

FACULTY STAFFING REQUEST

School: Liberal Arts

Department: English

Position: English FT

 X *New*

 Replacement

 2 *Number of Position*

Quantitative Criteria:

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
FTEF	27.25	25.10	28.63	26.29	29.52
FTEF - % FT	42%	43.6%	36.6%	41.6%	39.3%
FTEF - % PT/OL	58%	56.4%	63.4%	58.4%	60.7%
Number of Sections	139	131	140	125	125
FTES	385.8	342.2	391.7	311.5	402.1
Percent Fill	94.0	86.1	93.3	83.4	94.3
Total WSCH	11,573	10,265	11,751	9,346	12,065

Qualitative Criteria

1. Job Description:

The successful candidates will be expected to teach, as their primary assignment, accelerated composition courses at both developmental and transfer levels, including co-requisite and open access. They will also teach critical thinking and/or introduction to literature courses. English faculty will also have the opportunity to be assigned (in addition to composition) to teach other courses offered in the department. These include creative writing, a variety of literature courses, and the Puente or the Umoja Programs. Faculty are also expected to contribute to the development of curriculum and outcomes assessments. Assignments may be split between day and evening as well as between the main campus, the Vacaville and Vallejo Centers.

Job Responsibilities for this position include:

- 1) Provide instruction in accordance with established course outlines and expectations
- 2) Evaluate student's performance
- 3) Prepare and grade assignments and examinations
- 4) Inform students about course requirements
- 5) Participate in department and division meetings
- 6) Participate in on-going professional development and peer evaluation
- 7) Meet administrative timelines and submit completed and required documents and reports, including assessment of Student Learning Outcomes
- 8) Maintain required attendance and scholastic records
- 9) Maintain regular office hours in accordance with the collective bargaining agreement
- 10) Teaching assignments may include evening and weekend hours and off-campus instruction in accordance with the collective bargaining agreement

2. Potential Load:

The candidates would teach developmental and transfer courses in English composition, including English 001 with the 310D co-requisite. These instructors would have the opportunity to rotate into the literature and/or creative sequences per preference requests and current departmental practice.

3. Availability of Qualified Hourly Faculty to Teach:

Staffing of courses in English continues to over-rely on a diminishing availability of qualified faculty. In Fall 2016, English canceled multiple full sections due to a lack of staffing, even after hiring for the part-time pool in Summer/Fall 2015, Spring 2016 and Summer 2016. This problem is exacerbated by continued full-time hiring in neighboring college districts. Moreover, while recent changes to the composition sequence in English have increased student access and success, including the elimination of cited equity gaps in student placement in the composition sequence, the consequent increased hourly contact with students impacts faculty load and therefore staffing. The department has increased its FTES/FTEF, further necessitating additional faculty despite an increasingly diminishing adjunct hiring pool for adjuncts who are obligated to teach fewer courses due to the impact of unit load on work load.

