

#22

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Friday, December 20, 2024 5:26:51 PM  
**Last Modified:** Friday, December 20, 2024 5:35:21 PM  
**Time Spent:** 00:08:29  
**IP Address:** 174.66.138.32

---

Page 1: Full-Time Faculty Position Form

**Q1**

Please enter the following:

Department	<b>English</b>
Position Title	<b>English Puente and Chicax Literature Instructor</b>

---

**Q2**

**No**

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

---

**Q3**

**Respondent skipped this question**

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

---

**Q4**

**No**

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

---

---

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)

The English department is requesting to hire a full-time faculty member with expertise in Chicana literatures, experience in teaching English composition, and demonstrated interest in serving Latinx student communities. This prospective faculty member would join our department to teach Puente composition sections, manage the additional reassigned time associated with Puente English, serve as the department's liaison and ambassador with the Puente program, teach our Chicana literature courses, connect our department to Latinx-themed events on campus, and support our equity efforts to help English better serve our Latinx students.

The instructor who teaches Puente English receives 20-25% additional reassigned time, per the program's specifications, to do additional outreach, mentorship, program-building, and student service work. The structure of the program is really intended for a full-time English faculty member to serve in that role, and our department does not have anyone available. While we plan to move forward to offer our first Puente English section in fall 25 with a part-time faculty member, the pitfalls and inequities of charging part-time faculty with this intensive and vital institution-building work is already apparent, as I detail later in this request. Additionally, our Chicana literature, a critical class in our program, has been outsourced to part-time faculty in recent years.

Should this hire be approved, our department will benefit from the expertise and experiences of an educator with a foundation in Chicana and Latinx studies (broadly conceived in intersection with English and composition studies), our institution and region will benefit from a dedicated partner for Puente, and above all, our students will benefit from having a full-time faculty member who can better represent and reflect their experiences 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)

The English department has 8 full-time faculty members, including one who is currently applying for early retirement. All our full-time faculty identify as female. We are a predominately white department, and while we have two full-time faculty who could be considered Chicana/Latina, one of those colleagues is the candidate for early retirement, and the other is serving as our Academic Senate President and is therefore unable to fill the role outlined here.

The English department has made a concerted effort over the last decade to hire more diverse faculty in both full- and part-time positions, and there is still a critical need to diversify in gender and race demographics to better lead our courses and serve our students.

This position emphasizes expertise in Chicana literatures, experience with and passion for serving Latinx students, and appropriate representation for the Puente program. Candidates with facility in Spanish, who are immigrants, and/or who can speak to intersectional identities and experiences would be warmly welcome to apply.

Our full-time faculty have connections with scholarly and professional organizations for Latinx educators at SDSU, across the UCs, in academic societies, and in activist organizations. Some examples include the ASCCC Latinx Caucus, the UC Chicana Latinx Alumni Association (CLAA), the Society for the Study of Multi-Ethnic Literatures (MELUS), San Diego's Chicano Federation, and more. We would also promote the position within the Puente network across the region.

Our recruitment process would emphasize not only appropriate representation and experience for the role, but also a commitment to the values outlined in the mission, vision, and strategic plan of the college, including a dedication to ensuring access and closing equity gaps, practicing equity-informed teaching and learning, and engaging in relevant professional development to continually improve our programs and services.

---

**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)

The English department recognizes the importance of quality onboarding to ensure that new candidates feel supported and empowered in their roles. As part of our regular departmental practice and culture, new faculty (both full-and part-time) partner with the department chair for a campus and resource tour, and for regular, informal check-ins in the first year, including coffee and lunch meetings. We also have a robust calendar of annual all-department gatherings, including monthly Equity Community of Practice (COP) meetings, early semester department mixers, and end of semester common assessment meetings (which end up also being celebrations, gift exchanges, and more).

Our English Equity Community of Practice is where we do the departmental work of ensuring that students have access to our classes, closing our equity gaps, and developing strategies for student persistence. We examine data, conduct research, collaborate with guest speakers, develop and share resources, troubleshoot problem areas in classes and in the program, and complete and present on independent projects, all aligned with the College's Strategic Plan. As I discuss later in a review of our departmental data, this work appears to be generating significant successes, though we still have much work to do on behalf of our Latinx students! Should a new faculty member be approved, that colleague would hopefully become integral to the continued growth and development of our departmental Equity COP.

The English department strives to make the tenure process for new full-time faculty growth-oriented and supportive. We would encourage the participation of any new faculty member in existing onboarding and community-building programs, including THRIVE, the AFT Mentorship program, EMTLI, etc. to build connections beyond the department. Our goal would be to help ensure that Cuyamaca College feels like a good fit for the candidate to build a satisfying and rewarding 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 through the broad implementation of acceleration before it became law, and is now dedicated to closing equity gaps, improving student outcomes, and better supporting student success. We are so proud that our work is starting to move the needle: over the last couple of years, our equity gaps are steadily starting to close.

