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Collector: Web Link 1 (Web Link)
Started: Tuesday, December 14, 2021 9:07:11 PM
Last Modified: Tuesday, December 14, 2021 9:19:17 PM
Time Spent: 00:12:05
IP Address: 72.220.235.179

Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	World Languages Department
Position Title	Full-Time Arabic 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 will support goal number one in the World Languages Comprehensive Program Review. The department has a general goal to update curriculum and to create new and innovative material to reduce equity gaps. This semester we added two new courses, Arabic 130 and Arabic 180. There are plans to add another new course on Levantine Dialect to address the surge of new Syrian and Afghani immigrants. Moreover, we are exploring new teaching modalities (online synchronous and asynchronous, hybrid, and HyFlex) in language classes to accommodate the needs of all students and ensure their successful completion of their courses.

Currently, we only have one full-time Arabic instructor in a very successful program that has been limited in its growth due to the lack of qualified instructors. All Arabic instructors are teaching their maximum load and local universities do not offer a Master's Degree in Arabic. Thus, Arabic instructors are hard to find and most have to go through the equivalency process.

The only full-time Arabic instructor has done an excellent job in creating new curriculum, but we need someone to work in other areas such as Distance Education for Arabic courses, Open Educational Resources, and creating innovative materials using technology tools. Teaching languages online is very challenging, especially teaching a language that does not use the English alphabet, and which writing goes from right to left. Faculty and students need someone to lead the efforts on incorporating technology in Arabic courses.

Furthermore, hiring a new full-time Arabic instructor, assumingly Middle Eastern, will help our college goal of hiring faculty from diverse ethnic groups.

It is crucial to hire an Arabic full-time instructor to be able to meet the demand of the growing population of Middle Eastern students and to ensure the completion the new projects to enhance our Arabic program.

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)

Arabic courses are very popular and necessary, considering the many native speakers and heritage speakers of Arabic attending Cuyamaca College. This program is steadily growing and hiring another Arabic instructor is critical to meet the demand of our changing demographics. Presently, many students are placed on waitlists and the department is not able to meet the demand. As a result, students must modify their educational plan and delay graduation date. The hiring of a full-time Arabic instructor will support Acceleration and Guided Pathways since students will be able to stay on their path and complete their degree in a timely manner.

The Arabic program also helps with Organizational Health since it is steadily growing and success and retention rates are above 90%. In the last five years, enrollment in Arabic courses grew 29%.

Moreover, the World Languages Department is committed to participate in cultural events such as the Middle Eastern Heritage Week, Chaldean Hour, Middle Eastern Panels, among others. The addition of a new full-time Arabic instructor will indeed contribute to our efforts for Student Validation and Engagement. Furthermore, there are plans to add more curriculum to the program to validate new immigrants from Syria and Afghanistan and hosting new events to promote the validation and engagement of our Middle Eastern community. Hiring a new full-time instructor is essential for the program's continued growth and improving an already successful program. Hiring another full-time Arabic instructor will definitely help the College meet its enrollment goal.

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)

As stated in goal number one of the Comprehensive Review, the World Languages Department is determined to engage in multiple projects to close equity gaps. These projects include the revision of existing course outlines and development of new curriculum, the creation of new innovative materials, including Open Educational Resources, to address equity, social justice, and anti-racism issues, and to add Work-Based Learning projects in some of the Arabic courses. Moreover, there are plans to offer multiple modalities of Arabic courses to accommodate the needs of all students. These projects need more than one faculty to be successfully completed.

According to our degree maps, an Arabic degree or certificate could be completed in two years, however, when there are not enough course sections to meet demand, students must modify their career plan if they are not granted authorization to add. Student completion is being affected by the lack of qualified instructors. A second full-time instructor will be able to teach an increased load and help students achieve their educational goals in the projected time.

Enrollment in the Arabic program is steadily growing, even during the semesters of the pandemic. The Arabic Studies program started in Fall 2016, and since then it has grown 29% in enrollment and its retention and success rates have been kept above 90%. We have awarded a total of 51 degrees and 55 certificates since Fall 2016, when the program started.

