

#25

COMPLETE

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Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	Ethnic Studies
Position Title	Tenure-track Assistant Professor in Chicana/o and Latina/o Studies

Q2

Yes

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)

Criteria 1: Data/Evidence in Support of Need—

- 1) In the past, Chicana/Latina had some of the lowest success rates in ethnic studies courses with equity gaps. In Fall 2023, they have some of the highest success rates in ethnic studies and the highest enrollments of all demographics in ethnic studies. They had a retention equity gap in Spring of 2024, but it was still at least a 90% retention rate! They also had a success rate gap in Spring 2024 in ETHN/HIST 107 but it was the highest success rate of all other Spring semesters at 81%. They want ethnic studies and they do well in ethnic studies!
- 2) The number of Hispanic/Latino students in ethnic studies increased over the last few years from 12 in Fall 2021 at 32% to 56 students at 46% in Fall 2022 to 70 students at 45% in Fall 2023. This is higher than the collegewide average of 34%. Even though it went down one percentage, it went up numerically.

Criteria 3: Critical Need—

- 1) Per Title 5, ethnic studies will be a community college requirement for all students obtaining an associate degree across the state of California starting Fall 2024. There is also a critical need due to the Area F requirement at the CSU level and Cal-GETC transfer requirements as under Cal-GETC ethnic studies is also a requirement for all. We need more full-time faculty to meet this need.
- 2) As of Fall 2020, the Hispanic/Latina student population comprises 35% of the student population, tied for the highest group represented along with white students. We need to support students from historically marginalized groups such as Chicana/x/o students.

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 only full-time faculty teaching ethnic studies designated courses in ethnic studies (Teresa Hodges, Ph.D.) is a mixed race Black and Filipina (Asian) woman. She has taught comparative ethnic studies and Black studies at Cuyamaca, and she can also teach Asian American studies. In order to ensure this position will promote faculty diversity to reflect the students the college serves, we also need a hire for Chicana/x/o studies within ethnic studies. With more faculty and that cover all sub-disciplines and work with others in ethnic studies across the state, that will help to ensure that we are able to serve more student needs. In academic year 2023/2024 I wrote an Introduction to Chicana/o Studies course that was the only course of those I submitted that was accepted for Area F approval, so we have the foundational course ready for this new hire. This new hire can help support Puente as I will become UMOJAFied so I can incorporate UMOJA into our Black Studies course once approved for Area F. Ethnic Studies will thus be directly serving Black and Latina/x/o Chicana/x/o students campuswide through supporting these endeavors.

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)

I plan to hold a mini retreat during flex week that will introduce the new hire to ethnic studies at Cuyamaca. This will include some leadership development with an ethnic studies lens. I will connect them the resources offered on campus and highly encourage them to join (AFT mentorship, THRIVE, EMTLI, Communities of Practice, etc.). I will demystify what it's like to do Tenure Review and encourage them to connect with their committee. I have a working document for new hires to help them get situated with our systems and processes. I will hold regular department meetings monthly to help us all stay connected and informed about campus happenings. I will collaborate with other campus entities and together with the new hire we can help cultivate community for us all.

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)

-We will continue to engage in professional development. Spring and Summer 2024 I completed work in consultation with a leader in Ethnic Studies at the CSU, and we worked on leadership and teaching development, as well as strategic planning. We were also sometimes joined by other faculty who teach Ethnic Studies cross-listed courses. This will help me better guide the development of ethnic studies here at Cuyamaca and will therefore also help us to serve our students with a more equitable approach.

-With a faculty member in Chicana studies, we will be able to have someone who is an expert in the field to be able to help guide our curriculum for and about Chicana/Latinx people. I created an Introduction to Chicana/o Studies course that was finally Area F approved and this will be one of the foundational courses offered for the ethnic studies major which will hopefully also serve as a core course for a Chicana/o Studies major that I hope to offer. This major will draw from existing courses across Cuyamaca College, as well as within Ethnic Studies and the major will be housed within Ethnic Studies.

