

Vacancy Replacement Request

- 1) Title of position: Full-Time English Faculty
- 2) Job description: English faculty member to teach English and literature courses in the department and help with other duties across the college
- 3) Does the vacancy bring that department to having no full-time faculty? No
- 4) Are there any special regulations such as law, Title 5, Education Code, Student Success Initiative, or accreditation standards, etc., that would require a minimum of one full-time faculty member? No, we currently have more than one full-time faculty member.
- 5) How does the position support the goals of the Educational Master Plan or other strategic college plans?
 - A. **Educational Master Plan:** The first goal of the EMP is “student completion/success,” which the plan notes requires “provid[ing] educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals.” The English department is fully on board with these goals, and we recognize that it takes time and dedication to get to know our students and to help each of them reach their goals.
 - B. **Anti-Racism Framework:** Given the college and district goals of becoming anti-racist institutions, and the inclusivity, diversity, and equity goals stated in the EMP above, we need full-time English faculty to support all students’ success by creating, developing, and maintaining targeted equity-oriented programs. Over the last few years, we have developed a very successful Puente program for Latinx students, but such programs require significant time of full-time faculty. Our department would like to advocate for other programs that target specific student populations, such as UMOJA, but this would require more full-time faculty who have the time and energy to build them. Indeed, with the recent retirement of Dave Clay, we lost Milestones, the program Clay spearheaded for African American men.
 - C. **Dual and Concurrent Enrollment:** We support our disproportionately impacted students through these initiatives. Being able to help develop these programs will require another English faculty member to focus on this work.

- D. **Guided Pathways:** The newly-developed pathways encourage students to enroll in English courses in their first year, as English is one of the foundational disciplines for student college success. To make the college re-design successful, we need to be involved in the development of the First Year Experience program. In addition, the success team model that will be implemented as part of Guided Pathways will need representation from the English department, as we serve almost all students who enroll in a pathway at Cañada.
- E. **The Dream Center:** Student success is predicated on student success services, and we would like another full-time faculty member to be able to be more involved in programs that support our students including the Dream Center.
- F. **AB705:** Our department has been at the forefront of modifying our courses and program to facilitate student graduation and transfer, pursuant to AB705. Now that the changes have been implemented, we need to ensure that students succeed in this more efficient but also more demanding course sequence. Specifically, we need full-time faculty to teach our 5-unit English 105 courses, which were developed in response to this initiative but are difficult to staff with adjuncts. In addition, we need full-time faculty members to continue coordinating with support services and developing our Writing Center, so that our newly fast-tracked students receive the support they need to succeed. We have been training the embedded tutors and incorporating them into our English 105 courses, and helping to facilitate tutor training in the Learning Center. These positions need to be filled by full-time faculty who are able to commit all of their time to one college.

The changes to AB705 also require investment in instruction. Increased student placement directly into a transfer level course requires flexible teaching that can meet students where they are and the development of reading and writing skills that were previously prerequisites to the course. To meet this need, we have encouraged faculty to participate in the Faculty Learning Program to develop our own teaching. Three English faculty have participated, and we would love to include more. We have also developed a Community of Practice to support English 105 instructors and share ideas. Both of these initiatives require significant investment from a fully staffed English department.

- G. **AB 1460:** In August 2020, Governor Newsom signed a bill requiring the CSUs to create an ethnic studies requirement for graduation. Most of our literature courses seem likely to fulfill this requirement, but it is also likely that many will need revision to comply with the CSU criteria. We will need the full-time faculty wherewithal to make modifications as necessary and then to teach these courses in order to help our CSU transfer students succeed.
- H. **The New Paradigm:** Students entering the community college in the next couple of years will have experienced the inequities and lingering effects of a confluence of crises, so we need a resilient and flexible department to help them. We need to continue

updating our teaching modalities, to “future proof” our courses, and to modify our teaching to meet student needs, both technological and psychological, given the conditions we’re all living through. While the effects of the pandemic may be more drastic for most of us in the near term, the wildfires seem likely to be ongoing challenges. We require a permanent, nimble, and fully staffed full-time faculty team to continue to address student needs during these environmentally challenging times.

6. Describe program review or other data that indicate a demonstrated program/service need.

We seek to replace a faculty member who retired in Spring 2020.

Despite overall lowered enrollment at the college, which we are not immune to, our transfer-level courses remain strong. In fact, as we have implemented Multiple Measures and AB705, we have increased the number of transfer-level sections from Fall 2016 to Fall 2019 and we have maintained a fill rate between 90-93%. For English courses, these fill rates are a better indicator of department strength since our composition courses are capped at 26. Additionally, FTEF have continued to stay above 10.

These data demonstrate that despite enrollment concerns across the college, the demand for our courses remains strong. We anticipate that that demand will increase as a result of the new CSU ethnic studies mandate as well as people deciding to pursue college degrees while we’re dealing with the pandemic and resultant expected recession.