

POSITION REQUESTED:

New

2 Replacements: Catherine Hodges and Kathryn Benander

DIVISION: Language Arts Division

DIVISION CHAIR: Melissa Long

YEAR DIVISION LAST HIRED A FULL-TIME FACULTY POSITION: 2021 (Replacement)
1990s or earlier (New)

GENERAL INFORMATION REGARDING POSITION REQUEST:

1. Which of the following areas of need will be addressed by this position? (check all that apply)

Transfer to 4-year colleges and universities

General Education

Basic Skills Instruction

Vocational instruction

Instructional Support Services

Student Support Services

2. Is this position addressed in the college's Educational Master Plan and/or the most recent Program Review for the area?

Yes (please cite below)

No (please explain why below)

Program Review 2021: A second full-time English position is requested to replace a second full-time instructor who will be retiring in May 2021. Also, at the time of the Program Review, we did not know that another English faculty would be retiring at the end of spring 2022.

3. Identify any resources the hiring of this position will require. Do not include salary and benefits, but please list things such as a computer, office space, equipment, and other related resources the new faculty member would require.

Office space

Computer

Desk

4. List any classes likely to be taught by this individual. If the position is primarily non-teaching, please describe the person's assignment.

ENGL 101A

ENGL 101B

ENGL 101C

ENGL 100R

ENGL 01AX

Literature

Research

Any upper-division English course (for example, English for Modern Policing)

Linguistics

Reading

Courses for incarcerated individuals

PROGRAM REVIEW DATA-BASED JUSTIFICATION:

Provide the following data measures for the past 5 academic years in classes/subjects to be taught by the faculty (as applicable). Program review data can be obtained by subject from the Institutional Research web page below (include with supplemental materials any additional data or relevant past program review content). Faculty needing assistance with collecting relevant data are encouraged to contact our Institutional Research Director, Michael Carley.

<https://www.kccd.edu/institutional-research/program-review-data>

		2017-18	2018-19	2019-20	2020-21	2021-22
Enrollment at Census		3,445	3,698	3,175	2,476	2,423
Average number of students per section		25.9	24.0	21.5	20.1	20.9
First Day Waitlist		373	351	248	14	47
FTEF	TOTAL	41.6	44.0	38.6	32.6	29.7
	Full-Time	16.3	16.9	16.8	15.5	15.7
	Overload	3.5	3.1	2.4	2.5	2.5
	Adjunct	17.7	19.9	15.7	10.9	8.9
	Summer	4.1	4.3	4.2	2.9	2.4
FTES		487	494	424	308	305
Degrees & Certificates		10 English 66 Humanities	9 English 113 Humanities	17 English 136 Humanities 6 Teacher Ed	10 English 76 Humanities 37 Teacher Ed	4 English 93 Humanities 37 Teacher Ed

OTHER JUSTIFICATION:

Provide here qualitative/narrative information that supports hiring this full-time position:

- **Availability of part-time/overload faculty**

More than 50 percent of PC English classes are taught by adjunct faculty—even though most of our English full-time faculty teach overloads. Our adjuncts’ working conditions are our students’ learning conditions. While our adjuncts are excellent teachers, their working conditions limit their ability to serve students. Because they are usually teaching at multiple institutions, adjuncts must spend time shifting between the complexities of navigating each separate institution, which takes time away from their teaching. Full-time faculty are able to commit themselves to a single institution, and this commitment improves their working conditions. In turn, students’ learning conditions improve.

Additionally, because of AB705, many of our students need additional support that adjuncts cannot provide. Adjunct faculty are not incapable of providing this support; rather, their working conditions prevent them from doing so. For example, adjuncts do not hold office hours—which struggling students desperately need—because they are not paid for office hours. Some adjuncts certainly do meet with students even though they are not paid for it because of their commitment to student success and their own

good will. However, our students' success and learning should not rest on the unpaid labor and goodwill of college employees.

At Porterville College, we can do little to change the circumstances of our adjuncts, unfortunately, and the failure of recent bills in the state senate shows that we also cannot depend on state and voter action to improve those working conditions statewide. What we can do locally to ensure that our students receive the attention and support that they require is hire full-time English faculty.

