

#23

**COMPLETE**

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Page 1: Full-Time Faculty Position Form

**Q1**

Please enter the following:

Department	<b>English</b>
Position Title	<b>English Umoja and Black Literature Instructor</b>

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**Q2**

**No**

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

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**Q3**

**Respondent skipped this question**

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

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**Q4**

**No**

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

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**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 seeks to hire a full-time faculty member with expertise in Black literatures, experience teaching English composition, and a demonstrated commitment to supporting Black and African American student communities. This position will support Umoja composition sections, handle reassigned time for Umoja program responsibilities, serve as the department liaison with Umoja, teach Black literature courses, and enhance our department's equity efforts.

The instructor teaching Umoja English receives reassigned time (typically 20-25%) for outreach, mentorship, program-building, and student support. This structure is designed for a full-time faculty member, but our department currently lacks a qualified candidate. While a part-time instructor will teach our first Umoja English section in fall 2025, the inequities of assigning this intensive role to part-time faculty are clear and unsustainable. Furthermore, our Black literature courses, a vital part of our curriculum, have been staffed by part-time faculty in recent years.

A full-time hire will bring expertise in Black studies within English and composition, provide a consistent English partner for the Umoja program, and most importantly, better serve and reflect the experiences of our students.

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**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 currently has eight full-time faculty members, all of whom identify as female, with none identifying as Black or African American. One faculty member with expertise in Black literature has strongly advocated for hiring Black faculty to teach this course. Additionally, one of our full-time faculty members is applying for early retirement.

Given the position's emphasis, candidates who identify as Black or African American, have experience serving Black students, and/or can contribute relevant intersectional perspectives will be strongly encouraged to apply.

To recruit part-time faculty for our Black literature and Umoja courses, we have already taken steps that will support a robust applicant pool for this full-time position. We've advertised through the Umoja network, reached out to English and counseling chairs regionally, and contacted qualified candidates already certified to teach Umoja. While none were available for the fall 2024 Umoja section, many expressed interest in a full-time role. We've also reached out to colleagues and mentors at institutions including SDSU, CSU San Marcos, UC San Diego, and others, and we have connections to professional organization such as the SDSU Black Faculty and Staff Association, the UC San Diego Black Staff Association (BSA), the African American Male Education Network Development (A 2 MEND), and more. The Umoja network remains a key avenue for outreach.

Our recruitment process will prioritize candidates who align with the college's mission, vision, and strategic plan, emphasizing equity-informed teaching, closing equity gaps, and engaging in professional development to improve programs and services.

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**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 is committed to quality onboarding to support new faculty and recognizes the additional challenges Black faculty often face in our college community. Our department fosters a culture of support through campus tours, regular check-ins during the first year, and all-department gatherings, such as monthly Equity Community of Practice (COP) meetings, early semester mixers, and end-of-semester collective assessment meetings and celebrations.

Supporting a new full-time faculty member who identifies as Black or African American will require intentional efforts to combat systemic racism and ensure they feel valued and included. The English department would prioritize addressing these challenges directly to prevent the alienation and undermining that has driven away Black faculty in the past (and continues to silence and isolate current Black faculty).

Our English Equity COP focuses on increasing access, closing equity gaps, and supporting student persistence through data analysis, collaboration, and project-based initiatives aligned with the College's Strategic Plan. This work has shown promising progress for Black students, though much remains to be done. A new faculty member would play a vital role in the COP's growth, shaping its direction and ensuring it remains an equitable space for innovation and collaboration.

The department aims to make the tenure process growth-oriented and supportive. We would additionally encourage any newly hired full-time faculty member to participate in programs like THRIVE, the AFT Mentorship program, and EMTLI. English would support a formal or informal Black GCCCD Faculty and Staff association, as appropriate. Our goal would be to help the candidate build a meaningful, rewarding career at Cuyamaca College.

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**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 Black or African American, the retention rate was 82% and the success rate was 65%. In Spring 2024, Black students showed a 90% retention rate and a 70% success rate, which is the highest success rate the English department has seen since we started tracking disaggregated data. While these trends are positive, equity gaps remain when compared to outcomes for white and Middle Eastern students. The department plans to incorporate Umoja's practices and principles to further support Black student success.

Data from the 2024 Umoja Evaluation Report published by the California Community College's State Chancellor's Office underscores the program's effectiveness: Black Umoja students are 116% more likely to complete transfer-level English in their first year and 63% more likely over three years compared to non-Umoja Black students. A full-time faculty member leading Umoja English will help drive similar gains at our institution, improving retention, first- and third-year completion rates, persistence, and transfer success for Black students.

