accurate explanation of how many full-time instructors are teaching classes in our department.

During the spring of 2004, twelve part-time instructors were teaching classes for the English Department.

Ratio of Full-Time to Part-time FTE

Fall 1997

In the fall of 1997, 6.4 FTE (53%) belonged to all English and reading full-time instructors and 5.67 FTE (43%) belonged to part-time instructors. The ratio is then 53 to 43.

Fall 2001

In the fall of 2001, 4.93FTE (43%) belonged to all English and reading full-time instructors and 6.43 (57%) to part-time instructors. The ratio is then 43 to 57.

Fall 2003

In the fall of 2003, 5.81 FTE (50%) belonged to all English and reading full-time instructors and 5.86 FTE (50%) to part-time instructors. The ratio is then 50 to 50.

Spring 2004

In the spring of 2004, 5.68 FTE (51%) belonged to all English and reading full-time instructors and 4.98 (47%) belonged to part-time instructors. The ratio is then 51 to 47.

Ratio of Students to Full-Time Faculty

Summary of findings, Fall 1997

In the fall semester of 1997 sixty English and Reading classes were taught. Twenty-nine of these classes were taught by full-time instructors. This means that 48% of our classes were taught by full-time instructors.

During the same semester, English and reading instructors served a total of 1,308 students. Of this total, 50% (648 students) were taught by full-time instructors. More specifically, reading instructors served 153 students and 63% of these students were taught by full-time instructors.

In other words, of the 12.06 total FTE for the entire English/Reading Department, only 6.4(53%) belong to full-time instructors. In the reading classes alone, out of a total of 1.73 FTE, 1.19 (69%) of FTE belong to full-time reading instructors.

Summary of Findings, Fall 2001

In fall semester of 2001 fifty- four English and Reading classes were taught. Twenty-three of these classes were taught by full-time instructors. This means that 43% of our class were taught by full-time instructors.

During the same semester English and reading instructors served a total of 1,328 students. Of this total, 49% (647 students) were taught by full-time instructors. More specifically, reading instructors served 325 students and only 46% of these students were taught by full-time instructors.

In other words, of the 11.36 total FTE for the entire English/Reading Department, only 4.93 FTE (43%) belong to full-time instructors. In the reading classes alone, out of a total of 2.60 FTE, 1.13 (44%) of FTE belong to the full-time reading instructors.

Summary of Findings, Fall 2003

In the fall semester of 2003 forty-nine English and Reading classes were taught. Twenty-two of these classes were taught by full-time instructors. This means that 45% of our classes were taught by full-time instructors.

During the same semester, English and reading instructors served a total of 1,304 students. Of this total, 50% (649 students) were served by full-time instructors. More specifically, reading instructors served 388 students but only 37% of these students were taught by full-time instructors.

In other words, of the 11.67 total FTE for entire English/Reading Department, only 5.81 FTE (50%) belong to full-time instructors. In the reading classes alone, out of a total of 2.87 FTE, 1.06 (34%) belong to the full-time reading instructors.

Summary of Findings, Spring 2004

In spring semester of 2004 forty-five English and Reading classes were taught. Twenty-two of the forty-five classes were taught by a full-time instructor. This means 49% of our classes were taught by full-time instructors.

During the same semester, the English and reading instructors served 1,156 students total. Of these students, 51% (591 students) were taught by full-time instructors. More specifically, reading instructors served 307 students total and only 39% of these students were taught by a full-time reading instructor.

In other words, of the 10.66 total FTE for the entire English/Reading Department, only 5.68 FTE (51%) belong to full-time instructors. In reading classes alone, out of a total of 2.53 FTE, only 1.06 (42%) belong to full-time reading instructors.

Conclusions

These data demonstrate that for the last three most recent fall semesters, full-time English and reading instructors have been able to teach 43-50% of the student population enrolled in Cañada College's English Department courses. Seven years ago, the English and reading instructors were serving from 50 to 53% of students enrolled in the department.

