



**Hiring Justification for Full-Time Faculty  
SPANISH  
Fall 2014**

**A. Department/Discipline/Program Criteria**

**1. Identify current Comprehensive Program Review (in cycle) and current Annual Program Plan documents with position need and justification in the annual plan.**

The Comprehensive Program Review of 2005-2006 had the following statement:

“It is estimated that once all Spanish classes are scheduled on a regular basis (the new courses SPAN 150 and SPAN 152 have not been taught yet), and we evaluate the needs of evening students and schedule more classes in the evening, a second full-time position in Spanish will be needed.”

Since then, SPAN 150 and SPAN 152 have been taught regularly and the needs of evening students have been addressed by scheduling courses beyond the beginner level (which were the only type of courses taught in the evening until around 2007): we have been offering beginner courses (SPAN 110/111/112/120/121/122), intermediate level courses (SPAN 131/132/140), Spanish for Heritage Speakers (alternating SPAN 150/152 every semester) and Latino Literature (also alternating SPAN 161/162 every semester) both during the day and in the evening.

Once the goals of stated in the 2005-2006 Comprehensive Program Review were accomplished, the need for additional full-time faculty in Spanish was documented in every Program Review and Plan since 2010-2011, including in the most recent Comprehensive Program Review (2011-2012).

The current Annual Program Review and Plan (2013-2014) identified once again a need for a full-time faculty in Spanish.

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

- a) ability to teach and experience with all levels of Spanish: the department offers courses at the beginner and intermediate level for students of Spanish as a foreign language, courses for native speakers and Literature. In order to allow for the maximum flexibility in teaching assignments and in scheduling, a new full-time faculty member in Spanish needs to be able to teach any of these courses.

- b) experience in design and instruction with online and hybrid courses: there is a push in the college/district to offer more online/hybrid courses. Learning a foreign language requires real-time interactions which must be incorporated in every mode of instructional delivery.
- c) experience in Spanish for special purposes: we currently offer Spanish for Medical Professionals and would like to expand offerings in the future.
- d) FSA in another language would be a plus: the addition of another language has been recommended in the Spanish Program Review and Plan for several years. Although adding another language may increase options from one to two, this is also motivated by the fact that our native speakers of Spanish, about a third of our student population, currently do not have any foreign language options.

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

- Strengthening connections and recruitment efforts in high schools and the community at large—many of our Spanish students have already studied Spanish elsewhere, and it is necessary to have good connections with the high schools and the community in order to promote our courses, recruit students and respond to their needs in terms of course availability and scheduling.
- Participating in the interdisciplinary LALS programs: courses in the Spanish Department amount to approximately half of the courses that students can take for the AA and Certificate in Latin American and Latino Studies
- Continuing to evaluate/develop hybrid courses. Evaluate the possibility of (and develop, if feasible) online courses.
- Exploring opportunities for students to study abroad in Spanish speaking countries
- Designing a course that helps students improve their speaking ability at the high-intermediate/advanced level.
- Re-introducing the idea that Cañada should offer more than 0-1 foreign languages: while Spanish is a foreign language to many of our students, for about one third of our student population (our Spanish speakers) there is no foreign language option.
- Two courses (SPAN 150/152) currently have a Service Learning component. Coordinating this aspect is time-consuming. With additional faculty, we could look into expanding the concept to other courses.
- Hiring, mentoring and evaluating adjuncts, including evaluating adjuncts who teach off-site.
- Continuing to participate in governance and committee work, some of which has reassigned time, which limits teaching load.
- Increasing efforts and opportunities to promote and participate in activities in the area and bringing activities to the campus that further our students' understanding of Spanish language and culture

#### 4. Describe PT/FT faculty needs for the discipline/program.

In the document “Comparison of FT-FTEF by Department, posted on the webpage “Staffing Request Process 2014-2015” ([http://canadacollege.edu/planningbudgetingcouncil/staffing/fall\\_2014/FTEF\\_pct\\_FT.pdf](http://canadacollege.edu/planningbudgetingcouncil/staffing/fall_2014/FTEF_pct_FT.pdf)), percentages of units taught by full-time faculty with respect to the total units taught in each discipline are listed for Fall 2012, Fall 2013 and Fall 2014. Currently, in Fall 2014, Spanish is at **31%**, well below the college average of 52%.

In Fall 2013, the percentage of units taught by full-time faculty in Spanish was 0%, and in Fall 2012 it was also 0%, that is, there were no units taught in the Spanish Department by a full-time faculty member. Spanish shared this questionable “honor” with the following discipline designators: HMSV, LCTR, LEGL, LING and OCEN. However, in this group, Spanish and Human Services are the only disciplines that offer an Associate Degree. A 0% of courses taught by full-timers in a discipline that offers a degree is not ok.

