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

1. Faculty position being proposed

   English

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

   Perri Gallagher, English Faculty Coordinator
   Mark Brosamer, Professor of English
   Cecile Davila, Professor of English and Reading Coordinator
   Jeffrey Dean Professor English
   Melanie Fernandez, Instructor of English
   Jennifer Hurley, Associate Professor of English
   Kerrie Kawasaki-Hull, Professor of English and 151A Course Coordinator
   Alson Kuehner, Professor of English, College Council Co-Chair
   Mark Wade Lieu, Dean, Language and Communication
   Carmen Madden, Professor of English, UFO President
   Robert Mitchell Associate Professor English and English 151B Course Coordinator
   Rachel Sherman, Professor of English and SLOAC Co-Coordinator
   Rakesh Swamy, Associate Professor of English and ELC Coordinator, Basic Skills Coordinator
   Barbara Tull, Professor of English and DE Chair
   Tracy Virgil, Associate Professor of English

3. Summary description of the position

   Two English faculty positions to teach a combination of basic skills and transfer-level writing courses.

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

   Between retirements and two SERPS, the English Department has gone from 18 full time positions to 14. As of Fall 2014, we have 46 part time English faculty and 14 full time English faculty.

   Currently, only 13% of the basic skills writing courses are taught by full time faculty (in fall 2014), and given that only 45% of students who begin at the lowest level of developmental English go on to successfully complete transfer-level composition (English 101A), more full time faculty are necessary to maintain the standards and curriculum necessary for basic skills students to succeed in transfer level courses or to graduate and transfer to a four-year college.

   With the implementation of a Basic Skills program more full time faculty are necessary to maintain standards and curriculum necessary for the basic skills student to matriculate to transfer level courses and thus graduate. English 101A is the requirement for an AA degree as well as the minimum requirement to transfer to a four year institution. English 101A is also the recommended prerequisite for a majority of the transfer level courses in many disciplines at Ohlone College.

   In addition, of the 35 sections of 101A, 11 sections are taught by FT faculty: 69% taught by adjuncts; 31.4% taught by FT faculty. Of the 18 sections of 101C, 7 are taught by FT faculty: 61% taught by adjuncts; 38.8% taught by FT faculty. Of the 14 sections of 101B, 8 are taught by FT faculty: 42.8% by PT faculty; 57% by FT faculty.

   The English positions relate directly to goal college goal number 1: “Through innovative programs and services, improve student learning and achievement.” This also meets goal
number 4: “Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement. Hiring would also meet goal number 7: “Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.” The goal to hire additional full time faculty in English coordinates with the general goals of the College because it will improve and increase access students have to important and high-demand courses.

Students benefit from the consistency and unique connection that full time faculty have to the Department and the College, especially those in basic skills. While we have dedicated adjuncts in English, because of their other obligations, they are not able to assist with critical departmental functions with items such as program improvement objectives and implementation of curricular developments. Full time instructors also connect with their colleagues in special ways, allowing them to improve their teaching and developing an important level of investment with the College community. They develop a wider sense of this community and are to bring their skills to shared governance activities. Full time faculty are also able to focus on assisting students through their extended availability in office hours and duty in the English Learning Center.

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:

No

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.

While the English department continues to be the single largest department at the college in terms of full-time faculty and FTES generation, it is also one of the most dependent on part-time faculty in sheer numbers (its PT:FT ratio is better than some and worse than others). This semester alone required the hiring of ten new part-time faculty due to turnover. This puts continued stress on the department in its efforts to maintain consistency in student preparation across the departmental curriculum.

The importance of the English Department to the rest of the college cannot be overstated. Without a good foundation in reading, writing, and critical thinking skills, students cannot succeed in their academic pursuits. The number of students requiring basic skills reading and writing instruction has only grown over the years, and ensuring that our basic skills courses are well sequenced and coordinated requires the time and commitment one can only expect of full-time faculty.

The number of full-time faculty in the department is a strength for the college in that it provides space for faculty to participate in governance activities. Aside from the 1.25 FTEF reassigned for coordination activities of the department, the department also houses the College Council Co-Chair, the SLOAC Chair, the UFO President, the DE Committee Chair, and the International Education Committee Chair, an additional 1.15 FTEF of reassigned time. This governance involvement is very good for the college, but it again adds stress to the work of the department.

DATA SUMMARY:
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<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>8. What is the department FTES?</td>
<td>749.54 (Fall 2014)</td>
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<td>9. What is the ratio of full-time to part-time faculty in the department?</td>
<td>38:62</td>
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<td>10. What is the ratio of full-time faculty to department FTES?</td>
<td>56</td>
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<td>11. What is the current WSCH/FTEF in the department?</td>
<td>716</td>
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<td>12. What is the number of sections taught by full-time faculty and number taught by part-time faculty?</td>
<td>56:90</td>
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<td>13. Does the position address an area of growth? If yes, include a three year trend line for FTES.</td>
<td>The FTES in the department has grown modestly at 2.98% over the last three years, from 727.83 in Fall 2010 to 749.54 in Fall 2014.</td>
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