

**Proposal for Adding a New Faculty Position
For the 2008-09 Academic Year**

Please enter your responses using the text boxes below and email this form to Susan Myers, Faculty Senate President smyers@ohlone.edu by 5:00 pm on April 13, 2007:

Department Making the Proposal:

Department of Foreign Languages
Division of Language Arts, Social Sciences & Library

Author(s) of the Proposal:

Alex Wolpe

A. Provide a summary description of the position.

CHINESE MANDARIN LANGUAGE INSTRUCTOR
Full-time, Tenure Track Faculty Position

APPLICATION SCREENING: will begin on _____.

The College reserves the right to continue or close the Recruitment at any time.

POSITION: Under the supervision of the Dean, the Chinese Instructor will be responsible for teaching a wide range of courses. Instructor may be asked to deliver instruction utilizing non-traditional methods. The instructor will be assigned to conduct all or part of his/her teaching in the evening, during weekend, and/or at new campus locations. Assisting Dean, the instructor will be responsible for supervising weekend Chinese classes.

DUTIES AND RESPONSIBILITIES:

1. Teach assigned courses at the post-secondary level in accordance with established course outlines. Teach all levels of Chinese Mandarin college courses.
2. Responsible for the teaching, planning and implementation of undergraduate courses. Provide for the growth and success of students through careful preparation of course materials, effective teaching methodologies, and informed critical feedback on assignments and in-class discussions.
3. Assist in the development and revision of curricula in the Chinese Department to ensure that the pedagogy is up-to-date and sensitive to diverse cultural and gender perspectives. Participate in the implementation, evaluation, and revision of curriculum, teaching/learning techniques, and materials.
4. Assist the dean with developing, planning, and scheduling courses for the Chinese Department.
5. Develop strategies for meeting the needs of a diverse student population and facilitate student retention and success. Assist students by serving as student committee advisor, holding office hours, and counseling students in their assignments.
6. Participate in activities and serve on committees for both departmental and campus-wide concerns as required.
7. Evaluate Chinese language part-time faculty. Assist in the selection and

evaluation of part-time faculty.

8. Continue in related professional career development while employed at Ohlone.
9. Work successfully in a team environment. Exercise a willingness to work collaboratively to advance the multicultural mission of the division and college.
10. Provide leadership in establishing links with local Chinese language programs in the community and school districts.
11. Perform other related duties as assigned.

MINIMUM QUALIFICATIONS

1. Understanding of, sensitivity to, and respect for the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds of community college students, faculty, and staff. Sensitive to and understanding of disabilities and sexual orientations.
2. Master's degree in Chinese Mandarin OR Bachelor's degree in another language AND Master's degree in Curriculum Leadership, Education OR equivalent.

PREFERRED QUALIFICATIONS:

1. Native or near-native proficiency in Chinese Mandarin.
2. Experience teaching Chinese Mandarin at the post-secondary level to students of ethnically and culturally diverse backgrounds.
3. Have demonstrated commitment to a variety of teaching and learning strategies and styles, especially those centered on successful student outcome. Prepared curriculum appropriate to the demands of a diverse student population.
4. Have demonstrated familiarity with and implementation of current learning technologies. Ability to offer on-line instruction. Experience with using computer aided instruction.
5. Have demonstrated leadership in campus and/or community affairs. Be involved with community related projects, such as liaison and outreach activities with high schools, transfer institutions, and the community.
6. In-depth knowledge of China and Chinese-speaking cultures.
7. Possess the understanding and commitment to the community college philosophy.
8. Have demonstrated a pattern of participation in professional growth activities.
9. Good verbal and written communication skills.
10. Evidence of ability to work successfully in a team environment.

