

PART A.

1. Identify current Comprehensive Program Review and current Annual Program documents with position need and justification in the annual plan.

When our senior English faculty members were hired in 1999, the English department had twelve full-time faculty. Over the past seven years, however, that number has steadily diminished, and we have had just six full-time faculty as well as two full-timers with loads split between English and ESL since 2006. Now both of those split-load instructors, Linda Haley and Jacque Philips, have left, so our situation has become even more urgent. Our most recent comprehensive review (2011) noted that we have documented our need for new instructors every year since 2006, the date of our last new hire, but have not been granted funding.

During these seven years of faculty reductions, an increasingly large percentage of our courses have been taught by adjunct faculty. For example, in spring 2013, 23 of our courses were taught by full-time English faculty whereas 38 courses were taught by adjuncts, including all of the English courses for the entire College for Working Adults. This means that fewer than 40% of our courses are taught by fulltime English faculty whereas state guidelines recommend that at least 70% of courses should be taught by fulltimers. There are currently 6 fulltime English/reading professors and 18 adjuncts, making it difficult to assess student needs, develop new programs to meet those needs, and to engage in much needed efforts to grow the program and, hence, student enrollment.

Since English is a requirement for transfer programs, all degrees and many certificates, our English department provides courses for most of Canada's students. The necessity of a strong English department seems indisputable.

2. Identify specialized knowledge (area expertise) or training needed for the discipline/program.

Given current developments in education, we need a new faculty member who:

- 1) has experience teaching online
- 2) has developed and taught accelerated/integrated basic skills courses
- 3) has interdisciplinary expertise such that s/he can help in the development and offering of innovative cross-disciplinary courses in areas such as history and sustainability studies
- 4) Is well-versed in statistical analysis, as we find an increasing part of our workload has to do with data collection and analysis.

3. Identify extraordinary program development and/or needs (for example: laboratory oversight, industry connections, student mentoring etc.)

We are engaged in a major push to establish a robust writing center within the learning center. We need faculty to help plan, coordinate, operate, and assess this new initiative.

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To continue requiring service learning in some of our courses, we need to coordinate with the community and local institutions.

As English faculty serve on the academic senate, AFT, Student Equity committee, Honors' Advisory community, CIETL, Basic Skills committee, SLOAC, distance education, study abroad, learning community committees, professional development committee, hiring committees, partnership with CSU East Bay and SF State, performance evaluation task force, Latin American studies development committee, and Phi Theta Kappa, we also need "more hands on deck" to help take care of daily tasks and administrative requirements.

Finally, since even with a new full-time hire our department will continue to be staffed predominantly by adjunct faculty, we continue to need release time to coordinate communication with our large adjunct faculty in terms of student learning outcomes for the various levels of courses, reading/writing/skill levels for our courses, and course requirements.

4. Describe any future needs for the discipline/program.

As of 2012-13, we seem to be experiencing a demographic shift as more basic skills students are priced out of higher education and the state places greater emphasis on student retention and success. Our department has already initiated several steps to try to accelerate basic skill student progress by developing and offering accelerated and integrated courses, but those courses require continued refinement and promotion.

An increasing number of students are also interested in taking courses online, which requires continued and perhaps accelerated faculty training to meet student need in this area.

As always, we are committed to working with colleagues in local and state-wide committee work, curriculum development, interdisciplinary and learning communities, hiring committees, writing across the curriculum, advising student organizations, and academic governance.

Similar projects include honors course development, Distance Ed, articulation and curricula issues, basic skills programs, Word Jam, CWA, interdisciplinary courses in sustainability and history, work on grant projects such as the COMPASS initiative to increase student transfer to CSU East Bay, and various student success efforts.

Finally, we are working to increase guest lectures by writers and others whose work complements what we teach, as we find that such discussions and presentations engage and motivate students. For example, English faculty who focus on sustainability in their courses recently took students to Coarsegold, California, to learn about Native American sustainability practices, and English faculty brought Vietnamese author Lac Su to campus to share his inspiring memoir. Future guest lectures are upcoming, but coordinating such events takes time.

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5. Describe any future economic, community, or government initiatives/mandates this proposal is addressing.

Economic: A skilled and literate workforce in all career paths is crucial to our national and regional economic recovery. Currently our faculty is working to develop pathways with our transfer partners such as San Francisco State, so our students will more clearly understand the pathways to successful transfer and careers. In addition, if the college goes forward to encourage the enrollment of foreign exchange students, English will be a core requirement.

Community: Part of the college's stated mission is to provide opportunities for improving reading, writing, and critical thinking skills. These are basic requirements of English courses.

Government: As just one example of new mandates, on a state and national level, the successful re-entry of returning veterans and their families to college depends on offering a decent selection of English, reading, and literature courses.