The ratio between students and full-time reading instructors is even less. During the last three most recent fall semesters full-time reading instructors have been able to teach 37-46 % of their student population. Seven years ago, full-time reading instructors were serving 63% of the students registered in reading classes.

The FTE data show similar patterns. During the last three consecutive fall semesters, 43-51% of all FTE in the English/Reading Department have belonged to full-time English and reading instructors. Seven years ago, 53% of all FTE in the department belong to full-time English and reading instructors. During the same three most recent fall semesters, 34-44% of all FTE for reading classes belonged to full-time reading instructors. Seven years ago, 69% of all FTE for reading classes belonged to full-time reading instructors.

Although all students in English and reading classes need more full-time instructors to teach them, for arguments to follow, it is the students in reading classes who have had the least contact with full-time instructors (approximately 5% less than students in English classes) during the last three most recent fall semesters. This limited student contact with full-time reading instructors is even a greater disappointment when it is compared to the amount of contact students had with full-time reading instructors seven years ago. Within the last seven years, this type of contact has decreased from 64% to as low as 37%.

Program Enrollments and Enrollment Trends

The more students per instructor, the less attention and time can be given each student. The following chart shows the growth of student enrollments, which translates into larger classes and an increase in contact hours required per instructor.

Fall 2001		Fall 2003		Spring 2004	
Courses	Students*	Courses	Students*	Courses	Students*
Eng 100	25.5	Eng 100	24.2	Eng 100	27.24
Eng 110	23.3	Eng 110	14.25	Eng 110	18
Eng 161/162	8.5	Eng 161/162	10	Eng 161/162	13
Eng 165	23.4	Eng 165	25	Eng 165	28.6
Eng 400	20	Eng 400	27	Eng 400	24
Eng 836	27.6	Eng 836	23.6	Eng 836	26.3
Eng 826	34.8	Eng 826	33.8	Eng 826	18.25**
Read 826	28.3	Read 826	31.2	Read 826	22.75**
Read 836	31.8	Read 836	38.7	Read 836	36

With the exception of English 110, most class enrollments have gone up.

*Average Census Enrollment

**Eng 826 and Read 826 are the first in a series of classes and so tend to have higher enrollments in the fall. Fall 2004 enrollment figures are not yet available.

C. Faculty Commitment to Individual Instruction

As a college, student learning is clearly our most important mission. The primary concern of every instructor on our campus—not only in English—is to help each student realize his or her potential. To do this, it takes not only the will but the time to work with each student individually to help the student develop critical thinking and writing skills. This is crucial to student academic and personal success.

Assessing and Addressing Student Needs

Specifically, an instructor must be sensitive, informed, and motivated to include all students of each class in the material. Writing differences must be assessed not only on the basis of abilities in language usage, but also in each student's sincere efforts to grasp English.

Every aspect of writing must be addressed, from the ideas and passion of the student to basic grammar competency. Writing in a multicultural milieu is not a matter of multiple choice quizzes; it is perceiving value in every sentence, whether it is written by an accomplished student of English, or a student whose family has recently moved to the US and is proudly beginning to realize what we call the American Dream.

We proudly welcome students from diverse backgrounds. In fact, the College is currently conducting a survey to get a clearer “snapshot” of the diversity of our student population so that we can address these issues with more knowledge. But each of us can testify that there are many cultural differences and literacy levels within each classroom, and this presents a unique set of criteria to teach any course in reading, English composition, and literature.

Individual Attention

To approach each student with the patience and respect he or she deserves, each instructor needs to invest many hours of student contact, to encourage success, to monitor progress, to suggest extra ways to learn grammar and sentence structure, to accompany students to Learning Center facilities and the library, to sit with students and discuss papers, to answer questions and provide mentorship for many who are not experienced students, who do not know the “system”, and who sincerely want to acquire the skills that will help them transfer or get better jobs or become better parents and citizens.

