#3

COMPLETE

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Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	**World Languages**
Position Title	**FT Spanish Faculty**

Q2

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

Yes

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 department has a total of 28 faculty members; about 10% are full-time (3 full-time). Since we hired more part-time faculty in the past year, the ratio of part-time to full-time went up from 81% -19% to 90%-10%. For Spanish, the ratio is one full-time to 10 part-time which is 9%; even less than the total 10% of the whole department.

The lack of another full-time faculty will adversely impact our program; part-time faculty have limited load maximum, are mostly at their max every semester, and/or are not always available to teach the classes we offer. We make sure our classes are offered at different times and modalities to meet the students' needs and preferences, nonetheless, part-time faculty are not always available or willing to teach at these times or modalities because of their other commitments such as teaching at multiple colleges. Having a full-time Spanish faculty will ensure that those needs are met.

If this position is not filled, it will put the pressure on our only full-time Spanish faculty, Karla Gutierrez, who is already doing so much not just for the department but also for the college. A new Spanish 250 OER grant was just approved and the work on it will start soon. In addition, the work to request another grant for Spanish 251, 141, and 145 OER textbooks is underway. We are hoping that this grant be approved so we can move on and start offering Spanish 141 and 145. These two courses will enhance the department focus on diversity and inclusion of all cultures including Latin American and other Spanish speaking countries. The lack of another full-time faculty is impacting the progress of these OER projects and is delaying a lot of the work on updating the Spanish curriculum and consequently affecting the program's ability to offer culturally diverse and equitable textbooks and also expand our offering to include Spanish 141 and 145.

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)

60% are females and 40% males. The three World Languages full-time faculty are females. The department will pay special attention to the need to hire a male faculty, if feasible, in order to gender diversify our team.

100% of the faculty in the Spanish program are Hispanics/Latinx. The department will ensure that the search, screening, recruitment, and hiring processes are focused on diversity, specifically diverse backgrounds and cultures of the Spanish speaking nations. We are hoping to expand the Spanish faculty to represent Spanish speaking cultures other than south and central American cultures. Our full-time faculty are EEO trained and are active participants in search and hiring committees across campus. The department is invested in advancing equity and diversity in every practice including hiring faculty.

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 new hire will be encouraged to join the M&M mentorship program. We will also mentor the new hire within the department by providing them with the resources and the support they need to be part of the college community. They will be encouraged to join EMTLI and other equity minded based institutes. The department's current full time faculty members are heavily involved in shared governance which will help the new hire explore and have access to many committees that they can explore and hopefully join.

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 Spanish program just got approved for a state grant to create an OER for Spanish 250. The full-time faculty is also applying for another grant for Spanish 141 and 145. This resource will ensure that our curriculum is culturally diverse and equitable. A new Spanish full-time instructor is much needed to support this big task. Having equitable and diverse curricula by providing free textbooks for students will increase enrollment and encourage students to persist and keep working towards completing their degrees/certificates or transferring to 4-year institutions. Removing the barrier of expensive textbook cost is a great step towards equitable access and making those textbooks inclusive and diverse will support students' success and retention. In addition, by creating new OER sources and improving the existing ones the department will include more support for the non-native speakers and the underrepresented groups in our department to help them succeed and persist.

Our Spanish full-time faculty is invested in collaborating with the Tutoring Center to provide extra support for those students who need it the most and a new full-time Spanish instructor will aid in the huge effort it takes to coordinate these efforts and make sure part-time instructors are committed to this plan to provide extra support for our students.

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)

The Spanish program's enrollment has been steadily trending upwards for the past 5 years. In 2019-20 enrollment was 374 and in 2023-24 it went up to 587; this is an increase of about 50%. This was evident in the long waitlists we had for Spanish 220 and Spanish 120. Unfortunately, we could have had at least 30 more students had a duplication of our Spanish 220 was approved. We anticipate the increasing trend will continue as we are offering a variety of modalities, times, and ZTC textbooks. In addition to having one of our courses listed at the top of the CVC Consortium course list because it is POCR badged.

Moreover, in Summer 2024, we started with 4 Spanish 120 sections and ended up having 5 sections on the schedule because of the high demand and the growing waitlists. All 5 courses had high fill rates. We are offering 5 Spanish sections for Summer 2025 with the anticipation of also having long waitlists.

Language classes in general and Spanish in specific are in demand in the Dual Enrollment programs. We offer one CCAP Spanish every Fall and two every Spring. Dual Enrollment has been gaining track lately at the State level and the Chancellor is pushing for an increase in the CCAP capacity.

Without a full-time instructor, we will not be able to offer different classes at different times and modalities as needed because part time faculty are not always available or are at maximum load capacity.

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 New Goal #1: Adopt and foster diversity, equity, inclusivity, anti-racism, and accessibility as a department and in the classrooms.

Hiring a new Spanish full-time faculty will support the program's work to on the following action steps:

Continue to review, improve, and create OER resources with a focus on diversity, equity, inclusion, anti-racism, and accessibility.

Ensure that all OER resources include support tools to help decrease equity gaps in access and success.

Apply for Accelerated Grant to provide a fully ZTC pathway for students to finish their Spanish degrees with OER/ZTC textbooks.

Develop curriculum with culturally diverse content

Re-design Canvas courses with a focus on improving accessibility

Adopt equity rubrics such as the Peralta Rubric or a modified version of it.

Train faculty on DEIAA practices such as accessibility, UDL, AI, and rubrics.

Explore and discuss AI developments and applications to mitigate its impact on the department's teaching and learning practices.

The program was just approved for a new OER grant and is applying for another grant to create new OER resources for Spanish 141,145. A new full-time Spanish instructor will support the implementation of this plan as our only existing full-time faculty has been relentlessly working on OER resource development for Spanish for the past five years. These projects are huge tasks and relying on part-time faculty to accomplish the projects on time is a great challenge.

Having a new Spanish faculty will support the implementation of the action steps to achieve this goal which has a direct positive effect on access, success, persistence, and completion. The new faculty will work on creating equitable and diverse curricula by providing free textbooks for students which will increase enrollment and encourage students to persist and keep working towards completing their degrees/certificates or transferring to 4-year institutions. Removing the barrier of expensive textbook cost is a great step towards equitable access for our historically marginalized groups and making those textbooks inclusive and diverse will support students' success and retention. In addition, by creating new OER sources and improving the existing ones the department will include more support for the non-native speakers and the underrepresented groups in our department to help them succeed and persist.

Q11

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

This is a replacement position. The Spanish program had lost one of its full-time faculty members when our long-time faculty Patricia Santana retired in 2018, and her position was never filled back again. The department is now in a great need for another Spanish faculty to assist in growing the program.

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)

The following strategic priorities will be supported by hiring a new full-time Spanish instructor:
-Increase equitable access (enrollment)
-Eliminate equity gaps in course success (passing grade in class)
-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

Having a new Spanish faculty will have a direct positive effect on access, success, persistence, and completion. The new faculty will work on creating equitable and diverse curricula by providing free textbooks for students which will increase enrollment and encourage students to persist and keep working towards completing their degrees/certificates or transferring to 4-year institutions. Removing the barrier of expensive textbook cost is a great step towards equitable access for our historically marginalized groups and making those textbooks inclusive and diverse will support students' success and retention. In addition, by creating new OER sources and improving the existing ones the department will include more support for the non-native speakers and the underrepresented groups in our department to help them succeed and persist.

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 Chair of the Department

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