2018-19 Proposal to Fill a Full-Time Faculty Position

1. Faculty position being proposed
   Deaf Preparatory Program Faculty- English

2. Proposal being made by (list name(s) and title(s))
   Nancy Pauliukonis—Professor, Deaf Preparatory English Program

3. Summary description of the position
   A full-time faculty position is needed to teach basic skills English courses to Deaf and hard-of-hearing (HOH) students. The courses, the foundation of the Deaf Preparatory Program, align with those offered by the English Department and provide an appropriate and effective progression to ENGL 101A. This position will require the usual responsibilities of conducting program and course reviews and representing the Deaf Studies Division on college-wide committees. Other duties include acting as course coordinator for the Deaf Preparatory English program and mentoring adjunct English faculty; providing tutoring services to Deaf/HOH students in the Deaf Preparatory Program and those taking courses offered by the Ohlone English Department; responding to inquiries regarding the Deaf Preparatory English Program; hosting faculty visits from other colleges where they struggle to provide appropriate services for Deaf/HOH students at their institutions; playing an important role in the intake process by reviewing writing samples and portfolios and making appropriate course placement recommendations; identifying, evaluating, and training peer tutors.

4. Rationale for filling this position: include examples of how this position impacts students, program needs, and college goals.
   The Deaf Preparatory Program lost one English faculty position in December of 2012 due to retirement, and the only remaining full-time English faculty position will be vacated at the end of this academic year with the retirement of Nancy Pauliukonis. This will leave the Deaf Studies Division in the potentially unattainable task of trying to locate qualified adjunct faculty to teach the English preparatory courses. With recent changes at the state and local level as a result of AB 705, the Deaf Preparatory English program is a critical element in preparing Deaf/HOH students for the transfer-level courses and programs that lie before them. The position requires a specialized set of skills—fluency in American Sign Language, knowledge of Deaf Culture, the ability to address the unique needs of Deaf/HOH learners, and the skills and experience needed to help students bring their English reading and writing skills to college-level within a relatively brief period of time.

   This is a significant challenge that can be linked to a Deaf individual’s early years. Approximately 90-95% of Deaf children are born to hearing parents who don’t know sign language and are therefore unlikely to teach it to their Deaf children in their formative years. By the time these Deaf children begin school, they may already be severely language-deprived. A significant number of our students come from mainstream programs in high schools throughout the Bay Area and in outlying regions. When they arrive at Ohlone, they tell us of their struggle to learn English through interpreters at their schools. While hearing English learners have the luxury of constant exposure to English in their immediate environment, on radio and TV, on the street, and in the classroom, the Deaf/HOH students’ exposure to English is limited to the printed word. While hearing people may hear a word used “on the street” multiple times before they ever see it in print, the Deaf/HOH student reading the same word on a page is often encountering it for the first time. While hearing people hear words strung together in a myriad of ways to express a broad range of ideas, the Deaf/HOH individual’s exposure to English language expression is dramatically narrower; clearly, the needs of these Deaf/HOH readers and writers are unique and not typical of those who hear. It is easy to imagine why acquiring reading and writing skill is such a hurdle, and why Deaf/HOH students benefit most from a specialized educational program such as the one we
have at Ohlone College. We are continually reminded of this when we hear from incoming students that their coming to Ohlone is often the first time in their lives that they have had the opportunity to really learn, practice, and understand the fundamentals of English. By taking courses offered through the Deaf Preparatory English program, they can develop and strengthen their English reading and writing skills through direct communication in American Sign Language, taught by a highly trained and experienced faculty. To be able to continually provide excellent services to these students, having a full time English faculty member is vital.

This position will address strategic goal 4 representing a commitment to equity and ensuring access and success for underrepresented and disproportionately impacted students. The position is needed to serve a unique student population whose needs are not met elsewhere in the region. The fact that Fremont is home to one of the largest Deaf/ HOH populations in the nation underscores the value of the higher education opportunity Ohlone College provides to Deaf/ HOH individuals. Where downsizing of course offerings and loss of faculty have impacted all programs and students, they have been particularly devastating to Deaf/HOH individuals who have no comparable education alternatives at any other California community college. In all of northern California, Ohlone College's Deaf Preparatory Program is the single higher education option for this unique population, and has been so for over 45 years. In fact, there is no other community college program in all of the western United States that provides a comprehensive developmental English program taught in American Sign Language (ASL).

In response to recent changes in the funding formula, the Deaf Preparatory Program has participated in college-wide efforts to increase enrollment and to fill courses. This has compelled us to increase enrollment caps on our English classes. Classes for Deaf/HOH students typically require a limited class size in order to meet their unique and varying educational needs; raising enrollment caps on these courses impacts communication in the classroom and impairs the instructor’s ability to provide students with an appropriate level of individualized instruction. This has resulted in an often overwhelming demand for tutoring assistance outside of class, a responsibility that has heretofore been shouldered by our only full time English faculty member. Without a full time English faculty position, the Division will have no professional expert available to address this critical need.

This position will also address strategic goal 5 in ensuring access to high quality courses and program to meet the diverse educational needs of the community. The position allows Deaf/HOH students from diverse cultural and educational backgrounds access to instruction through direct communication in American Sign Language. Taking developmental English courses through an interpreter is not an appropriate option for many Deaf/HOH 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 not nearly as effective for Deaf/ HOH students as instruction in a direct approach using ASL. Furthermore, requiring these students to take mainstream developmental English courses before they are equipped with the prerequisite skills will create additional demands on the Student Accessibility Services office in terms of staffing and funding, and on the mainstream English faculty who are not prepared to address the unique challenges of teaching Deaf/HOH students with developing English skills. It is costly, ineffective, and a disservice to these Deaf/HOH students to place them in mainstream courses for which they lack the English language skills needed for success. Compounding this issue is a severe shortage of qualified interpreters, creating a difficulty for Ohlone and other programs nationwide.