-I teach my courses with a no cost/low-cost textbook policy to help ensure equitable access. There is currently another OER textbook in Chicana studies that was recently published that is available for a professor to use with their students.

- Having a faculty designated for Chicana studies could increase motivation, mentorship and related opportunities, and work with Puentes as well as with Together We Rise. This all could help with student retention and success, as students could feel more belonging and a stronger sense of community on campus.

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)

Chicanx/Latinx students have higher enrollment in ethnic studies courses. In Spring 2024, Chicanx/Latinx students comprised 40% of the population of ethnic studies students, which is about 22% more than the next demographic of students. To have more courses available that meet ethnic studies graduation requirement but in Chicanx studies could potentially also help with equity gaps for them to be able to take a course in Chicanx studies but also meet the requirement. Currently, ETHN had the second highest waitlist numbers for AHSS division for Fall 2023 at 36, and in Spring 2024 had the highest waitlist numbers in our division at 56. This course fills Area F requirements for CSU and is currently considered one of the main intro courses in Ethnic Studies right now.

Fill rates for Fall 2023 were 82% and Spring 85%. This data does not include the waitlist numbers and fill rates for history which are cross-listed with these ethnic studies courses. 101 out of 169 students enrolled in my Spring 2024 ETHN/HIST 107 courses were registered under history. So 60% of my Spring 2024 enrollments were HIST students comprising 4 cross-listed sections of ethnic studies and history out of a total of 14 cross-listed ethnic studies courses. Thus, this affects our FTES and FTEF since not all of our students taking our courses are accounted for in ethnic studies data. We are waiting for Area F approval for ethnic studies designated courses that are de-crosslisted from the other disciplines, and until that happens, it is challenging to see the totality of impact in terms of ethnic studies growth.

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)

Having a Chicana/o Studies major will specifically “Increase hiring and retention of diverse employees to reflect the students and communities we serve” and includes serving students from historically marginalized groups. This also addresses Issues with Federal or State Mandates: Title 5 mandates that every community college student graduating must take an ethnic studies course and Area F and Cal-GETC require students to take an ethnic studies course. To meet the needs of student requirements, we will need another full-time instructor.

In the past, Chicanx/Latinx had some of the lowest success rates in ethnic studies courses with equity gaps. In Fall 2023, they have some of the highest success rates in ethnic studies and the highest enrollments of all demographics in ethnic studies. They had a retention equity gap in Spring of 2024, but it was still at least a 90% retention rate! They also had a success rate gap in Spring 2024 in ETHN/HIST 107 but it was the highest success rate of all other Spring semesters at 81%. They want ethnic studies and they do well in ethnic studies!

The number of Hispanic/Latino students in ethnic studies increased over the last few years from 12 in Fall 2021 at 32% to 56 students at 46% in Fall 2022 to 70 students at 45% in Fall 2023. This is higher than the collegewide average of 34%. Even though it went down one percentage, it went up numerically.

Q11

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

This is a new position. The position does not currently exist, nor has it existed. Having a Chicana/o Studies major will specifically “Increase hiring and retention of diverse employees to reflect the students and communities we serve” and includes serving students from historically marginalized groups. This also addresses Issues with Federal or State Mandates: Title 5 mandates that every community college student graduating must take an ethnic studies course and Area F and Cal-GETC require students to take an ethnic studies course. To meet the needs of student requirements, we will need another full-time instructor.

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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)

Strategic priority: Increase hiring and retention of diverse employees to reflect the students and communities we serve

- In order to be student-centered, we need someone who can provide culturally relevant pedagogies.
- In order to address inequities on our campus, we need our faculty to reflect our students.
- In order to promote student success, we need to ensure that our curriculum is relevant.
- In order to strive for innovation, we need to include diverse voices.
- In order to promote excellence, we need to make sure we have experts that can help guide us.
- In order to promote social justice, we need to help ensure that ethnic studies grows and does what it’s supposed to do: cultivate and support community, provide access, and be relevant to our students.
- In order to cultivate community, we need to uplift the marginalized and hold space for those who are told their culture is incompatible with academia.

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

Respondent skipped this question

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.
