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Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	History, Humanities, & Philosophy
Position Title	Humanities/Religious Studies Instructor

Q2

1. Which program review goal(s) is this request supporting? Please state how the position will help advance the specific goals. (Rubric Criterion 3) (300 words or less)

This request supports both program review goals: Reduce/eliminate equity gaps and increase the overall success rate to 80% and diversify faculty and increasing the number of equity-minded practitioners.

A full-time faculty member who teaches both Humanities and Religious Studies will allow us to grow these disciplines, to increase success rates and close equity gaps, to increase enrollments and the number of sections we offer, and to expand course offerings that are relevant to Cuyamaca's diverse student population. The department is committed to diversifying our faculty in order to better serve our diverse student population. Only one faculty member (including both full and part-time) from the philosophy, humanities, and religious studies disciplines, is a Person of Color while approximately 60-70% of Cuyamaca students are People of Color. This disparity is significant and can adversely impact students' engagement, retention, and success. (Article on the effects of this disparity between faculty and students: <https://www.gse.harvard.edu/news/ed/16/05/where-are-all-teachers-color>). The department is committed to closing equity gaps and providing successful outcomes for all student groups. Currently, equity gaps exist for the following student groups: Asian, Black, Latino/a/x, and Multiple Races. In order to close these gaps and increase our overall success rate to 80%, the department is committed to hiring equity-minded instructors.

Q3

2. Which strategic priority/priorities is this request supporting. Please state how the position will help advance the specific priority/priorities and the College's mission. (Rubric Criterion 4) Acceleration Guided Student Pathways Student Validation and Engagement Organizational Health (300 words or less)

This position supports Guided Student Pathways as the department is committed to hiring new faculty who better reflect students and their experiences and who are committed to mentoring and guiding students (enter the path). The department is also committed to increasing the number of equity-minded practitioners, thereby increasing retention (keeping them on the path) and success rates for all student groups (ensure learning). A full-time faculty is necessary to completing Cuyamaca Pathways work related to website and degree map updates and student mentoring.

This position supports Student Validation and Engagement as equity-minded practitioners develop a positive reputation and bring in students, as well as improve retention and success rates. In addition, the department is working to diversify faculty so students can see themselves reflected in the faculty ranks and in the subject matter being taught. The new faculty member would work to modify existing courses and create new courses, making them more relevant to our diverse student population.

This position supports Organizational Health as the department works to update the SLOs in all five disciplines, the PLOs for the Humanities pathway, provide more exposure to careers and work experience, sustain and create new learning communities, and develop certificates and degrees in Humanities and Religious Studies.

Q4

3. How will this position improve student student learning and achievement, and close equity gaps in access and outcomes in your program. (Rubric Criterion 2) (300 words or less)

Hiring more equity-minded and diverse faculty members can help to reduce and eliminate equity gaps in access and outcomes and increase student success rates. Our disciplines do not have prerequisites, however we see some access gaps for students from historically racially marginalized groups. Diversifying discipline faculty can improve student validation and engagement because students see themselves reflected in the classroom and this can lead to increased diversity in students enrolling in discipline courses. In addition, equity-minded practitioners bring students' cultures, experiences, and prior knowledge into the course and subject matter and in so doing contribute to student validation and engagement. Research has shown that when students feel a sense of belonging, and of being valued, and affirmed that their retention and success rates improve.

As stated previously, the department is committed to diversifying our faculty in order to better serve our diverse student population. Only one faculty member (including both full and part-time) from the philosophy, humanities, and religious studies disciplines, is a Person of Color while approximately 60-70% of Cuyamaca students are People of Color. This disparity is significant and can adversely impact students' engagement, retention, and success. (Article on the effects of this disparity between faculty and students: <https://www.gse.harvard.edu/news/ed/16/05/where-are-all-teachers-color>). The department is committed to closing equity gaps and providing successful outcomes for all student groups. Currently, equity gaps exist for the following student groups: Black, Native American, Latino/a/x, Middle Eastern, and Multiple Races. In order to close these gaps and increase our overall success rate to 80%, the department is committed to hiring equity-minded instructors.

