

#21

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Saturday, December 14, 2024 6:27:50 PM
Last Modified: Saturday, December 14, 2024 6:35:51 PM
Time Spent: 00:08:01
IP Address: 72.220.162.179

Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	History, Humanities, & Philosophy
Position Title	History Instructor, Public & Oral History (Updated)

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)

This position is essential as History is a large discipline and the majority of courses are taught by part-time faculty members. There are two full-time faculty members, however only one has been teaching a full load of courses for the past 4+ years. The other full-time faculty member was teaching a partial course load due to reassigned time positions, and did not teach at all for 3 years as they were fully reassigned; they began teaching one class per semester in Fall 2023. History success rates were higher overall when both full-time faculty were able to teach a full load of courses. Another equity-minded, full-time faculty member is needed to improve retention and success rates, close equity gaps, generate interest in History, launch the Oral History Archive Project, assist in revising SLOs and PLOs, modify and develop courses, create certificates, and develop OER materials with the OER grant monies awarded to the history department so we can increase the number of ZTC and LTC courses we offer. More information is included in the history annual update. The department provides support to Kumeyaay Studies; two history courses and three humanities courses are part of the Kumeyaay Studies AA degree. We also provide the majority (14 of 16) of courses that meet the CSU American Institutions graduation requirement and a significant number of courses that meet the local Cultural Diversity Graduation requirement. The department cannot close equity gaps, develop more ZTC resources, launch the Oral History Archive project, and improve success rates without another full-time faculty member to help lead this work.

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 racial and gender demographics of the faculty currently teaching in History are as follows: Gender:

4 women and 9 men

Race:

2 Black/African American

5 Latinx

1 Native American

5 White

The department chair was trained as an EEO representative, has been following the updated personnel hiring procedures (PEs), and helped to lead the College's and District's Equity in Hiring work for over 3 years. The department's faculty have become more diverse over the last two years through the hiring of new part-time faculty. Gender disparities have increased as a result of faculty retirements, part-time faculty gaining full-time employment at other institutions, and as a result of POA requirements and LED availability.

The following steps will be taken to ensure that the recruitment for this position will encourage/promote faculty diversity:

-Encouraging the formation of a diverse hiring committee

-Encouraging more department members to participate in EEO training

-Strategic, targeted recruitment in order to yield a diverse applicant pool, including recruiting through professional historical associations like the Conference on Latin American History (CLAH), Association for the Study of African American Life and History (ASALH), etc.

-Broad paper screening to ensure a robust applicant pool

-Focus on equity-minded teaching and interactions with students at all stages of the hiring process

-Focus on culturally relevant teaching and curriculum development at all stages of the hiring process

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)

Onboarding for new full time faculty would include participation in EMTLI and the Teaching Dialogues Community of Practice, monthly department meetings, sharing teaching resources, lectures, etc. if needed, and participation at THRIVE events. In year two and/or three, I would encourage the AFT mentorship program, shadowing the chair or other department members in committee meetings, senate, etc. to get a sense for how they want to participate in campus shared governance work, and connecting with ASG to see how they can support student clubs. In year four, I would encourage joining a committee and working with students outside the classroom. Throughout I would provide support and resources and introduce the faculty member to various requirements, programs, etc. of the job, census, how to input grades, VRC, Workday, SLO assessment, curriculum development and processes, program review, etc.

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)

Hiring more equity-minded and diverse faculty members can help to reduce and eliminate equity gaps in access and outcomes and increase student success rates. Our disciplines do not have prerequisites, however we see some access gaps for students from historically racially marginalized groups. Diversifying discipline faculty can improve student retention and outcomes because students see themselves reflected in the classroom and content and this can lead to increased diversity in students enrolling in discipline courses.

In addition, equity-minded practitioners bring students' cultures, experiences, and prior knowledge into the course and subject matter and in so doing contribute to increased retention, persistence, and success. Research has shown that when students feel a sense of belonging, and of being valued and affirmed, their retention and success rates improve. These are the concepts taught in EMTLI; the majority of history faculty members have participated in this institute and we hope to have more faculty participate in the future. One history faculty member participated in the new EPPA program during Spring 2024 and another plans to in Spring 2025; EPPA emphasizes equitable teaching practices in online courses.

The department has modified existing curriculum and created new curriculum to reflect the college's diverse student population and to provide more opportunities to learn about jobs and career paths open to history and humanities students, these include three new history courses, HIST 157: History Through Comics, HIST 193: Academic and Career Opportunities in History & Humanities, and HIST 194: Internships in History, and two new gender studies courses, GEND 116: Introduction to Women's Studies, GEND 117: Introduction to LGBTQ+ Studies, and GEND/PSY 119: Psychology of Gender. The department will be offering the first of these new classes (HIST 157 and GEND 116) for the first time in Spring 2025. More information on these courses can be found in question 6 of the 2025 Annual Update.

