

FULL-TIME FACULTY POSITION REQUEST FORM

Submission Date: 2013-2014

Program Name: **ESL Department**
Faculty Contact: **Kristi Ridgway, 574-6686**

Academic Year: **2012-2013**
Program Review Submission Date: **March 25, 2014**

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

We are requesting **2 full-time ESL Faculty members** be added to our dwindling ranks:

1 Full-time ESL faculty member, preferably someone who:

- has experience/expertise teaching academic reading and writing, and
- speaks Mandarin Chinese.

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- has experience/expertise teaching academic reading and writing, and
- has experience/interest in regularly managing the ESL Center.

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.*

The ESL Department and any full-time new hire actively supports the **Board of Trustees Core Values of:**

- **a Student-Centered Mission** to provide transfer education, workforce training and Basic Skills by providing a large number of **Basic Skills** English communication courses (writing, reading and conversation) that assist students in transitioning from the ESL track to a **high level of representation in transfer and certificate programs** (see #4 below for these statistics), and
- **Innovation to support international education** as outlined below.

These additional full-time hires in ESL would assist the Department in meeting the **Goal of the Board of Trustees** as indicated on the SMCCCD website to:

“broaden the global perspective and enrich our cultural and educational diversity by fostering institutional relationships abroad; attracting international students to our campuses [...]. Concentrate outreach and recruitment activities in countries and regions sending the largest number of international students to the U.S. Use revenue from international tuition to provide additional classes and services for students. As international education is defined and continues to grow at the Colleges, leverage the experiences of our international students to globalize our curriculum. Determine other implications of a larger international student population on District programs and services.”

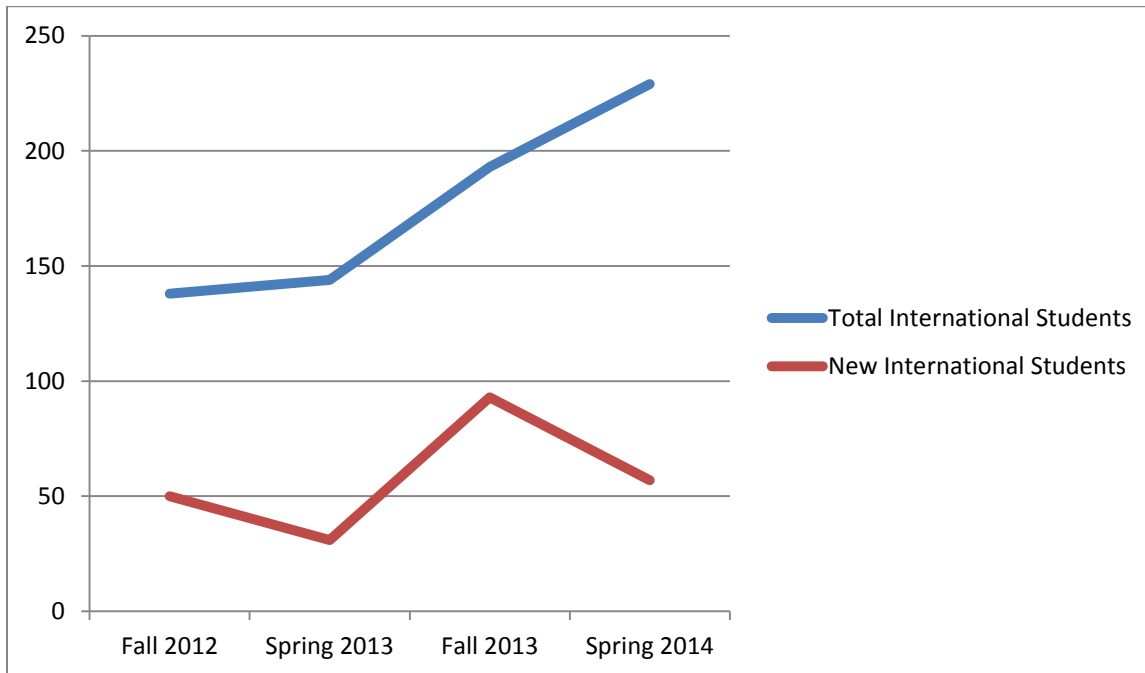
While this initiative is district-wide, CSM has by far the largest number of international students in the district, growing from just under 100 to **229 international students** in two years (Spring 2012-14). Fall 2014 is projected to bring another 90 additional international students, according to Patricia Kwok of the International Student Center. Each semester, this means between 50-100 new international students enter CSM. Approximately 85% of them, most of them from China, place into an ESL writing course as opposed to English.

