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

1. Faculty position being proposed
Basic Skills/English Instructor for Deaf/HH Students

2. Proposal Being Made by (List Name(s) and Title(s))
Nancy Pauliukonis—Professor, Deaf Studies-English

3. Summary description of the position
A full-time faculty position in the Deaf Studies Division to teach basic skills courses to deaf and hard-of-hearing students. Courses to be taught include Basic Skills/English, English for Special Purposes (career-specific), and Work Place Communication.

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

1. The position is needed to serve a unique student population whose needs are not met elsewhere in the region. Ohlone College is one of very few community colleges in the nation to provide a comprehensive program for Deaf/Hard of Hearing (HH) students. Outside of Ohlone College, Deaf/HH people in the region have few if any options for education or training beyond high school. The fact that Fremont is home to one of the largest Deaf/HH populations in the nation underscores the value of the higher education opportunity Ohlone College provides to Deaf/HH individuals. Where downsizing of course offerings and loss of faculty impact all programs and students, they are particularly devastating to Deaf/HH individuals who do not have any alternative for education. In all of northern California, Ohlone College's Deaf Program is the single higher education option for this unique population.

2. Ohlone College has experienced an approximate 30% increase in Deaf/HH student enrollment in Fall 2014. English class size has at least doubled in all classes and nearly tripled in others. Enrollment caps were raised to accommodate the many incoming students rather than turning them away, as there are no comparable education alternatives for them at any other California community colleges.

3. This position is needed to fill a position vacated by a faculty member’s retirement in December 2012. The position allows Deaf/HH students from diverse cultural and educational backgrounds access to instruction through direct communication in American Sign Language. Taking Basic Skills courses through an interpreter is not a good option for many of these students because of the difficulties associated with obtaining information through a third party (interpreter) and with pedagogical approaches (auditory vs visual, for example) that are inappropriate for Deaf/HH students. Furthermore, requiring these students to take mainstream Basic Skills courses will create additional pressure on the interpreting services office in terms of staffing and funding, and on the basic skills faculty members who are not familiar with the unique challenges of teaching Deaf/HH students who have limited skills. It is costly, ineffective, and a disservice to place Deaf/HH in mainstream courses for which they do not yet possess the English language skills needed to succeed.

4. Deaf Studies faculty are sensitized, bilingual, and trained in teaching English following an ASL/English bilingual approach to promote student learning and maximize achievement. It is extremely difficult to find adjunct instructors who are qualified to teach English to Deaf/HH 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.
No externally-imposed requirements exist.

6. Any other rationale to support the position proposal:
1. The position is needed to improve student learning and achievement. The Deaf Preparatory Program faculty are responsive to the academic and vocational needs of the regional Deaf/HH community and work to provide instruction, skills training, and support services to a highly diverse population.

2. Deaf Studies Full Time faculty provide tutoring services to all Deaf/HH students in the Deaf Program as well as to Deaf/HH students taking classes in the mainstream. With a majority of Deaf/HH students being taught by adjunct faculty who do not require to hold office hours, this requires the few Full Time Faculty to spend many extra hours working individually with these students.

**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 Deaf Studies Division is comprised of several programs one of which is the Deaf Preparatory Program, one of the largest and most comprehensive programs in the nation designed to meet the unique academic and vocational needs of Deaf/Hard of Hearing students. Every year, the Deaf/HH students in the Deaf Preparatory Program become increasingly diverse in their cultural and educational backgrounds, coming from residential schools, mainstream programs, and from neighboring states and several foreign countries. They enroll in a variety of programs and courses which prepare them for freshman-level courses at Ohlone, or to enter professional and/or occupational careers, provide them with life enrichment experiences, or prepare them to transfer to a 4-year university program. In searching to fill this full-time faculty position, a priority for the Division would be to identify a candidate who would contribute to the diversity of the faculty.

Filling this vacated position will be a step toward achieving gains in student success and retention in the division and meeting requirements of the Student Success Act which states a commitment to “increasing categorical funding for student support services, including, but not necessarily limited to, programs for disadvantaged and disabled students; hiring more full-time faculty; and increasing support for part-time faculty” (Senate Bill No. 1456: Chapter 624).

This position will best serve Deaf/HH students by providing a highly qualified person with ASL fluency along with specialized training and experience in the education of Deaf/HH individuals to deliver specialized, innovative instruction to Deaf individuals to support their academic and vocational goals. If this position is not filled, we lose the ability to serve current students effectively. Unlike many programs that can draw from a large pool of adjunct faculty to cover course offerings and ensure program consistency, the availability of individuals qualified to teach and communicate effectively with Deaf/HH students is extremely limited.

**DATA SUMMARY:**

8. What is the department FTES?

| 22.51 FTES |

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

| 6 FT: 9 PT (40:60) |

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

| 14 |

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

| 217 |

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

| FT: 6, Pt: 9 |
13. Does the position address an area of growth? If yes, include a three year trend line for FTES.

Because of the loss of a full-time position in 2012, the department has had to rely more and more on part-time faculty. With the difficulty in finding qualified adjunct faculty and the large growth of enrollment, the class size for Deaf Studies English classes has at least doubled in all cases and nearly tripled in others. The additional enrollments were accommodated because Deaf/HH individuals do not have any comparable alternatives for education in California.