Some history courses utilize OER and/or are designated as ZTC courses but we would like to expand our ZTC and LTC offerings; consequently we applied for and were awarded approximately \$75,000 by the state to begin this work and have applied for an additional \$170,000 in order to create a Zero Textbook Cost Pathway in history. We would like to hire a full-time faculty with expertise in applying for grants and external funding and in creating and curating OER materials, especially for courses focused on the histories and experiences of racially marginalized groups in the U.S.

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)

In Fall 2023-Spring 2024 only 50-53% of all history classes were taught by full-time faculty; this is far below the 75% threshold that is set in law. The load cushion in History was 2.20 in 2022-23 and 1.80 in 2023-24. Typically 30-35 sections are offered per academic year.

The History WSCH/FTEF for Fall 2021 and 2022 was 510.00 and 499.00 in Fall 2023; Spring 2022, 2023, and 2024 WSCH/FTEF remained constant at 471.00. These numbers are well above the College-wide WSCH/FTEF averages of 396.00 in 2021-22, 430.00 in 2022-23, and 458.00 in 2023-24.

With the transition to offering more in-person classes, fill rates have declined from 80% to 70%. This is a result of having 50-person class caps with only 20-30 students enrolling in each class; most students enrolling in history still prefer to take classes asynchronously. Almost all history classes are capped at 50 students and we consistently have waitlists for U.S. history courses that are offered asynchronously online.

12 out of 14 U.S. history courses will continue to meet CSU American Institutions graduation requirements and will not be impacted by the CalGETC transfer pathway changes. The vast majority of history courses meet Cuyamaca's local Cultural Diversity Degree graduation requirement.

A full-time faculty member is necessary in accomplishing the departments' goals: to improve success rates, to provide more consistent equity-minded teaching and close equity gaps, and to implement the Oral History Project Assessment. They are also necessary to sustain and build-out the work being done related to increasing enrollment, curriculum development, ZTC resources, learning outcomes, creating the Culture, People, & Ideas pathway experience for students, and mentoring students.

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 request supports all of the history program's goals: Reduce/eliminate equity gaps and increase the overall success rate to 80%, diversify faculty, increase the number of equity-minded practitioners, and ensure that history courses are taught in a culturally responsive way that values the community cultural wealth, experiences, and contributions of historically marginalized groups, including through the use of the Oral History Project assessment where students will interview a member of their family or their community.

Currently, the majority of U.S. history courses are taught by part-time faculty, with varying degrees of equity-minded teacher training and expertise. We would like to hire a full time faculty member who is committed to equity-minded teaching in order ensure that all history students are learning about historically marginalized groups in a culturally responsive way. Another full-time History instructor would allow us to increase enrollments and the number of sections we offer and to revise and expand course offerings that are relevant to Cuyamaca's diverse student population, especially those from historically racially marginalized groups. The history department will continue to offer Chicano/a Perspectives I & II (HIST 118 and 119) and Black Perspectives I & II (HIST 180 and 181) and we would like to hire a full-time faculty member who can teach and grow enrollment for these courses and collaborate with UMOJA and Puente to better serve and support Students of Color.

The department is committed to increasing the number of equity-minded instructors and diversifying our faculty in order to better serve our diverse student population, specifically students from historically marginalized groups, and to close equity gaps. While we have been able to increase the number of part-time faculty who are People of Color, the majority of courses in history are taught by White faculty members while approximately 60-70% of Cuyamaca students are People of Color. This disparity is significant and can adversely impact students' engagement, retention, and success. (Article on the effects of this disparity between faculty and students: <https://www.gse.harvard.edu/news/ed/16/05/where-are-all-teachers-color>).

Q11

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

This is a new position put forward in order to meet students' need for CSU American Institutions courses and ZTC resources, to improve student success and equity efforts, to support historically marginalized students, to diversify the history faculty membership, and to help build the Oral History Archive project.

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 position supports all of the College's strategic priorities. The department is committed to the following:

- Hiring new faculty who better reflect students and their experiences and who are committed to mentoring and guiding students (Increase Hiring and Retention of Diverse Employees).
- Increasing the number of equity-minded practitioners, who would develop positive reputations and relationships with students increasing access, retention, and success rates and closing equity gaps for all student groups (Increase Access, Persistence, Completion, and Course Success and Eliminate Equity Gaps in these areas).
- Improving pathways for students in our ACP by developing certificates, updating and maintaining degree maps, webpages, etc., develop/secure ZTC materials, participate in assessing learning outcomes at the course and program level, providing more exposure to careers and work experience, and sustaining and creating new learning communities. (Increase Access, Persistence, Completion, and Course Success and Eliminate Equity Gaps in these areas)
- Updating our course offerings so students can see themselves reflected, not just in the faculty ranks, but in the subject matter being taught. The new faculty member would work to modify existing courses and create new courses, making them more relevant to our diverse student population. (Increase Persistence, Completion, and Course Success and Eliminate Equity Gaps in these areas)

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