

2018-2019

**Program Review & Planning  
Request for Full-Time Faculty Position**

Please upload and submit this completed form through the SurveyMonkey program review module.

**Note: Staffing Prioritization Task Force will consult your program review as part of the rating process. Please reference appropriate sections of your program review as needed in your responses.**

<b>Department</b>	English
<b>Position Title</b>	Full-Time Faculty Member

**1. How will this position specifically support one or more of the College's four strategic priorities? (Rubric Criterion 4)**

1. Acceleration
2. Guided Student Pathways
3. Student Validation and Engagement
4. Organizational Health

The lack of this position would significantly impact the college's capacity to achieve its college's strategic priorities. As discussed in Part II of the annual update, the English department plays a critical role in three of the college's four strategic priorities. This position will support the ongoing work of evaluating and improving acceleration, and will play a critical role in developing guided student pathways, both in terms of getting students on their paths and supporting them through their paths. This position will also support student validation and engagement, as we work to grow our major and make it more relevant to students' lives and experiences, as explained in Goal 5 of the comprehensive program review. The person hired for this position will have experience with culturally relevant curriculum (as evidenced by our most recent job announcement, which we would build upon). Finally, this position will support organizational health because it will give us much-needed help in an over-taxed department.

**2. Describe why this position is essential to your program and/or service area. How will this new position improve student learning and achievement? (Rubric Criterion 3)**

English faculty are disproportionately active on campus in terms of shared governance, which impacts our ability to teach classes and grow our program. Of our eight full-time faculty, Mary Graham is completely reassigned to be the campus tutoring coordinator, Marvelyn Bucky receives .7 reassignment as the accreditation coordinator, Tania Jabour receives .7 reassignment to be the campus SLO coordinator, and Lauren Halsted receives .85 reassignment as department chair. These are all important campus leadership roles; however, this type of participation greatly impacts the ability of full-time English faculty to work on department goals and activities.

**3. How has the lack of this position impacted your program and/or service area? What will be the impact to the program and/or service area if this position is not filled? (Rubric Criterion 3)**

If this position is not filled, we will not be able to effectively modify the English program to help the college meet its Guided Pathways and Engagement/Validation goals. As discussed in Goal 5 of the comprehensive program review, the English department intends on growing our major by making it more relevant to students both personally and professionally. However, given what was discussed above in number 2, we simply do not have the staffing necessary to make additional large-scale changes. The ultimate impact on the student experience, should this position not be filled, would be more of the status quo, which is what the college is trying to move away from. The English department has already helped the college make progress in terms of student success and equity through our basic skills redesign and placement changes as well as through our innovative Equity Project. We would like to build upon this work.

- 4. Has there been or do you believe there will be an increase in demand for your programs and/or services? Please discuss supporting data from recent semesters. For example, enrollment trends, waitlist pressures, or wait time for appointments and support services as they apply to this position. (Rubric Criterion 2)**

While the English department has experienced a decline in demand for basic skills courses due to acceleration, we have seen a significantly increased demand for our advanced composition course (English 124), and our introduction to literature course (English 122). In the spring 2018 semester, our English 122 classes, which have a course enrollments of 45 students, were completely full (something that has never happened). This fact is encouraging because English 122 is a major milestone for English majors. Our data show that in fall 2017, our FTEF was 17.27 and our load cushion was 11.9, while maintaining a fill rate of between 87% and 96% over the past five years. Our reforms in basic skills have led to an increased demand for more advanced English courses, and we want to build on this momentum by growing our major and creating a Guided Pathways program structure.

- 5. Is this a new position, replacement for a retirement or upcoming retirement, replacement for a tenure failure, replacement for internal promotion (faculty to administrator), or replacement for other circumstances? Please explain. (Rubric Criterion 3)**

Mary Graham is completely reassigned as the campus tutoring coordinator, as part of a pilot program to centralize tutoring on campus. The department has not yet been told if Mary Graham will continue in this role; however, we are anticipating that she will. If Mary remains completely reassigned to tutoring, this new position would be a replacement of Mary.

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- 6. Please confirm that you have discussed this faculty position request with the Division Dean and that you understand that Division Deans will be providing feedback to inform, in part, the prioritization process.**  
**{ } Yes, I understand.**

**The Staffing Prioritization Task Force will also consider the program review data provided by the IESE Office in reviewing this request. (Rubric Criterion 1)**

