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COMPLETE

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Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	English
Position Title	English Puente and Chicane Literature Instructor

Q2

Yes

1a. Did you request a position last year (2024-2025)?

Q3

Yes

1b. If yes, and that position was funded, do you want this position ranked as well?

Q4

Yes

1c. Is there dedicated funding for the position that is not unrestricted general fund (i.e. categorical/special funded programs)

Q5

2. Why is this position essential to your program and college? Please discuss the potential impact of this position on the department, college, district and/or region (Rubric Criterion 1, 3). (300 words or less)

The English department requests approval to hire a full-time faculty member with expertise in Chicane literature, experience teaching English composition, and a demonstrated commitment to serving Latine and transfronterizo student communities.

This faculty member would teach Puente English composition sections, support the reassigned time associated with Puente English, help coordinate the Puente program, serve as the department's liaison to Puente, teach Chicane literature courses, connect English to Puente events on and off campus, and advance the department's broader equity efforts to better serve Latine students.

This position is essential for institutional compliance and program effectiveness. Cuyamaca College's Cooperative Agreement (MOU) with the Puente Program requires a full-time English faculty member affiliated with the program, and we are currently out of compliance. During the launch of our inaugural Puente cohort this fall, we saw firsthand how critical this role is. While our current part-time faculty member assigned to Puente English and program co-coordination is deeply committed, the scope of the role exceeds what is feasible for part-time faculty balancing appointments across multiple institutions. As a result, program coordination, event participation, and sustained student support have been limited—creating challenges for both the Puente program and the students it serves.

Approving this hire would significantly strengthen the English department and the college as a whole. The department would gain a faculty member with expertise grounded in Chicane and Latine studies and composition pedagogy; the institution would gain a consistent, engaged partner for Puente; and most importantly, students would benefit from a full-time faculty presence who can build relationships, provide continuity, and meaningfully support their academic progress and goals.

Q6

3. What are the racial and gender demographics of the faculty within your program? Outline your steps to ensure a recruitment of diverse candidates that reflect the mission, vision and values of the college. These steps could include: professional associations dedicated to the promotion of diversity in your content area (Rubric Criterion 1).(300 words or less)

As of fall 2026, the English department will have five full-time faculty members, down from nine just a few years ago. This reduction reflects two departures whose positions were not replaced, as well as early retirement reduced workload status for one faculty member and a pending ERWR application effective fall 2026. Of the remaining full-time faculty, three are fully reassigned in long-standing coordinator roles. As a result, very few full-time faculty remain available to support core departmental work, including teaching, curriculum development, learning communities, student-centered programming, and equity initiatives.

In terms of demographics, all current full-time English faculty identify as female. Three identify as white, one as Palestinian American, and one as Chicanagüense. While the department has made sustained efforts over the past decade to diversify both full- and part-time faculty, our full-time faculty demographics still do not reflect the demographics of the students we serve, which closely mirror those of the College overall. This position represents a critical opportunity to continue addressing that misalignment and to strengthen representation within the discipline and classroom.

This position intentionally emphasizes expertise in Chicane literatures and a demonstrated commitment to serving Latine students, particularly within the Puente program. Candidates with Spanish language proficiency, immigrant backgrounds, and/or relevant intersectional identities and experiences are strongly encouraged to apply. These qualifications are directly aligned with the needs of the program and the students it serves.

To support a diverse applicant pool, the department would actively promote the position through the statewide and regional Puente network, as well as through professional and scholarly organizations serving Latine educators, including connections at SDSU, the UC system, academic associations, and regional community-based and activist organizations. Our recruitment process would center not only on disciplinary expertise and programmatic fit, but also on alignment with the College's mission, vision, and strategic priorities. This includes a demonstrated commitment to equity-informed teaching and learning, expanding access, closing equity gaps, and engaging in ongoing professional development to strengthen programs and student outcomes.

To sustain and deepen our equity work, the English department must continue diversifying its full-time faculty to better reflect the students we serve and to bring a wider range of lived experiences, perspectives, and areas of expertise into our classrooms and programs.

