

## FULL-TIME FACULTY POSITION REQUEST FORM

Submission Date: March 25, 2013

Position Request: English Department

Contact: James Carranza

**1. Describe the position being requested (e.g., biology faculty with expertise in anatomy).**

The English department requests two faculty positions in English, with expertise in the teaching of basic skills and transfer-level composition.

**2. Explain how the position supports one or more Board of Trustees Core Values, the College of San Mateo Mission and Diversity Statements, the College of San Mateo Institutional Priorities, and college initiatives.**

Transfer and basic skills are two of the three areas of focus identified by the Board of Trustees in its affirmation of Core Values statement. English has been proactive in partnering with other departments across campus to create learning communities and special projects to support the college Mission and Diversity Statements, Institutional Priorities, and college initiatives, such as the *5 in 5 Strategies*:

**5 in 5 College Strategies, Basic Skills**

**Strategy 1:** English has developed and is now expanding our partnership with Hillsdale High English.

**Strategy 2:** *Connections Sections* is a basic skills English and Counseling learning community which “implements intrusive core” support services.

**Strategy 4:** *Pathway to College*—English is participating in this Learning Center program, providing one English instructor.

**5 in 5 College Strategies, Transfer**

**Strategy 2:** One English faculty member coordinates the college Honors Project— five full-time and four adjunct faculty are actively involved in the project.

**Strategy 2:** English has implemented the Puente Project in collaboration with Counseling, dedicating one full-timer, with three faculty in support and scheduled to rotate in.

**Strategy 4:** The English department has developed the following “themed”/integrated learning communities in the past two years.

1. *Operation Homecoming* is a veteran focused developmental English and Counseling learning community.

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2. *Voices of a Stranger* is a transfer-level ENGL 110 learning community.
3. *Writing in the End Zone I, II, III* is a developmental through transfer English and football learning community.
4. The Puente Project is a developmental through transfer English and Counseling learning community.
5. *Connections Sections*

*Puente* and *Writing in the End Zone*, specifically, serve three low achieving minority student populations—African American, Pacific Islander, Latino—while the others target specific groups who also need specialized support in English basic skills or transfer composition. Unfortunately, we've had to discontinue *Connections Sections*, *Operation Homecoming*, and *Voices of a Stranger* for lack of coordination and faculty. With only twelve full-time faculty in a department of thirty-four, the department has found it exceedingly difficult to innovate while fulfilling our regular department duties—screening, hiring, and evaluating new adjuncts, mentoring graduate students and new hires, assessing SLOs and so on. *Writing in the End Zone* has survived because four faculty volunteer their time to the project because they believe in its value to the college community.

Additional full-time positions are essential for our department to continue to work to promote the Institutional Priorities, particularly Student Success, Academic Excellence, Relevant High Quality Programs and Services, and Institutional Dialogue. Recently, for example, we have informally partnered with Hillsdale High School to consider aligning English curriculum. And we have established formal relationships with the graduate English programs at both San Francisco State and Notre Dame de Namur. We mentor graduate students who are interested in teaching community college composition. Many of us lately have been unable to take mentees, and we have no one to properly coordinate the mentoring project as a whole, so it is slowly dissolving.

Additional full-time positions will mean that we do not have to choose between innovation and our professional responsibilities to students and department management. Currently our ability as a department to be even more innovative and engaged than we already are has reached the breaking point. Without additional faculty, we are unable to develop projects or innovations to promote and foster student learning in ways we would like to.

**3. Discuss how the position will help the department and/or division meet goals and support student learning as described in program review.**

We already see a decrease in our potential to effect meaningful and lasting change in support of student success. If the English department is to be more

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successful in our attempts to increase student success and completion, we need people power. It's that simple. Managing a department of thirty-four faculty with a skeleton crew of eleven (one is in tenure review) while fulfilling our responsibilities to participatory governance and the college leaves full-time English faculty little time to focus on, essentially, what is most important: student learning and transfer. Two additional faculty positions, to be honest, will relieve only some of the pressure we're experiencing. But two will definitely help the department to better meet its goals. See, especially, Plan 3.

