

Data to use for when developing the faculty request justification

Academic Year	FTES	FT FTEF	Overload FTEF	PT FTEF	Lg Lec FTEF	Total FTEF	FT FTEF /Total FTEF	FT+Overload FTEF /Total FTEF	PT FTEF /Total FTEF	Total Students (census)	Total Waitlist	# Sections	WSCH	WSCH / FTEF
2014-2015	1,705.23	34.08	8.43	61.87		104.37	0.33	0.41	0.59	10,012	1,962	355	54,586.35	523.00
2015-2016	1,747.54	33.53	8.90	66.39		108.82	0.31	0.39	0.61	10,333	1,954	367	55,937.63	514.04
2016-2017	1,706.96	33.23	10.27	59.85		103.35	0.32	0.42	0.58	9,935	1,947	344	54,639.40	528.68
2017-2018	1,722.99	37.67	10.90	57.63		106.20	0.35	0.46	0.54	9,963	1,571	351	55,151.67	519.33
2018-2019	1,736.90	35.78	12.42	64.15		112.35	0.32	0.43	0.57	10,348	1,223	378	55,595.70	494.86

2018-2019 Data is as of September 30, 2019

Using the data provided by the Office of Institutional Effectiveness, please provide a brief narrative to contextualize your request

Using the ratio of full-time to part-time faculty (FT FTEF / PT FTEF), please give a little more information about the need for the increase in full-time faculty.

Two new full-time tenure track faculty in English were hired in Fall 2017. And the department is hiring an additional new full-time faculty member (as well as one replacement due to a retirement) to come on board in Fall 2019. That will bring the number of full-time to 23 in English. We have 61 active part-time faculty in English. Moreover, when Film Studies became a full-discipline, the full-time faculty member moved from English to Film Studies. The implementation of AB 705 is putting demands on the discipline both in terms of teaching and the need for professional development for full and part-time faculty.

Using the waitlist per section report (additional tab), please discuss the number of courses ranking high on the college's waitlist per section report. Please also note which CSU General Education requirements these course fulfill.

In Fall 2018, waitlists for English 1A were again strong. Enrollments were much more volatile in Spring 2019. However, the demands of AB 705 and the need to make sure students have fully integrated academic support--in and out of the classroom--with faculty available to hold office hours, be in engagement centers, etc, support the need for increasing fulltime faculty. In fall 2017, 778+ students were on waitlists for English 1A. By Spring 18, we were able to reduce this to 240 by substantially increasing offerings. Overall the fill rates for the discipline were 94 % in Spring and 98% in fall, so even with the re-balancing of offerings, we were still at or near capacity.

Using the efficeney metric based on WSCH/FTEF, discuss the discipline efficiency. How has the efficiency changed over the past few years? What is your discipline doing to increase efficiency? Have you changed course delivery methods (online to face-to-face, evening offerings, etc.) to try and improve efficiency?

The data we were provided last year shows we have become somewhat more efficient, though we are definitely in a period of volatility with the implementation of AB 705. Our efficiency has gone down slightly; we are still clearly in a period of volatility due ot AB 705 changes and fluctuations in course demand.

Please discuss any faculty trends (historical and recent changes) which have helped you identify this need.

AB 705 implementation is dramatically impacting the discipline. The need for full-time faculty to teach a greater percentage of our classes as we make this critical transition is imperative.

Please discuss any specific activities your discipline has participated in with a focus on reducing the equity gap. This could include serving on the equity committee, holding office hours in engagement centers, or faculty participating in Champions for Change equity training.

Our faculty have long been involved in equity initiatives--directly through training, conferences, learning communities here on campus, but also more broadly in the efforts to significantly reduce remediation (which has a strong effect on improving equity outcomes as reported in English 80, Transformation, MMAP data and in state-wide data provided by 3CSN, California Guided Pathways, etc). The move to virtually eliminate all remediation in English will have important equity impacts--but not if the curricular/ placement restructuring is not accompanied by the strong integrated academic support and professional development efforts, which require full-time faculty leadership both in and out of the classroom.

Please discuss how your discipline is working to ensure your course offerings align with college strategic goals included Guided Pathways, HS/CSU/UC partnerships, accelerated courses, support courses, contextualized education, integrated academic support, etc. Has your discipline developed a Pathways Map? If not, why not?

Our discipline is on the front-line of acceleration efforts and re-thinking, improving, enhancing existing supports for students as well as developing new mechanisms to get students the support they need to succeed. We have a pathway in English and are engaged in guided pathways work, including program mapping, along with the rest of the college, and have long been leaders in faculty advising.

Please discuss your faculty's roles on Leadership Councils, committees, or academic senate.

Our faculty serve in the following college leadership positions: Honors Program Coordinators (two at .4); Strategic Planning Faculty Chair (1 at .4) ; leads on accreditation Standards and sub-standards; Guided Pathways; SI coordinator (.2); TEAM coordinator (.2); Puente and Ujima Coordinator (each at .2); High School Liaison for English (.2); Faculty Advising Lead for LHSS and FPA (.2); SI faculty lead/coordinator (.2). Our faculty are involved across the board in major college initiatives and leadership roles.

Please discuss your discipline's assessment activities in the last 2 years. How many SLO's were assessed? What percentage of the scheduled SLO's were assessed? How many PLO's were assessed? Is a faculty from your discipline active on the Assessment Committee?

Our discipline has completed a program level assessment project for our English ADT--among a handful of programs on campus to complete a program level assessment. Our course-level assessments are up to date and ongoing but we are also in the midst of revamping some of them due to discontinuing remedial classes and rethinking how/what to assess in terms of the co-requisite support course. Intensive assessment and monitoring is essential to AB 705 implementation.

Please include any other additional factors which the Leadership Councils should know about (pending accreditation needs, significant curriculum changes, grant funding for the position, specialized faculty expertise needed, etc.)

Our discipline is facing significant curriculum changes in the wake of AB 705 as I indicate above.