Q5

4. Has there been or is there any evidence to demonstrate that there will be an increase in demand for your programs and/or services? How are students being adversely impacted without this position? 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)(300 words or less)

The average combined load cushion in humanities and religious studies in 19-20 and 20-21 was 1.15. Typically 8-9 sections of humanities courses and 2-3 sections of religious studies courses are offered per academic year. In the face of enrollment declines college-wide, courses remain efficient. In Humanities, the WSCH/FTEF for Fall 2019 was 460.00 and 432.50 in Spring 2020; the WSCH/FTEF for Fall 2020 increased to 514.00 and 545.00 in Spring 2021. These are well above the college-wide WSCH/FTEF ratios. In Religious Studies, the WSCH/FTEF for Fall 2020 and Spring 2021 was 735 and 660 respectively. Average fill rates for religious studies in 20-21 were 85%; average fill rates for humanities in 20-21 were 77%.

A full-time faculty member in humanities and religious studies is necessary in accomplishing the departments' goals: to improve success rates and to close equity gaps. They are also necessary to sustain and build-out the work being done related to increasing enrollment, curriculum development, learning outcomes, creating the Culture, People, & Ideas pathway experience for students, and mentoring students.

Q6

5. What are the racial and gender demographics of the faculty within the program? What steps will your program take to ensure that the recruitment for this position will encourage/promote faculty diversity? (Rubric Criterion 1)(300 words or less)

The racial and gender demographics of the faculty currently teaching in the humanities, philosophy, and religious studies disciplines are as follows:

Gender:

2 women and 4 men

Race:

1 Native American and 5 White

The following steps will be taken to ensure that the recruitment for this position will encourage/promote faculty diversity:

- Encouraging the formation of a diverse hiring committee
 - Encouraging department members to participate in EEO training
 - Strategic, targeted recruitment in order to yield a diverse applicant pool
 - Broad paper screening to ensure a robust applicant pool
 - Focus on equity-minded teaching and interactions with students at all stages of the hiring process
 - Focus on culturally relevant teaching and curriculum development at all stages of the hiring process
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Q7

6. Describe why this position is essential to your program and/or service area. 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 1,3)(300 words or less)

This position is essential as there are zero full-time Humanities or Religious Studies faculty in the department; this has been the case since the retirement of Paul Carmona 5 years ago. A full-time faculty member is crucial to sustaining and developing these disciplines and improving student outcomes. These disciplines experience lower retention and success rates and larger equity gaps than Philosophy does, as they have a full-time faculty member. A full-time, equity-minded faculty member is needed to improve retention and success rates and close equity gaps. A content expert is needed in these disciplines to undertake the work of generating more interest in Humanities and Religious Studies courses and careers, to revise SLOs and PLOs, to modify existing courses and add new courses, to create certificates and/or degrees in these disciplines, and to develop OER materials for these areas.

The lack of this position has adversely impacted both humanities and religious studies, both disciplines have slowly been declining, with fewer course sections offered and fewer enrollments. If left without a full-time faculty member, this trend will persist and could lead to the end of the disciplines, particularly religious studies. Low retention and success rates, and significant equity gaps, are a major concern for both on-campus and online courses. Religious Studies is particularly vulnerable and course offerings in this discipline have been steadily declining. Currently, only one section of RELG 120 is being offered each semester.

The Humanities program is interdisciplinary in focus and provides critical support to both Kumeyaay Studies and Ethnic Studies. Two humanities courses are part of the Kumeyaay Studies AA degree and additional humanities courses with a focus on the Kumeyaay are currently being developed. HUM 111 is one of the core classes of the new Ethnic Studies AA and has been put forward to meet the new CSU Area F Ethnic Studies requirement and will be submitted for the forthcoming UC Area 7 Ethnic Studies requirement. In addition to 4-year institution requirements, Title V is changing to require students to complete an Ethnic Studies requirement within the CCC system.

The department cannot sustain these disciplines, close equity gaps, or improve success rates without a full-time faculty member.

Q8

7. Is this a new position, replacement for a retirement/upcoming retirement or replacement for internal promotion (faculty to administration), or replacement for other circumstances? (Rubric Criterion 3)(100 words or less)

This position is a replacement for a retirement that took place in 2017. As stated throughout this request, the department requires a full-time faculty member to address the substantial workload necessary to sustain the Humanities and Religious Studies disciplines, to improve student success and equity efforts in these areas, and to support various Ethnic Studies requirements within the CCC, CSU, and UC systems.

Q9

7. 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 help inform the prioritization process.

Yes, I have discussed this position request with the Division Dean