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As a result, the ESL Department has recently had to add course sections, hire additional adjunct faculty (**8 new adjuncts in the past two and a half years**) and reassess our curriculum to ensure we are serving the needs of our changing student demographic. In order to keep up with this demand -- especially as we are experiencing faculty retirements at the same time (**6 retirements in the last 6 years**) -- we require 2 additional full-time faculty members. Should the district succeed in doubling the number of international students in the next few years as it has proposed, the need for additional full-time faculty members will grow even more dire.

International Student Growth at CSM



Total Number of International Students at CSM

138 in Fall 2012 (50 new)
144 in Spring 2013 (31 new)
193 in Fall 2013 (93 new)
229 in Spring 2014 (57 new)
279 projected in Fall 2014 (90 new projected)

Our international students typically begin at CSM by taking not only ESL courses but also content courses or English courses. We are already working with English faculty in trying to serve the needs of international students in their courses. We expect that, as international student recruitment continues, **we will need to partner increasingly with other departments across campus** that have international students with English language needs. Additional full-time ESL hires would assist in this endeavor; additional adjunct faculty would not.

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In addition, 2 new full-time faculty positions in ESL will help serve this influx of new international students and offset 6 full-time ESL faculty retirements (7 counting another in 2015), fulfilling the following College of San Mateo **Mission and Diversity statements**:

- Our faculty “recognizes, values and reflects the diversity of the community we serve” by **teaching valuable English communication skills to immigrants and international students from more than 38 nations**, the majority from Spanish-speaking and Asian countries.
- The ESL Department “foster[s] a dynamic learning and working environment that encourages multiple perspectives and the free exchange of ideas” by not only **teaching students to become proficient in the English language and American culture** but also by **drawing upon the rich experiences and cultures of our diverse student body** in our classrooms, and
- Our faculty, having **specific graduate-level training in teaching a mixed student population**, provides “equal opportunity for all without regard to gender, color, race, ethnicity, national origin” for all non-native speakers.

Since the ESL Department teaches a large number of **Basic Skills** courses at CSM and serves as an important pipeline for CSM’s **Transfer and Certificate/Degree** programs (see Section 4 below for details), adding a full-time faculty member to the department assists the department in meeting the College’s **Mission Statement and Institutional Priorities** to:

- improve “[t]he academic success of all students (includes course-completion, retention, and persistence,” and
- improve “progression beyond basic skills[.]”

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

Six faculty retirements in six years (2006-07 through 2012-13) make it increasingly difficult to offer CSM’s ESL students quality and consistent instruction for the 30+ sections of ESL each semester and complete mandatory departmental duties (conducting faculty evaluations, serving on hiring committees, evaluating SLOs, updating Course Outlines, etc.). As a result, we are requesting 1, preferably, 3 full-time ESL faculty positions.

The ESL Department continues to add course sections in response to an increase in international students and continued demand from students coming from SM Adult School. Hiring 2 full-time ESL faculty members at CSM should be a priority, particularly as CSM’s ESL Department is attracting some of the **highest-paying students** (international students). These tuition payments should support these students directly; two new full-time ESL faculty hires would ensure these students receive high quality instruction in the midst of faculty retirements.

The hiring of 2 new full-time faculty members in ESL would allow us to continue – **and may even boost** the number of -- **students moving effectively from the ESL to the transfer and/or certificate track** in that a full-time faculty member – as opposed to additional adjunct faculty – would:

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- be invested in CSM,
- have more connectivity to the department, enabling him or her to maintain high quality instruction,
- have more knowledge of other CSM departments/other content area courses to assist non-native students in an advisory role both for ESL courses and beyond, and
- if she or he speaks Chinese, serve as an additional student resource for our increasing international student population from China.

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 ESL Department serves as an **important pipeline for CSM's transfer and certificate programs**, providing much-needed high quality preparation for other coursework:

Representation

- Though only **3% of the student population**, PRIE reports that ESL students are highly-represented in the number of students who successfully transfer or receive a certificate: **8.3% of all students who transfer** and **9.3% of all students awarded a certificate** are students coming from ESL courses (PRIE figures for Fall 2009).
- Students taking our ESL writing courses are **concurrently enrolled in transfer-level courses across campus**: Accounting, CRER, Business, Reading, Fitness, Health science, Ethnic Studies, Math, Music, Psychology, Speech, Economics, Biology (Basic Skills Concurrent Course Enrollment Fall 2004-Fall 2008, 2009).
- The ESL Department **provides a large portion of Basic Skills education** on campus, offering 30 sections of Basic Skills coursework in 2011 – the same as math (EMP, p. 130).

