Title of the Full-Time Faculty Position Requested: English Composition/2 tenure track positions

ACADEMIC UNIT - Check One
☐Advanced Technology & Applied Science
☐Business Science and Economic & Workforce Development
☐Counseling Services & Special Programs
☐Emeritus Institute
☐Fine Arts

☐Health Sciences & Human Services
☐Learning Resources
☐Liberal Arts
☐Mathematics, Science & Engineering
☐Kinesiology & Athletics
☐Social & Behavioral Sciences

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<th>Classroom ☒</th>
<th>OR</th>
<th>Library/Counseling/Coaching Instruction ☐</th>
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<td>Division Dean Signature</td>
<td>Name of Department: English</td>
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<tr>
<td>Print Name of Dean: Kevin O'Connor</td>
<td>Department/Program Chair Signature</td>
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<td>Print of Name Chair/Program: Marina Aminy</td>
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<td>Date: 6/28/13 Phone: 4366</td>
<td>Date: 5/29/2013 Phone: 4743</td>
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This Justification for Hiring form is composed of three parts.

Part A: OBJECTIVE DATA

Requires objective data-driven information and is divided into ten areas:

- College Mission, Vision and Values
- Strategic Plan Alignment
- Institutional Need
- Supplemental Funding
- Current Program/Discipline Data
- Projected Program/Discipline Data
- Program/Discipline Limitations
- Census and Student Contact Data
- Capacity Enrollment
- Program Review Alignment

Part B: NARRATIVE

A narrative argument for the position is required. More detail on the structure of the Narrative is given in Part B below.

Part C: JOB DESCRIPTION AND ANNOUNCEMENT

Requires submission of the text for the job description and announcement in standard format to be used by Human Resources to publish and advertise the position.
PART A: OBJECTIVE DATA

1. COLLEGE MISSION, VISION AND VALUES

The College Mission is:

Saddleback College enriches its student and the south Orange County community by providing a comprehensive array of high-quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning.

The College Vision is:

Saddleback College will be the first choice of students who seek a dynamic, innovative, and student-centered postsecondary education.

The College Values are:

1. **Commitment**
   We commit to fulfilling our mission to serve the south Orange County community.

2. **Excellence**
   We dedicate ourselves to excellence in academics, student support, and community service.

3. **Collegiality**
   We foster a climate of integrity, honesty, and respect.

4. **Success**
   We place our highest priority on student learning and delivering comprehensive support for student success.

5. **Partnership**
   We strive to develop strong and lasting partnerships among students, faculty, staff, and the community.

6. **Innovation**
   We anticipate and welcome change by encouraging innovation and creativity.

7. **Academic Freedom**
   We endorse academic freedom and the open exchange of ideas.

8. **Sustainability**
   We promote environmental sustainability and use our resources responsibly to reduce our ecological impact.

9. **Inclusiveness**
   We cultivate equity and diversity by embracing all culture, ideas, and perspectives.

10. **Global Awareness**
    We recognize the importance of global awareness and prepare our students to live and work in an increasingly interconnected world.

Approved by Consultation Council 7/21/09

List the item number(s) of the relevant College Values the program/discipline fulfills.

1-10 (We support all of the above college values through our program.)
2. STRATEGIC PLAN ALIGNMENT

As approved February 9, 2010, the elements of the strategic plan are as follows:

I. Improve Student Preparedness
Saddleback College will ensure that student gain the foundational skills necessary to complete college level work and achieve career goals.

I.1 80% of all students who seek certificates, associate degrees, and declare transfer as a goal will be assessed, placed and complete a professional educational plan.

I.2 by 5% the number of individuals with an identified career goal who receive career assessments and h ob acquisition skill development services.

I.3 Improve the progression rate of students in Math, English and the ESL program sequence from levels 300 to 200 and from 200 to transfer courses by 5% in each level.

II. Excel in College Transfer
Saddleback College will increase student transfers to four-year colleges and universities.

II.1 Improve by 5% student transfers to four-year institutions.

II.2 Improve by 15% the number of students classified as transfer ready.