Q7

4. Please describe your planned onboarding process to support the new hires inclusion into community. Please share if there are any resources or collaboration that would assist. (Ex: AFT mentorship, THRIVE, Tenure Review, EMTLI, Communities of Practices, etc.) (Rubric Criterion 4: Support of Strategic Plan) 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)

Any faculty member hired to teach Puente English full-time would have the person would have robust support and resources from the Puente Office. They would attend the Puente Summer Institute (PSI) and attend ongoing Puente professional development opportunities. They would also have access to Puente faculty resources, including Puente faculty mentors, sample lesson plans and course design formats, and more.

Beyond that, the English department prioritizes intentional, high-quality onboarding to ensure new faculty feel supported, connected, and empowered. As part of our established departmental culture, new faculty—both full- and part-time—work closely with the department chair for a campus and resource orientation, along with regular, informal check-ins that include coffee or lunch meetings to support relationship-building and ongoing communication.

We also maintain a robust calendar of department-wide gatherings designed to foster connection and shared purpose. These include monthly Equity Community of Practice (COP) meetings, early-semester department mixers, and end-of-semester common assessment meetings that also serve as opportunities for celebration and community-building. As one of the College's larger departments, we intentionally create frequent spaces to share best practices, support departmental goals, and strengthen relationships. In recent years, we have taken additional steps to ensure these spaces are equity-minded, trauma-informed, and responsive to diverse abilities, needs, approaches, and teaching styles. A new full-time faculty member would be warmly welcomed as an integral part of this community.

The department also approaches tenure as a growth-oriented, supportive process that is intentionally connected to professional development and campus-wide community-building. New full-time faculty are encouraged to participate in established programs and resources, including THRIVE, the AFT Mentorship Program, EMTLI, and other professional development opportunities. Through this layered onboarding and support structure, our goal is to ensure that Cuyamaca College feels like a professional home where new faculty can thrive and build a fulfilling, long-term career.

Q8

5. 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: Program Student Achievement and Potential Growth) 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)

The English department's equity work began in 2016 with the early adoption of acceleration, well before it became a statewide requirement. Since then, we have systematically removed prerequisites from literature and creative writing courses to expand access. In the current academic year, we are collaborating with Grossmont's English department to study the efficacy of our corequisite composition model and to explore a shift from multiple-measures placement (primarily GPA-based) to a self-guided placement system—another potential step toward increasing equitable access.

Within this broader context, Puente English sections are open-access and sheltered; students enroll through Counseling and participate in shared classes, events, and field trips within a cohort-based model that supports belonging and persistence. It's important to note that many of our Puentistas are transfronterizo students who live in Tecate and cross the border every day to attend classes at Cuyamaca. Hence this faculty member would not just support Latine students, but also transfronterizo students, which is a big part of our community here at Cuyamaca.

Supporting student success while closing equity gaps remains the department's primary goal. During the 2024–25 academic year, we saw modest gains in overall success rates, particularly in spring. English 120 (now C1000) and English 020 each experienced approximately five-point increases in success, while English 124 (now C1001) maintained the highest overall success rates at 78–79%.

Despite this progress, equity gaps persist, particularly for Black and Latine students. After several years of notable gains for Black students, success rates declined across all three composition courses this past year. Latine students, by contrast, demonstrated upward momentum in English 120 and 124 (C1000 and C1001), reaching their highest success rates in several years; however, equity gaps remain when compared to department-wide and white student success rates. Disaggregated data by student demographic and course modality are documented in the department's annual update.

The English department's culture is deeply oriented toward equity-informed professional learning. Faculty engage monthly in an Equity Community of Practice to analyze data, share and refine best practices, revise curriculum and assessments, and strengthen student-centered pedagogy. Many faculty have also participated in Strong Workforce, EMTLI, EPPA, and @ONE training in equitable online teaching and learning, and a significant number of English courses have earned POQR badging. The English department also leads the POQR program for the College.