In fall 2023, the overall retention rate for English was 86% and the overall success rate was 68%. In spring 2024, the overall retention rate for English was 89% and the overall success rate was 72%. For both semesters, those numbers reflect an increase over previous years and are approaching our pre-pandemic retention and success rates, which is positive overall for the English department.

In fall 2023, for students who identify as Latinx, our retention was 84% and success was 65%. In spring 2024, for Latinx students, our retention was 90% and success was 67%. For bright spots, it's worth noting that those numbers are close to our departmental average, our retention for Latinx students does not reflect an equity gap, and the success rates in particular reflect a significant jump over the last few years.

But both fall 2023 and spring 2024 show equity gaps in success rates for students who identify as Latinx. Students who identify as white showed a success rate of 72% in fall 2023 and 77% in spring 2024. (It's notable that students who identify as Middle Eastern experience even more success in English, with retention rates in both semesters over 90% and a success rate of 74% in fall 2023 and 77% in spring 2024.) The equity gaps for Latinx students against both groups are more than 5 points, which is significant.

The takeaway is that we still have equity work to do on behalf of the success of our Latinx students, and we are looking to the outstanding success of the Puente program across the region to guide us, not only in our specific Puente composition section, but also in application to all of our composition classes. Unfortunately, the California Community Colleges Chancellor's Office doesn't publish an overall Puente Report, but from conducting an overview of recent Puente Program Review reports published by individual colleges across the state, and from information offered at the introduction to Puente that we received in our November English Equity COP meeting and in the December ILAT meeting, the average success rates in Puente English classes are in the mid-seventh percentile. That would constitute a significant jump in success for Latinx students in our English composition classes!

Having a faculty member who can develop an expertise in Puente and serve as a resource, mentor, and champion specifically for our Latinx students in and outside of that program will help us further eliminate barriers and promote success and community among those students (and all students!). Furthermore, by centering Chicax literature and the administration of Puente English among full-time faculty, rather than dispersed across part-time faculty members, we could make those critical classes more central to our department, rather than dispersed and vulnerable to the shifting schedules and employment availabilities of part-time faculty. Puente and Chicax literature can be vehicles for not only improving student success, but also for promoting English success, increasing interest in our degree program, connecting English with campus events, etc.

To continue our departmental equity work, we need to diversify our full-time faculty pool to incorporate the experiences, perspectives, and areas of expertise of more diverse faculty members, especially those who better reflect the demographics of the students we need to better serve.

## 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)

While Puente has not started on our campus quite yet, English is anticipating and preparing for a successful program (and indeed, we hope this position will help create a successful program). We ultimately expect to run sheltered Puente English composition sections every year, and the program extends additional reassigned time to the instructor teaching Puente English to engage in mentorship, outreach, student support, professional development, learning community facilitation, and more. The program is truly designed for a full-time faculty member: part-time faculty who receive the additional reassigned time for an English Puente section are inadvertently and systemically punished by being forced to take an overall lower LED for the semester, as the R/T associated with Puente would prohibit that faculty member from taking a full additional class. This in turn would additionally potentially jeopardize that instructor's health insurance eligibility. That's not a sustainable situation for our faculty, and it's not the intention of the Puente program. To better serve our students, our faculty, and the forthcoming Puente program, we request an additional full-time English faculty member to run the English side of the Puente program, working alongside the new Puente counselor to build a vibrant program.

Part of that program will hopefully include our ENGL 236 Chicana Literature class, which is currently cross-listed with Ethnic Studies, but is led by English. Student demand for ENGL 236 has increased exponentially from year-to-year due to the Ethnic Studies requirement and because of growing student interest in the field. For example, according to Program Review Data supplied by IESE, in fall 2021, the course enrolled 8 students; in fall 2022 it was at 16 students; fall 2023 it attracted 21 students, and this fall (2024), it was full at 45 students and waitlisted. The demand is such that we've been able to offer the class every semester, and for the first time ever, we plan to offer it in a summer session (2025).

The class is currently taught by a rotation of part-time faculty, one of whom is based in Los Angeles. While our current faculty make every effort to integrate the literature class with the campus community, the learning experience remains relatively siloed for students. Ideally, we would love to bring ENGL 236 Chicana Literature back to campus and integrate it in innovative ways with Latinx-themed learning communities. Under the stewardship of a new full-time faculty member who is also our point-person for Puente, ENGL 236 could be connected to the Puente program, partnered with other Latinx themed classes, such as in Art and History, and/or connected with Campus and Community Circles and heritage month events.

Beyond ENGL 236 and Puente, however, we have a critical need for more faculty diversity across our composition sequence. We know that students are successful when they have instructors who reflect their identities, cultures, backgrounds, languages, and experiences. We would prioritize faculty who not only have the expertise, experience, and passion to lead Puente English and teach ENGL 236, but also who can extend best practices in equity-minded teaching and learning to our composition sequence as a whole.