II.3 Increase by 20% the number of students in the Honors Program.

III. Enhance Resources
Saddleback College will improve its ability to expand and develop alternative sources of revenue to support college priorities.

III.1 Increase external foundation contributions to $1 million annually.

III.2 Realize a minimum of $1 million in savings per year through the implementation of college efficiencies.

III.3 Meet funding requirements to fulfill the “20-year Facilities and Scheduled Maintenance Plan”.

IV. Foster Innovation

IV.1 Double the training services offered to faculty in the areas of teaching innovation and best teaching practices.

IV.2 Improve by 20% the efficiency of college-wide communications in marketing strategies through a centralized system.

List the item number(s) of the relevant Strategic Direction(s) or Strategic Goal(s).

1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 4.1
3. INSTITUTIONAL NEED

Check all appropriate statements explaining the college-wide role of the program or discipline:

☒ Basic Language Skills: The program/discipline provides basic language skills necessary for success in all courses.

☐ Student Support Services: The program provides essential student support services such as library, counseling and disabled student services affecting all areas of instruction or the program.

☒ Relevance to General Education Requirements: The program/discipline provides courses that are required of students as part of the General Education requirement.

☒ Relevance to Other Certificates or Majors: Applicable to an AA degree or transfer requirements. The program/discipline offers a certificate or a major.

If applicable, please check ONE of the following:

☐ The program/discipline provides courses which are prerequisites to two or three certificates and/or majors. List the certificates and/or majors:

☐ The program/discipline provides courses which are prerequisites for four or five certificates and/or majors. List the certificates and/or majors:

☒ The program/discipline provides courses which are prerequisites for six or more certificates and/or majors. List the certificates and/or majors:

ENG 1A and ENG 200 are prerequisites to a vast number of programs, certificates and degrees in our college. Our department is the ONLY department that provides these courses, and 1A is required for transfer to all four-year institutions.

☒ The program/discipline provides services for student retention and success in all areas.

4. SUPPLEMENTAL FUNDING FOR POSITION

Full time faculty positions are paid from the college's allocation of the general fund.

Is any part of this position to be permanently funded by an outside source? No ☒ Yes ☐

If yes, what percentage: -

What source(s): -

Add further information to the Narrative.
5. CURRENT PROGRAM/DISCIPLINE DATA

For classroom faculty position:
What is the percentage of full-time load (%FTLD) for the program/discipline in which the position is requested?

Program/Discipline CTR WFCH divided by TOT WFCH: Fall 44 / 9 = 45.83%  
Spring 32 / 68 = 47.06%

What is the WSCH/FTE for the program/discipline? Fall 323  Spring 285

For faculty assigned to library/counseling/coaching instruction:
What percentage of direct student contact and services is provided by full-time faculty for load in the program for which the position is requested? Fall  
Spring

6. PROJECTED PROGRAM/DISCIPLINE DATA

For classroom faculty position:
If this position is filled, what will be the NEW percentage of full-time load for the program/discipline (%FTLD)?

Formula: (C TR WFCH + 15) divided by TOT WFCH:Fall 59 / 96 = 61%  
Spring 47 / 68 = 69%

For faculty assigned to library/counseling/coaching instruction:
If this position is filled, what will be the NEW percentage of direct student contact and/or services provided by full-time load in the program? Fall  
Spring

7. PROGRAM/DISCIPLINE LIMITATIONS

A. Mandates
Is the program/discipline mandated to limit class or lab size due to state requirements, college/board approved caps, or accreditation regulations? Yes

If yes, by whom? Contract

Is there a mandated faculty to student ratio for the program/discipline? Yes

If yes, by whom? Contract  What is that ratio? 25/1

B. Recommendations
Is there a recommended faculty to student ratio for the program/discipline?

If yes, by whom? Yes  What is that ratio? 25/1

For faculty assigned to library/counseling/coaching instruction:
What is the program’s faculty/student ratio? -

For Counseling: Does FTEC1/2H - SHCx2 indicate a deficit? - If yes, specify:-

For Special Services: Does FTEFH - SHCx4 or FTEFAH - NSHCx4 indicate a deficit? -
8. CENSUS AND STUDENT CONTACT

For classroom faculty positions:
What is the census enrollment (C1 ENR of the Enrollment Summary Report) for the program/discipline in the last three Fall semesters (Census date may be different for late start classes)?