B. Relationship to College-Wide Needs

1. How does the position relate to our college goals?

The enactment of this position will be an important mechanism to realize the mission as stated – instruction for ***basic skills, career entry, university transfer, economic development,*** and ***personal enrichment*** for all. Chinese is becoming a highly demanded foreign language skill, which will both greatly improve the chance of career entry as more and more employers prefer bilingual candidates to monolingual ones and fulfill the requirement of university entrance as institutions of higher education across the board mandate foreign language studies. As the five quotes posted on the Ohlone Chinese program website indicate, learning Chinese – the most widely spoken language in the world – gives students an edge in highly competitive global village. When high schools across the country were asked by the College Board's World Language Initiative whether

they would consider adding Advanced Placement courses in Italian, Russian, Japanese, and Chinese, 55 opted for Russian, 175 for Japanese, 240 for Italian, and 2400 for Chinese – more than five times the number of the other three combined. Interest in China will only increase with the country's burgeoning economy. As editor-in-chief of *U.S. News* Mr. Zuckerman put it: "The perception of China's rise is sound;" as Shenkar argued in his book *The Chinese Century: the Rising Chinese Economy and its Impact on the Global Economy, the Balance of Power, and Your Job*, the expanding Chinese economy "will powerfully impact you: your job, your company, your economic future, and your country." Eric Weiner mentioned in the article that Washington has gone so far as to pass a Senate bill that would allocate more than \$1 billion for Chinese-language programs, with part of the sum going towards helping to train new teachers. The Asia Society newsletter also pointed out, "The rise of China, dramatically documented in recent months as its impact is felt economically and culturally, is driving new demand for Chinese language speakers across business and social sectors." Learning Chinese will not only respond to the economic development but also provide personal enrichment as the rich Chinese culture has so much to explore especially when studied in comparative perspective.

2. How will classes be offered to meet student needs and goals?

As of fall of 2006, there are fifteen Chinese language courses/sections with a total enrollment of four hundred fifty-three (453) students according to the data posted on the WebAdvisor.

The Chinese Language Department, a branch of the Division of Language Arts, Social Sciences, and Library at Ohlone College offers a four-year sequence of courses on modern Chinese language and two Mandarin Chinese Conversation courses.

Guided by the "5Cs" principles of the National Standards for Foreign Language Education – Communication, Cultures, Comparisons, Connections, and Communities, the modern Chinese language curriculum aims for a quality program that emphasizes the achievement of language competence in listening, speaking, reading, and writing while gaining cultural knowledge through a holistic approach that begins from basic, concrete, and functional communication and progresses through abstract, topic-oriented academic exchanges that are closely integrated with real societies.

We are at a turning point at which we should take action that will have monumental impacts on the future. Here are some of the important undertakings that will produce positive results.

The Chinese language curriculum needs to be reviewed. The program has not created or eliminated any courses since its inception for more than eight years. It is overdue to recalibrate our attention to better accommodate the differing needs of the students. Specifically, potential courses such as *CORPORATE MANDARIN CHINESE* for students whose objective is to cultivate business relations; *SURVIVAL CHINESE* for those who wish to study for a short period of time and learn enough practical language to be able to communicate in simple situations when going abroad; *A BILINGUAL BUSINESS TRANSLATION* from Chinese to English & English to Chinese to those participants who practice translation on the job or as a sideline. We may also need to have the lesson hours

tailored to our participant's busy schedule. Equally important is our faculty on-the-job development.

3. How does the position address the needs of the campus or the Newark Center?

The first and foremost strategic goal for 2005-2010 as stated is to "promote appreciation for and understanding of diverse races and culture by expanding the diversity of college personnel, international education offerings and exchanges, cross-cultural curricula, and ethnic/cultural events."

Ohlone Chinese Department could organize a study abroad program in China. In 2004, I submitted a proposal for an overseas short-term language study in China to the Study Abroad Committee of the International Education and Multicultural Task Force. The curriculum will include X weeks of intensive language classes covering listening, speaking, reading, and writing at all different levels. The curriculum will also provide cultural and business experiences, such as martial arts, Chinese chess and Go games, pottery making, flower arrangement, activities with local students and business personnel, visits to museums and palaces, watching Chinese acrobatics, Peking Opera, and etc. A full-time faculty will have the resources and legitimacy to better collaborate this program.

Ohlone College has a potential student body that extends far beyond Fremont. We are all aware of the advantages, especially for international undergraduate students, of first attending a two-year junior college before transitioning to a four-year college. If we can make a trip to China, the Chinese Department will be able to recruit students from overseas.

Comment: Include direct link to your prospective position as full-time professor. 'As a full-time professor, I will have the resources and etc. to better collaborate this program.'

