



# FACULTY STAFFING REQUEST FORM

## Qualitative Criteria

**School:** Liberal Arts

**Department:** English

**Position Title (number of requested positions):** English Instructor/Professor; one (1) position

**Number of FT Faculty in Fall 2021:** Eleven (11)

**Number of PT Faculty teaching in Fall 2021:** Fifteen (15)

**Please submit your responses to the prompts below (no more than 800 words) to the Office of Academic Affairs by October 15, 2021 at 5 PM.**

1. Potential Load and/or Potential Direct Student Contact: (*FTE, Courses, number of sections, student/counselor ration; no need to submit days/times of teaching schedule at this time*): English 001 (4 units) [1 or 2 sections]; English 001 and English 310D (5 units) [1 or 2 sections]; English 004 or 002 (4 units). In subsequent semesters, scheduling would also prioritize exposure to courses offered in English—including courses which meet the new ethnic studies requirement and other pending curriculum—to increase familiarity/fluency with curricular offerings in English.

Of note, despite continued reduced sections college-wide and the impact of Covid, on average, ~45% (>50% if overload is included) of English sections, or in excess of eighty (80) sections for the academic year, are taught by part-time faculty, many of whom continue to search for and/or locate full-time work at other institutions. Even as the College reduces its section numbers, in Fall 2021, 30+% of available sections are taught by part-time faculty, not including overload, with near 100% fill rates for the majority of sections at start of term.

2. Availability of qualified hourly faculty to teach and serve students:  
While the department regularly interviews and hires for part-time faculty, availability of full-time opportunities at surrounding colleges combined with a similar demand for hourly faculty at neighboring institutions creates systemic scheduling challenges. Moreover, unique demands placed on the department, including legislated changes—such as AB 705 (Irwin), the CO's funding formula, and equitable access/success under Guided Pathways—place a primacy on curricular design, support, and implementation often significantly beyond the scope of part-time assignments; in this regard, English supports not only its own major/discipline but also the breadth of disciplines across campus, as well as specific goals cited in the SCC Strategic, Equity, and Guided Pathways plans. Additional challenges include the volume of available sections in English, often with a 4-5 unit value, meaning assigned hourly faculty may only teach one-two courses.
3. Why is it important to have a FT faculty in this role?  
Student success is the result of sufficient student support and constancy attributed to adequate representation/instruction by full-time faculty. Increased attention to access/success metrics through initiatives, such as AB 705, onboarding for Guided Pathways, and inclusive pedagogy, require increased access to courses beyond our current scope. Increases in access to courses in College Composition, Critical Thinking, Humanities/General Education, and courses in Ethnic Studies make the addition of another full-time English faculty member that much more critical to the success of the department and the College as a whole.



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4. Areas where additional expertise is needed:  
**The English discipline at the community college requires full-time faculty able to teach a broad spectrum of courses in composition, critical thinking, literature, and writing. Further, expertise in just-in-time remediation in support of students and student equity in composition/writing sequences, as well as the practice of equitable practices in areas of faculty purview such as curriculum and program design, are essential to student success at SCC. Diverse expertise in key areas for its program, including courses in ethnic studies, literatures, and writing/publishing, would mitigate the loss of full-time expertise from the five recent retirements, resignations, and/or reassignments. (Full-time faculty retired, resigned, or were reassigned without replacement in 2018 (2); 2020 (2); and, 2021).**

5. What will be the impact (students, program, College, other) if this position is not filled?  
**The CO funding formula rewards the College for student success in English, a critical goal which aligns with SCC's Strategic Plan, as well as its Equity and Guided Pathways plans. Moreover, diminished full-time support makes it more difficult to empower students though the redesign/rethinking of curriculum and pedagogy to eliminate equity gaps while increasing access in gateway courses, such as College Composition and Critical Thinking.**

**Currently, the English Department works to meet these challenges with a vastly diminished full-time faculty due to five un-replaced full-time colleagues: full-time faculty retired, resigned, or were reassigned without replacement in 2018 (2); 2020 (2); and, 2021. Without sufficient full-time faculty in English, the success metrics/success of our students will be negatively impacted, as will the success and equity goals of the College.**

6. How does this position help fulfill the mission of the college and our commitment to antiracist practices?  
**The addition of another position would empower the department to represent better the diversity of our student body while also increasing our collective capacity to empower students though the redesign/rethinking of curriculum and pedagogy to address and eliminate equity gaps while increasing access in gateway courses, such as College Composition and Critical Thinking (first-term/first-year indicators of completion/transfer student success). As a gateway course for degree-bound and transfer students, the diverse foci of courses in writing and literature—including critical thinking, personal expression, and academic argumentation, in addition to writing and reading skills—is paramount to the equitable success of our students: success in English correlates directly to equitable programmatic success. Moreover, courses in English empower our students to explore, listen to, discuss, and understand complex/nuanced antiracist narratives, including critical race theory, to increase multicultural competency and understanding(s). Stronger full-time representation affects profoundly our internal ability to meet our students where they are.**

7. Other compelling factors not identified in responses 1-7 above: n/a



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**last program review, since that program review, the case had become significantly further exacerbated through the loss of three additional full-time faculty position.**

If no, what changed necessitating a request for a full-time faculty member?