Diversifying our full-time faculty is critical to continuing this equity work. A faculty member whose experiences and expertise align with the demographics of our students will strengthen our efforts to close equity gaps and promote success.

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**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)

Relying on part-time faculty to run Umoja English has revealed systemic challenges, despite their high qualifications and dedication. In summer 2024, we sent two part-time faculty to the Umoja SLI training; the experience was phenomenal, and our faculty learned so much. However, one moved out of state to pursue a new career opportunity just weeks later, and the other's non-Cuyamaca employment may prevent her from teaching Umoja English this fall. This cycle of turnover creates instability for the program, students, and the college's resources.

Like Puente, Umoja is designed for a full-time faculty member. Part-time instructors taking on Umoja English face systemic disadvantages: the reassigned time reduces their overall LED for the semester, potentially making them ineligible for health insurance. A full-time faculty member dedicated to Umoja would bring consistency, develop expertise, and help grow the program.

Part of that program will hopefully include our ENGL 238 Black Literature class, which is currently cross listed with Ethnic Studies, but is led by English. Student demand for ENGL 238 has increased over the years, and it has seen its highest enrollment on record this fall, when it fully enrolled at census time. Ultimately, we would love to bring ENGL 238 back to campus and integrate it in innovative ways with learning communities that are oriented to Black students.

Additionally, the department needs greater faculty diversity across the composition sequence, particularly Black faculty. Research shows students thrive when instructors reflect their identities, cultures, and experiences. This hire would prioritize candidates with the expertise to lead Umoja English and ENGL 238 and apply equity-minded teaching practices across the department.

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**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 shows that full-time faculty currently teach only 48% of the English department's total LED, far below the state-mandated goal of 75%. This shortfall has been exacerbated by the loss of a full-time faculty member (Lauren Halsted) who was not replaced, by a large number of full-time faculty in English who consistently carry high reassigned time, and the recent early retirement filing of another faculty member.

The department's current program review goals are to:

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

These goals, established in our 2022 comprehensive review, guide our meetings and data-driven priorities.

This requested hire would directly support all three goals. To close equity gaps, we must address persistent disparities in success rates for Black students. A full-time faculty member focused on Umoja and Black literature would strengthen representation, connection, and support for this population.

Growing the English major depends on building engagement in our literature courses. Black literature is one of our most popular offerings, and under a full-time faculty member with Umoja ties, we could better integrate the course into campus initiatives and increase student interest in the major.

Finally, this hire is essential for an equitable departmental culture. Relying on part-time faculty for Umoja program-building creates inequities, as they are not adequately compensated or positioned for this core institutional work. A full-time faculty member would ensure continuity, equity, and effectiveness in leading Umoja and Black literature initiatives.

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**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 in English for Umoja and Black literature is a new position, however, we are seeking to replace lost headcount in our department.

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**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)

This requested position aligns with every goal of the College's Strategic Plan:

1. Increase equitable access: The Umoja English representative would collaborate with the Umoja counselor to expand the program, increasing access for high school and community students. While transfer-level English is open to all, BIPOC students often face affective barriers. This hire will encourage Black student enrollment in transfer-level English and create a validating, empowering environment to support their success.
2. Eliminate equity gaps in course success: English has made progress in reducing equity gaps but still needs targeted efforts to support Black and African American students. The Umoja program has proven to improve success rates in transfer-level English. Leveraging Umoja expertise, this position would help close equity gaps in Umoja sections and across the department.
3. Increase persistence and eliminate equity gaps: Cohorts like Umoja are key to persistence. A full-time English Umoja faculty member would guide students through our composition sequence, collaborate with Umoja counselors to track progress, and foster connections through literature courses, campus events, and community-building initiatives. These efforts will support year-to-year retention.
4. Increase completion and eliminate equity gaps in transfer and degree attainment: Umoja improves degree attainment and transfer success through culturally relevant coursework, student-faculty connections, and targeted support services. A full-time Umoja faculty member would enhance these efforts by leading specialized English instruction and supporting transfer activities such as workshops, college visits, and application clinics.
5. Increase hiring and retention of diverse employees: This position seeks candidates with expertise in Black literatures, experience serving Black students, and/or relevant identities that align with Umoja's goals. This hire would help the English department better reflect the diversity of our student body and community.

**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%20Umoja%20Black%20Literature%20F24.docx (36.4KB)**