#16

COMPLETE

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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 goal(s). Please explain how this position would support historically marginalized groups? (Rubric Criterion 3)(300 words or less)

This request supports both program 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, specifically students from historically marginalized groups. While we have been able to increase the number of part-time faculty who are People of Color, the majority of courses in these disciplines 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).

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, 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 and degrees in Humanities and Religious Studies, updating and maintaining degree maps, webpages, etc., 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.

The department has modified the curriculum to reflect the college's diverse student population by creating additional humanities courses that are cross-listed with Ethnic Studies and Kumeyaay Studies, and by updating the content of core classes to make them less Euro-centric. More work in this area needs to take place and would be best completed by a Humanities content expert. Substantial work needs to be done to update the Religious Studies curriculum; however, the department currently lacks the expertise and time to engage in this work.

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 need a content expert to curate these resources for faculty.

All but one of the faculty who teach Humanities and Religious Studies courses have not had the time, ability, and/or inclination to participate in equity-minded trainings on campus, such as EMTLI. Some of the largest equity gaps in the department appear in Humanities and Religious Studies courses, the only disciplines that do not have a full-time faculty member. A full-time faculty member with a commitment to equity-minded teaching is needed in order to improve outcomes and close equity gaps in these disciplines.

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 average combined load cushion in humanities and religious studies in 19-20, 20-21, and 21-22 was 1.00. Typically 8-9 sections of humanities courses and 2-3 sections of religious studies courses are offered per academic year. The number of sections offered is not accurately measured in the load cushion as some courses are taught by full-time faculty from other disciplines under an equivalency.

In the face of enrollment declines college-wide, courses remain efficient. In Humanities, the WSCH/FTEF for Fall 2020 was 514.00 and Spring 2021 was 545.00; Fall 2021 was 454.00 and Spring 2022 was 528.00. These are well above the College-wide 2021-22 WSCH/FTEF ratio of 396.00.

In Religious Studies, the WSCH/FTEF for Fall 2020 was 735.00 and Spring 2021 was 660.00; Fall 2021 was 600.00 and Spring 2022 was 555.00. Average fill rates for religious studies in 20-21 were 85% and 77% in 21-22, well above the College's overall fill rate.

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, especially those from historically marginalized groups.

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 the humanities, philosophy, and religious studies disciplines are as follows:
Gender:
4 women and 4 men
Race:
1 Asian/Pacific Islander
1 Latinx
1 Native American
5 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 Humanities.

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 Humanities or Religious Studies faculty in the department; this has been the case since the retirement of Paul Carmona 6 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 declined over the last 6 years, 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 these disciplines, particularly Religious Studies. Low retention and success rates, and significant equity gaps, are a major concern for both on-campus and online courses. 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 5 is changing to require students to complete an Ethnic Studies requirement within the CCC system. The department cannot provide students with Area F approved courses, close equity gaps, and improve success rates without a full-time faculty member to 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 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, to support historically marginalized students, and to provide Ethnic Studies Area F approved courses for students to meet the new requirements within the CSU, and soon, the UC and CCC systems.

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

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.

Respondent skipped this question