Furthermore, the Division anticipates that recruiting and hiring English adjuncts will become increasingly difficult. During fall semesters, when all community colleges in the area seek to maximize enrollment in transfer-level English in order to maximize throughput and funding, the competition is already fierce. In the summer of 2021, we lost two English adjuncts to full-time positions. Equally problematic, with fewer sections of composition being taught in the spring, adjuncts who cannot find sufficient work to support themselves year-round may be forced out of the profession. (In spring 2020, over ten PC English adjuncts seeking classes received none, and several others had reduced loads.) Our adjuncts are coveted because many of them take the corequisite training and are immediately poached by other colleges because of their experience.

The solution to staffing our classes is also complicated by the very nature of composition: these classes require an enormous commitment to providing written feedback on student writing. Consider the following example: grading one paper often takes 20 to 30 minutes, but for our purpose here, we'll calculate a bare minimum of 15 minutes. In an English 101A class with 5 major assignments and 25 students, the instructor must spend more than 30 hours per semester per class writing feedback. If the instructor is teaching three sections, that works out to 90 hours per semester just for providing written feedback. This task is exhausting, though integral to our mission and our students' success. Many faculty are wary of taking on an overload because of this commitment, but due to being understaffed, almost every full-time faculty member teaches overload. An instructor teaching 4 sections (overload) must plan for 120 hours of providing written feedback during the semester. That works out to an hour and half every day and does not account for grading other kinds of assessments that may not require such extensive written feedback. Taking on more than 4 sections at once is untenable.

As a final point, our department is proportionally too small, especially with the new programs and developing programs. Our full-time faculty are highly involved campus-wide and a representative is necessary on not only the committees that require a representative from every division, but we are also required to have a representative to the AB705 workgroup, the Puente program, CVHEC taskforce, and the CAPP grant workgroup. In fall 2018, division chair release time in Language Arts (based on FTEF) increased to 0.7. This increase decreases the number of sections taught by the division chair (most likely English faculty). We are also trying to develop and offer late-start classes to help with enrollment, but the number of instructors we have prevents us from offering more of these classes because faculty are hesitant to teach more than one late-start class per term due to the compressed workload, which is complicated by the enormous time commitment to providing written feedback on student writing mentioned above.

- **Compliance with state regulations/accreditations:**

AB 705 requires California community colleges “to maximize the probability that a student will enter and complete transfer-level coursework in English . . . within a one-year time frame.” The new state funding formula now rewards our ability to meet this goal. With our implementation of AB705 in 2019, we were highly successful and were one of only two community colleges to offer 100 percent of our introductory English courses at transfer level (“PC at Top in Meeting AB705 Requirements”).

The impacts of COVID-19 continue to bring challenges to complying with AB705. During distance learning, many K-12 students fell behind and are now struggling with reading skills (“Education in a Pandemic: The Disparate Impacts of COVID-19 on America’s Students”). As a result, we can expect to see an increase in enrollment to our transfer English classes with a corequisite that include a sidecar class for these students who will need additional help. Students landing in English 101A with the corequisite will inevitably create a bottleneck, and we have a limited number of full-time faculty who can teach English 101A with English 01AX (the sidecar). Replenishing our lost English faculty keeps us afloat in meeting these requirements, but adding another position will allow us to meet this anticipated need of additional corequisite classes. We want to continue to lead the way in compliance with AB705, but we cannot do that with a department of English faculty already stretched far too thin.

- **Maintaining “one-full-time-faculty” program:**

Currently, we have one “one-full-time-faculty” program (Reading) and one “no-full-time-faculty” program (Linguistics) to maintain. Our lone reading instructor is unable to teach reading courses because her load is filled with college composition with the corequisite. We are facing more dire circumstances with linguistics because we only have one **adjunct** instructor who is qualified to teach in that discipline. With the popularity of the Elementary Teacher Education degree, we need to offer linguistics courses and can currently only offer a single section. Linguistics at PC is in jeopardy of disappearing if our adjunct instructor, a rare gem qualified to teach English, ESL, and linguistics, is wooed to another college.

To be clear, with a new position with combined qualifications of teaching English and linguistics, we could offer more sections of Linguistics 100 (a course that we are only able to offer one section of that always has a long waitlist) as well as other linguistics options. We will eliminate a frustrating bottleneck for our Elementary Teacher Education majors.