4. Does the position address an area of growth?

The Ohlone Chinese Department should take a leadership role in Chinese language education not only in terms of students but educators as well. As there are many community-based Chinese schools in Fremont and the tri-city area, the Ohlone College Chinese Department should consider offering Chinese teacher certification program.

According to the *Demographics Report Series –No.8* (April 2002) by Center for Comparative Studies in Race and Ethnicity at Stanford University, "Across the country, the Asian population has grown over the past ten years." Nestled in a diversely rich community of 37% of Asians (Fremont), Ohlone College has the perfect opportunity to take a lead in the education of foreign languages and cultures. Under the auspices of the Language Arts and Social Sciences Division, a symposium in collaboration with publishers can be held on a single subject like Chinese, or on multiple foreign languages under the umbrella of Language Arts.

Located in the silicon valley, an official Chinese program in Ohlone College will meet the increasing need of the local technical/business community to train employee with the purpose of facilitating communication and business with Chinese companies and personnel.

C. Relationship to Department Needs

1. Does the position reflect department goals resulting from program review?

Program Review shows very good retention and success numbers in Chinese (the best of all Foreign Languages). We believe this can be attributed to high standards and motivation within the Chinese community. We believe a full-timer would thrive in this environment, working with this particular student body and could further grow the Chinese language program. Interdisciplinary courses could also be created with the History Dept. and could eventually lead to a certificate program in Chinese (Studies) as well as form the basis for a strong cohort course network in this field.

One of the goals from the History Department is to offer courses on Asia. This goal can be reached in part by introducing an interdisciplinary course such as “China in Perspective” or “China: Its History and Culture.” As argued by Dr. Shambaugh (Director of the China Policy Program in the Elliott School of International Affairs) in his *China Engages Asia – Reshaping the Regional Order*, “at the outset of the twenty-first century, the Asian regional order is an increasingly complex mosaic of actors and factors. China is certainly among the most important of these, and its influence is being increasingly felt.” A full-time position should be an integral part of the Chinese and Asian History program.

Instead of creating another layer of bureaucracy, a full-time Chinese faculty will be able to devote energies to the interaction and integration of the existing disparate entities within the current division to address interdisciplinary areas, which can be labeled as East Asian Studies, International Comparative and Area Studies or Asia-Pacific Studies.

2. What is the ratio of full time to part time faculty?

There are eight part-time faculty members. There is NO full-time position.

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

Program Review figures from 05-06: Summer 409, Fall 904, Spring 338

4. Is this position related to a new program?

No.

D. Any other rationale to support the position proposal:

- 1) As the Mission Statement of our College sets forth: Ohlone College is dedicated to providing an “environment where students learning success is highly valued, supported and continually assessed.” This can only be achieved through devotion on a full-time scale to advising and assisting students; developing strategies that meet the needs of a diverse student population and facilitate student retention and success; careful preparation of course materials, effective teaching methodologies, and informed critical feedback on assignments and in-class discussions; development and revision of curricula to ensure currency within the

discipline and pedagogy, etc.

- 2) As stated by the recent March 2007 issue of the *California EDUCATOR*: “Full-time faculty are better able to provide out-of-classroom assistance and flexible office hours for their students” (p.31) This remark was made regarding the three measures that the CTA and the Community College Association are sponsoring, one of which is to add full-time faculty slots.
- 3) The 453 students who are currently enrolled in the Chinese courses constitute the tip of the iceberg of a larger potential student body. The parents and older family members of current students, who often address the instructor with numerous inquiries and questions, may welcome instruction in light of “economic development” and “personal enrichment.” This is in accordance with the College’s Strategic Goal No. 5, i.e. “Promote the health, environmental, cultural, and economic vitality of the communities served by the District through programs of outreach, community service, and partnership ventures.” Satisfying this need will furthermore be in good alignment with Strategic Goal No. 4, i.e. “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.”
- 4) A full-time position with an on-campus office and an interactive communication medium will better serve such a wide range of community needs to fulfill our college’s goals.
- 5) Another Ohlone College goal is to “...promote appreciation and understanding of diverse races and culture by expanding the diversity of college personnel, international education offerings and exchanges of cross cultural curricula and ethnic and cultural events.” The hiring of a new full-time instructor of Chinese would help concretize the bridge currently being built between China and Ohlone on a variety of levels as stated above.