**4. Explain how the position will promote increased student success as described in program review in one or more of the following areas:**

- Transfer: Include discussion of articulated pathways (e.g., UC, CSU, IGETC, SB 1440 transfer degrees, collaborative agreements with other community colleges and/or four-year transfer institutions).
- Career and Technical Education (CTE): Include evidence of a demand for the next five years (e.g., EMSI data available from the dean, data indicating healthy employment demand, other available environmental scans)
- Capacity to move students from basics skills or ESL to transfer or CTE.

The English department has submitted an AA-T degree, which should be approved next year.

### **Basic Skills to Transfer**

The English department places very few students into basic skills ENGL courses, about six sections a semester or about 150 students. On average, for the past few years about 5% of CSM students begin in basic skills ENGL courses.

Our success rate of 54% is something for us to address specifically in curriculum design but also holistically as a program by partnering with student support services. The longer the path to transfer, the less likely students are to succeed so it is imperative that the department provide the highest quality instruction and service to students at all levels.

The English department is committed to serving students in basic skills courses, which is evident in the percentage of sections taught by full-time faculty. In 2011, it was 100%. For 2012-2013 it was almost 100%, with one section taught by an adjunct with specialized reading and composition training.

The Fall-to-Fall Persistence Rate for basic skills students is about 60%, which means that a significant percentage of *successful* students, for whatever reasons, are not continuing semester-to-semester for two semesters. We're losing about 30% of students from Fall-to-Fall.

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Two additional positions will allow our department to continue to be proactive in support of moving students from basic skills into transfer-level courses and beyond.

### **5. Identify number of students served by the department.**

Over the past three years, the English department has served about 4,350 students each year.

### **6. Discuss LOAD (The definition of LOAD is provided in the Educational Master Plan. The Budget Planning Committee sets College of San Mateo's target college-wide LOAD. Contact administration for current LOAD target.)**

LOAD: ENGLISH – 413.9 AY 2011-2012 (444 AY 2010-2011). If all English composition courses were full at 26 students—our contractual enrollment limitation—the highest LOAD we could hope for is about 390.

That we have a LOAD of 413.9 means we are over 100% efficient. Our courses are over enrolled slightly or perhaps understaffing the Writing Center or 800 Center. Whatever the case, we are perfectly efficient.

In previous years, specifically AY 2007-2008, AY 2008-2009 and AY 2009-2010, our Literature Committee managed literature course offerings to increase LOAD. And it worked very well. So we see a large increase in LOAD particularly in 2010-2011, at 487.5. Our current LOAD for AY 2011-2012, 335.4, but our Lit committee in 2011-2012 already made adjustments to the schedule for this year and next year, which aren't able to report on yet. Our 2012-2013 LOAD should be closer to 2010-2011 levels.

### **7. Describe the impact of the following full-time / part-time faculty issues.**

Total FTEF stands at 46.4 for AY 2011-2012. In real numbers, there are twelve full-time faculty and twenty-two adjunct faculty in the department. The head-count is more important than the FTEF, in fact, because people – not the *equivalent* of people – must perform specific routine administrative tasks.

Of the twelve full-time faculty, one is in tenure review, and thus not eligible for department screening and evaluation work nor yet appropriate for serving on division committees. So all administrative work (tenure review, hiring, peer evaluation, adjunct evaluation, committee participation, SLO assessment, revision of course outlines, department and center program reviews, and so on)

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is shared among eleven faculty.

The Full-time English department faculty are very active, but we shouldn't be put into a position of having to decide between innovation in support of student success and department, division, or college committee work.

*Meaningful professional development.* A lot of flex time ends up being dedicated to administrative tasks, with SLO workshops and the like being offered as "professional development" activities, when in fact, as well designed as they might be, they are limited in scope and are more accurately "administrative professional development." Meaningful, ongoing pedagogical and discipline-specific professional development is vital to keeping instruction fresh, creative, in touch with recent pedagogy, responsive to students' needs, and supportive of Institutional Priorities and college initiatives.