Hiring an individual who can teach reading and English is also a necessary step for Porterville College. Critical reading is vital to higher education and we are not able to offer these courses for our students, many of whom are coming out of a K-12 system that struggled with literacy during the pandemic. Reading courses are not only essential in addressing the needs of a vast majority of our students, the courses are key to growth and expansion.

- **Long-term community needs/support (Document with Advisory Committee, Program Review or other recommendations for increased staff):**

Our English courses are strongly tied to several GELOs, evidenced in our core English courses: P101A, P101B, and P101C. These three courses help students to develop the critical thinking skills they need to “think independently, creatively, and critically in order to analyze, synthesize, and evaluate ideas.” In addition, our courses prepare students, through critical thinking, to “...understand and be prepared to actively participate as informed and responsible citizens” (GELO #1: Communication, GELO #2: Critical Thinking, and GELO #5: Social and Cultural Understanding and Ethical Development, Porterville College Outcomes). Adherence to these outcomes in our teaching benefits our students and the community at large. With an anticipated increase in the need for courses to help students strengthen their critical thinking skills, replacing retired faculty as well as adding a new position are imperative.

Porterville College has long pursued a goal of promoting literacy. Reading and synthesizing texts does more than develop critical thinking skills; reading fiction also strengthens our empathy, and this is a skill needed for jobs beyond the arts. Johanna Shapiro, from the Department of Family Medicine at UC Irvine, believes so strongly that reading fiction makes her students better doctors that she implemented a humanities program as part of the training for her students (“Does Reading Fiction Make Us Better People?”). Encouraging literacy is an even greater challenge for our community since there are no bookstores in Porterville. We would like to restart some of our previous events and activities, like handing

out books during Senior Day, advising the Creative Writing Club, and open mics to promote Diversity, Equity, and Inclusion (DEI) celebrations, but we don't have the manpower to restart these events let alone implement new ones.

- **Maintaining certificate/degree/transfer program:**

We need full-time faculty to maintain the English AA-T. Every semester, we offer multiple sections of English 101A, 101B, and 101C, courses that are required in the sequence for our local general education as well as both CSU and UC. English 101B is required for the English degree, but we also must offer at least four literature courses in order to make graduation in two years a viable option for English majors. With the current lack of full-time instructors, we are ill-equipped to do both.

English, reading, and linguistics courses are also required for other awards including the Liberal Arts/Humanities AA-T and the Elementary Teacher Education AS-T. A lack of staffing in English will create a bottleneck stifling many degrees across the college.

- **Courses are part of a core program and/or a graduation requirement (Identify program(s) and/or applicable graduation requirements):**

At Porterville College all students are required to complete the English Competency requirement (English 101A) in order to graduate. In addition, other disciplines have courses for which English 101A is a pre-requisite, and many PC degrees (including the new Elementary Teacher Education degree) require completion of both English 101A, English 101B, and English 101C.

A student denied access to English in his or her first semester is highly unlikely to graduate in two years. In addition, when sufficient sections of English 101A and English 101B are not available, students are unable to complete their degrees in a timely fashion.

With the implementation of AB 705, the state has set an even higher bar: Porterville College is now required "to maximize the probability that a student will enter and complete transfer-level coursework in English . . . within a one-year time frame." And this "requirement" has been incorporated into the new California community college funding formula which rewards campuses for the number of students who complete required English and math classes in the first year.

While our numbers decreased drastically during Covid, we are skyrocketing back to more students than we had before 2020. In Fall 2022, we could not add enough sections of English 101A. Every section filled quickly, including the three late-start sections (offered both face-to-face and online). Our waitlists for fall 2022 were at least as high as they were pre-Covid.

- **Potential for development in a related and/or emerging discipline (Identify source for growth potential):**

The Elementary Teacher Education transfer degree has quickly become one of the most popular at Porterville College—and the number of majors is likely to grow over the next several years. Students who major in Elementary Teacher Education are required to complete English 101A, English 101B, and English 101C. In addition, those education majors who would like to be admitted to the CSU's Fast-Track Teacher Preparation Program housed in Visalia must also complete Linguistics 100. In order to meet these needs we will need a tenure-track faculty member.

Another area for potential development is the Modern Policing BA, which will require a faculty member in English to develop and teach an upper-degree English courses. We currently do not have faculty to develop the required courses, let alone teach it.

Yet another important program for which we need a new English faculty member is the Rising Scholar program. This program serves incarcerated individuals in five California Department of Corrections and Rehabilitation facilities.

