The English faculty play a crucial role on campus in preparing students to think, speak, read, and write critically so that they may succeed in college-level work and in their lives as workers and citizens. Over the three year period beginning Fall 2003 and ending Fall 2007, our department taught a total of 1,103 sections of English at a capacity of 101%. These classes include the core classes for both basic skills and transfer-level students. At present, less than 1/3 of Chabot English faculty are full-time (twenty-three full time faculty and fifty-two adjunct faculty). The FTEF for Language Arts is 49%. To continue to meet our goals of equity, access, and success, and to reach compliance in the FT/PT ratio, the Language Arts Division must hire additional full time faculty.

Moreover, full-time faculty provide both the consistency of instruction and increased office hour access which are essential to student success. In a time when the college and State are focusing energy and resources on improving our support of basic skills students, it is important to note that as of this semester, spring 08, only 58% of Basic Skills English classes are being taught by full-time faculty. The state-wide Basic Skills initiative should compel us to consider the issues of access and equity that are inherent to this situation.

Similarly, this semester, only 28 out of 68 sections of transfer level English are being taught by full-time instructors, and only 1/4 (2 out of eight) sections of our online English courses are being taught by full-time faculty. With renewed scrutiny of the community college’s ability to bring students successfully through the transfer level program so that they earn degrees or transfer, the expertise and consistency of full-time faculty in the core transfer program is imperative. And clearly full-time faculty are needed to guide the development of our online curriculum, aligning it with department pedagogy and insuring its integrity, and to mentor, recruit, and evaluate our online instructors.
Basic Skills as A Foundation for Student Success in California Community Colleges, July 2007, lists programs and educational approaches proven effective within disciplines, including integrated reading and writing approaches, learning communities, reading apprenticeship, Writing Across the Curriculum support centers, and service-learning. English faculty have always been and will continue to be among the most active on campus with Daraja, Puente, ISLS, Springboard to Transfer, Service-Learning, Talking About Teaching, the CHARLIE website, and the Learning Connection all connected to full-time English faculty. English faculty are active in union leadership, the Enrollment Management Committee, and the Umoja Project; two English faculty members have leadership positions in the new Learning Connection program; and a third has just been approved Chair of the Senate-charged Basic Skills Committee. Full-time English faculty are also necessary to institutionalize the work of the Carnegie Grant, which will run out of funds this year. In short, the more full time faculty in English, the more creativity and energy the subdivision can devote to campus-wide programs.

Lastly, recruiting, screening, interviewing, hiring, monitoring, and training the adjunct faculty necessary to staff the English subdivision offerings (51 currently in on the seniority list) is an increasingly difficult enterprise taking up an inordinate amount of the Dean’s time and compromising the quality of instruction.
Unit Plan: Classified Staffing Request(s) [Acct. Category 2000]

Unit:

Division or Area to Which You Report:

Author(s) of this Unit Plan:

Date:

Audience: Administrative Staff

Purpose: Providing explanation and justification for new and replacement positions for full-time and part-time regular (permanent) classified positions

Instructions: Please justify the need for your request. Be sure to include reference to Goals/Objectives from Part II, and Strategic Planning Priorities. Please cite any evidence or data to support your request. If this position is categorically funded, include and designate the funding source of new categorically-funded position where continuation is contingent upon available funding.

None requested

Criteria For Classified Staffing Priorities (not necessarily in Priority Order as developed by the Admin Staff)

1) Impact on enrollment and revenue;
2) Safety;
3) Mandates;
4) Workload distribution (impact on other’s work);
5) Relationship to institutional priorities.