

#23

COMPLETE

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Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	History, Humanities & Philosophy
Position Title	History Instructor

Q2 **No, the position has not yet been funded**

If this position has already been funded, do you want to continue with the current request?

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Q3

1. Describe why this position is essential to your program and/or service area. How has the lack of this position impacted your program and/or service area? What will be the impact to the program and/or service area if this position is not filled? (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 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 and secure additional funding 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.

Q4

2. What are the racial and gender demographics of the faculty within your program? What steps will your program take to ensure this position will promote faculty diversity to reflect the students the college serves, for example: (Rubric Criterion 1)- Participating in professional development related to equity and diversity in hiring- Participating in professional development related to equal employment opportunity (EEO)- Completing EEO Representative Training- Employing strategies to recruit diverse applicants(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 is trained as an EEO representative, has been following the newly updated personnel hiring procedures (PEs), and has 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
- 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

Q5

3. 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)- 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. Two history faculty will be participating in the new EPPA program during Spring 2024, which 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 and GEND 117: Introduction to LGBTQ+ Studies. More information on these courses can be found in question 6 of the 2024 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 \$50,000 by the state to begin this work. 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.

Q6

4. 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 load cushion in History was 2.20 in 2022-23. The load cushion will return to prior semester averages of 3.00 or higher when the courses that were cross-listed with Ethnic Studies reside solely in history again. Typically 40-45 sections are offered per academic year; fill rates for Fall 2020 and Fall 2021 were 80% and 79% respectively. In History, the WSCH/FTEF average for Fall 2021/2022 was 510.00 and the average for Spring 2022/2023 was 471.00. These are well above the College-wide WSCH/FTEF of 396.00 in 2021-22 and 430.00 in 2022-23.

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. Almost all history classes are capped at 50 students and we consistently have waitlists for U.S. history courses, particularly those offered asynchronously online.

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.

Q7

5. 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)

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. HIST 118, 119, 180, and 181 have been un-crosslisted with Ethnic Studies (at the request of the Ethnic Studies department and in alignment with state recommendations).

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>).

Q8

6. Is this a new position, replacement for a retirement/upcoming retirement or replacement for internal promotion (faculty to administrator), or replacement for other circumstances? 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, and to diversify the history faculty membership.

Q9

7. 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) 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)

Q10

8. 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. Note: The Division Dean will be providing feedback to help inform the prioritization process

Yes, I have discussed this position request with the Chair of the Department

Yes, I have discussed this position request with the Division Dean
Note: The Division Dean will be providing feedback to help inform the prioritization process

Q11

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