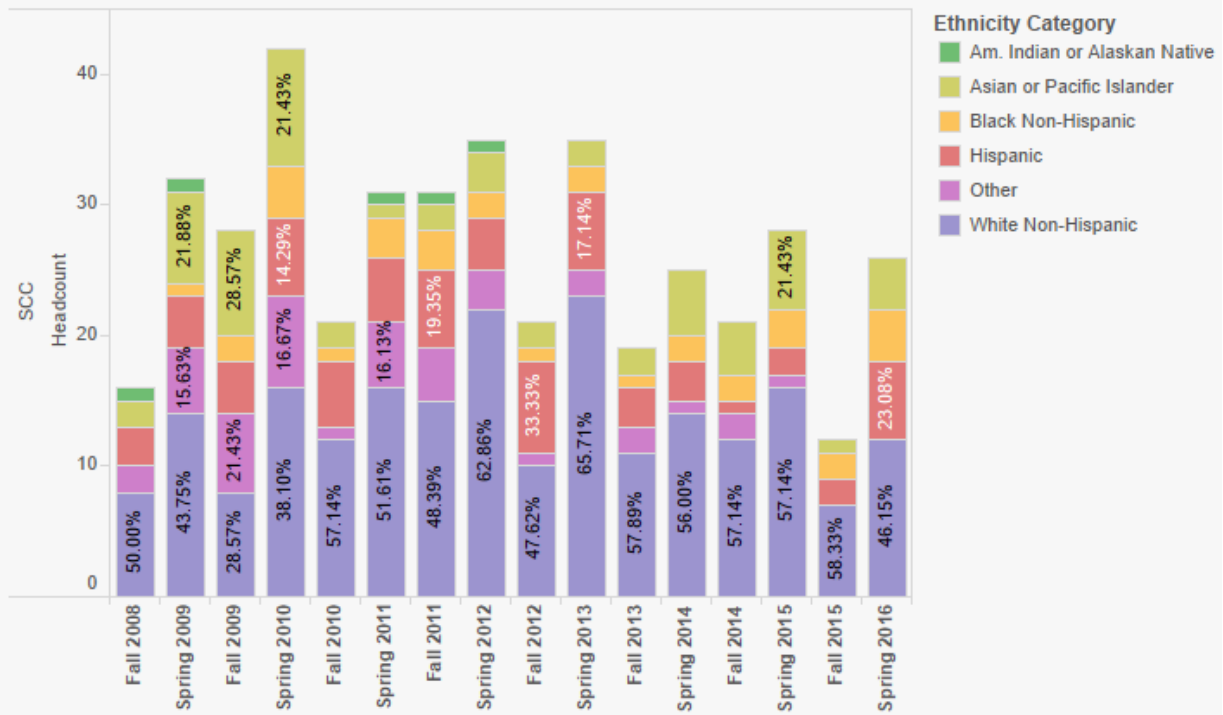
In Spring 2016, we introduced an English 1 co-requisite as an alternate for students who would have placed one-level below English 001 (a placement which had a 45% persistence rate). This co-requisite is English 301D, a three-hour, one-unit lab taught by the English 001 instructor of record and supported by an embedded Teaching Apprentice, funded in part by our receipt of a BSI Transformation Grant. The co-requisite students passed English 001 at a rate of 65%, which is comparable to the pass rate of “regular” sections of English 001 in the same semester (66%). In Fall 2016, SCC is offering 7 sections of English 001 with the English 310D co-requisite, and 53% of the enrolled students are in their first semester at SCC (compared to 38% of stand-alone English 001 classes). We are using Transformation Grant funds to support both faculty teaching the co-requisite and accelerated class, and to embed graduate students (Teaching Apprentices) in the class and lab to further support just-in-time remediation. As a result, over 70% of our students have immediate access to English 001 (either stand-alone or as a co-requisite). The remainder of our students are now placed in either English 310A or English 360, the only two courses now offered in the English basic skills sequence. Also, SCC is piloting use of the co-requisite course for the Fall 2016 cohort of Puente students, and we are offering a section of 001/310D course for multilingual writers.

4. Representation of the staff with regard to gender and underrepresented group status:

The Department of English continues to make proactive strides to hire diverse faculty to tenure-track positions, including gender representation. However, these efforts are negatively impacted by systemic gaps in representation, including applicants who identify as African-American, Latino and Pacific Islander. Our student population is primarily made up of students of color; our faculty population is primarily white. This lack of diversity in our faculty limits our ability to culturally reflect student heritage. In particular, there has been a dramatic increase in Asian-Pacific Islander and Hispanic students since 2008. The department would likely benefit from pro-active recruiting efforts to secure additional candidates to enhance cultural/ethnic diversity. We also continue to seek expertise in DE/online instruction.

1.4 Popn. Served - Ethnicity

Shows percent distribution of students by ethnicity for selected cohort.



(Pulled from 2016 Program Review)

5. Subjects and areas of the greatest strengths of the current staff; areas where additional experience is needed.

The Department of English continues to require generalists able to teach within the composition sequence as well as to teach to our majors, including courses in literature and creative writing. The department continues to feel the impact of the loss of multiple faculty in creative writing, as well as our survey and genre courses in English. Even more, as we continue to rethink and improve our approach to composition placement, instruction and assessment, we require able instruction in writing across multiple levels and relevant curriculum in ways which are responsive to the Solano student, including first-generation students as well as those students whose cultural heritage is historically marginalized.