<table>
<thead>
<tr>
<th>Year</th>
<th>Spring</th>
<th>Fall</th>
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<tr>
<td>2010</td>
<td>607</td>
<td>83</td>
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<td>2011</td>
<td>675</td>
<td>969</td>
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<tr>
<td>2012</td>
<td>572</td>
<td>2011</td>
</tr>
</tbody>
</table>

For faculty assigned to library/counseling/coaching instruction:
What is the number of service contacts in the last three fall semesters?

Spring 2009 -- Spring 2010 -- Spring 2011 --
Fall 2009 -- Fall 2010 -- Fall 2011 --

Describe the types of contact:--

9. CAPACITY ENROLLMENT

Looking at this last year's program/discipline enrollment statistics, what percentage of capacity enrollment was reached?

Formula: C1 ENR divided by CRS CAP:

<table>
<thead>
<tr>
<th>Year</th>
<th>Spring</th>
<th>Fall</th>
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<tbody>
<tr>
<td>2010</td>
<td>572/655 = 87.33%</td>
<td>945/998 = 94.69%</td>
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</table>

10. PROGRAM REVIEW ALIGNMENT

Please indicate the portions of your most recent Program Review that address the need for this position.

(Excerpts from Program Review, dated 12/2012)

The full time to part time ratio of faculty of composition classes is 24%:76%. Of the 157 sections of composition offered Fall semester 2012, 38 sections are being taught by full-time faculty, and 119 sections are being taught by part-time faculty (PR page 7).

The full-time to part time ratio of faculty of all English classes (including composition, literature, creative writing, and writing labs) is 37%:63%. Of the 207 total English classes and labs offered all semester 2102.77 sections are being taught by full-time faculty, and 130 are being taught by part-time faculty (PR page 7).

This ratio negatively affects the program's ability to fulfill its mission and goals because it is very challenging for the Dept. Chairs and Composition Coordinator to recruit, evaluate, supervise, and mentor such a large number of adjunct instructors (PR page 8).
AB 1725 recommends a 75%:25% ratio of full-time to part-time faculty. We are far from that recommendation with our current 24%:76% and 37%:63% ratios of full-time to part-time faculty during Fall 2012 (PR page 8).

NEEDS:

This review clearly demonstrates that the chief need for English is more full-time personnel. Where district guidelines recommend a 3:1 ratio of full to part-time faculty, English suffers the inverse of that prescribed instructor number: 1 full time instructor for every 3 associate faculty. Such inadequate numbers affect the department's capacity to realize its own mission and the mission of the college. Department tasks and obligations are shared chiefly by a small number of full-time faculty. How much can a department expect of faculty who teach a full load of labor-intensive courses such as composition, who are simultaneously expected to engage the work required to improve SLOs, curriculum, course development, and pedagogy? Ironically, the department's chairs devote much of their time to the hiring and review of associate faculty, who find it difficult because of financial and logistical obligations to become meaningfully involved with department affairs. If leadership and commitment are the keys to building and maintaining a successful department, our lack of full-time personnel equates to a lack of those fundamental qualities that must drive English (PR page 14 "Human Resources Needs").
Part B: Narrative

English Instructor Positions (2)

The English Department sorely needs more full time faculty members. While the district recommends a 1:3 ratio for full time to part time members, our department has the opposite ratio (3 part time faculty members for each part time member) (Program Review page 7). The following excerpt from our Program Review reveals that we would need to add 14 more full time instructors just to return to the faculty-student ratios of 1996:

From Fall 1996 to Fall 2012, enrollment in English composition classes has climbed from 2,650 students in 106 sections to 3,925 students in 157 sections, while the number of full-time instructors has dropped from 22 in 1996 to 18 in 2012. In 2007, a total of 52 part-time faculty were employed by the department; in Fall 2012, that number has increased to 60 part-time instructors. To bring the English Dept. back to the fall 1996 faculty-student ratio, the department would need 32 full-time instructors, an increase of 14 (PR page 8).

