#7

COMPLETE

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Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	**ESL**
Position Title	**Full-Time Faculty**

Q2

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

No

Q3

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

Respondent skipped this question

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)

The hiring of a new full-time ESL faculty member would significantly benefit the department in several critical ways. First, it would contribute to the department's progress toward meeting the state-mandated requirement of having 75% of courses taught by full-time faculty. Currently, only 30% of ESL courses are taught by full-time faculty, which falls short of this guideline. By increasing the proportion of full-time instructors, this hire would enhance the stability and continuity of the department's instructional offerings.

Second, a new full-time hire would help diversify the faculty, ideally aligning with the demographic makeup of our student population. This would not only ensure greater representation within the department but also provide students with role models and mentors who share similar cultural and linguistic backgrounds, thereby fostering a more inclusive and supportive learning environment.

Finally, the addition of a new full-time faculty member would bolster the department's ability to effectively manage and expand the non-credit ESL program, which is a vital resource for the community. As the need for non-credit ESL courses grows, having a dedicated full-time instructor would ensure that the department can meet this demand, providing accessible language instruction to underserved populations and supporting broader community engagement.

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)

While the ESL department exhibits some racial diversity, a significant portion—more than half—of the faculty is racially categorized as white. This highlights a clear need to diversify our full-time instructional staff in order to better reflect and serve the diverse student population we work with. To address this, we can strategically advertise job openings through platforms such as TESOL.org, as well as through specialized subgroups, including "Nonnative English Speaker Teachers" and "Black English Language Professionals & Friends." Additionally, posting on the CATESOL Job Board and relevant interest groups such as the Non-Native Language Educator Issues Interest Group (NNLEI) and the Community College Level (CC) message boards will further broaden our outreach to underrepresented candidates.

As chair, I have cultivated ongoing relationships with the SDSU Linguistics Graduate Program to identify potential candidates, one of whom has already been hired as an adjunct for Fall 2024. We also have Cuyamaca ESL alumni currently enrolled in the Linguistics (TESOL) Master's program at SDSU, and we will actively consider them for future full-time positions. These initiatives align with our commitment to enhancing diversity within the department and ensuring that our instructional team better mirrors the cultural and linguistic backgrounds of our students.

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)

As Chair, I would take an active role in the onboarding and mentoring of any new hire, providing individualized support to ensure a smooth integration into the department. I would encourage the new faculty member's participation in professional development programs such as AFT mentorship, THRIVE, and EMTLI, which are designed to foster equity practices. Additionally, I would advocate for securing funding to establish an ESL Community of Practice, aimed at reinforcing and evolving our pedagogical approaches across the entire department. This collaborative initiative would provide an ongoing forum for staff to share best practices, thereby strengthening our collective teaching strategies.

Furthermore, I would guide the new hire through the tenure review process, offering mentorship and constructive feedback to ensure success in meeting tenure requirements. The recruitment of a diverse faculty member—ideally one who reflects the demographic makeup of our student body—would significantly contribute to closing equity gaps in the classroom. Such a hire could serve as a mentor to students, fostering an environment that promotes persistence, retention, and transfer. This mentorship relationship would enhance student success by providing relatable role models, thereby supporting both academic achievement and long-term educational goals.

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 hiring of a diverse faculty member would significantly enhance student learning by contributing to the development of curricula that better reflect the diverse demographics of the college's student body. This inclusive approach to curriculum design would not only resonate more with students but would also support the college's commitment to fostering an equitable educational environment, all while maintaining a focus on low-cost, accessible learning resources.

In terms of improving achievement, the addition of a diverse faculty member would play a crucial role in closing equity gaps in both access and outcomes. By managing non-credit community courses, this individual could ensure equitable access to education, effectively removing barriers for students from historically marginalized groups. Furthermore, their involvement in the creation of low-cost course materials would address financial challenges faced by students, increasing affordability and access to essential resources.

Additionally, the new hire's ability to serve as a mentor, particularly in cases where they share a common language or cultural background with students, would directly contribute to closing equity gaps in student outcomes. This mentorship would provide students with relatable role models, fostering a more supportive and inclusive learning environment, which has been shown to improve retention, persistence, and academic success.

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)

There is substantial evidence indicating a significant increase in demand for ESL courses, underscoring the need for additional faculty and resources. Long waitlists every semester demonstrate the insufficient availability of ESL classes to meet student needs. As of December 9, 2024, all ESL 1AB courses are full, with no open sections available for placement. This highlights a critical gap in access to ESL education, as many students seeking enrollment are unable to do so due to overcrowded classes.

