

**Program Review & Planning
Request for Full-Time Faculty Position**

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Note: Staffing Prioritization Task Force will consult your program review as part of the rating process. Please reference appropriate sections of your program review as needed in your responses.

Department	World Languages
Position Title	Arabic Language Instructor

1. How will this position specifically support one or more of the College's four strategic priorities? (Rubric Criterion 4)

Arabic courses are very popular and necessary, considering the many native speakers and heritage speakers of Arabic attending Cuyamaca College. Moreover, the World Languages Department is committed to participate in cultural events such as the Middle Eastern Heritage Week, Chaldean Hour, Middle Eastern Panels, among others. In addition, Arabic faculty are advisors to the World Cultures Club and the Middle Eastern Student Club. Indeed, the addition of a new full-time Arabic instructor will contribute to Student Validation and Engagement. Furthermore, the hiring of a full-time Arabic instructor will support Guided Pathways since students will be able to stay on their path and complete their degree in a timely manner. Presently, many students are placed on waitlists and the department is not able to meet the demand. As a result, students have to modify their educational plan and delay their graduation date.

Arabic Studies is a new degree that started in Fall 2016. During these two years new curriculum has been added, the Middle Eastern Student Club was born, and the first Middle Eastern Heritage Week and Middle Eastern Panel took place. There are plans to add more curriculum to the program and hosting new events to promote student validation and engagement. However, another full-time instructor is needed if we want to meet the growing demand of Arabic courses and events to validate our Middle Eastern community.

2. Describe why this position is essential to your program and/or service area. How will this new position improve student learning and achievement? (Rubric Criterion 3)

There is a critical need for another full time Arabic instructor. The Arabic program has grown tremendously in the last five years. The number of students enrolled went up 169% and the number of sections offered went up 225%. Finding qualified part time instructors to teach in our ever-growing Arabic program is a challenge. Many have had to apply through our equivalency program. The program is bursting at the seams, and the only thing that is keeping us from offering more courses—courses that fill to capacity—is the lack of qualified instructors we can hire. Every semester, more than fifty students on the wait lists of Arabic classes are denied the opportunity of taking a class because there are not enough instructors. This semester ninety-four students were waitlisted in Arabic courses. Another full time Arabic instructor would certainly help to relieve this challenge. Moreover, it will definitely help the College meet its enrollment goal. Furthermore, this second full time area expert would continue in the spirit of our proactive first Arabic full time instructor in developing curriculum, serving on committees, and providing necessary and exciting opportunities for our Arabic language students while fostering a culture of acceleration, appropriate pathways, and continued validation and engagement. A second full time Arabic instructor would facilitate the World Language Department's ability to be innovative and meet the changing needs of the students.

3. How has the lack of this position impacted your program and/or service area? What will be the impact to the program and/or service area if this position is not filled? (Rubric Criterion 3)

(150 words or less)

The limited amount of qualified instructors has impeded our ability to offer more sections and courses. East County has one of the largest concentrations of Middle Eastern immigrants in the country. Our only full time Arabic instructor has shot out of the starting line with proactive and innovative plans. We presently teach four sections of a highly popular course in Middle Eastern Culture, for example, and these sections are bursting at the seams. Plans are under way for creating curriculum for two separate Middle Eastern culture courses—Ancient Civilization & Modern Civilization, as well as a second semester of Iraqi Dialect. These are exciting and innovative expansions to our program, but the challenge will be to find instructors who can teach these courses, given the constraints of teaching load for our part time instructors. As it is, most of our part time Arabic instructors presently teach at maximum load. Moreover, the only full-time instructor has to teach overload every semester. In order to maximize the course offerings, we had offered some split assignments to instructors. If this position is not filled, we will be unable to meet the needs of our burgeoning population of students wanting to take these courses. Without more full time faculty, we simply will not be able to grow the program.

4. Has there been or do you believe there will be an increase in demand for your programs and/or services? Please discuss supporting data from recent semesters. For example, enrollment trends, waitlist pressures, or wait time for appointments and support services as they apply to this position. (Rubric Criterion 2)

(150 words or less)

The Arabic program has been growing steadily. Five years ago, in Fall 2013 we were offering eight sections of Arabic courses. We only had six different courses: ARBC 120, 121, 145, 220, 250, and 251. Presently, we have twenty-six sections and we offer ten different courses, we added ARBC 122, 123, 221, and 254. Moreover, we are in the process of developing a second semester for Arabic Civilizations and for Iraqi Dialect. During the last semesters, we have had more than fifty students on waitlists across the board. This semester, the number of students on waitlists almost doubled our average- ninety-four students on waitlists. We managed to open some new sections; unfortunately, we were not able to meet the demand since we could not find more instructors that meet the minimum qualifications. Success and retention rates across the board are usually above 90%. Hiring a new Arabic instructor will help the College in reaching its growth goal and in reaching a 77% course success rate. The Arabic Studies major was first offered in Fall 2016, since then, we had awarded 20 degrees and certificates.

5. Is this a new position, replacement for a retirement or upcoming retirement, replacement for a tenure failure, replacement for internal promotion (faculty to administrator), or replacement for other circumstances? Please explain. (Rubric Criterion 3)

(100 words or less)

In June 2018 a Spanish instructor retired. Since there is a critical need for another full time Arabic instructor, both full time instructors from the World Languages Department agreed that the retiree must be replaced by an Arabic instructor.

2018-2019

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- 6. Please confirm that you have discussed this faculty position request with the Division Dean and that you understand that Division Deans will be providing feedback to inform, in part, the prioritization process.**
{ X } Yes, I understand.

The Staffing Prioritization Task Force will also consider the program review data provided by the IESE Office in reviewing this request. (Rubric Criterion 1)