Within this context, the proposed position is essential to advancing student learning and achievement. Puente has a strong statewide and regional track record for improving outcomes and closing equity gaps for Latine students. While Cuyamaca's Puente program has launched successfully, it requires sustained, full-time leadership to reach its full potential. A dedicated full-time English faculty member would develop deep expertise in Puente and serve as instructor, co-coordinator, mentor, and advocate for students. This person would also support college outreach efforts by attending outreach events at local high schools such as back-to-school events, family/parent nights, presenting during lunch or college prep classes, etc. and would support the Puente Counselor in the Puente student recruitment process.

Locating Puente English and Chicane literature within the full-time faculty would centralize these critical courses within the department, rather than leaving them vulnerable to the instability of part-time staffing. With consistent leadership and curricular investment, Puente and Chicane literature together will strengthen student success, close equity gaps, increase throughput, and foster a vibrant, supportive learning community for Latine and transfronterizo students, and the department as a whole.

Q9

6. 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)

There is clear and immediate student demand for this position. Cuyamaca College currently has a full Puente cohort, yet the part-time faculty member assigned to teach and support the program is unable to meet the scope and intensity of its instructional and coordination needs. As a result, the English department has been forced to implement temporary workarounds, including having the department chair step in to assist with program coordination in spring 2026 and exploring reassignment of the program to another part-time faculty member in fall 2026. These short-term solutions are unsustainable and fall short of what the Puente program and its students require and deserve.

Given the program's rapid and successful growth, it is also likely that Puente will soon expand to more than one cohort per academic year. Without a dedicated full-time English faculty member, this expansion would immediately exceed the department's capacity to adequately support Puente students, placing student success, persistence, and program quality at risk.

Student demand is also evident in Chicane literature offerings. ENGL 236 (Chicane Literature) is offered every semester (and some summer sessions) and has grown increasingly popular. Sections in fall 2025 and spring 2026 were/are fully enrolled with significant waitlists. Currently, the course is taught by rotating part-time faculty, including one based outside the region. While faculty make strong efforts to connect the course to students, the learning experience remains relatively siloed. Under the leadership of a full-time faculty member who also serves as the Puente English point person, Chicane literature could be more fully integrated into campus life—connected to Puente cohorts, paired with other Latine-themed courses, and aligned with Campus and Community Circles and heritage month programming—greatly enriching the student experience.

Beyond Puente-specific demand, the English department demonstrates an overall structural need for additional full-time faculty. Over the past several years, the department has lost four full-time positions due to departures and early retirement reduced workload. Currently, English has a total FTEF of 11.74, with only 2.83 full-time FTE and 8.29 part-time FTE, resulting in a high cushion of 8.91 FTEF. This imbalance is largely driven by long-term reassigned time roles held by full-time faculty and means that only 24% of the department's FTEF is taught by full-time faculty—far below the state's intended benchmark of 75%.

Despite these staffing constraints, the department maintains strong productivity metrics. Our WSCH/FTEF is 402.89, close to the division average (417.61) and college average (465.38), and our fill rate is a healthy 84.2%, indicating sustained student demand across English courses.

Finally, there is a pressing need to increase faculty diversity across the composition sequence. Research and experience consistently show that students are more successful when they learn from faculty who reflect their identities, cultures, languages, and lived experiences. This position would allow the department to prioritize a faculty member with the expertise and commitment to lead Puente English and teach Chicane literature, while also extending equity-minded teaching practices across our broader composition curriculum.

With this hire, the department will be able to provide sustained, culturally responsive instruction, strengthen coordination and support for Puente students, and expand equity-minded teaching practices across the composition sequence—resulting in stronger connections, improved student success, and more equitable outcomes for Latine and transfronterizo students.

Q10

7. 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: Critical Need - Critical to the Program/and Institution) Examples may include the following: Issues with Federal or State Mandates Replacement for Recent Retirement or Vacancy Specialty Areas within Discipline/Service Area results in difficulty in finding part-time faculty Required for Program, Courses, or Specific Service to Continue Ranking within division (per division dean feedback) Supporting students (300 words or less)

This request is for a new position and directly supports all three of the English department's program review goals:

1. Close equity gaps and increase student success in English courses
2. Grow the English major
3. Create an equitable departmental culture

The department's primary goal is to close equity gaps and increase student success in English courses. Through sustained work in our Equity Community of Practice, we have made meaningful progress; however, persistent equity gaps remain, particularly for students who identify as Latine. This position would advance that goal by providing dedicated instructional, programmatic, and mentoring support through Puente, along with culturally responsive pedagogy, representation, and community-based connection that more effectively serve Latine and transfronterizo students.