In order to present a more complete picture of the staffing situation in Spanish, the following explanation is taken from the current (2013-2014) Program Review and Plan, with some editing revisions:

The college has one full-timer who teaches only Spanish courses (Monica) and another full-timer whose “home” department is ESL, but who also has FSA in Spanish (Alicia). Although two full-time faculty can teach Spanish, the department has had for several years at best about 1 FTE and at worst zero FTE teaching Spanish courses. Alicia teaches ESL courses, and sometimes Spanish courses as well. She has not taught Spanish in 2012-2013 and 2013-2014; during the last two years, she has been teaching only ESL, receiving reassigned time as Curriculum Chair, and using banked units. Monica was AFT president for 4 years (2008-2012), during which she received .4 FTE of reassigned time, limiting her Spanish teaching load. In Fall 2012, she taught in Barcelona, and in Fall 2013 she was on leave. In Spring 2013 and Fall 2014 she was obligated to use banked units (per contract, maximum of 7 years), and she continues to receive reassigned time for union work. In particular, there was not a single class taught by full-time faculty in Spanish in Fall 2012 and Fall 2013; this is not sustainable for a department, and it is unfair to part-timers and students.

The number of units and FTE taught by full-timers in Spanish in the last three years is as follows:

	2011-2012	2012-2013	2013-2014
Fall:	13	0	0
Spring:	17	18	7
Total:	30	18	7
FTE:	1	.6	.23

Full-time faculty normally teach 15 units per semester. However, in Spanish, the three year average of units per semester taught by full-timers in the last three years is only 9.16, in the last two years it falls to 6.25 units, and for the 2013-2014 academic year it was at a very low 3.5— that is, we had an average of only 3.5 units per semester taught by a full-time professor in Spanish in 2013-2014.

The semesters with 0% of units taught by full-time faculty might be considered unusual, but the reality in the department has been that for a wide variety of reasons, the FT-FTEF has been low.

With 0 to 1 full-time FTE it is extremely difficult to carry out all departmental duties. This situation has been exacerbated lately by the amount of work that faculty are required to do outside of teaching. The increasing demands on faculty that come, for example, in the form of SLOAC reporting, curriculum development and alignment, program promotion and student recruitment, have greatly impacted faculty workload. Since part-time faculty are paid only for contact hours of teaching, plus one office hour per 3 hours of class, these non-teaching activities are expected to be completed by full-time faculty. In the Spanish Department, however, one part-time faculty, Sarah, routinely volunteers to do many of these tasks. Sarah is the TracDat lead in the department, she does a big share of curriculum work, and she led all Spanish 'marketing' activities every semester for the last few years. Two part-timers hired more recently, in the Fall 2012, Julieta and Amira, have integrated seamlessly into the fabric of the department, and they often contribute with their time and ideas too.

But it is not correct to expect a department to sustain this type of workload thanks to the goodness (some would call this 'exploitation') of part-time faculty. New degrees and certificates require a great deal of work: research, design, promotion and student recruitment, teaching new/revised courses, etc.; some of this has been accomplished, but much more remains to be done. The department is still trying to recover from the enrollment blows dealt by the hiatus in the scheduling of intermediate courses, and the unintended consequences of automated pre-requisite blocking. As a Hispanic Serving Institution located in an area with such a high percentage of Latinos, Cañada needs to have a strong Spanish Department, and build an outstanding Program in Latin American and Latino/o Studies (and over half of the offerings in the LALS Program are in the Spanish Department). But with the current staffing situation, it is difficult to keep up with what we must do, let alone embark on new projects.

For the reasons stated in this section, the Spanish Department needs an additional full-time faculty.

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

**6. Describe any budgetary implications of the proposal.**

The cost of a full-time faculty member may be higher than if the courses taught by such faculty member were staffed by part-time faculty. But a full-time position would offer the department and the college more stability and continuity in staffing, increased participation in departmental and college activities, more opportunities to engage with students, etc, as full-time faculty have a much wider range of duties and more availability when compared to part-time faculty.

## **B. College Mission and Goals Criteria**

- 1. Explain how the request supports the goals of the college strategic plan. Make sure to specifically address the strategic directions in the Educational Master Plan for the college** (note: when document is finished, this will be hyperlinked).

A robust Spanish program, adequately staffed with a reasonable combination of full-time and part-time faculty (which includes an additional full-time position), aligns with the strategic directions in the Educational Master Plan as follows:

- Teaching and Learning:**  
The Spanish program equips students with knowledge and transferable skills so they can become productive citizens and achieve their educational goals. Language learning can also help students learn other subjects, and the Spanish program makes it possible for many students to fully bilingual. Bilingualism has been found to correlate with metalinguistic skills, memory, problem solving ability, improved verbal and spatial abilities, and intelligence.
- Completion:**  
Taking courses in Spanish, students may complete an AA-Spanish (and very soon an ADT-Spanish as well), a Certificate in English/Spanish Bilingualism/Biliteracy, and many of the requirements towards an AA- Latin American and Latino Studies. The department strives to schedule courses in such a manner that students can obtain these degrees in a timely manner, and additional faculty will allow for more personalized interactions with and support for students, as well as a more collaboration with colleagues throughout the college so as to improve success, retention and persistence.
- Community Connections:**  
Additional full-time faculty will make it possible to strengthen community connections.
- Global and Sustainable:**  
Additional full-time faculty will increase our opportunities to bring more cultural activities to the campus and to offer more cultural activities to our students off-campus. Research shows that language learners develop a more positive attitude towards speakers of other languages and their culture.

