1. Faculty position being proposed

Chinese (Foreign Language)

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

Mark Wade Lieu, Dean of Language and Communication
Weihsun Mao, Adjunct Instructor - Chinese

3. Summary description of the position

The faculty member will be responsible for teaching Chinese classes, developing the curriculum and programs within the department (e.g. Business Chinese), strengthening the second-year Chinese curriculum, articulating curriculum with four-year institutions, working with the community on offerings to serve demand, and collaborating with faculty within the department of Foreign Languages on program review and related issues.

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

According to the 2010 census, Chinese comprise nearly 18% of the population of Fremont. This is reflected in the fact that nearly a third of the students at Ohlone are Asian, a significant percentage of which are Chinese. Chinese is a language in demand, not only because of the increasing importance of China in the world economy but also because of the desire for Chinese literacy in Chinese households. The expansion of the Chinese program would not only serve the needs of the community but also offer a program of study that would link to four-year language programs at four-year institutions. Students who study Chinese can continue studies towards a BA in a wide range of areas, including Chinese, International Studies, Business, and Political Science. In addition to supporting the College’s goal of providing innovative programs that respond to employment needs, the ability to develop the Chinese program would address the goal of enhancing college-wide acceptance of diverse peoples, cultures, arts, and perspectives.

Meeting the needs and demands of students and of the community, however, demands the time and resources of a full-time faculty member. Specifically, a full-time position in Chinese would positively impact students, program needs, and college goals in the following ways:

1) Creating tailored courses to better accommodate students with different language learning goals. Novel topic-oriented courses are needed for students who want to go beyond the traditional CHIN101A-B series. Potential courses could include Corporate Chinese, a revitalization of conversational Chinese, and Chinese Business Translation.

2) Meeting the increasing demands of the local technical/business community. Our location in Silicon Valley means that we exist in a technological and business community with a strong demand for institutions that can train personnel to facilitate communication between the US and China. This is in accordance with Ohlone’s strategic goal no. 5, which is to “promote the health, environmental, cultural, and economic vitality of the communities served by the District through programs of outreach, community service, and partnership ventures.”

3) Constructing international study-abroad experiences. Studying abroad is an ideal way for students to obtain extended contact with the target language environment. Constructing curricula and resolving logistics for such programs would require a full-time faculty
4) Increasing globalization in the curriculum. A full-time instructor can pursue creation of global classrooms through social media that will allow our students to interact with their peers in China, making them effective communicators and collaborators with a diverse population.

5) Building online classes. Online classrooms are rapidly revolutionizing the pedagogical landscape. Harnessing the increasingly sophisticated and powerful tools of technology to build online classrooms would better serve student needs and keep Ohlone on the forefront of education technology. Adapting existing curricula to online classrooms and training other faculty would require the resources and commitment of a full-time faculty member. Implementation of online classes would satisfy the Ohlone's strategic goal no. 4: to “provide continuous learning for all personnel associated with the District and promote an organizational structure that is adaptable, collegial, and supportive of the Learning College.”

All of the above align with Ohlone College’s mission to provide an “environment where students' learning success is highly valued, supported, and continually assessed.”

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.

no

6. Any other rationale to support the position proposal:

Currently, each five-unit foreign language class (years one and two) carries a load of approximately 38%. Therefore, a different adjunct instructor needs to be hired to teach each section of Chinese that we offer at Ohlone College. A full-time instructor would be able to teach more than one section as well as develop additional courses of fewer units.

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.

We have been fortunate to have an adjunct faculty member who has put in the energy and effort to develop courses in Business Chinese, the foundation for what we hope will be a certificate in Business Chinese. However, the college cannot truly hope to develop the Chinese program through the work of adjunct instructors. The demand is there in the community (see response 4 above and 12 below). The growing importance of China on the world stage in all arenas, political, cultural, and economic, is further testament to the need for and interest in learning Chinese. As mentioned in response 6 above, another issue we face is the fact that the first two years of any foreign language comprises courses of five-units (with 18 hours of lab), the load for which precludes a part-time instructor from teaching more than one class for us in any given semester. This is coupled with the fact that there are, in fact, a limited number of people with the required minimum qualifications to teach Chinese; the result is the challenge of expanding the program in the future due to staffing.

DATA SUMMARY:

8. What is the department FTES?

6.97

9. What is the ratio of full-time to part-time faculty in the department?
10. What is the ratio of full-time faculty to department FTES?
   n/a

11. What is the current WSCH/FTEF in the department?
   293

12. What is the number of sections taught by full-time faculty and number taught by part-time faculty?
   0:2

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

   Potential growth. After a change in board policy to disallow the enrollment of 9th grade students in Chinese classes at Ohlone, FTES declined from 40.75 in Fall 2010 to 6.97 in Fall 2014. There continues to be demand in the community for Ohlone to open up enrollment in foreign languages to 9th grade students. In addition, many of the Chinese classes were offered on the weekend, helping to maximize the use of College facilities.