

#13

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, February 10, 2020 10:57:45 AM
Last Modified: Monday, February 10, 2020 10:59:56 AM
Time Spent: 00:02:11
IP Address: 160.227.129.220

Page 1: Full-Time Faculty Position Form

Q1 Please enter the following:

Department	English
Position Title	Full-Time Faculty Member

Q2 How will the position support or advance one or more of the goals your department/discipline identified in this year's program review? (200 words or less) (Rubric Criterion 3)

This position would support or advance all of the goals identified in the English department's annual update. Our first goal is to "promote ties between the English Department and the larger community." This position would give us another person to serve on the East County Education Alliance, find work experience opportunities, and identify ways to promote the arts in San Diego. Our second and third goals are to hire diverse faculty members, increase students success, and close equity gaps. As evidenced by our previous full-time position announcement, the English department will hire a faculty member with experience in these areas, thus helping us reach these goals. Our last goal is to grow the major, working in a guided pathways framework. Another full-time faculty member would help the department host campus events promoting literature and writing, such as our writing contests, guest speakers, and clubs. Another full-time English faculty member would be a strategic investment for the college, as the department has proven its commitment to helping the college advance its goals.

Q3 How will this position specifically support or advance one or more of the College's four strategic priorities? Acceleration Guided Student Pathways Student Validation and Engagement Organizational Health (200 words or less) (Rubric Criterion 4)

This position would support and advance all four of the College's strategic priorities, in which the English department plays a critical role. This position will support the ongoing work of evaluating and improving acceleration, as the strategic priority is directly linked to the English department and the new faculty member would help the department refine its new placement process and curricular sequence. The new position would also play a critical role in developing guided student pathways, both in terms of getting students on their paths and supporting them through their paths. This position will also support student validation and engagement, as we work to grow our major and make it more relevant to students' lives and experiences. Ideally, the person hired for this position will have experience with culturally relevant curriculum (as evidenced by our most recent job announcement, which we would build upon), and effective online instruction. Finally, this position will support organizational health because it will give us much-needed help in an over-taxed department.

Q4 Describe why this position is essential to your program and/or service area and how it will improve student learning and achievement. (200 words or less) (Rubric Criterion 3)

English faculty are disproportionately active on campus in terms of shared governance, which impacts our ability to teach classes and grow our program. Of our nine full-time faculty, Mary Graham is completely reassigned to be the campus tutoring coordinator, Tania Jabour receives .7 reassignment to be the campus SLO coordinator, and Lauren Halsted receives .85 reassignment as department chair. These are all important campus leadership roles; however, this type of participation greatly impacts the ability of full-time English faculty to work on department goals and activities. A person hired for this position would also give English an opportunity to further diversify our full-time teaching staff. The English department has done extensive work with equity-minded professional development, and we would like the opportunity to hire someone with expertise in this area, specifically how it applies to English instruction.

Q5 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? (150 words or less) (Rubric Criterion 3)

Left unfilled, the English department will not be able to effectively help the college meet its Guided Pathways and Engagement/Validation goals. As discussed in Goal 4 of the annual update, the English department intends on growing our major by making it more relevant to students both personally and professionally. However, given what was discussed above in number 3, we simply do not have the staffing necessary to make additional large-scale changes. The ultimate impact on the student experience, should this position not be filled, would be more of the status quo, which is what the college is trying to move away from. The English department has already helped the college make progress in terms of student success and equity through our basic skills redesign and placement changes as well as through our innovative Equity Project. We would like to build upon this work, and we need staffing to do so.

Q6 Has there been or is there any evidence to demonstrate that 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. (150 words or less) (Rubric Criterion 2)

While the English department has experienced a decline in demand for basic skills courses due to acceleration, we have seen a significantly increased demand for our advanced composition course (English 124), and our introduction to literature course (English 122). In the Spring 2019 and Fall 2019 semesters, our English 122 classes, which have a course enrollments of 45 students, were completely full (something that has never happened). This fact is encouraging because English 122 is a major milestone for English majors. Our data show that in fall 2017, our FTEF was 17.27 and our load cushion was 11.9, while maintaining a fill rate of between 87% and 96% over the past five years. Our reforms in basic skills have led to an increased demand for more advanced English courses, and we want to build on this momentum by growing our major and creating a Guided Pathways program structure.

Q7 Is this a new position, replacement for a retirement/upcoming retirement or replacement for internal promotion (faculty to administrator), or replacement for other circumstances? Please explain. (100 words or less) (Rubric Criterion 3)

Mary Graham is completely reassigned as the campus tutoring coordinator, as part of a pilot program to centralize tutoring on campus. The department has not yet been told if Mary Graham will continue in this role; however, we are anticipating that she will. If Mary remains completely reassigned to tutoring, this new position would be a replacement of Mary.

Q8 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 help inform the prioritization process.

Yes, I have discussed this position request with the Division Dean