To Do the Job Right

We need to teach more than grammar and essay skills. We need to nurture and bring forth the incredible intellectual gifts our students possess, the beauty and dignity of their experiences and their ways of expressing their inner lives.

We also need to encourage our students to speak and write as eloquently as possible, to create a future for them, and for us, in which their voices are heard and respected. To do this, we must invest extra time and energy and commit as a college to the literacy of our students, regardless of their background, economic circumstances, or current English skills.

And to do this properly, we need to staff the Department with enough qualified instructors. Qualified, in this case, also means those with Reading and/or ESL credentials, for these strengths are particularly appropriate for our students.

Improving Transfer Rates as a Hispanic Serving Institute

About 46% of Cañada College's student population have been identified as Hispanic, which makes our campus a Hispanic serving institute. Unfortunately, the transfer rate to four-year colleges and universities for Cañada College's Hispanic student population is not very high (Exact percentage is to be determined). As a department we need to improve on meeting the needs of our Hispanic population if we are to help them transfer. We are certain that we can begin to assess and meet the needs of these students if more full-time instructors have contact in the classroom with them.

Special Projects

We have begun a number of special initiatives to understand and address the specific needs of our students.

Language Arts Project

The Language Arts Project's mission was to evaluate student language needs across the curriculum in order to foster student success. The Project worked with faculty in the Business Division to assess the language needs of students in their certificate programs. The curriculum committee has eliminated the blanket English requirement which, until this semester, required students in every certificate to achieve the same level of English proficiency.

Our charge is to help the certificate faculties to assess the actual language needs of professionals in the various certificate fields, and to propose steps to ensure that students gain the skills they need. Outcomes of this initial process may include everything from initiating new English courses that address the needs of specific student cohorts to advising faculty on how to build the language skills into their existing programs without requiring a dedicated English course. It might also lead to a recommendation that some certificates require a specific level of English competency, best demonstrated by succeeding in a certain level of English.

Student Newspaper

We are planning to resurrect the student newspaper, which has been out of print since June of 2003. Research shows that student newspapers published for a public audience often inspire and motivate students to invest a large amount of time and energy into the process of publication. These students can achieve a higher level of written communication and critical thinking skills than they might in a composition classroom setting. It is important that students have a place where they can work on writing for a “real” purpose. This type of writing teaches audience awareness and voice, and students add their names to the community of published authors.

The student newspaper is an important forum that must not go by the wayside. In the spring semester of 2004 an English and Political Science instructor attempted to re-start the newspaper but could not continue their efforts. Currently no instructors are working on the project. Unfortunately, the newspaper has been moved to the back burner as more pressing issues, like the program review, take precedence. More faculty will help the students get their newspaper back.

Reading Curriculum Development

For five consecutive semesters most if not all sections of Reading 826 and 836 have experienced full enrollment on the first day of classes. Reading instructors, full-time and part-time, have been gracious enough to enroll over their 35 maximum student load every semester, and still many students are turned away. These developmental classes are in great demand primarily because our most recent student population is increasingly assessing into these levels and because the classes are a requirement for English 100, which itself is a general requirement. Teachers and counselors have felt the pressure even more when the number of Reading 826 and 836 sections does not match the available number of English 826 and 836 sections, yet we encourage students to take same level reading and English classes concurrently.

To build the reading curriculum so that it may meet the student numbers and continuously evolve to serve its changing student body, a second full-time reading instructor is needed at Cañada College. The few qualified part-time reading instructors that our campus has been able to hire are very often with us for only a short amount of time. Because they must work on several campuses, we often lose them to other campuses. Consequently, our department’s Dean and full-time reading instructor often find themselves looking for part-time reading instructors days before a new semester begins. This situation not only makes reading sections unstable, but it also makes it difficult for our full-time reading instructor to build reading curriculum with another colleague who has some expertise in the teaching of post-secondary reading.