The English department started offering three pilot sections of our accelerated writing course in Fall 2011. We slowly scaled up the number of sections and eliminated the three-level below class (which had a 19% rate of persistence to English 0011) in Spring 2015 and the two-level below class (which had a 31% persistence rate to English 001) in Spring 2016. This means that all students, regardless of placement, will take no more than one semester of remediation in the writing sequence. In Fall 2014, students in the accelerated course had a 36% chance of persisting to English 001 in two years. The department has struggled to understand this low number, especially since other schools throughout the state have seen much higher persistence rates for the accelerated class. One solution identified was the blind, holistic grading of an in-class two-hour exam (CME) which was inadequately normed and had not been validated. The department voted to end this practice in 2015 and move to an instructor-graded portfolio

assessment. It is too early to see the two-year persistence rate after this change, but this move did increase the pass rate for the accelerated classes from 50% in Fall 2014 to 63% in Fall 2015. The department believes that this change, along with other structural and support-based changes (as well as added professional development: e.g. eleven faculty members are participating in this year's CAP program), will improve the persistence rate of the accelerated class.

In Fall 2015 the English department voted to lower placement scores for access to English 001 (from 102 on the Accuplacer sentence skills test to 90 for a stand-alone course or 70 for the co-req) and to use high school performance as a multiple measure (2.7 high school GPA or a "B" in Junior or Senior English for 2.3 GPA or better with a "C" in Junior/Senior English for the co-req). The lowered Accuplacer score increases access to English (or the co-req) from 18% of incoming freshmen in Fall 2015 to 72% of incoming freshmen in Fall 2016. Importantly, this change has positively impacted the equity gap—in Fall 2015, 23% of white students had access to English 001 whereas only 11% of African American students had access; in contrast, in Fall 2016, 80% of white students have access to English 001 and 65% of African American students have access (MM data not available).

The positive changes would benefit greatly from the support of additional full-time faculty who are able to be sensitive to and supportive of Solano students.

6. Needs related to single-person department or lack of Full Time Faculty for the discipline
N/A

7. Legal mandates for program (state and/or federal)
N/A

8. New program that requires discipline faculty / expertise

Please see the response to number 5 above. While not a new program, the Department of English has changed significantly its approach to its composition sequence.

9. If this is a replacement position, what will be the impact on the program and the College if this position is not replaced?

Please see #10 below for the continued impact on the department by multiple retirements which have not been wholly replaced over a period of multiple hiring cycles.

10. Other factors considered relevant by the department/School:

FROM 2016 PROGRAM REVIEW:

A high percentage of classes in English are taught by adjunct instructors. Since Fall 2012, retirements and resignations in English have outnumbered new hires. Moreover, it is anticipated that this ratio will continue to be adversely affected due to an increase in units for transfer-level composition courses as well as continuing release time in campus leadership. Without more full-time instructors, we will have a difficult time providing support for our neediest students. If we wish to see student success increase, then a wealth of data supports the argument that we must hire more full time instructors. This lack of FT instructors also means less time for professional development, assessment of curriculum, and opportunity for innovation.

To conform to the C-ID/English 110, the equivalent of English 002 (SCC), we increased the unit count from three (3) to four (4) per the C-ID, including student workload of 6,000 words of formal writing, to

read “at least five essays (totaling 6,000 to 8,000 words) supporting analytical arguments that identify and comment on literature, both fiction and related non-fiction.” Moreover, 001 and 004 require the same amount of student work, including the production of a minimum of 6,000 words. To support students in English to complete transfer model curriculum (TMC) in English, as well as to maintain or increase retention and success in English, in part due to correctly proportioned student-instructor contact hours and required student work, the department argued successfully--per SCC’s Curriculum process--to increase the unit value of 001, 002 and 004 to four (4) units, with the unit increase to English 002 as of Spring 2015 and English 001 and 004 as of Fall 2016. Additionally, we are continuing to expand our online course offerings, doubling the number of each transfer level course offering from two to four per semester and increasing the variety of instructors teaching the courses to allow students more choice in online courses.