Community demand for ESL education further emphasizes this issue. Both Grossmont and Cuyamaca Colleges have recognized this need, with Grossmont offering nine off-campus, community-based ESL courses and Cuyamaca providing two for the upcoming spring semester. Despite these offerings, students continue to face significant wait times to secure spots in non-credit ESL classes, particularly at Foothills Adult Education.

The increasing number of ESL students, particularly within growing refugee and undocumented populations, further stresses the urgency of expanding non-credit ESL offerings. Limiting access to only credit-bearing courses excludes students who lack the necessary residency or financial documentation, creating a substantial barrier to education. Currently, many students are left without the ability to enroll in necessary classes due to financial constraints or documentation issues, even as we approach the end of the fall semester. This situation calls for a reevaluation of course offerings and a concerted effort to provide greater access to education, particularly for underserved communities. Expanding non-credit ESL classes would help alleviate these barriers and better meet the needs of our increasingly diverse student body.
Hiring a full time instructor could help to meet these needs in the ESL Department.

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)

Hiring a new instructor would significantly contribute to advancing several key objectives within the department. Specifically, it would support the recruitment of diverse faculty members, which is essential for reflecting the varied cultural and linguistic backgrounds of our student body. A diverse faculty would not only enrich the learning environment but also play a pivotal role in developing curricula that respect and incorporate a wide range of perspectives and voices, ensuring that all students feel represented and valued in their education.

Furthermore, the addition of a new instructor would facilitate the establishment and expansion of a non-credit ESL program, which is crucial for providing access to educational opportunities for students who may not qualify for credit-bearing courses due to financial or documentation barriers. This program would serve as a critical resource for a diverse student population, including those from marginalized or underserved communities.

Finally, hiring a new instructor would directly contribute to the reduction of equity gaps within the department. By offering mentorship, addressing diverse learning needs, and creating an inclusive curriculum, this new hire would help foster an educational environment that promotes greater achievement and success for all students, particularly those from historically underrepresented groups.

Q11

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

The creation of this new position would be a significant step toward aligning with state regulations requiring that 75 percent of courses be taught by full-time faculty. Currently, our department's courses are being taught 30 percent of the time by full-time instructors and 70 percent of the time by adjunct faculty, which clearly does not meet the state's mandated guidelines. The addition of a new full-time faculty member would help us progress toward achieving the state's benchmark, ensuring that a greater proportion of courses are taught by full-time, tenure-track faculty, thus enhancing the stability, continuity, and quality of instruction within the 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)

Hiring a new, diverse faculty member in the ESL department would have a transformative impact on several key areas related to equity, student success, and language acquisition. First, it would increase equitable access by ensuring that ESL students from diverse backgrounds have role models and mentors who share similar experiences and cultural understandings. This alignment between faculty and student demographics can help bridge gaps in engagement and academic success, fostering a more inclusive and supportive learning environment for all learners.

Moreover, a diverse faculty member would play a crucial role in eliminating equity gaps in course success. Their unique perspectives and culturally responsive teaching strategies could address the varied language learning needs of ESL students, leading to more personalized and effective instruction. By incorporating diverse linguistic and cultural viewpoints, the instructor would help students feel more valued, which can enhance their motivation and improve academic outcomes, thereby reducing disparities in achievement.

The presence of a diverse instructor in the ESL department would also support increased persistence among students by offering them a relatable and supportive educational experience. ESL students, particularly those from historically marginalized groups, would benefit from mentorship by an instructor who understands the challenges they face in both language acquisition and academic achievement. This increased sense of connection and understanding would likely foster greater resilience, leading to higher rates of persistence in ESL courses and continued engagement in their academic journey.

Additionally, the recruitment of a diverse faculty member would contribute to higher completion rates, particularly for ESL students who face systemic barriers to success, such as financial hardship, limited language proficiency, or cultural adjustment. An instructor who shares similar backgrounds or experiences can offer tailored support, guidance, and encouragement, creating a more supportive learning environment that empowers students to complete their coursework and achieve their academic goals.

Finally, hiring and retaining a diverse faculty is essential to building a more inclusive and representative ESL department. A commitment to diversity in faculty recruitment not only enhances the educational experience for ESL students but also supports the long-term retention of diverse employees. A welcoming and supportive environment for faculty of all backgrounds fosters professional growth, contributes to greater job satisfaction, and enhances the overall inclusivity of the department. In turn, this contributes to the creation of an equitable, high-performing, and culturally responsive institution.

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.

Respondent skipped this question