In the last six years, we have only hired replacements for faculty who have left their positions, and full time faculty have not grown in number to reflect the growing numbers of programs, committees, responsibilities and students we now serve (PR page 14).

In the past five years, a number of additional responsibilities in the college require more intensive support and work from members of the department, including:

- Student Success initiatives that require more projects, data collection and interventions.
- BSI projects related to student success (our department has hosted/coordinated half a dozen BSI projects in the last three years). (PR pages 9-11).
- Approximately 10+ committees within the English Department (SLOs, Curriculum, Syllabi Reviewing, Textbook Approvals, ENG 1A Task Force, Study Abroad, Teaching Practicum, Online Education and several others) that require at least 1-2 full time faculty members to chair each committee, coordinate the meetings, agendas, goals and outcomes.

Currently, we encounter many difficulties that stem from a lack of sufficient full time faculty, including those detailed in our “Needs Assessment” section of the Program Review (page 14):

- A lower quality of curriculum delivery and implementation of departmental goals/policies by an overwhelmingly part time faculty pool who are not able to attend meetings, committees or professional development activities.
- A backlog of 50-60 part time faculty members who need periodic and constant evaluations, feedback and support. Department Chairs are overwhelmed by the task of managing and evaluating all of these part time faculty members.
• Difficulty in finding strong part time faculty candidates; other part time faculty members are "maxed out" by the 10-unit cap imposed by the district, while others are limited in availability due to their work on other, multiple college campuses. Department chairs constantly screen, interview and hire new part time faculty (up to 4-5 times a year) fill staffing needs.

• Less accessibility of instructors for our students; part time faculty do not hold office hours and are not obligated to meet with struggling students outside of class. When the vast majority of our instructors are part time faculty, this creates a serious need for students and hinders student success and retention rates
Part C: Job Description and Announcement

English Instructor (2 Positions)

Summary of Duties and Responsibilities:
Instructing classes in all levels of English composition with possible assignments in the tutoring center, writing center or distance education courses. May also include instruction in literature, humanities, or other related fields. Advance student learning through dedicated, exemplary instruction through distance delivery modes. Participate in the development and revision of curriculum in department and college committees and in professional development activities. Maintain current knowledge in the subject-matter area and in effective teaching/learning strategies; maintain appropriate standards of professional conduct and ethics. Participate in monthly departmental and division-level meetings, committees, functions related to the educational program, in-service programs and professional development. Assignment may include evening, online and weekend hours.

Experience Required:
1. Minimum two (2) years of recent and successful experience teaching English composition at the post-secondary level.
2. Evidence of sensitivity to and understanding of the diverse academic, socio-economic, cultural, disability, and ethnic backgrounds of community college students.

Minimum Qualifications:
The successful candidate must meet one of the following criteria:
1. Master’s degree or higher in English, literature, comparative literature, or composition from an accredited college or university; OR
2. Bachelor’s degree in any of the above AND a Master’s degree or higher in linguistics, TESL, speech, education with a specialization in literacy, English education, reading, creative writing, or journalism from an accredited college or university; OR
3. Valid California Community College Instructor credential appropriate to the subject per Education Code 87355 (issued prior to July 1, 1990); OR
4. A combination of education and experience that is at least the equivalent of items 1 or 2 above. (Candidates making application on the basis of equivalency must submit the Supplemental Application for Equivalency Determination form in addition to all other required materials.)

Desired Qualifications:
Preference will be given to those candidates who demonstrate a high level of professional expertise on the basis of the following:
1. An earned Ph.D. in Rhetoric, Literature, Education with an emphasis in literacy, or recent theories of
English composition from an accredited college or university.

2. Experience in education, pedagogy, instruction or teaching methodology.

3. Experience in reading instruction, curriculum development for reading instruction or pedagogy for improving reading skills/instruction.