Degrees offered through Rising Scholar include the following:

- CSU General Education Breadth
- AA-T in Communication Studies
- Certificate of Achievement in Communication
- AA-T in Psychology
- AA-T in Sociology
- AA-T in History

English is a fundamental course in each of the degrees being offered. Participation in this program would require an English faculty member who is willing and able to commute and teach on-site. Our current faculty are assigned to teach face-to-face at the main campus and are unlikely to be able to reasonably commute from multiple locations, and perhaps create irresolvable scheduling conflicts. To effectively meet this need, we will need to hire a faculty member assigned by contract to teach part or all of their load and focus on the Rising Scholar program.

We will likely have a great deal of competition in acquiring such an individual, and the earlier we start, the easier the job of finding someone will be. College of the Redwoods recently (January 2022) posted a job search for an English position specifically contracted for the Pelican Bay State Prison Scholars Program, which is a similar program to the Rising Scholar Program for KCCD.

Currently, Bakersfield College has a dedicated tenured English professor who focuses primarily on the Rising Scholar Program. Sara Wallace teaches at BC with a focus on inmate education. BC saw 2,400 enrollments in the Rising Scholar Program in the first two years. To meet this need and support the growing program, we will need a dedicated English faculty to focus primarily on the Rising Scholar program.

- **Potential for multi-discipline expertise (Cite discipline and justify need within each discipline):**

The three people hired for these positions will indubitably have expertise in multiple disciplines. We will need instructors who can teach in at least two of the following areas: composition, literature, reading, linguistics, and research. We also need to reach candidates with experience qualifying them to run a one-full-time-faculty program, teach incarcerated individuals, instruct future teachers, and work with different disciplines to create specialized, upper-division English courses.

- **Potential for aiding the college's goals of closing achievement gaps, aiding underserved populations, or other areas of the college's mission that may have an impact beyond the program itself.**

English is a foundational subject, and often students take English 101A in their first semester. To that end, we focus on helping first-generation college students navigate the often-confusing waters of higher education and prepare them for the rigor of college and beyond, including transfer to a university and/or professional work.

Our English 101A with English 01AX corequisite course focuses specifically on study skills to help our students be better pupils, not just in English but in all of their classes. Our English 101A composition course teaches active reading, critical thinking, and writing skills that help students to succeed in courses across the curriculum. Because many English faculty teach English 101A with a theme, students learn to

read and write for various disciplines, including but not limited to Business, Criminal Justice, Policing, Nursing, Teaching, Psychology, Biology, and Political Science.

The English department, like the rest of Porterville College, remains committed to supporting underserved populations of students. In our foundational courses, we adhere to PC's mission in providing "quality academic programs to all students," "comprehensive support services to help students achieve their personal, career, and academic potential," "courses [...] to prepare students for employment or to enhance skills within their current careers," and "comprehensive support systems tailored to each student's skill level." We also endeavor to "prepare students for transfer and success at four-year institutions." Our courses help instill the values of adaptability, equity, and success in our students and perpetuate our philosophy of providing "the best possible service to [PC's] students in order for them to meet their individual academic or vocational goals" and encouraging "innovation, creativity, and new ideas."

- **Other relevant areas not addressed in this list**

Language Arts has long prioritized the needs of the college above the needs of its faculty, but now the needs of the division and the needs of Porterville College are the same: three English full-time faculty members. Language Arts has not been given a new full-time faculty position since at least the 1990s (and the only reason we can't pinpoint an earlier date is we don't have any current faculty who were hired before then). We have requested replacement faculty as necessary with fluctuating results, but our opportunity for expansion has nearly always been put on the back burner.

To be clear, replacing the two retired English full-time faculty will serve to maintain the severe bottlenecks we currently see in multiple programs. We will still have incredibly long waitlists, offer a single, highly impacted section of Linguistics 100, stifle the number of degrees awarded not just in English, Liberal Arts/Humanities, and Elementary Teacher Education, but in total as students are unable to complete their general education, and reject any attempt to bring a BA to Porterville College (because they almost all require an upper-division English course). With two positions, we will be able to continue with these tragic circumstances.

But with the additional position in English, we will have the faculty to end these bottlenecks, teach more sections of the courses required for multiple degrees, and work with faculty in other disciplines to create the types of programs we want to see at Porterville College.

We thank you for your consideration.