---

**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)

The 2023-24 Enrollment Data Report reflects that in English, full-time faculty are currently only teaching 48% of the department's total LED. In accordance with state law, the College's goal is that full-time faculty teach 75% of classes, so English needs to add additional full-time faculty to meet that standard. In the last few years, English lost a full-time faculty member that was not replaced (Lauren Halsted), and another department faculty member has just filed for early retirement reduced workload.

The English department's current program review goals are as follows:

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

We have had these goals since our 2022 comprehensive review, and we integrate the goals in our department meetings and discussions of departmental data and priorities to ensure that we are making progress toward them.

This requested full-time faculty member has the potential to support all three of our program review goals. Our primary goal is to close equity gaps and increase student success in English courses, and our iterations of a departmental Equity Community of Practice have enabled us to make progress on that goal. As I discuss in detail above, however, English still reflects equity gaps in success rates for students who identify as Latinx. This hire would bolster support, representation, community, connection, and local expertise to better serve that student population.

One of the major vehicles for growing our major is our literature classes, and Chicana literature is one of our most popular literature classes. Putting that class back in the hands of a full-time faculty member would better enable the department to connect that class to the campus community through collaboration with Puente, events like author talks and exhibitions of student work, and other potential collaborations in support of bolstering interest, engagement, and more vibrancy to our English program.

This hire is critical for the Puente program to get a successful start on our campus, as the English component is a vital part of the program. It's also meeting our departmental need for a person who is specialized in Chicana literatures; no full-time faculty with expertise in Chicana literatures is available to teach the class at this time.

Finally, this hire is critical for supporting an equitable departmental culture, particularly between full- and part-time faculty. The English department is deeply concerned about relying on part-time faculty to build the Puente program: part-time faculty aren't well-situated or compensated for doing core institution-building work, and as I described above, the additional reassigned time associated with Puente is actually a disservice to part-time faculty. To support a more equitable department, we need the English side of the Puente program and Chicana literature in the hands of full-time faculty.

---

**Q11**

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

The recruitment of a representative faculty member for English for Puente and Chicana literature is a new position, however, we are seeking to replace lost headcount in our department.

---

**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)

We are thrilled that this requested position supports every point of the College's Strategic Plan:

1. Increase equitable access: The English representative for Puente would support the Puente counselor in building the Puente program, increasing equitable access for students from high school and the larger community. Transfer-level English composition is accessible to all students at Cuyamaca, but students who identify as Latinx can experience trepidation about enrolling in English, often due to experiences in former English classes that have punished their linguistic diversity, undermined their identities, and discounted their cultural capital. This hire is requested in an effort to promote access to transfer-level English and ensure that students are validated, empowered, and successful in their English composition classes.
2. Eliminate equity gaps in course success: English has been working on eliminating equity gaps for years, and we're finally starting to show some progress. But we still have work to do to better ensure course success among our Latinx students. Thankfully, on average, Puente English boasts student success rates that are more on-par with what our white and Middle Eastern students experience (mid- to upper-70th percentile). We look forward to leveraging the expertise of the Puente community to help close equity gaps in our English classes for Latinx students, not just for Puente English sections, but across all our English composition classes.
3. Increase persistence eliminate equity gaps (re-enrolling the subsequent semester or year): Cohorts are powerful mechanisms for increasing persistence, and a full-time English Puente faculty member would support the persistence of students in this cohort program by sticking with them through Freshman and then Advanced Composition, and working with their dedicated counselor to support progress in their comprehensive education plan. This faculty member is intended to become a point of accountability and momentum for persistence for Latinx students. We are hoping that Chicana literature becomes part of the Puente cohort plan, and we know that meaningful student connections with full-time faculty, with an on-campus student community, and with engaging campus events also support student persistence from year-to-year.
4. Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring): Overall, the Puente program aims eliminate equity gaps in completion and transfer for Latinx students by providing a structured support system that addresses academic needs, builds cultural confidence, and empowers participating students to successfully transfer to a four-year university and pursue their academic goals. A key component of how Puente accomplishes this is through specialized English instruction, which this proposal seeks to locate among our full-time faculty. This faculty member would also support Puente activities designed to support student transfer and graduation, such as college visits, transfer workshops, university application support, and more.
5. Increase hiring and retention of diverse employees to reflect the students and communities we serve: This position specifically seeks diverse faculty who are appropriate representatives for the Puente program, including those who have expertise in Chicana literatures, who have experience with and/or a passion for serving Latinx students, who are conversant in Spanish, who are immigrants, and/or who have intersectional and relevant identities and experiences that would make them a good fit for this specific focus. This hire would help the English department better reflect the students we serve.

**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  
Division Dean**



**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.

**Full%20Time%20Faculty%20Request%20English%20Puente%20Chicanx%20Literature%20F24.docx (39.8KB)**

---