



Request for New/Replacement Faculty Position: 2024-25

POSITION REQUESTED: English (2)

New

Replacement: Catherine Hodges/Kathryn Benander

DIVISION: Language Arts

DIVISION CHAIR: Melissa Long

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

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)

Educational Master Plan: Goal #2 is to “provide support for student success in achieving educational goals in a timely manner.” Students must be able to take English P101A in order to move through all of the programs Porterville College offers.

Program Review 2024: The division believes that “full-time faculty [should] teach the majority of our classes.” Unfortunately, the reverse is happening currently. Adjunct faculty are “responsible for teaching the majority of English and Spanish courses.” Also, we note that LAD needs to “make sure that we offer as many sections of English P101A with the corequisite as our students need and that those instructors are meeting regularly to collaborate and support each other.” We cannot offer the corequisite course with only adjunct faculty to teach it.

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

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

- Dual enrollment courses
- Courses for incarcerated individuals
- Linguistics
- Reading
- ENGL P101A (with and without ENGL P01AX)
- ENGL P101B
- ENGL P101C
- ENGL P100R
- Literature
- Research
- Any upper-division English course (for example, English for Modern Policing)

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. Programs with a substantial number of crosslisted (piggyback) classes should also contact Michael Carley for customized data on the number of sections and students per section.

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

		2019-20	2020-21	2021-22	2022-23	2023-24
Enrollment at Census		3,383	2,433	2,374	2,527	2,931
Average number of students per section		21.5	20.1	20.9	22.1	22.6
First Day Waitlist		248	14	47	130	137
FTEF	TOTAL	38.6	32.6	29.7	28.5	33.2
	Full-Time	16.8	15.5	15.7	12.9	12.5
	Overload	2.4	2.5	2.5	2.3	2.4
	Adjunct	15.9	11.5	9.3	11.2	13.2
	Summer	3.7	3.7	2.4	2.5	3.1
FTES		422	291	295	315	371
Degrees & Certificates		17 English 136 Humanities 6 Teacher Ed	10 English 76 Humanities 37 Teacher Ed	4 English 93 Humanities 37 Teacher Ed	10 English 85 Humanities 58 Teacher Ed	9 English 71 Humanities 40 Teacher Ed

OTHER JUSTIFICATION:

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

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

Though English may appear to have an advantage in terms of availability to adjunct faculty, a deeper look at our students' needs shows the opposite to be true. Our students desperately need English P101A with the corequisite course (English P01AX). This option is required for students who come to PC with a high school GPA of 1.9 or lower and is highly recommended for students who report having a high school GPA of 1.9 to 2.6. We have many adjuncts who are trained to teach this course, but if they choose to do so, they cannot get the full adjunct teaching load of 10 units because teaching the corequisite loads at 7 units. We are forcing adjuncts to choose between teaching a class that students need and their own financial well-being. We have some adjuncts who make this sacrifice, but we are really punishing some of our finest instructors with this practice and we still cannot offer enough sections to meet student needs.

English P101A with the corequisite is also vastly more effective when we teach it in a face-to-face format, something only a local adjunct instructor is able to do and the number who are willing to teach on campus has decreased drastically post-COVID. In spring 2022, the success rate of English P101A with P01AX students in a face-to-face section was 72.7 percent as compared to 42.6 percent of students in the same course online. Over the past four years, the average success rate of the students in the online English P101A with 01AX is 12.5 percentage points lower than that of the face-to-face students. Adjunct faculty cannot teach any more sections of English P101A with the corequisite than they already do. We need more full-time faculty who can each teach two or three sections in a semester. **We must offer more sections of English P101A with the corequisite and we must offer them in a face-to-face format or we are doing a huge disservice to our students especially those for whom additional support is most crucial to their success!**

We see this success-rate gap in English P101B and in the stand-alone English P101A sections as well. In English P101B, students in face-to-face sections were 5.7 percentage points more successful in the course on average over the past five years than students in the online sections. In the stand-alone English P101A sections, the difference increases to 8.8 percentage points. A vast number of students need to be in an in-person learning environment and Porterville College cannot adequately provide the necessary number of sections to accommodate our students nor will the college be able to do so in the future without the addition of full-time faculty members.

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, many of our students need extra 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 have paid office hours—which struggling students desperately need. 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 goodwill. However, our students' success and learning should not rest on the unpaid labor and goodwill of college employees.

Furthermore, the Division anticipates that recruiting and hiring English adjuncts will become increasingly difficult. During the fall semesters, when all community colleges in the area seek to maximize enrollment

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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. Our adjuncts are coveted because many of them take the corequisite training and are immediately poached by other colleges because of their experience.

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

AB 705 and, more recently, AB1705 require 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 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 the transfer level (“PC at Top in Meeting AB705 Requirements”).

The impacts of COVID-19 continue to bring challenges to complying with AB705 and AB1705. 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 for these students who will need additional help.

