#2

COMPLETE

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Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department **World Languages**

Position Title **Spanish Instructor**

Q2

If this position has already been funded, do your want to continue with the current request?

No, the position has not yet been funded

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Q3

1. 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 Spanish program is in a great need for another full-time Spanish instructor to support the 23-24 Annual Program Review new goal #1. The transition to online teaching has opened great avenues for the Spanish program to grow. Our only full-time Spanish instructor made huge efforts to change Spanish commercial textbooks to be Zero Textbook Cost ZTC. Over the span of the last five years, she single handedly converted most of the Spanish courses to be ZTC using OER resources. She even took a one semester sabbatical to work on one of the courses in Fall 2022. In addition, in 2022, one of our part-time faculty members was granted the POCR Badge for her excellent work on Spanish 120 online course and the class is now listed with the badge on the CVC Exchange website. However, to achieve our goal for next year to review, improve, and create OER resources with a DEI lens and to get more classes to enter the CVC Consortium pool; we need a full-time faculty to support the work. This huge load cannot be supported by part-time efforts only. According to our Distance Education data, POCR badging and participating in the CVC Consortium exchange help with department- and institution-level enrollment. As of January 2023, we were approved to be a "Home" college, however, in the next phase and by Fall 2024 Cuyamaca will be participating in the Consortium as a "Teaching" College, so that students from across the state could enroll in our online courses. Courses with the POCR badge get to be placed at the top of the course list which will in turn help in increasing enrollment, offering quality online instruction, and promoting equity aligning with Cuyamaca's mission, vision, and values. Spanish courses have a great potential to add more of these badged courses to the list. All this work is supported right now by part-time faculty.

• The need is great for full-time instructor with a Latinx background in order to advance culturally relevant, equitable, and diverse curriculum for Spanish Being an HSI (Hispanic Serving Institution), hiring a full-time Spanish speaking faculty will not only support the Spanish program but will also support the efforts to grow the Puente project to help our largest student group, the Latinx students.

• On another note, our Spanish program is at this time largely supported by part time instructors (1fulltime- 6 part-time ratio) who have been teaching Spanish mostly with a focus on grammar for so long. Although, it is a teaching strategy that has been proven effective, we think that the program and the students would benefit from a fresh perspective on pedagogies and strategies that are more inclusive to the different cultures and that are equitable, and student centered. A new full-time faculty will lead the work towards a more equitable, culturally relevant and inclusive teaching pedagogies.

• Hiring a new full-time Spanish instructor will allow the department to continue the work towards achieving full implementation of ZTC program. The department is applying for the state funded Accelerated Grant to make the Spanish AA Degree a fully ZTC degree. A full-time instructor will allow the department to achieve this goal.

Q4

2. 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)

• According to the ethnicity data comparison that was included in the EEO Report published by the District's Research office, the Hispanic/Latinx student-faculty ratio was approximately 34% of Cuyamaca College students identify as Hispanic/Latinx, compared to 17% of our full-time faculty and 15% of our part-time faculty across the five academic years between 2017-2022. Our District's hiring rates for the past five years are showing about 49% White compared to 21.5% Hispanic/Latinx. Hiring a Spanish instructor would bring us one step closer to our strategic goal of increasing hiring and retention of diverse employees to reflect the students and communities we serve. The students need to see themselves represented by their instructors, and hiring a Spanish full-time instructor will definitely be a great opportunity to represent our Spanish speaking students.

• The World Languages Department has 81% part-time faculty. Spanish comes even at a higher rate of 85% the instructors being part-timers.

• Two out of three of our full-time faculty members completed EEO Representative Training and are active participants in search and hiring committees. The department recently hired three adjunct faculty members for Arabic and Aramaic following the process set in PE2. The hiring committee for these positions included an administrator, faculty, and EEO representative to ensure we are interviewing and selecting diverse candidates that best represent our students.

Q5

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)

• As part of the department's action steps to achieve our goal to "Review, improve, and create OER resources with a focus on diversity, equity, and inclusion DEI", the department plans to integrate culturally diverse content that reflects other cultures into the curriculum, do more outreach, work on enhancing the OER resources being developed and the existing ones to include more representation of other ethnicities.

• The department is applying for the statewide ZTC Accelerated Grant to improve the existing resources by reviewing them with a focus on DEI and by creating more ancillaries to support students' success. In addition, the grant will be used to create new OER resources for Spanish 141,145. A new Spanish full-time instructor is much needed to support this big task. Having equitable and diverse curricula by providing free textbooks for students will increase enrollment and encourage students to persist and keep working towards completing their degrees/certificates or transferring to 4-year institutions. Removing the barrier of expensive textbook cost is a great step towards equitable access and making those textbooks inclusive and diverse will support students' success and retention. In addition, by creating new OER sources and improving the existing ones the department will include more support for the non-native speakers and the underrepresented groups in our department to help them succeed and persist.

