#8

COMPLETE

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Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	**Communication**
Position Title	**Full-Time Instructor**

Q2

1a. Did you request a position last year (2023-2024)?

Yes

Q3

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

Yes

Q4

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

No

Page 2

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)

This position is essential because of the following:

1.	We need to improve diversity and equity in the Communication Program. We hope to hire faculty who reflect the diversity of our students and provide leadership on helping to reduce/eliminate equity gaps. We also hope to promote greater understanding of the importance of equity and diversity among our existing faculty.

2.	We would like more innovative teaching practices and instructors who are current in the field, including instructors with experience and knowledge about the hybrid format for our Public Speaking course.

3.	We would like to revive our Forensics (Speech and Debate) Team at Cuyamaca. We need to hire someone who specializes in Forensics. The current instructors are either not specialists in this area, or are planning to retire soon.

4.	We have recently significantly revised our two core courses: COMM 120 (Interpersonal Communication) and COMM 122 (Public Speaking) in order to retain our GE certification to fill the Oral Communication requirement for the new CALGETC GE pattern. The courses have been flagged and need to be significantly revised in order to continue to meet the oral communication requirement.

Important note: The fact is that we currently have two full-time and 5 adjunct instructors in the Communication Department. At this moment, we have enough instructors to cover the courses we are offering. However, several items on the list above would need to be completed by a new hire. Also, we just lost one adjunct instructor (he was hired for a full-time job), we are losing one long serving full-time instructor to retirement in December 2024, and our second long serving full-time instructor in 2025 or 2026. It takes a few semesters to get the hiring process up and running, so if we want the new faculty member to be in place and get up to speed before both full-time instructors retire, we need to start soon. If we do not hire a new full-time instructor, there won't be an instructor to act as Department Chair and provide critical leadership for majors, serve as advisor to clubs, etc. Additionally, the list of reasons we need a new hire (increased understanding of diversity and equity, more current on curriculum updates and technology, reviving the Forensics Program and significantly revising our two basic courses to meet the CALGETC oral communication requirement) cannot all be achieved without a new hire.

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)

What are the racial and gender demographics of the faculty within your program?
The faculty in the Communication Department have been rather homogenous over the years. The first full time instructor in the Department is a white female. Our second full time hire is also a white female. Our adjunct instructors are marginally more diverse. Among adjunct instructors in the department, we currently have three white female instructors, two white male instructors, and one African American male instructor (who just accepted a full-time position at another college).

What steps will your program take to ensure this position will promote faculty diversity to reflect the students the college serves?

We hope a new full-time hire will significantly improve our diversity in Communication. We also intend to encourage our current and future faculty to complete the EMTLI class (Both full-time instructors have completed it). We also intend to certify most of our classes as either Zero textbook cost or low textbook cost.

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)

We plan to take full advantage of the resources provided to us through EMTLI, AFT mentorship, and any other resources the campus community has to offer. We will also support our new faculty by working closely with them and sharing our resources, such as course materials, and answering questions.

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)

As we mentioned above, we would like to consider reviving the Forensics team, as it provides an important opportunity for students to significantly improve their skills, including: research, writing, performance, argumentation, supporting ideas with evidence, critical thinking, thinking on one's feet, etc. Forensics competition significantly increases students' skills in these, and many other areas. A new hire would potentially have the experience, skills, and the time and energy to revive the team at Cuyamaca.

-close equity gaps

We hope to use this position as an opportunity to increase diversity in our program. Success rate data for the past year show a few equity gaps in the Communication Discipline, particularly for African Americans. Over the past four years, the average success rate for white students was 87%, and it was only 73% for African American students. In the Spring 23 semester, the success rate for white students in Communication was 84%, and it was a historic low for our program: only 52% for African American students. There were only 23 African American students in the data, so it may be the small n that is partly responsible for this very low success rate. We can also see an equity gap with our Latino students. For Fall 2022, we see a 73% success rate for Latinos students, compared to 83% for White students. In Spring 2023, 76% for Latino students versus 84% for White students. The gap for Middle Eastern Students in the Fall 2022 was 73% compared to 83% and in Spring 2023 it was 82% compared to 84%, which technically means there was little or no equity gap. We believe we are making progress with Middle Eastern students' equity gaps.

Diverse faculty can help increase success for students. According to a 2019 study published in the journal Race Ethnicity and Education, "Faculty diversity has benefits for all students; however, increasing faculty diversity may be particularly helpful in reducing academic disparities for students of color."