Success

- The ESL Department is **highly effective in helping its writing students transition from the ESL to the English**: 73% of students coming from ESL 400 pass English 100 compared to 67% of students coming from English 848 (EMP, p. 138).
- The 63.1% success rate in ESL Basic Skills courses **ranks above both Basic Skills math (56.8%) and English (54.8%) courses** (EMP, p. 130).
- The CSM ESL Department **ranks above its Peer Group** (colleges with a similar demographic) for its **ESL Course Improvement Rate** (a computation

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of success and persistence) and ranks similarly to its sister college, Skyline (52%) (ARCC, 2012).

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

The ESL Department at CSM serves nearly **1,600 students** (duplicate headcount, PRIE data from 2012-13).

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.)*

Following a three-year climb, in 2012-13, LOAD fell, from 423 to 412. (Student Success and Core Program Indicators, ESL). As with English and Reading, ESL courses are capped to maximize student learning; our LOAD numbers cannot rise beyond a certain limit.

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

- *Full-time and part-time faculty in the department or discipline*
- *Ratio of full-time FTEF (full-time equivalent faculty) to hourly FTEF*
- *Headcount of full-time faculty*
- *Headcount of part-time faculty*
- *Headcount of overload faculty (full-time faculty teaching an overload)*

In 2012-13, full-time ESL faculty representation achieved a distressing level, falling to 46%; more than half of our FTEFs belong to adjunct faculty. Retirements, even in light of a new ESL full-time hire coming in Fall 2014, make the need for an additional full-time faculty member acute: **Only 46% of our current faculty is represented by full-timers**, below the division average of 56% and also short of the 59% college average (Student Success and Core Program Indicators, ESL and College). Full-timers were teaching 75.7% of our courses as recently as 2009-10, but two full-time faculty members retired in 2011-12 (Bernard Gershenson and Frances Schulze). These retirements and another at the end of Spring 2013 (Andres Gonzales) leave **only 4 full-time faculty members to teach 30+ sections** of ESL each semester, one of whom teaches a split load.

Unfortunately, a single new ESL full-time hire in Fall 2014 is **not nearly sufficient** to replace retiring faculty nor begin to address the ever-growing international student enrollment here at CSM. ESL full-time faculty numbers will continue to fall in the next few years. Two (Brandon Smith and Nancy Paolini) of the four current faculty members are of retirement age, and one has announced his intention to **retire at the end of Spring 2015, leaving the department once again with four full-time faculty**.

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The continued demand for full-time ESL faculty is great. For instance, due to retirements and increasing ESL student enrollments, since Fall 2011, we have doubled our adjunct faculty, from 8 to 16.

The last few years, in brief:

Number of	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Net
Full-timers teaching ESL exclusively	4	4	4	3	3	3	-1
Full-timers teaching split loads	3	2	1	1	1	1	-2
Full-timers TOTAL	7	6	5	4	4	4	-3
Adjunct faculty	8	8	9	13	14	16	+8

Ratio of full-time FTEF (full-time equivalent faculty) to hourly FTEF:
 2010-11: 12.5/3.7
 2011-12: 9.3/6.6
 2012-13: 7.5/9.2

Headcount of overload faculty (full-time faculty teaching an overload):

2010-11: 1 faculty member
 2011-12: 2 faculty members
 2012-13: 1 faculty member

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.*

See number 3 above.

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

PAST

10 full-timers teaching ESL (2005)

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-6 retirements in 6 years
4 full-timers teaching ESL (2013)

COMING YEAR

4 full-timers teaching ESL (2013)
+1 full-time hire in 2014
-1 retirement in 2015
4 full-timers teaching ESL (2015)

Since 2006, 6 full-time faculty members have retired -- Pat Tollefson, Linda Scholer, Diane Musgrave, Bernard Gershenson and Frances Schulze and Andres Gonzales -- with no full-time replacements. Four of these instructors had split loads (ESL + another department). In effect, **we have lost the equivalent of 4 full-time faculty members**. We will gain an additional full-time faculty member in Fall 2014 only to lose another to retirement in Spring 2014 (net: 0). **By the end of Spring 2015, these retirements leave the department with only 4 full-time faculty members** to teach 30+ sections of ESL each semester as well as perform an important advisory role to students, essential with CSM's shortage of counselors and the particular needs of our students.

