

#20

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, December 13, 2024 11:23:00 PM
Last Modified: Saturday, December 14, 2024 6:32:26 PM
Time Spent: 19:09:25
IP Address: 72.220.162.179

Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	History, Humanities, & Philosophy
Position Title	Humanities & Religious Studies Instructor (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 there are zero full-time Humanities or Religious Studies faculty in the department; this has been the case since the retirement of Paul Carmona 7 years ago. A full-time faculty member is crucial to sustaining and developing these disciplines and improving student outcomes. These disciplines experience lower retention and success rates and larger equity gaps than Philosophy does, as they have a full-time faculty member. A full-time, equity-minded faculty member is needed to improve retention and success rates and close equity gaps. A content expert is needed in these disciplines to undertake the work of generating more interest in Humanities and Religious Studies courses and careers, to revise SLOs and PLOs, to modify existing courses and add new courses, to create certificates and/or degrees in these disciplines, and to develop OER materials for these areas. The lack of this position has adversely impacted both Humanities and Religious Studies, both disciplines have declined over the last 6 years, with fewer course sections offered and fewer enrollments. If left without a full-time faculty member, this trend will persist and could lead to the end of these disciplines, particularly Religious Studies. Low retention and success rates, and significant equity gaps, are a major concern for both on-campus and online courses. The Humanities program is interdisciplinary in focus and provides critical support to Kumeyaay Studies. Three humanities courses are part of the Kumeyaay Studies AA degree and additional humanities courses with a focus on the Kumeyaay are currently being developed along with a BA in Kumeyaay Studies. The department cannot close equity gaps and improve success rates without a full-time faculty member to 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 Humanities, Philosophy, and Religious Studies are as follows:

Gender:

3 women and 3 men

Race:

1 Latinx

1 Native American

4 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 in Humanities.

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 affinity-based professional associations
- 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.

The department has modified the curriculum to reflect the college's diverse student population by creating additional humanities courses that are cross-listed with Kumeyaay Studies, and by updating the content of core classes to make them less Eurocentric. In addition, Humanities 111 continues to be offered every semester and focuses on the cultural production of historically, racially marginalized groups in the United States.

The department created two new courses to provide more opportunities for students to learn about jobs and career paths open to history and humanities students, these are: HUM 193: Academic and Career Opportunities in History & Humanities and HUM 194: Internships in Humanities. More Humanities curriculum work needs to take place and would be best completed by a Humanities content expert. For Religious Studies, a religions of the Middle East course and a course on religion and government in the United States were added to the catalog but have not been offered yet. Much more substantive work needs to be done to update the Religious Studies curriculum; however, the department currently lacks the expertise and time to engage in this work. More information on these courses can be found in the 2025 Annual Update.

Some department courses utilize OER and/or are designated as ZTC courses but we would like to expand our ZTC and LTC offerings. In order to do so, we need a content expert to curate and/or create these resources for faculty.

Most of the faculty who teach Humanities and Religious Studies courses have not participated in equity-minded trainings on campus, such as EMTLI. Some of the largest equity gaps in the department appear in Humanities and Religious Studies courses, the only disciplines that do not have a full-time faculty member. A full-time faculty member with a commitment to equity-minded teaching is needed in order to improve outcomes and close equity gaps in these disciplines.

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 one humanities class was taught by a full-time faculty member (under an equivalency); no Religious Studies classes were taught by full-time faculty. This is nowhere near the 75% threshold that is set in law.

The average combined load cushion in humanities and religious studies over the last four years was 1.00. Typically 8-9 sections of humanities courses and 2-3 sections of religious studies courses are offered per academic year. The number of sections offered is not accurately measured in the load cushion as some courses are taught by full-time faculty from other disciplines under an equivalency.

In Humanities, the WSCH/FTEF averages for the last 3 years have remained efficient: 491.00 in 2021-22, 465.00 in 2022-23, and have increased to highly efficient in 2023-24 at 683.00. Humanities efficiency is well above the College-wide 2021-22 WSCH/FTEF ratio of 396.00, 430.00 in 2022-23, and 458.00 in 2023-24. Fill rates were at 91% in 2023-24.

In Religious Studies, the WSCH/FTEF averages for the last 3 years have remained highly efficient and well above the college-wide WSCH/FTEF: 578.00 in 2021-22, 608.00 in 2022-23, and 510.00 in 2023-24. Average fill rates for Religious Studies in 2020-21 were 85%, 77% in 2021-22, and 77% in 22-23.

A full-time faculty member in Humanities and Religious Studies is necessary in accomplishing the departments' goals: to improve success rates and to close equity gaps. They are also necessary to sustain and build-out the work being done related to increasing enrollment, curriculum development, creating ZTC resources, learning outcomes, creating the Culture, People, & Ideas pathway experience for students, and mentoring students, especially those from historically marginalized groups.

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 both program goals: Reduce/eliminate equity gaps and increase the overall success rate to 80% and diversify faculty and increasing the number of equity-minded practitioners.

Currently, the majority of humanities and religious studies 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 students are learning in culturally responsive ways. A full-time faculty member who teaches both Humanities and Religious Studies will allow us to grow these disciplines, to increase success rates and close equity gaps, to increase enrollments and the number of sections we offer, and to expand course offerings that are relevant to Cuyamaca's diverse student population.

The department is committed to diversifying our faculty in order to better serve our diverse student population, specifically students from historically marginalized groups. While we have been able to increase the number of part-time faculty who are People of Color, the majority of courses in these disciplines 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>).

The department is committed to closing equity gaps and providing successful outcomes for all student groups. Currently, equity gaps exist for the following student groups: Asian, Black, Latino/a/x, and Multiple Races. In order to close these gaps and increase our overall success rate to 80%, the department is committed to hiring equity-minded instructors.

Q11

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

This position is a replacement for a retirement that took place in 2017. As stated throughout this request, the department requires a full-time faculty member to address the substantial workload necessary to sustain the Humanities and Religious Studies disciplines, to improve student success and equity efforts in these areas, and to support historically marginalized students.

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 and degrees in Humanities and Religious Studies, 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