

**FACULTY NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Name of Person Submitting Request:		<b>Diane Hunter</b>
Program or Service Area:		<b>English</b>
Division:		<b>Arts and Humanities</b>
Date of Last Program Efficacy:		<b>SP2017</b>
What rating was given?		<b>Continuation</b>
# of FT faculty 17	# of Adjuncts 52	Faculty Load ( <b>per semester</b> ): 37.75
Position Requested:		Full-time, tenured English instructor
Strategic Initiatives Addressed: <a href="#">Strategic Directions + Goals</a>		1, 2, 3

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

-From 2013/2016 – 2016/2017, the English Department has seen a significant increase in FTES, from 870-980, up 110 FTES. This 12% increase along with increased sections (140 in FA15, 145 in SP16, 148 FA16, 150 in SP17, and 153 in FA17), requires more full-time faculty.

-With the current 52 part-time faculty (up 3 from SP17) and 17 full-time faculty, the percentage of sections taught by full-time faculty continues to decline, now at 45%. This number would be lower if not for the **unsustainable** use of overload by FT faculty. As we increase the number of sections to help meet the college's FTES and growth goals, the ratio of FT to PT instructors will continue to decline below 45%, **with 55% of our classes being taught by part-time instructors, which is further support for a third full-time faculty position** as the percentage taught by part-time faculty will continue to increase each semester.

-With 75% of students assessing into remedial courses, there is a need for consistency, continuity, and stability that a full-time instructor can provide for basic skills students by having a set location (offices) in which to meet and tutor students; holding regular office hours; the benefit of attending meetings: department meetings that focus on curriculum, pedagogy, and student success; division meetings that focus on partnerships, goals, access, and student success; and college-wide meetings that focus on SBVC's EMP and Strategic goals for student access and success. Part-time faculty members, who teach over 55% of our classes, also teach classes at other campuses, often up to three other campuses. Their teaching obligations at other colleges and drive times do not allow part-time instructors the time to develop the consistent, in-depth support required for our students as can full-time faculty, which is particularly critical for Basic Skills and language learners and requires the support that a third full-time faculty position will provide.

-Additionally, with double the number of AA-T-English degrees awarded in 2016/17 (up from 10 total to 20 degrees in 2016/2017), we need to ensure that the required degree courses are offered in sequence to avoid delaying students' completion and transfer. This is particularly important with state-wide focus on the number of AA-T Degrees awarded and local goals to increase transfer rates. Most of the degree courses are taught by full-time faculty due to the specialized nature of many courses, as well as the stability and support that full-time faculty can provide. This, combined with substantial and consistent increases in AA-T English degrees awarded, this can only be accomplished by filling a third full-time faculty position.

-Another factor is that all English composition classes are 4 units, so part-time faculty must teach fewer sections per semester than other disciplines, where classes are 3 units, in order to comply with contractual load requirements. This situation will remain constant, which supports a third full-time faculty position.

-The pool of part-time faculty continues to dwindle since instructors choose to teach at other colleges or accept full-time positions because of significant wage differences. In 2016/2017, we hired 20 new part-time faculty and expect to hire at least 5-10 additional for the 2017/18 year (spring & fall 2018 semester). The turnover results in inconsistencies that directly impact student success, which can only be mitigated by another full-time faculty position.

-Over the last 3 years, there has been an increase in the number of disciplines requiring English prerequisites (ENGL 914 and ENGL 015) for their courses required in certificate and degree programs in response to state and local Academic Senate recommendations (e.g. Nursing, Welding, Diesel, etc.) Adding sections to accommodate these students and not delay their progress is critical and further supports rationale for adding a third full-time faculty position.

-The college's Strategic Master Plan indicates goals to increase offerings of English Basic Skills classes and ESL classes, as well as tutorial services at The Writing Center, which requires a third full-time faculty position.

-Current full-time faculty are already serving as key facilitators (officers, chair/co-chairs) of many committees, sub-committees, and college-wide events, such as Academic Senate (4 senators from English, two serving as Senate Executive Members), Arts and Lectures, Program Review, Basic Skills, Curriculum, Honors, OEI, and Tech Committees. One of the 17 full-time instructors serves as Lead Writing Center Instructor **and** Lead ESL Instructor. Most of these faculty receive re-assigned time (teaching fewer sections), which is the equivalent of one FT instructor.

-Full-time faculty are needed in order for the department to create new partnerships and participate special programs like Puente, Summer Bridge, Tumaini, First Year Experience (multiple cohorts requesting English classes), Adult Ed., ESL, and the Strong Workforce/Guided Pathways that includes college's desire to create programs that lead to interdisciplinary career pathways. Such participation requires a significant time commitment and familiarity with college programs that require full-time faculty, and with the college's current goals to increase these specialized programs, English Department participation can only be accomplished by adding a third full-time faculty position.

-Additionally, recently passed legislation AB 705, CUS's recent elimination of assessment tools and basic skills English classes, combined with the CAI (California Assessment Initiative) will significantly impact English classes from the number of units to the number of sections offered. With upcoming implementations of such legislation, there will be a significant time commitment on the part of our full-time faculty to align our assessment tools, curriculum, and course offerings with the new legislation, which currently proposes changes to curriculum and units. Both directly impact faculty workload, specifically for part-time instructors. With higher unit classes (proposed), our part-time instructors will be able to teach even fewer sections, further illustrating the dire need for a third full-time English faculty position.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

-The 12% increase in FTES paired with a stable WSCH-390, retention-85%, and success rates-60% (both up from last year) indicate a strong, stable department that is positioned for growth. The increase in the number of AA-T English degrees from 10 to 20 further emphasizes the need for additional full-time faculty who teach the majority of degree required classes. Student enrollment in English classes is up from 7462 (2015/2016 EMP) to 7533 ((2016/2017), a 6%, increase, and the number of sections offered up by 10 (140 to 150/semester). This data emphasizes the demand for classes and supports the request for full-time faculty.

- As indicated in the data submitted for the Efficacy report SP2017, English is the third largest transfer major (single major not combined with any other option) to the UC schools during 2011 – 2016. Additional full-time faculty are essential if we are to maintain this trend, and as noted in our goals and

action plan, the expansion of our AA-T English degree program will require even further additional full-time faculty in order to be successful, supporting a third full-time faculty position.

-The department has increased in every area, except the number of full-time faculty members. Additional full-time faculty are essential for any sustained growth and student success. As noted in our goals and opportunities, the department anticipates moving to the CAI in the fall, creating transfer pathways, and implementing pre/post assessment pathways, all of which require additional FT faculty.

3. Indicate any additional information you want the committee to consider (*for example, course fill rates, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

To further support the need for full-time English faculty, it should be noted that our “core classes” 914, 015, 101, 102 maintain consistent fill rates (separated from literature and ESL classes) over 90%, and frequently, 100% or higher. The most recent data, SP16, indicates fill rates for these classes at 90%, 93%, 99%, and 95% respectively. These numbers, combined with the increased number of sections indicates that we have not yet reached a level of maximum offerings to meet student needs, which means we will need to offer more sections. Even if we don’t add sections, we are still running more classes than previous years, further supporting the need for a third full-time faculty position.

4. What are the consequences of not filling this position?

If the position is not filled, we will continue struggling to locate qualified part-time faculty members, the percentage of English courses taught by full-time faculty will negatively impact the college’s Full-time Faculty Obligation Number (FON), partnerships with some special programs noted above will not get off the ground, and we will have to cancel sections. **It is certain, we will not be able to grow any further without additional full-time faculty members.**