In addition, we foresee another retirement of a full-time faculty member within the next 5 years, leaving the department with **only 3 full-time faculty members** if no new full-timers after Fall 2014 are hired. One of these 3 remaining ESL faculty members teaches a split load.

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).*

The recent and **significant decrease in the number of full-time faculty** in the ESL Department (a loss of 6 faculty in 6 years) may already be negatively impacting the quality of our teaching and hampering our ability to effectively manage our program. **Our LOAD dropped this past year after having risen for several years in a row, and faculty members have had to turn down invitations to participate in various activities and committees on campus and in the ESL community as our department is short-staffed and overworked.** Not only are there fewer full-timers teaching our classes, but also there are fewer faculty members to share the burden of non-teaching departmental duties, such as advising, mentoring and participating in committee work and professional development. Specifically:

With the retirement 6 years ago of Linda Scholer (who served partly in counseling and partly in ESL), full-time ESL faculty members are **playing a greater advisory role** with non-native speaking students in the ESL and sometimes even the English tracks, assisting them with everything from class scheduling and registration to

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educational planning and career advice. Unfortunately, adjunct faculty, who are limited in their expertise and time, cannot help fill this need.

With the increasing number of adjunct faculty members (up from 8 to 16 since Fall 2011) -- hired to compensate for full-time faculty retirements -- comes the **increased need for evaluation and mentoring**, time-consuming yet important tasks for a full-time faculty already stretched thin.

Due to the particular needs of our ESL students and the fact that they penetrate so many areas of our campus, it is important to remain involved in a number of committees. Our small department of 4 full-timers currently **participates in the following committees**: representation in the Basic Skills Initiative, leadership of the Reading and ESL Center, participation in a county-wide ESL initiative (ALLIES), collaboration with the San Mateo Adult School, participation on CSM's International Education Committee, the SMCCCD International Education Committee, the Learning Support Center Committee, and the Governing Council.

Faculty members are also **active in a variety of teaching and learning/curriculum/professional development initiatives**. In addition to regular attendance at Language Arts Division and ESL Department Faculty meetings, ESL faculty members also meet semi-regularly with ESL faculty from our sister colleges and with CSM's English faculty. Faculty members have also been developing new curriculum; for instance, ESL 858, a new level 4 reading course for non-native speakers, began in Fall 2013, and we are currently in the process of adapting and transitioning a Phonics course from the Reading Department to ESL soon thereafter. Another faculty member is developing the core curriculum for a grammar course newly introduced to the English sequence (ENG 875). Faculty members also serve regularly on hiring committees for not only adjunct faculty but also administrators and classified staff (most recently: interim Dean, and Program Coordinator of the CSM Learning Center) and full-time faculty. Faculty members have also participated in IFIG (the Interdisciplinary Faculty Inquiry Groups) and Reading Apprenticeship. Faculty members also take part in CATESOL, the professional organization for ESL instructors in California, by attending meetings and conferences and contributing to *The CATESOL Journal*.

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

International students by law are required to take 12 units to fulfill their visa requirement, requiring additional ESL Department course sections be added to the schedule any time there is an increase in international students.

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).*

In addition to our obligation to serve the burgeoning international student population at CSM, the ESL Department continues to play an important role in serving the needs of the local immigrant population, which is also great. In 2006, **48% of the San Mateo and**

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Santa Clara population included people who spoke a language other than English at home (*Immigration Issue Brief*, 2011, p. 2). While 57% of the immigrant Silicon Valley population in 2006 was born in an Asian country, and “Asians are more likely than Hispanics to advance to higher-level ESL courses, they require more terms and hours in order to do so” (*English Language Instruction Needs of Adult Immigrants in Santa Clara and San Mateo Counties*, 2011, p. 3). Approximately 13,000 adult immigrants in Silicon Valley lack basic English literacy skills, but unfortunately Adult Schools and community colleges in San Mateo are meeting only half of this need (*English Language Instruction Needs of Adult Immigrants in Santa Clara and San Mateo Counties*, 2011, p. 4). **A projected 140 additional ESL classes, more at the intermediate and advanced levels than beginner (such as those offered at CSM), are required in San Mateo** to help these immigrants become proficient in English (*English Language Instruction Needs of Adult Immigrants in Santa Clara and San Mateo Counties*, 2011, p. 5).

References

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