4. Experience in developmental and transfer-level composition.

5. Experience in distance education and/or the integration of computer technology into instruction.

6. Experience in student learning outcomes, curriculum development, program review, and/or matriculation.

7. Evidence of and understanding of the diverse ways in which the needs of students are met on a college campus, including through faculty leadership positions, committee representation, and collaboration at the department, school, college and district levels.
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<thead>
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<th>Program: English (Composition: Basic)</th>
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Excludes Cancelled Classes

Comparing Fall Terms (Data for past terms is as of end of term)

Enrollment Comparison By Program

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<tr>
<th>Term</th>
<th>Sec</th>
<th>WSH</th>
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<th>CRR</th>
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6/17/2013

Enrollment Report

8-17 AM

6/17/2013

Enrollment Report
To that end, resources must be found to augment and update technology for both face-to-face and online instruction.

SECTION III: NEEDS ASSESSMENT

A. Human Resource Needs

This review clearly demonstrates that the chief need for English is more full-time personnel. Where district guidelines recommend a 3:1 ratio of full to part-time faculty, English suffers the inverse of that prescribed instructor number: 1 full time instructor for every 3 associate faculty.

Such inadequate numbers affect the department's capacity to realize its own mission and the mission of the college. Department tasks and obligations are shared chiefly by a small number of full-time faculty. How much can a department expect of faculty who teach a full load of labor-intensive courses such as composition, who are simultaneously expected to engage the work required to improve SLOs, curriculum, course development, and pedagogy? Ironically, the department's chairs devote much of their time to the hiring and review of associate faculty, who find it difficult because of financial and logistical obligations to become meaningfully involved with department affairs.

If leadership and commitment are the keys to building and maintaining a successful department, our lack of full-time personnel equates to a lack of those fundamental qualities that must drive English.

B. Instructional/Service Needs

Funding is needed for training new English 300 faculty to design effective 301 lab activities.

Faculty funding and training are crucial to improving the department's performance in several venues related to student success. The department should:

- Pay associate faculty to hold office hours for each class taught.
- Feature a comprehensive mentorship program for new and part-time faculty.
- Incentivize part-time faculty for contributing to the SLO assessment process.
- Increase the ranks of our tutors and augment their training at the LRC.
- Increase funding for inter-segmental planning between Saddleback, local high schools, Cal State, and UC.

C. Research Needs

Since a common matriculation exam for incoming students at California's community colleges appears unlikely in the near future, English asks that more comprehensive research be provided concerning its entering students. The simplest solution to our need for data would be a matriculation test that features diagnostics and a writing sample. These diagnostic tools would increase the likelihood of placing students correctly, and promote meaningful curricular reform aimed at teaching students precisely the skills they need for writing and critical thinking.

D. Technical, Equipment and Other Resource Needs

Adjunct faculty should be given more office space, with access to equipment (phones, computers, printers, and office supplies) that will ensure proper preparation for class.

E. Facilities Needs
In an era when literacy is essential for advanced study, technical training, and entry into an increasingly complex job market, each year that passes on our campus without a home for English underscores the college’s lack of full commitment to the fundamental task of training students to read, to write, and to think. English faculty have no space of their own where they can interact and to plan as a cohesive unit. If camaraderie and intellectual discourse make for better teachers, English must be provided a home where it can meet its manifold challenges with a unified purpose.

F. Marketing and Outreach Needs

Increased advertising funds for Wall and Oxford Study Abroad will ensure these programs’ sustained presence on campus.

SECTION IV: APPENDICES

A. Program Organizational Chart
B. Five-Year Program Staffing Profile
C. InFORM Program Review Data Set
D. TracDat Comprehensive Program SLO Report (NOT INCLUDED – DATA INCOMPLETE)
E. 2008-2012 Composition SLO Data, Assessment, and Rubrics
F. 2008-2012 Program SLO Report
G. 2009-2012 Literature SLO Data, Assessment, and Rubrics
H. 2009-2012 Creative Writing SLO Data, Assessment, and Rubrics
I. Curriculum Map
J. Signature Assignments