

#16

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Saturday, December 18, 2021 9:40:31 PM
Last Modified: Saturday, December 18, 2021 10:29:37 PM
Time Spent: 00:49:06
IP Address: 72.207.118.129

Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	History
Position Title	Ethnic Studies/History 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 all three program review goals: Reduce/eliminate equity gaps and increase the overall success rate to 80%, diversify faculty and increase the number of equity-minded practitioners, and provide ethnic studies courses that satisfy the CSU Area F Ethnic Studies requirement and other forthcoming Ethnic Studies requirements (UC and CCC).

A full-time faculty member who teaches both ethnic studies and history will allow us to grow the ethnic studies program and to better support the history program; most of the ethnic studies courses are also history courses so this combination of expertise is ideal. A full-time ethnic studies/history instructor would allow us 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 increasing the number of equity-minded instructors and diversifying our faculty in order to better serve our diverse student population and close equity gaps.

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 it would allow us to provide more courses that satisfy CSU Area F requirements, and similar requirements that are forthcoming from the UC and CCC systems.

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 and offering ethnic studies courses 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.

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 load cushion in history was 3.80 in 20-21; a slight increase from the prior 3-year median of 3.60. Typically 40-45 sections are offered per academic year; fill rates increased to 80% in Fall 2020.

In the face of enrollment declines college-wide, courses remain efficient. In history, the WSCH/FTEF for Fall 2020 and Spring 2021 increased to 566.00 and 484.00, respectively. These are well above the college-wide WSCH/FTEF ratio of 403.

A full-time faculty member 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.

In addition, there will be an increased demand for ethnic studies courses as a result of recent legislation requiring CSU graduates to complete 3-units of Area F approved course work, and due to recent changes to Title V, requiring CCC system students to complete an Ethnic Studies requirement. Discussions with the district's articulation officers revealed that the UC system is in the process of creating their own ethnic studies requirement as well, most likely it will be Area 7. Ethnic Studies courses also meet Cuyamaca's local Cultural Diversity Degree graduation requirement as well.

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 history are as follows:

Gender:

4 women and 8 men

Race:

1 Native American, 5 White, 2 Black, 4 Latino/a/x

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
-

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 ethnic studies faculty in the department. This is a new discipline, with a new AA degree, created in part to meet the demand created by recent legislation and Title V changes. A full-time faculty member is crucial to developing this discipline and ensuring positive student outcomes. A content expert is needed in this discipline to undertake the work of generating interest in related courses and careers, to revise SLOs and PLOs, to modify existing courses and add new courses, and to develop OER materials for this area.

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 is a new position put forward in order to meet students' need for ethnic studies courses.

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