Furthermore, this position addresses strategic goal 1 to improve student learning and achievement through innovative programs and services. Deaf Studies faculty are sensitized, bilingual, and specially trained to teach English using an ASL/English bilingual approach in order to promote student learning and maximize achievement. The position will allow the Deaf Preparatory Program to maintain the high level of specialized instruction for which it is known. It will be exceedingly difficult to find adjunct instructors who have ASL fluency and who are qualified and experienced in teaching English to Deaf/ HOH college students. The majority of instructors who apply for adjunct positions in the Deaf Studies Division, though well qualified in their own right, have limited experience teaching English to Deaf/HOH college students and require additional training and mentoring when they come to Ohlone. In the absence of a
full time English Instructor, the impact on our students and on the Deaf Preparatory Program could be devastating.

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. Other information to support the position proposal (include qualitative data if applicable).

1. The position is needed to allow the Deaf Studies Division to continue to respond to the academic needs of the large regional Deaf/HOH community. The Deaf Preparatory English Program provides instruction and support to a highly diverse population. The absence of a full time English faculty member could result in a sudden increase in the number of Deaf/HOH students enrolling in mainstream English courses and requiring interpreter services—a potentially enormous cost in terms of manpower and financial resources.

2. The Deaf Studies full time English instructor provides tutoring services to all Deaf/HOH students in the Deaf Program as well as to Deaf/HOH students taking classes in the mainstream. While the Deaf/HOH students enrolled in English department courses can request tutoring through the English Learning Center (ELC), finding available interpreters is an ongoing challenge; advance scheduling is required, so Deaf/HOH students are often unable to make use of the ELC’s drop-in tutoring services. Deaf/HOH students facing a deadline attempt to meet with an ELC instructor and communicate through written notes. This process can be unwieldy, time consuming, and prone to misunderstanding. Many of these students find it more helpful to seek tutoring from the DPP English Instructor who can communicate with them directly. This, too, places extra demands on the workload of the DPP English instructor.

3. Every community college has English course offerings. Most students have the luxury of seeking spots elsewhere if classes are full at Ohlone. This is not the case for Deaf/HOH students. Ohlone is the only college in the entire Northern California that provides direct instruction in ASL.

4. Many Deaf/HOH students spend as many as two and a half hours in each direction traveling to Ohlone College because they are either using public transportation or driving from distant locations that include San Francisco, Vallejo, Livermore, San Jose, Hollister, and Gilroy. They commute to Fremont specifically to benefit from English courses that are taught in American Sign Language. In addition, a growing number of Deaf/HOH students from the central valley and southern California relocate to Fremont in order to takes classes in the Deaf Preparatory Program. In addition, a number of international students enroll in Deaf Preparatory Program English courses each year. These students choose Ohlone College as a place where they can learn English and ASL over mainstream courses they might find elsewhere. The Deaf/HOH international student population comprises approximately 10% of the overall Deaf/HOH student enrollment. This exemplifies the sacrifice and commitment many students make to their education, and underscores the importance of providing barrier-free English instruction in ASL with a highly qualified full time English instructor who can maintain the quality and integrity of a program that has a regional, national, and international reputation for quality.

7. Is the proposal in an area that is new to the College? ____Yes __X__No
   If so, how would this position support the overall vision for Ohlone?
The remaining questions to be completed by the Division Dean

8. A statement by the dean of the division housing this position, which includes data, evidence, and analysis. Include all relevant information you would like the committee to consider.

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 needs of Deaf/ HOH students. Every year, the Deaf/ HOH 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 transfer-level courses at Ohlone, or to enter professional and/or occupational careers, 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/ HOH students by providing a highly qualified person with ASL fluency along with specialized training and experience in the education of Deaf/ HOH individuals to deliver appropriate and specialized English instruction to Deaf/HOH individuals to support their academic and vocational goals. If this position is not filled, we lose the ability to serve our students appropriately and 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/ HOH students is exceptionally limited. The need is so great that the future of the Deaf Preparatory English Program may be in jeopardy without the leadership of a full time English faculty member.

9. Is the position part of a Career Technical Education (CTE) Program? ____Yes  __X__No

QUANTITATIVE DATA SUMMARY: (Refer to datasheet provided by the Research and Planning Office)

10. What is the department FTES? (Data is available on the Program Review data sheet – Academic Affairs website.)

| Fall 2017 | 19.05 | Spring 2018 | 14.13 |

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

75:25 However, after May 30, 2019, this ratio will be 0:100.

12. What is the ratio of FTES by Adjuncts?

2 We currently have 2 adjunct English faculty.

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

254

14. Does the position address an area of growth? If yes, include a five year trend line for FTES.
The Deaf Preparatory Program has not been immune from the College’s overall enrollment decrease. We recognize the need to respond more effectively to the needs of Deaf/HoH students by offering classes at times that are better suited to them, by doing additional outreach to let them know of the availability of the classes at Ohlone, and by encouraging them to pursue higher education opportunities. Our recent Open House on October 18 was attended by 75 Deaf/HoH students from Bay Area high school programs. To encourage these potential students to enroll in the Deaf Preparatory English Program classes, we will need the leadership of a full time English faculty member to maintain the quality and excellent reputation of the English program.