6. Describe any budgetary implications of the proposal.

There may be a temporary budget increase with a FT instructor instead of adjuncts, but the long term budget benefits in better student success and retention and improved programs will be significant. A higher fulltime faculty to student ratio will allow for more on-campus interactions, increased one-on-one support, and greater visibility and participation of English faculty in programs and committees across campus.

Some adjunct positions may have to be downsized to cover the cost of a new position. But to achieve more stability, engagement with students and other campus communities, we need a more robust fulltime instructor presence.

PART B. How the position helps to meet the College's mission and goals.

1. How is the request in line with the goals of the strategic plan?

This request aligns with **Goal Two:** Improve Student Success in Transfer Programs, **Goal Three:** Strengthen Workforce Programs, and **Goal Four:** Improve success, retention, and persistence of students who are in basic skills classes.

The English department needs an additional full-time faculty member to increase our ability to achieve these goals. A full-time faculty member who is fully engrossed in college-wide activities, current updates, and the historical scope of the institution will aid in students' success.

Goal Two: Improve Student Success in Transfer Programs

We are well aware that English courses are among the 'gate-keeper' classes that either propel students toward their transfer goals or, if students are ill-prepared or ill-taught, restrict them from achieving their goals. We teach the reading, writing, and critical thinking skills necessary for success here and after transfer.

We also help highly motivated students to transfer to top universities. Our faculty has been instrumental in creating and teaching transfer-level honors' courses and sending students to the regional honors' symposia, as well as helping students edit and revise their applications for transfer and scholarships.

In addition, over the last year we finalized the English major, which is consistent with the transfer major curriculum for all CSUs. However, enabling students to complete the English major requires offering courses in literature, film, and creative writing. According to the most recent data, we have 72 English majors on campus yet we are offering very few literature courses to address these students' needs. In addition, we need more staff in order to be able to support these students as they work toward their major and transfer. We need experts in multicultural literature in English, African American literature, film studies, multimedia studies, veterans' issues, and expertise in interdisciplinary issues, for example in sustainability and ethnic studies.

We would like to offer more learning communities at the transfer level. For example, currently one English faculty member is developing a composition course focused on environmental issues, which she is working to align with CSU East Bay's sustainability studies program. She also helped developed and plans to help teach an interdisciplinary sustainability forum, which will introduce students to this vital area of study through material drawn from biology, art history, economics, and fashion design. Another fulltime faculty member has developed and is offering a learning community with history. Similarly, plans are in the works (but currently shelved for lack of time) to create a learning community with biology.

We also would like to develop more writing across the curriculum on campus. Our new writing labs will be structured to assist students with improving their writing ability in all courses, and we are interested in working through the new writing center to help other faculty and their students in this area.

Finally, we want to continue creating more connections and learning pathways to transfer institutions for our students. Recently our college has received two COMPASS grants to create more clear pathways from Cañada to CSU East Bay. The goal is to implement the recommendations of the ACCU outlined in "College Learning for

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the New Global Century,” namely creating avenues for increased collaboration among students, facilitating the transitions from high school to community college to transfer, and making the relevance and importance of the skills we teach visible to students through capstone projects, interdisciplinary coursework, and ‘real world’ applications including service learning.

Given this recent grant-writing success, we would like to have more bandwidth to work on writing grants so that we could afford a computerized writing lab, which we have been advocating for since 1998.

Goal Three: Strengthen Workforce Programs

We see instruction in reading, writing, and critical thinking as instrumental in all courses, workforce, GE, and transfer. English faculty is developing a sustainability course and forum that will link biology, economics, fashion, and English.

Goal Four: Improve success, retention, and persistence of students who are in basic skills classes.

As this goal points out, “An increasing number of students entering Cañada will require one or more remedial courses to succeed in subsequent college-level work. These students will require extra help in math, English, and/or reading. The success of these learners--many of whom are minority, first-generation, and/or low-income students--will determine the long-term viability of the College’s transfer and career and technical programs. It is likely that the College will be doing more in this area, rather than less. Moving current and future students through required remedial sequences in an expeditious manner while maintaining quality outcomes is a critical task.”

In addition, Goal Four of the Strategic Plan Action Plan (September 20, 2007 Draft) states that we need to:

2. *Assess the effectiveness of our programs, including obstacles to success, retention and persistence*
4. *Explore the benefits of integrating reading and writing classes.*

For each of these goals, a new full time faculty member who has expertise in developmental education will help us assess our current programs and develop effective strategies for helping our developmental students succeed.