• Our Spanish instructor is working closely with the Tutoring team at Cuyamaca. The Spanish tutors have become part of the program. The tutors have access to Spanish classes in Canvas, so they can review the content before meeting with the students. Instructors promote tutoring services frequently, so students remember that they do not have to complete the work on their own, especially in the asynchronous classes. Collaborating with the Tutoring Center provides extra support for those students who need it the most and a new full-time Spanish instructor will aid in the huge effort it takes to coordinate these efforts and make sure part-time instructors are committed to this plan to provide extra support for our students

Q6

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 Spanish program has been seeing a steady increase in enrollment for the past 5 years. The increase is similar to the college wide enrollment increase. In Spring 2023, 320 students enrolled in different Spanish classes in both part-time and full-time status. This is an increase of about 40% from Spring 2018. We anticipate the increasing trend will continue as we are offering a variety of modalities, times, and ZTC textbooks. In addition to having one of our courses listed at the top of the CVC Consortium course list because it is POCR badged.

• 	The Spanish program has been seeing an increase of student demand as shown in the waitlists status of the courses. In Spring/Fall 2022 the Spanish classes had an average of 226 students enrolled in waitlists, 73 of which were later enrolled in classes at a rate of 13% of actual enrolled students in all Spanish classes. Moreover, in Summer 2023, we started with one Spanish 120 and ended up with 4 sections of Spanish 120 because of the high demand and the growing waitlists. All 4 courses had high fill rates.

• 	Language classes in general and Spanish in specific are in demand in the Dual Enrollment programs. We offer one CCAP Spanish every Fall and two every Spring. Dual Enrollment has been gaining track lately at the State level and the Chancellor is pushing for an increase in the CCAP capacity.

Q7

5. 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)

This request supports New Goal #1: Review, improve, and create OER resources with a focus on diversity, equity, and inclusion DEI.

• 	OER resources are free textbooks that the students can utilize with no cost at all. For the past couple of years, the World Languages department has consistently worked towards eliminating expensive textbook for both Spanish and Arabic programs. As of this year the Spanish program is using either ZTC or OER textbooks at a 100% rate. The department is applying for the statewide ZTC Accelerated Grant to improve the existing resources by reviewing them with a focus on DEI and by creating more ancillaries to support students' success. The grant will be used to create new OER resources for Spanish 141,145 and Arabic 220, 221. A new full-time Spanish instructor will support the implementation of this plan as our only existing full-time faculty has been relentlessly working on OERI grants for the past five years.

• 	Hiring a new Spanish faculty will support the implementation of the action steps to achieve this goal which has a direct positive effect on access, success, persistence, and completion. The new faculty will work on creating equitable and diverse curricula by providing free textbooks for students which will increase enrollment and encourage students to persist and keep working towards completing their degrees/certificates or transferring to 4-year institutions. Removing the barrier of expensive textbook cost is a great step towards equitable access for our historically marginalized groups and making those textbooks inclusive and diverse will support students' success and retention. In addition, by creating new OER sources and improving the existing ones the department will include more support for the non-native speakers and the underrepresented groups in our department to help them succeed and persist.

Q8

6. 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, however, the Spanish program lost one of its full-time faculty members when our long time Patricia Santana retired in 2018 and her position was never filled back again. The department at that time gave priority to the Arabic position instead. The department is now in great need of another Spanish faculty to assist in growing the program.

Q9

7. 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)

•   Increase hiring and retention of diverse employees to reflect the students and communities we serve: College wide, the student-faculty ratio was approximately 34% of Cuyamaca College students identify as Hispanic/Latinx compared to 17% of full-time faculty and 15% of part-time faculty across the five academic years between 2017-2022. Hiring a Spanish instructor with a Latinx/Hispanic background will help Cuyamaca move a step closer towards this strategic goal.

•   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): Hiring a new Spanish full-time instructor is greatly needed to support the implementation of the action steps to achieve the department's goal to review, improve, and create OER resources with a focus on diversity, equity, and inclusion DEI. This goal will have a direct positive effect on access, success, persistence, and completion. The new faculty will work on creating equitable and diverse curricula by providing free textbooks for students which will increase enrollment and encourage students to persist and keep working towards completing their degrees/certificates or transferring to 4-year institutions. Removing the barrier of expensive textbook cost is a great step towards equitable access for our historically marginalized groups and making those textbooks inclusive and diverse will support students' success and retention. In addition, by creating new OER sources and improving the existing ones the department will include more support for the non-native speakers and the underrepresented groups in our department to help them succeed and persist.

Q10

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

Q11

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