2014-15 Proposal to Fill a Full-Time Faculty Position

1. Faculty position being proposed

Chicano Studies

2. Proposal Being Made by (List Name(s) and Title(s))

Walt Birkedahl, Dean of Arts and Social Sciences Division
Ralph de Unamuno, Adjunct Instructor- History and Chicano Studies
Heather McCarty, History and Political Science
Jennifer Jovel, Sociology
Michael de Unamuno, Puente Counselor
Maria Ramirez, Counselor

3. Summary description of the position

We seek a tenure track, full time faculty hire. Optimally this hire would have expertise in Chicana/o Studies, U.S. history, sociology, literature, Women’s Studies or Ethnic Studies. Chicano Studies is an interdisciplinary field, and so are the Chicano Studies courses here at Ohlone College. The hire would have be responsible for teaching Chicano History I & II (ChS/Hist.102A & 102), Chicano Culture (ChS 101/Soc. 106), Chicano Literature (ChS 106A), Contemporary Issues of Chicanas (ChS 112), and Barrio Field Studies (ChS 109). Given the interdisciplinary nature of Chicano Studies, the candidate will also be qualified to teach additional courses in other social science and humanities disciplines as well.

4. Rationale for filling this position: include examples of how this position impacts students, program needs, and college goals

The fulltime Chicano Studies professor position has been unfilled since 2007. It is with great urgency that this position needs to be filled so that the Chicano Studies program can begin to grow and persevere after years of cutbacks. A full-time hire could also assist with developing the new CID/TMC in Diversity Studies that is being recommended. Currently, all programmatic work such as course reviews and program review have been done by part-time faculty. This is not a sustainable future for the Chicano Studies program. A fulltime faculty member is needed for the growth of this department and program.

With the Student Equity Plan and the current urgency for the college to address retention among Latina/o students, hiring a full-time Chicano Studies faculty would serve to address these concerns. The Chicano/Latino community is an underserved and under enrolled student population at the college, and a fulltime instructor carrying a full load of Chicano Studies courses can help to foster a sense of place and community for Latino students here at the college. Historically the Chicano Studies program attracted students to Ohlone College. Many of these students went on to transfer to Chicano Studies and Ethnic Studies programs at the four-year university. With the increased emphasis on retention of minority students and transfer rates, a full-time hire in Chicano Studies could greatly assist in these areas.

This position is directly related to college goals: #1. Through innovative programs and services, improve student learning and achievement; #6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives; and #7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities. In essences, it is with the hiring of a full time tenure track professor that the program can adequately realize the aforementioned goals.

The Chicano Studies faculty hire would address goal number six by providing an academic avenue for students to study and expand their knowledge of the Chicano/ Latino community. Also, the Chicano Studies courses attract a diverse population of students that reflect the entire college service area, especially the under served and under enrolled student populations in our district. It is in the Chicano Studies classes that goal number six's intent can be realized with every class session. In regards to goal number seven, with a full time faculty member, the Chicano Studies program can worked in concert with the Latino Recruitment and Retention Committee at Ohlone College to assist it in its goal to recruit and retain more Chicano/ Latino students, especially the Puente Program. Lastly, the Chicano Studies program has been without a full time faculty member since 2007. The best way for this program to realize the intent of goal #1 (Through innovative programs and services, improve student learning and
achievement) is with a full time instructor that can invest their time and effort into the department and the needs of the students.

5. Are there any externally imposed requirements such as a specialized program accreditation that would put this program in jeopardy if a full time position is not filled? If so, please explain.

N/A

6. Any other rationale to support the position proposal:

As the Chicano/Latino student population increases across the state of California and the nation in the coming decades, the Chicano Studies program and classes will continue to serve as a retention function for the district. Thus, the Chicano Studies program supports the core value of “access to higher education and actively reach out to underserved populations” in this regard. Through the combined efforts of Chicano Studies and Puente, it is believed that this will help in terms enhance enrollment of Latina/o students at Ohlone College to move past underserved designation.

As a result of hiring priorities and retirements, there are now only a few full-time tenured track Social Scientists on campus. This is not enough to represent the diverse faculty and academic interests on important campus-wide shared governance committees like GE, Curriculum, etc. The replacing of the Chicana/o Studies position will help to rebuild the drop in representation and perspective from the field of the Social Sciences.

**The remaining questions to be completed by Deans**

7. A statement by the Dean of the division housing this position, which includes data, evidence, and analysis.

The equity reference above is a strong argument for filling this position. Strengthening Latino/Hispanic enrollment and success is a stated priority for the college. The department has no full-time faculty to lead a comprehensive plan of action to reach this population and increase enrollment and success rates.

**DATA SUMMARY:**

8. What is the department FTES?

3.21

9. What is the ratio of full-time to part-time faculty in the department?

Zero – no full-time

10. What is the ratio of full-time faculty to department FTES?

Zero – no full-time

11. What is the current WSCH/FTEF in the department?

513

12. What is the number of sections taught by full-time faculty and number taught by part-time faculty?

Two sections taught by part-time faculty only

13. Does the position address an area of growth? If yes, include a three year trend line for FTES.

This should be an area of growth, and that may be possible through sustained effort to reach out productively.