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Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	History, Humanities & Philosophy
Position Title	History Instructor

Q2

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

This request supports all of the history program's goals: Reduce/eliminate equity gaps and increase the overall success rate to 80%, diversify faculty, 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).

We would like to hire a full-time faculty member who can teach the History courses that are cross-listed with Ethnic Studies. The majority of Ethnic Studies courses (9 of the 17 courses) are also History courses, so this combination of expertise is ideal. Another full-time History instructor would allow us to increase enrollments and the number of sections we offer and to revise and expand course offerings that are relevant to Cuyamaca's diverse student population, especially those from historically racially marginalized groups. Another full-time instructor would allow us to expand the number of courses we offer that satisfy CSU Area F requirements and other forthcoming Ethnic Studies requirements.

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, specifically students from historically marginalized groups, and to close equity gaps. While we have been able to increase the number of part-time faculty who are People of Color, the majority of courses in history are taught by White faculty members 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>).

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, vision and values. Note: the more goals addressed the stronger the request (Rubric Criterion 4) Increase equitable access (enrollment) Eliminate equity gaps in course success (passing grade in class) Increase persistence eliminate equity gaps (re-enrolling the subsequent semester or year) Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring) Increase hiring and retention of diverse employees to reflect the students and communities we serve (300 words or less)

This position supports all of the College's strategic priorities. The department is committed to the following:

- Hiring new faculty who better reflect students and their experiences and who are committed to mentoring and guiding students (Increase Hiring and Retention of Diverse Employees).
- Increasing the number of equity-minded practitioners, who would develop positive reputations with students increasing access, retention, and success rates and closing equity gaps for all student groups (Increase Access, Persistence, Completion, and Course Success and Eliminate Equity Gaps in these areas).
- Improving pathways for students in our ACP by developing certificates, updating and maintaining degree maps, webpages, etc., participate in assessing learning outcomes at the course and program level, providing more exposure to careers and work experience, and sustaining and creating new learning communities. (Increase Access, Persistence, Completion, and Course Success and Eliminate Equity Gaps in these areas)
- Updating our course offerings so students can see themselves reflected, not just in the faculty ranks, but 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. (Increase Persistence, Completion, and Course Success and Eliminate Equity Gaps in these areas)

Q4

3. How will this position improve student learning and achievement, and close equity gaps in access and outcomes in your program? What steps are you taking to close equity gaps in access and outcome, for example: (Rubric Criterion 2)- modify curriculum to reflect the college's diverse student population- close equity gaps- ensuring equitable access to courses that have pre-requisites- removing barriers for students, especially those from historically marginalized groups- adopt/create no cost/low cost textbooks and course materials(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 retention and outcomes because students see themselves reflected in the classroom and content 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 increased retention, persistence, and success. Research has shown that when students feel a sense of belonging, and of being valued and affirmed, their retention and success rates improve. These are the concepts taught in EMTLI; several history faculty members have participated in this institute and we hope to have more faculty participate in the future.

The department has modified existing curriculum and created new curriculum to reflect the college's diverse student population, including 9 courses cross-listed with Ethnic Studies and a new course that is one of the 3 core courses for the Ethnic Studies AA degree.

Some department courses utilize OER and/or are designated as ZTC courses but we would like to expand our ZTC and LTC offerings. In order to do so, we would like to hire a full-time faculty with expertise in creating and curating OER materials, especially for courses focused on the histories and experiences of racially marginalized groups in the U.S.

Q5

4. Has there been or is there evidence to demonstrate that there will be an increase in student 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, students served, etc. as they apply to this position. (Rubric Criterion 2)(300 words or less)

The load cushion in History was 2.90 in 2021-22. Typically 40-45 sections are offered per academic year; fill rates for Fall 2020 and Fall 2021 were 80% and 79% respectively. In the face of enrollment declines college-wide, courses remain efficient. In History, the WSCH/FTEF for Fall 2021 was 522.00 and Spring 2022 was 498.00. These are well above the College-wide 2021-22 WSCH/FTEF of 396.00.

In addition, there will be an increased demand for courses that meet the CSU Area F Ethnic Studies requirement and the forthcoming Ethnic Studies requirements for the UC and CCC systems. Courses that are approved for CSU Area F will also meet Cuyamaca's local Cultural Diversity Degree graduation requirement.

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 assist in modifying additional courses to meet the CSU Area F requirement, 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 your program? What steps will your program take to ensure this position will promote faculty diversity to reflect the students the college serves, for example: (Rubric Criterion 1)- Participating in professional development related to equity and diversity in hiring- Participating in professional development related to equal employment opportunity (EEO)- Completing EEO Representative Training- Employing strategies to recruit diverse applicants(300 words or less)

The racial and gender demographics of the faculty currently teaching in History are as follows:

Gender:

3 women and 12 men

Race:

2 Black/African American

5 Latinx

1 Native American

7 White

The department chair is trained as an EEO representative, has been following the newly updated personnel hiring procedures (PEs), and has been leading the College's and District's Equity in Hiring work for over 2 years. The department's faculty have become more diverse over the last year through the hiring of new part-time faculty in History and Ethnic Studies. Gender disparities have increased as a result of part-time faculty retiring, gaining full-time employment at other institutions, and as a result of POA requirements.

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 History is a large discipline and the majority of courses are taught by part-time faculty members. There are two full-time faculty members, however only one has been teaching a full load of courses for the past 4+ years. The other full-time faculty member was teaching a partial course load due to reassigned time positions, and has not been teaching at all for 2+ years as they are fully reassigned (Teaching & Learning Coordinator and Department Chair). History success rates were higher overall when both full-time faculty were able to teach a full load of courses. Another equity-minded, full-time faculty member is needed to improve retention and success rates, close equity gaps, generate interest in History, launch the Oral History Archive Project, assist in revising SLOs and PLOs, modify and develop courses, create certificates, and develop OER materials so we can increase the number of ZTC and LTC courses we offer.

The History program provides support to both Kumeyaay Studies and Ethnic Studies. Two history courses are part of the Kumeyaay Studies AA degree and nine History courses are part of the Ethnic Studies AA degree. ETHN/HIST 107 is one of the core classes of the new Ethnic Studies AA and is one of four courses at Cuyamaca that has been approved for the CSU Area F Ethnic Studies requirement. Enrollment for this course has increased dramatically now that it is approved for Area F and the expectation is that when other History courses are approved for Area F, that there will be a similar increase in enrollment. The demand for Area F-approved courses will continue to increase once the UC and CCC systems have implemented their planned Ethnic Studies requirements. The History department also provides the majority (14 of 16) of courses that meet the CSU American Institutions graduation requirement.

The department cannot provide students with more Area F-approved courses, more American Institution-approved courses, close equity gaps, and improve success rates without another full-time faculty member to help lead this work.

Q8

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

This is a new position put forward in order to meet students' need for CSU Area F and CSU American Institutions courses, to improve student success and equity efforts, to support historically marginalized students, and to diversify the full-time history faculty membership.

Q9

8. 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. Note: The Division Dean will be providing feedback to help inform the prioritization process

Yes, I have discussed this position request with the Chair of the Department

Q10

Respondent skipped this question

If you would like to attach data to support your request in light of the rubric criteria, please upload a PDF, Word, or image file using the button below.