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

In order to perform the functions listed above in section A.3., it is necessary to have additional full-time faculty. It has been extremely difficult for the department to perform all departmental functions with less than 1 FTEF.

Departmental functions (such as Program Review and Plan, program development, curriculum review, etc) are fixed and largely the same across different departments, regardless of the number

of faculty in the department; yet departments which have several full-time faculty not only can spread the work among them, but may even be awarded release time for coordination. A department with only one full-time faculty member relies on that one faculty member to do it all, even when the faculty member's load is 0 FTE.

### **3. How will this position enhance retention and student success?**

The Spanish Department is submitting an ADT to align with the requirements for transfer to a CSU in the major. Spanish courses are an integral part of the AA-Latin American and Latino Studies. It is expected that these degrees, including the possibility for students to complete both without delaying their plans to transfer when selecting their courses strategically, will attract increasing numbers of students to these programs, requiring more mentoring and one-on-one support from faculty. Full-time faculty provide stability, continuity and predictability from semester to semester, which enhance retention and student success.

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

The Spanish Department has an AA-Spanish and will soon add an ADT-Spanish as well. Additionally, the department contributes approximately half of the courses that students may take in order to obtain an AA- Latin American and Latino Studies. An additional full-time faculty in the department would be able to participate in college activities and work with colleagues in other disciplines, and support all departmental functions, such as program/course development/review, analyze data in the SLOAC, mentor and evaluate part-time faculty, increase availability for student mentoring and support, etc, all of which ultimately contribute to helping students achieve their educational goals.

## **C. Historical data criteria supporting request.**

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

Highlights of historical data of students in Spanish courses:

- Student Performance in Spanish: success and retention have been and continue to be comparable to the college-wide percentages.
- Student Goal Orientation: about 50% of the students in Spanish courses expect to transfer, while in the college as a whole the students who have a transfer goal do not reach 20%. This would suggest that students take Spanish courses because they are needed or valuable for transfer. The current offerings in the Spanish Department represent a bare-bones structure, and given that students should enroll in the course that matches their ability level, any reduction of offerings would affect students ability to take

the Spanish courses they require for transfer. The high percentage of students in Spanish courses who declare a transfer goal represents a very significant change from the past: the Spanish department used to have a large percentage of students who took courses for “lifelong learning” or “personal development”. However, with the expansion and development of the Spanish program, half our students now have “transfer” as their educational goal.

- Enrollment Patterns and Course Offerings, and Department Efficiency: the data for Spanish as found in the data packets posted online is not useful because of the way in which concurrent sections are considered. Spanish offers many courses in a concurrent manner (SPAN 110 + SPAN 111 + SPAN 112, SPAN 131 + SPAN 132 + SPAN 140, SPAN 150 + SPAN 150 Honors, etc), such that all students are in the same classroom at the same time, taught by a single professor. It is not fair to the Spanish department to count each of these courses as a separate section—all concurrent sections should be counted as one section for the purposes of reporting students per section and LOAD, for example.

To illustrate this, consider what these data packets show for Enrollment Patterns and Course Offerings for Spring 13: average enrollment per section = 13.6

How could it be that the Spanish Department had on average only 13.6 students per section, when the college expects at least 20 students in order to run a section?

Professors who teach in the Spanish department know that only as an exception will a section be kept if it does not reach 20 students. Professors in the entire college know that sections which do not meet a minimum enrollment of 20 students are generally cancelled. The explanation for the very low average enrollment number (13.6) is that the data as reported is not useful. It is not useful because concurrent sections pull down the average enrollment when counted as separate sections.

Given the manner in which enrollments per section are interpreted and used for calculations in the data packets, it is meaningless to try to describe any trends based on these data, or to draw any conclusions from them.

How the Spanish program has evolved to serve students better:

The Spanish Program has grown from offering only beginning level and Literature courses in 2000, to the robust program with different levels of Spanish that it is today: we offer beginner and intermediate levels for students of Spanish as a foreign language, Spanish for Heritage Speakers and Latino Literature courses. All of these courses are degree applicable and transferable.

While the program in the early 2000s was mostly offered during the day, with only beginner courses offered in the evening, for the last several years we have been offering the same opportunities to day and evening students.

Additionally, a two-course sequence in Spanish for Medical Professionals was created in order to meet the needs of the large number of people who work in health related fields and must interact with Spanish-speakers who have very limited English.

With additional full-time faculty, the program can continue to grow so as to serve our students even better both in terms of variety of courses and number of sections.