2. What unmet needs will this position address (student, district, community)?

This position will help the department to enhance its offerings through a faculty member who is dedicated to reaching both the pre-transfer and the transfer population’s needs. Currently, the department’s courses and faculty are spread among a variety of offerings: stand-alone basic skills and transfer English and reading courses; literature courses; basic skills and counseling learning communities; basic skills, transfer, and counseling learning communities; the College for Working Adults, which has just been expanded; honors courses; interdisciplinary learning communities (Sustainability course); partnerships with the library; workshops for students; and the summer and winter break English course readiness program (Word Jam). The majority of these offerings are staffed by adjunct faculty, demonstrating the need this department has for an additional full-time member. In addition, the faculty member will work with other faculty in the department, the college, and the district to identify gaps between high school curricula and our own, so that we may work with the high schools to help our incoming students be better prepared for college-level work. These needs are recognized in the Strategic Plan as well (Goal2, Goal 3, and Goal 4).

3. How will this position enhance retention or produce college wide growth?

English courses are "gate-keeper" classes in that they serve to teach students the skills necessary to advance in their majors and move on to transfer. Yet we recognize that making sure we meet student needs while also promoting retention and success requires vigilance and ongoing reflection and training. Full-time faculty has the ability to commit to this goal, engage in faculty development in these areas, and experiment with promising retention and success strategies in ways that may not be feasible for an overworked freeway flyer.

4. Describe how the position supports a pathway to student educational goal completion (certificates and/or degree) or GE transfer certification.

Student educational goal completion begins with their English and reading course; therefore, it is imperative that the English department is cohesive, well-coordinated, and thriving. Our department has worked hard to create courses and programs that extend beyond basic course offerings. We have dedicated and capable adjuncts, but we realize that a full-time faculty member would be instrumental in aiding students toward a path of success. A full-time faculty member who understands college policy, has built connections with faculty and staff across the campus, and has the committed time to develop and enhance department programs will be an asset to students in our department.

C. Historical Data Criteria Supporting Request

1. Discuss Department/Discipline/Program enrollment and student service trends the proposal addresses.

- i. The English department "Program Review Department Data Packet" notes that our total student headcount has increased from 1643 in 2007/8 to 2019 in 2011/12. Our section offerings have increased from 87 to 101 in that same time period. However, we still have just six full time faculty members, which means that adjunct faculty have taught an increasing share of the students and sections (15% increase).
- ii. Given that our contract stipulates that transfer-level English writing courses are limited to 26 students, the fact that our average enrollment is 25.1 students suggests that most of our courses are at or over full capacity.
- iii. A very low percentage of native-track English and reading basic skills students use the tutorial services at the Learning Center. According to the data collected by the director of the learning center, Rita Sabbadini, the number of these students who use writing/reading tutors for these development classes per semester are the following: S'08= 26 students, F'08=28, S'09=48, F'09=33, S'10=27, F'10=42, S'11=48. A much higher number of ESL and Math students use the tutorial services. Our point is that we need more full-time faculty to help us create a stronger link between our students and the tutorial services. Some students do not find tutors to be very effective, so we need more full-time faculty involvement in tutor training. Also, we hope to draw more students to these services through the writing center.
- iv. The data show that we are above average for retention and average for success. This may be due to the fact that the reading 826 courses build student-orientation and success strategies into the curriculum (ie. how to be successful in the classroom, study habits/strategies, SEP, links to counseling courses). Success and retention rates increased with the establishment of College Success. However, we note that our

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overall success and retention rates have been declining slightly over the last five years in the same period that enrollment of first-year students has increased. This speaks to a greater need for teaching of basic college success strategies, which we can do in our classes, as well as better full-time faculty/student ratios so that we are available to support our students.

- v. Changes in enrollment status seem to be attributed to the offering of the learning communities: 2008/2009: increase in first-time students, 2009/2010: increase in continuing students. The availability of reading 836 sections affects continuing students. Learning communities require a larger time commitment than stand-alone courses. This limits access for some continuing students, especially since the learning communities replaced stand-alone sections. As a result, we would like to request an additional reading 836 section, to accommodate second-semester, continuing reading students.
- vi. We attribute the decrease in first-time students (2009/2010) and increase in returning students (2009/2010) to changes in the economy, requiring our most economically challenged students to be deterred from school. Full time faculty will help in addressing these needs.
- vii. The trends show that there is a steady increase in enrollment per section (30 students on average). From our experience, the success rate will increase with smaller class sizes.
- viii. In our reading courses, there has been a dramatic increase in the percentage (and gross number) of students without high school degrees (from 14% to 17%; and from 82 students in 2006/7 to 182 students today), suggesting that more of our students are coming with lower levels of prior educational attainment, which increases the demand on the instructor to teach to a wide-level of challenged students.
- ix. According to the program review department packet, we have experienced a steady increase in load, from 495 in 2006/7 to 522 in 2010/11. Particularly in English composition courses, which have contract-stipulated student enrollments of 26 students each, this shows that we are working at or beyond our capacity. Maintaining this level of 'efficiency' necessarily impacts our ability to fully engage in other essential aspects of the college.