

## 2018 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))

Brosamer, Mark: Professor of English  
Davila, Cecile: Professor of English and Reading Coordinator  
Dean, Jeffrey: Professor of English  
Fernandez, Melanie: Professor of English and 151B Course Coordinator  
Gallagher, Perri: Professor of English  
Hurley, Jennifer: Professor of English  
Kawasaki-Hull, Kerrie: Professor of English and 151A Course Coordinator  
Kuehner, Alison: Professor of English, College Council Co-Chair  
Lieu, Mark Wade: Dean of Language, Communication, and Academic Success  
Madden, Carmen: Professor of English,  
McKenzie, Margaret (Maggie): Assistant Professor of English  
Saleem, Sobia: Instructor of English  
Sherman, Rachel: Professor of English and SLOAC Co-Coordinator  
Swamy, Rakesh Swamy: Professor of English and ELC Coordinator  
Taguchi, Keitaro (Mike): Instructor of English and English Department Coordinator  
Tull, Barbara: Professor of English  
Virgil, Tracy: Associate Professor of English

### 3. Summary description of the position

One English faculty position to teach transfer-level English courses

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

Education, with regards to community colleges, has been radically changing in the past months, and coinciding with the Chancellor's recent decree to have students enter and exit transfer-level English courses within a year has been the reduction of basic skills courses and an increase of transfer-level English course offerings (101A) at Ohlone college.

The implementation of the Multiple Measures Assessment Project (MMAP) has also caused a surge of demand for transfer-level English courses as evidenced by the offering of 40 English 101A courses in the Fall 2017 semester, an increase of nearly 20% as compared with the Fall 2016 semester. Despite the increased offerings, however, 27 of the 40 current transfer-level courses (67.5%) are currently being taught by adjunct faculty. In fact, 48.8% of all English course offerings (281 FTES) are still taught by adjunct faculty. The recent loss of a full-time faculty member due to retirement has been one of the reasons why, in spite of current full-time faculty carrying a full-load of classes, a large number of the departmental offerings are being done by adjunct personnel.

Although adjunct faculty may be dedicated in the work they do, the students who are enrolled will greatly benefit from full-time instructors who are consistent with their teachings. Not only so, due to the full-time faculty's vested interest in the institution, the instructor will be able to understand the inner-workings of Ohlone better than an adjunct faculty which will lead to increased departmental student equity, translating to increased student retention and minimized student attrition as well. The benefit of having new full-time English faculty will also be evident in their academic and professional contribution towards the refinement of program objectives and implementation of curricular objectives, none of which an adjunct faculty will be able to do given their multiple obligations outside of Ohlone.

Furthermore, the hiring of new full-time English faculty will allow the English department to continue to uphold the college goals specifically related to the improvement of student learning and achievement through innovative programs and services (Goal 1) and the strengthening of institutional effectiveness through the engagement of all members of the college community in innovation, participation, communication, improvement, compliance, and continual assessment (Goal 7).

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

No

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**The remaining questions to be completed by the Division Dean**

7. 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.**

Today, the English department is the second largest department at the college in terms of FTES generation (second to mathematics) but the largest in terms of full-time faculty. 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). There is a significant turnover in adjunct faculty due to hiring opportunities at other colleges in the Bay Area. This puts continued stress on the department in its efforts to maintain consistency in student preparation across the departmental curriculum. Furthermore, English department full-time faculty are very involved in efforts related to Umoja, Puente, acceleration and embedded tutoring, all of which address current plans under Basic Skills and Student Equity. Only through the efforts of our full-time faculty do we have the involvement of adjunct faculty that we currently have.

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. With this year's application, we are changing the focus for this position from basic skills instruction to transfer-level composition.

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. In addition to reassigned time for coordination activities of the department, the department also houses the SLOAC Co-Chair, the Professional Development Coordinator, and the Student Equity Coordinator.

The efforts to increase the number of FT faculty in the department took a step backwards with a department retirement last June

8. 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)**

9. What is the department FTES? (Data is available on the Program Review data sheet – Research and Planning website.)

Fall 2017: 551.57

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

49:51

11. What is the ratio of FTES by Adjuncts?

49:51

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

565

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

No.