*Curriculum coherence and development.* An entire level of composition may sometimes be staffed almost exclusively by adjunct faculty—despite our best scheduling efforts. We simply do not have enough full-time faculty to teach in representative numbers our four levels of composition. This leaves full-time faculty sometimes out of touch with issues arising at specific course levels, and it puts a great deal of responsibility on our adjunct colleagues who, by no fault of their own, are often less aware of course objectives, program design, support services, or other campus resources. Developing responsive curriculum and teaching courses must be our primary and central tasks; but when these become diluted by department, division, or college committee work, full-time faculty may be slow to identify or respond to new challenges or to create innovative solutions to ongoing challenges related to student success and completion.

*Adjunct evaluation.* The department has a large number of adjunct faculty, and an ever-decreasing number of full-time faculty makes adjunct evaluation and preservation of standards challenging and, frankly, exhausting.

### **8. Discuss impact (positive and negative) of full-time to part-time faculty ratio on the program's goals, targets, and program student learning outcomes.**

Coordination and implementation of course revision or department plans, based on SLO or other data assessment, is difficult to impossible to implement as well as we would like. Fortunately, we have at the core a dedicated and engaged group of adjunct faculty. Yet work schedules and the freeway-flier reality still often make it impossible for them to attend department assessments and planning sessions.

### **9. Recount number of faculty retirements for the past six years**

Three retirements  
One resignation

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We've had one full-time hire in that time, in 2011. We are currently in the process of screening for one new position, to begin Fall 2013.

*We are still two positions behind, going back six years.*

**Please note:** Unlike small departments, who might need only one or two positions over a decade, English, like Math I'm sure, is far more impacted by retirements because of our number of faculty and the rate at which they turn over.

How much can full-time staffing dwindle in large departments like English or Math before these departments become ineffectual in addressing students' genuine academic needs?

English (like Math) is a campus gatekeeper. Students *must* complete courses in English and Math in order to continue in college. We sincerely hope that our college begins to take more seriously the impact that inadequately staffed gatekeeper programs will have, very soon, on *all* students.

**10. Discuss the vitality of the program (e.g., curriculum innovation, involvement in teaching and learning initiatives, faculty participation on committees, faculty participation in professional development).**

English faculty are extremely active in the department and on-campus.

In addition to all of the regular department duties . . .

One English faculty member is currently President of Academic Senate; three serve on the Learning Support Centers Coordination Committee; three serve on the Basic Skills Initiative committee—one as co-chair; two are serving on accreditation sub-committees (one as co-chair); one is coordinating the Honors Project; one is teaching in the Puente Project and co-coordinating the program; four regularly teach in and co-coordinate *Writing in the End Zone*; one full-time and one adjunct serve as AFT officers; one is currently President of AFT; two advise Alpha Gamma Sigma and Phi Theta Kappa, CSM's two Honors societies; one is currently serving on the VPI hiring committee. And the list goes on: One has been extensively involved in the American Association of College's and Universities student success initiatives; one serves on Committee on Instruction; one adjunct serves as department part-time faculty liaison and contact; another adjunct is the BSI/SoTL co-coordinator, organizing college-wide faculty professional enrichment through the SoTL Center and in collaboration with the Basic Skills Initiative Committee. And there's still more: Various members of the department regularly attend the annual Conference on College Composition and Communication as well as California Federation of Teachers and Academic Senate statewide leadership conferences; and two adjuncts are developing

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supplemental electronic resources (for the 800 Center) to support active reading and reading comprehension strategies for use with students in ENGL 828.

**11. Discuss any mandates and regulations affecting the position.**

None.

**12. Provide any additional reasons for filling this position as determined by the department or discipline and the division including need and impact on the community at large (beyond CSM).**

None.