

Hiring Request
Spring 2015
English Department

David Clay, Salumeh Eslamieh, Susan Gangel, Doniella Maher, Lisa Palmer, Elizabeth Terzakis, Yolanda Valenzuela

PART A.

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

When we wrote the spring 2014 English program plan, we had just gotten authorization to hire one new fulltime faculty member. That hire has begun to address our department's sixteen-year reduction from twelve to six full-timers. In addition, the 2014 plan made an impassioned case for establishing a Puente program, which we're happy is now being implemented. However, the need to coordinate the Puente program in addition to the loss of three ESL/ENG faculty members, Jacque Phillips, Linda Haley, and Anniqua Rana, means that our need for fulltime faculty continues to exceed what our one new FT faculty member, Doniella Maher, can manage.

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 has:

- 1) developed and taught accelerated/integrated basic skills courses, courses that are challenging to staff as such faculty is in high demand
- 2) experience teaching online
- 3) experience teaching the core transfer-level English composition courses, which increasingly have greater than 100% fill rates
- 4) interest and experience in teaching within Puente (see appendix to the 2014 annual plan)
- 5) interdisciplinary expertise such that s/he can help in the development and offering of innovative cross-disciplinary courses in areas such as global and sustainability studies
- 6) expertise in various fields of literature
- 7) great ideas and experience promoting enrollment, retention, and success
- 8) skill 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.)

As we all know, the state is pushing community colleges to accelerate student progress. Our department needs additional qualified, energetic faculty to continue to develop and sustain such efforts. Such English faculty is in demand everywhere, which means that it's hard to staff developmental/accelerated courses with adjunct faculty. Thus, our most pressing need is for more fulltime faculty qualified to teach our integrated/accelerated basic skills courses.

In conjunction with the effort to accelerate student progress through innovative curriculum, 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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Also in response to the need to accelerate student progress, we are revising the supplemental program (online labs) for our developmental courses, which requires expertise in this area including building course modules in Moodle and integrating online and face-to-face support.

Finally, increasing numbers of students are enrolling in our online English courses, which means we need more faculty versed in online instruction.

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

In addition to the needs stated above, we need faculty to help us increase the salience of our discipline by implementing projects such as the following (currently in the works):

- Developing a creative writing club and planning to bring published authors to campus to talk about the writing process and publishing.
- Organizing poetry slams and other opportunities for students to share their work
- Hosting a “Voices of People’s History” event, to complement the course material in ENGL 836 and 847 as well as political science and history courses.
- Offering guest lectures by writers and community figures whose work complements what we teach. Recent examples include 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.
- Helping to develop and pilot a GED Jam

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 CSU transfer partners to expedite student transfer and workforce readiness.

Community: The college’s stated mission includes helping students “to develop the ability to think critically and creatively, [and] to communicate effectively,” skills which we teach in all of our 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 basic transfer courses such as those in English composition and literature. Retired and active duty military frequently enroll in our online and face-to-face courses; we continue with efforts to make our course materials engaging and relevant for them and all other students.

6. Describe any budgetary implications of the proposal.

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The temporary budget increase with a FT instructor instead of adjuncts will be offset by the long-term budget benefits in better student success and retention and improved programs. 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.

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.

Goal Two: Improve Student Success in Transfer Programs

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. To improve student success, a new hire would give us greater bandwidth to take a larger role in training tutors.

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, we recently 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 recent data, we are losing our English majors on campus because 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. Finally, we need to promote our English AA degree by working with the marketing director to increase enrollment and early registration.

We would like to offer more learning communities at the transfer level. For example, currently two English faculty members are teaching composition courses focused on environmental issues, which we are working to incorporate into a transfer "Pathway." Another 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 are developing instruments for assessing our current learning communities to determine best practices.

In addition, with the planned fall 2015 opening of the new writing lab, we will encourage and support writing across the curriculum for all students.

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Goal Three: Strengthen Workforce Programs

We see instruction in reading, writing, and critical thinking as instrumental in all courses, workforce, GE, and transfer.

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. In addition, the faculty member will help to develop a GED Jam, currently being piloted.

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; online courses; and the summer and winter break English course readiness program (Word Jam), the pilot GED Jam, and ACES. Many of these offerings and programs 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 (Goal 2, 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.

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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 census student headcount has increased from 2148 in 2009/10 to 2891 in 2013/14, which represents a 25% increase or 743 students.
- ii. During this time, the number of full time English faculty declined and then returned to the 2009/10 level, as we lost three part-time ESL/ENG instructors over this period but gained one full-time English faculty member in Fall 2014 (thank you!).
- iii. We offered 84 sections in 2009/10 as compared to 122 sections in 2013/14, an increase of almost 50%. However, as noted above, we still have just seven fulltime faculty members, which means that adjunct faculty are teaching an increasing share of the students and sections.
- iv. The chart "Productivity by Courses by Semester" indicates that we consistently have very high fill rates in our transfer-level English composition courses as well as our integrated/accelerated basic skills courses. To wit:

TRANSFER LEVEL COURSES:

Term	Course	Fill Rate
F 09	ENGL 100	104%
F 10	ENGL 100	103%
F 11	ENGL 100	107%
F 12	ENGL 100	96%
F 13	ENGL 100	112%

Term	Course	Fill Rate
F 09	ENGL 110	108%
F 10	ENGL 110	103%
F 11	ENGL 110	105%
F 12	ENGL 110	110%
F 13	ENGL 110	100%

INTEGRATED/ACCELERATED BASIC SKILLS COURSES:

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Term	Course	Fill Rate
F 12 (first term offered)	ENGL 827	112%
F 13	ENGL 827	105%
F 13 (first term offered)	ENGL 847	113%
SP 14	ENGL 847	112%

vi. Finally, our productivity by year, as measured by FTEF, has increased from **9.27** in Fall 2009 to **11.83** in fall 2013, the last fall semester for which we have data. In other words, our department offers enough courses to employ almost 12 full time English faculty, offering everyone a full load. This is without even taking into account the many other jobs that our faculty does as part of our load including AFT representation and department, program, and committee participation and coordination.