A second full-time instructor can help develop both classroom curricula and supplemental reading materials for the Learning Center at Cañada College. To

design the most meaningful reading curriculum in the classroom, a minimum of two full-time reading colleagues are needed to continuously evaluate and improve reading material. Our full-time reading instructor also needs assistance to supply our Learning Center with supplemental reading materials and reading tutoring for students who are struggling in reading classes. And finally, a second full-time reading instructor would also be invited to build professional connections with the faculty and graduate students who will be involved in the current reading certificate program called "Certificate in the Teaching of Post-Secondary Reading," which is housed at our University Center.

English Curriculum Development

Additional fulltime faculty would contribute to department and division needs in the area of curriculum development:

Examine Pedagogy and Content of Courses

A major challenge for our department is to facilitate the movement of ESL and 1.5 generation students into our "mainstream," general education, or transfer curricula. Our developing English learners need particular help and encouragement to succeed in the more traditional courses. Last year we were able to restructure our English 836 course to incorporate its writing co-requisite, the Writing Lab, and to make better use of the materials and tutoring resources of the Learning Center. This new 836 is providing a more focused, personalized, and efficient developmental course. Similar improvements can be made in other courses, and new faculty with diverse training, backgrounds, and professional interests will help make these changes effective and relevant to our emerging population of ESL and 1.5 generation students.

Develop New Electives and Multidisciplinary Courses

We would better serve student needs by offering courses such as the following:

- ethnic studies and literature
- women's studies/women's literature
- gay and lesbian culture and literature
- film and literature
- international film studies
- composition and current affairs

Keep our Transfer Courses Consistent with the CSU and UC Systems

For example, we may want to develop a course equivalent to UC Berkeley's six unit College Writing, R1A - Accelerated Reading and Composition. This accelerated course concurrently satisfies both the requirements of Subject A (our 836) and the first half of Reading and Composition (our English 100). Developing this course will require research into our student population, placement policies, and course materials. The course could be a means for ESL

and other students with English language challenges to move into the transfer curriculum more quickly and with greater personal attention.

Offer Transfer Electives in Literature

Because our small staff is currently struggling to meet the composition requirements needed by our student body, we are greatly lacking in faculty to teach literature. Of the 28 literature classes listed in our 2003-2004 course catalog, only three courses are currently being taught. Due to our present staffing situation, we are currently unable to offer standard literature classes; courses like Shakespeare, American Literature and English Literature are essential to many programs, and are at present unavailable to our students. Perhaps even more importantly, we want to offer more courses in Latin American Literature or Folklore (We are offering only one course on Mexican American literature.) These courses directly coincide with our largely Latino student population, but because our faculty is spread so thin, our students cannot benefit from the historical, sociopolitical, and cultural concerns of Latinos as they appear in novels, short stories, plays, and film. Three more full-time instructors would allow between 12 and 15 new sections of English classes to open up, conceivably permitting us to offer additional literature electives needed not only for the AA in English here at Cañada College, but also for students transferring to a four-year university in pursuit of a Humanities-centered degree.

Continue to Develop Online and Tutoring Resources

Last year we established an “hours by arrangement” component for our composition courses. This requirement offers concentrated individual student support; our investment in preparation and implementation is showing promising results. We want to develop this program.

Each of these projects requires faculty hours, but, more importantly, each will grow and succeed as we gain more input from faculty with various points of view, diverse interests, and fresh professional perspectives.

Mentorship

Providing first-year and adjunct faculty with strong mentoring allows new and part-time instructors to learn by observing—and being observed by—more experienced teachers, gaining invaluable knowledge and insight through these interactions. Unfortunately, our current full-timers have little time for close mentoring. Additional faculty would free up time for all of us to mentor and interact with each other, whether full time or adjunct.

D. Program Review Information

Due to more pressing needs, we have been unable to complete our program review. However, it is nearly finished and we plan to submit this information (updated from the last review in 1995) in the next few months.