This position also supports the growth of the English major. Literature courses are a central pathway into the major, and Chicane Literature is among our most popular offerings. Returning this course to the leadership of a full-time faculty member would allow the department to more intentionally integrate it into campus life through partnerships with Puente, author talks, student exhibitions, heritage month programming, and other collaborative events. These efforts would increase visibility, engagement, and student investment in the English major.

This hire is also essential to the success of the Puente program, for which the English component is foundational. The department currently lacks a full-time faculty member with expertise in Chicana literatures, leaving a critical gap in both instruction and program leadership. This position would directly address that gap while ensuring that Puente English is supported by a faculty member with the expertise, capacity, and institutional presence required for long-term success.

Finally, this position advances the department's goal of fostering an equitable departmental culture, particularly with respect to equity between full- and part-time faculty. While part-time faculty bring valuable expertise to the department, they are not structurally positioned to sustain core, institution-building work such as program coordination and long-term learning community development.

Our experience launching Puente in fall 2025 confirmed this reality and underscored the importance of aligning responsibility with appropriate institutional support. Locating Puente English and Chicana literature within the full-time faculty supports equity, sustainability, and shared responsibility across the department while better serving historically and currently marginalized students.

Q11

8. Is this position new or a replacement? Please explain. (Rubric Criterion 3)(100 words or less)

This is a new position that also replaces headcount in English lost to early retirement reduced workload and/or colleagues who have recently departed for other institutions.

Q12

9. 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: Support of Strategic Plan) 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)

Response:

We are excited that this requested position directly supports every goal of the College's Strategic Plan:

1. Increase equitable access. A full-time English instructor for Puente would partner with the Puente counselor to strengthen the program and expand equitable access for students from local high schools and the broader community. While transfer-level English is technically accessible to all students at Cuyamaca, many Latine students experience understandable hesitation rooted in prior English classroom experiences that punished linguistic diversity, undermined identity, and discounted cultural capital. This hire is intended to promote meaningful access to transfer-level English and ensure Latine and transfronterizo students feel validated, empowered, and successful in composition courses.
2. Eliminate equity gaps in course success. The English department has been actively working to close equity gaps for years and is beginning to see progress, but persistent gaps remain for Latine students. We see this hire as an opportunity to leverage Puente's strengths and expertise to reduce equity gaps not only within Puente sections, but across all English composition courses.
3. Increase persistence and eliminate equity gaps. Cohort-based programs are proven to support student persistence. A full-time Puente English faculty member would support students through both C1000 and C1001, working closely with the Puente counselor to sustain momentum and progress on comprehensive education plans. This faculty member would serve as a consistent point of accountability and connection for Latine students. Incorporating Chicane Literature into the cohort plan, along with strong faculty relationships, campus community engagement, and culturally meaningful events, further supports year-to-year persistence.
4. Increase completion and eliminate equity gaps. The Puente program is designed to eliminate equity gaps in completion and transfer by providing structured academic support, building cultural confidence, and empowering students to successfully transfer to four-year institutions. Central to this work is specialized English instruction, which this proposal seeks to anchor within the full-time faculty. This position would also support Puente activities tied to completion and transfer, including college visits, transfer workshops, and university application support.
5. Increase hiring and retention of diverse employees. This position intentionally seeks faculty who are strong fits for the Puente program, including those with expertise in Chicane literature; experience serving Latine students; Spanish language proficiency; immigrant backgrounds; and/or other relevant, intersectional identities. This hire would help the English department better reflect the students and communities we serve.

Additionally, this faculty supports our Equity Plan, with particular attention to promoting throughput in English. And since at its heart, Puente is a social justice program, it maps nicely onto our mission and vision of "Equity, Excellence, and Social Justice through Education."

Q13

Yes, I have discussed this position request with the Division Dean

10. 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.

Q14

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.