- **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 develop the critical thinking skills they need to “use quantitative and qualitative thinking, tools, and processes to evaluate complex issues and gather, analyze, and synthesize information and data from multiple sources to formulate evidence-based arguments” (GELO #2). In addition, our courses prepare students to “communicate effectively and

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confidently using multiple modes (e.g. reading, writing, speaking, and listening) with consideration for medium, purpose, and audience” (GELO #1). 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 the 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.

The department has eight adjuncts working at five sites for the dual enrollment program. This immense number requires an unmanageable amount of adjunct observations for the department, considering the workload of the existing twenty adjunct observations required for non-dual enrollment courses. Another full-time faculty position is critical for helping the department comply with our adjunct observation obligations. For this reason, we are looking to hire a person with dual enrollment expertise who can teach at some of these sites and assist us with coordinating observations.

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

We need full-time faculty to maintain the English AA-T. Every semester, we offer multiple sections of English P101A, 101B, and 101C, courses that are required in the sequence for our local general education as well as both CSU and UC. English P101B 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 P101A) in order to graduate. In addition, other disciplines have courses for which English P101A is a prerequisite, and many PC degrees (including the new Elementary Teacher Education degree) require completion of both English P101A and English P101B or English P101C.

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 P101A and English P101B are not available, students are unable to complete their degrees in a timely fashion.

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- **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 P101A, English P101B, and English P101C. In addition, those education majors who would like to be admitted to 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 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.

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 two people hired for these positions will indubitably have expertise in multiple disciplines. We will need instructors who can teach in at least two or more 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, address accessibility, and work with different disciplines to create specialized, upper-division English courses.

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- **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 P101A 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 P101A composition course teaches active reading, critical thinking, and writing skills that help students succeed in courses across the curriculum. Because many English faculty teach English P101A 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.

Our English P101A with English P01AX corequisite course focuses specifically on study skills to help our students be better pupils, not just in English but in all of their classes. We do not offer enough sections to serve the student population who desperately need the corequisite course (see the chart below):

Projected percentage of students who need English P101A with the corequisite	38%
Number of students in English P101A (with or without corequisite)	1,593
Number of students in English P101A with a corequisite	296
Percentage of students who need English P101A with the corequisite who are taking it	18.6%

Unfortunately, the lack of English P101A sections offered with the corequisite means that 19.4 percent of students who need that course must take a stand-alone section (likely online) or not take English P101A at all.

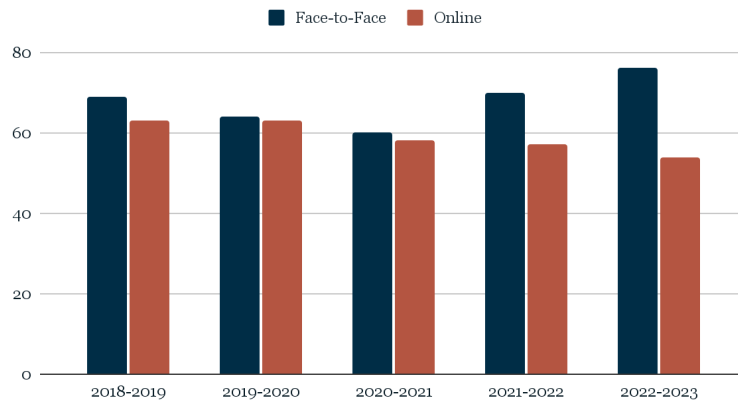
The English department, like the rest of Porterville College, remains committed to supporting underserved populations of students. In our foundational courses, we adhere to PC’s mission of providing “quality academic programs to all students,” “comprehensive support services to help students achieve 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:**

English P101A is a requirement for all Porterville College students who seek to earn a degree or transfer to a four-year institution. Many of our students need to take English P101A with the corequisite in a face-to-face format. As is apparent in the chart below, students succeed in the face-to-face format at a much higher rate post-Covid:

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English 101A Modality Success Rates Comparison



The only way we can offer additional sections is to replace the full-time faculty members who have retired. **Without these additional sections, students are stopped before they can even begin their academic journey and Porterville College fails to uphold its mission.**

In sum, Language Arts needs these two positions for the following reasons:

- We don't know how many students we've lost before they began because they weren't able to get into an English P101A course in the modality or corequisite option necessary for their success.
- We need to offer many more sections of English P101A with the corequisite and due to the logistics of the course, we need a full-time faculty member who can teach multiple sections.
- We need to offer many more sections of English P101A with and without the corequisite in a face-to-face format (as success rates show), but we are unable to entice adjunct faculty to come to campus to teach.
- Improving success in English P101A will have a massive impact on equity and completion campuswide and give students the best foundation for their educational journey at PC.
- We can only provide these opportunities if we are awarded two full-time positions in English.
- When the English Department is restored to proper size, it allows all faculty, campuswide, to focus on teaching their subject to students who have been prepared to read and write. It lightens the load for all faculty and increases our efficiency. It ensures that PC students earn a quality education and are equipped to perform at transfer level and in a competitive job market.

We thank you for your consideration.