-ensuring equitable access to courses that have pre-requisites

We have recently added a prerequisite in the Communication Program. The merger of CSU and UC GE patterns has, among other things, required us to significantly revise our COMM 145 course. The course currently meets the critical thinking requirement for Cuyamaca and for the CSU system. Because of the merger, throughout the state, community College programs are being asked to make significant modifications to our critical thinking courses, including adding an out-of-department prerequisite, ENG 120 or ESL 122. Experience tells us that adding a prerequisite will decrease access to our course. We have to work all the harder to make sure students are prepared to

-removing barriers for students, especially those from historically marginalized groups

Cuyamaca College had a Forensics (speech and debate) team from 1990-2010. The Forensics Team tended to attract students who were more diverse than the general student population. We would like to consider reviving this team, as it provides an important opportunity for students to significantly improve their skills, including: research, writing, performance, argumentation, supporting ideas with evidence, critical thinking, thinking on one's feet, etc. Forensics competition significantly increases students' skills in these, and many other areas. A new hire would potentially have the experience, skills, and the time and energy to revive the team at Cuyamaca.

-adopt/create no cost/low-cost textbooks and course materials

This is one of our goals, and in fact, one of the reasons that we would like to hire faculty that are up-to-date on trends in our discipline.

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)

The Communication Department has seen increasing numbers of students enrolled since the pandemic, particularly in COMM 120 (Interpersonal Communication). Every semester, we see the online sections of COMM 120 fill first. And each section has a long wait list. So each semester, we add an additional online COMM 120 and it fills up, as well. My Dean and I have joked that we feel like we could add as many sections as we like and they would fill. At this point, we don't have any particular reason to believe that the program will see increased enrollments, but if the trend we have seen over the past 3 years continues, our program will continue to grow. The Communication Program has had consistently high fill rates. Although we have a negotiated class cap of 30 students, we still have excellent efficiency. For example, for the Fall 2023 semester, we had an FTEF of 4.200. Our earned WSCH/FTEF was 409.67. The fill rate for all COMM courses was 88.10. If we just consider our COMM 120 course, we see a WSCH/FTEF of 426.67. And the fill rate for these courses (both online and in-person sections) was 92.75.

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 position ties to two new goals that are listed in the Communication Program Review Annual Update. The two goals are as follows:

Goal #1: Improve diversity and equity in the Communication Program.

Goal#2: Increase innovation and currency in the field.

Please state how the position will help advance the specific goal(s). Please explain how this position would support historically marginalized groups?

For goal #1, we hope to hire faculty who reflect the diversity of our students and provide leadership on helping to reduce/eliminate equity gaps. We also hope to promote greater understanding of the importance of equity and diversity among our existing faculty.

For goal #2, we would like to see more innovative teaching practices and hire instructors—both full and part time-- who are current in the field. We hope to use this innovation and improved use of technology to reach students who would normally be reluctant to participate, or unable to participate due to life circumstances.

Q11

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

Yes, the position is a replacement for at least one, and likely two full time instructors. One is retiring in December 2024 and the other in the next two years. Although the numbers do not currently show a need for a new position, we believe that we should begin the process now, rather than wait until the Communication Department loses both of its full-time instructors. At that point, there will not be a full time instructor to file a request like this one, or act as chair for the hiring committee, etc.

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)

-Increase equitable access (enrollment)

Since the early days of our program at Cuyamaca, we have emphasized access. We used the words, "Open access institution" and we meant it. We are proud to teach in an institution that welcomes and serves all students. This requires policies that remove barriers. More importantly, it also requires us to continue to vigilantly observe and analyze our practices to find ways to improve. A full-time faculty member has the time to focus on important matters like access and review our current practices in an effort to continuously improve.

-Eliminate equity gaps in course success (passing grade in class)

We hope to use this position as an opportunity to increase diversity in our program. Diverse faculty can help increase success for students. According to a 2019 study published in the journal Race Ethnicity and Education, "Faculty diversity has benefits for all students; however, increasing faculty diversity may be particularly helpful in reducing academic disparities for students of color."

-Increase persistence eliminate equity gaps (re-enrolling the subsequent semester or year)

If more diverse faculty help increase success for diverse students, we are hoping the diverse faculty will also help increase persistence. A full-time faculty has the time to invest in talking to students who have been missing class, or late, or who are struggling to complete assignments. One of our full-time instructors in the program has been known to bring food, clothes, and personal hygiene items, and other life necessities, in order to help that student stay in class.

-Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring)

I have served on the Program Review Committee on and off since the early 1990s. We noticed repeatedly that trends in enrollment were correlated with the presence or absence of a full -time instructor in the program. When a program hired its first full time instructor, enrollments increased. When an instructor retired, enrollments in the program would decrease. Sometimes even when a full-time instructor was away on sabbatical, we would see a decrease in enrollment. It is difficult show a causal relationship, but we did see a correlation. The presence of a full-time faculty to act as a mentor and advisor to students increases degree completion, as well as transfers to our 4 year institutions. For example, a full-time faculty member has more time and energy to invest in recruiting students as majors, or to help students apply to four year institutions. We have also been able to help students file appeals when they did not get admitted to the Communication major at our local CSUs.

-Increase hiring and retention of diverse employees to reflect the students and communities we serve

This strategic priority, as written, is exactly what our goal is in hiring a new full-time instructor in the program.

Q13

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.

Yes, I have discussed this position request with the Chair of the Department

Q14

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