The demand and wages in this region for people with language degrees is very competitive and it is expected to grow, especially in Arabic with the surge of immigrants from the Middle East that are settling in San Diego. An Arabic Degree is not limited to translation, interpretation, and education jobs. As a result of globalization, many other industries are hiring people with bilingual or multilingual skills. This program provides students from this minority group an opportunity to have a successful life in the United States.

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 limited number of qualified instructors has impeded our ability to offer more sections and courses. East County has one of the largest concentrations of Middle Eastern immigrants in the country and it is constantly receiving new people from Arabic-speaking countries. For these immigrants to be successful in the United States, they need to learn English, so they enroll at Cuyamaca. Students interested in a degree take Arabic courses as they learn English to start working on their degree coursework. Our demand for Arabic courses will continue to grow provided that the East County continues to receive new immigrants from the Middle East.

For Spring 2022, we scheduled a new course, Arabic 130. On the first day of enrollment, Arabic 130 closed with a wait list of 20 students, and by the end of the first week, we already had three sections of this class scheduled. Arabic 251 also closed the first day of enrollment with a waitlist, and some other classes were already at 50% fill rate. Luckily, for the Arabic program, an instructor who was teaching Arabic and ESL classes, decided to teach Arabic only this semester to help us meet the demand.

According to the 2021-2022 Faculty Hiring Priorities Data Dashboard, in the last five years the Arabic program has grown 29% in Fall sections and 42% in Spring sections. The full-time equivalent students growth is of 33% in Fall semesters and 53% in Spring semesters. Additionally, fill rates have always been higher than the institution-set standard of 75%. During the last year, some classes were above cap in enrollment, and our fill rate for Fall 2020 was of 95%, for Spring 2021, it was 101%. Furthermore, the weekly student contact hours per full-time equivalent faculty was high, 443 in Fall 2020 and 457 in Spring 2021. They almost reached the institution-set standard of 460, even though most Arabic classes have a low negotiated cap.

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)

There is only one full-time faculty teaching Arabic. She is Middle Eastern. There is a total of fourteen Arabic instructors, thus, she represents 7% of all Arabic instructors.

If this position opens, it will attract mainly Middle Eastern applicants, immigrants from countries in different continents, different genders, and different religions, including Muslims. Our Middle Eastern student population continues to grow and there is not enough representation of this ethnic group within our full-time faculty. Furthermore, traditions of Muslim and Christian Middle Eastern people differ, but there is no Muslim representation in our full-time faculty. This position will give us the opportunity to screen Muslim applicants who could bring another perspective and representation for Muslim Middle Eastern students. Opening a full-time Arabic instructor position will definitely help the Cuyamaca College goal to diversify faculty and staff members.

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)

The limited number of qualified instructors in the area makes it difficult to grow the program to meet the needs of our Middle Eastern students. Recently, San Diego State University started a B.A. program in Arabic and Islamic studies, but there is no local M.A. degree in Arabic, thus, many Arabic instructors have to go through the equivalency process, limiting our options to find instructors for our fast-growing Arabic program.

When there is an opportunity to add a new section due to long waitlists, we have to first find an instructor to ensure we will have someone to teach it. In order to maximize the course offerings, we had offered some split assignments to instructors, but this approach is not the best for students who have to adapt to their new instructor in the middle of the semester.

Plans are under way for creating curriculum for a new Levantine Dialect class to address the surge of Syrian and Afghani immigrants. Moreover, we have plans to expand our Open Educational Resources in Arabic classes to help students who are economically disadvantaged and to address equity, social justice, diversity, and anti-racism, in an effort to close equity gaps. In addition, we are exploring different teaching modalities to address the needs of all the students interested in the Arabic program. These are exciting and innovative expansions to our program, but we need a second full-time instructor to achieve our goals.

It will be challenging to find new instructors for our courses, given the constraints of teaching load for part-time instructors. As it is, most part-time Arabic instructors presently teach at maximum load. Moreover, the only full-time instructor has to teach overload every semester. If this position is not filled, we will be unable to meet the needs of our burgeoning population of students wanting to take these courses. Without more full-time faculty, we simply will not be able to grow the program.

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)

In June 2018, a World Language instructor of Spanish retired. Since there is a critical need for another full-time Arabic instructor, both full-time instructors from the World Languages Department agreed that the retiree must be replaced by an Arabic instructor. We have been requesting a replacement since her retirement.

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