



Request for New/Replacement Faculty Position: 2024-25

The role of Academic Senates in the determination of the need for new faculty positions is contained in KCCCD Board Policy 8703:

8703 Position Identification/Approval

- a. The need for contract faculty positions shall be determined cooperatively through a well-defined, thoughtful planning process involving the College Academic Senate, faculty in the discipline, and College administrators. This process shall be agreed to by the College President and the Academic Senate.
- b. A contract faculty position requires the approval of the College President and the District Chancellor prior to the commencement of the selection process.

In keeping with the Academic Senate's role in the process, the Academic Senate requests that faculty making requests for new and replacement faculty positions submit their requests formally through the use of this form and the process outlined below.

This form is to be completed by the Academic Divisions and submitted by each Division Chair for *each* new faculty position being requested. Completed forms are to be submitted *via email* to the Academic Senate President *no later* than **Monday, October 7th, 2024, at 5 p.m.** Please answer all appropriate questions on this form and include as much relevant information as possible in support of your request. Supplemental documentation may be included as separate documents; please clearly title any additional files such that they can be easily identifiable from the file name (such as 'PC Social Science Division New Faculty Position Request 2024-25').

Oral presentations in support of position requests will be made as part of the Academic Senate meeting on **Friday, October 11th**, starting at 8 a.m. Presentations should be made by the Division Chair or their faculty designee. *Each position request will receive a maximum of 5 minutes.* Please submit any slideshows *before* the meeting or arrive early so that presentation time is not taken in transferring or uploading files. All presentations will be recorded and posted to the PC Academic Senate webpage for later viewing. *Discussion (including questions) of all position requests will take place immediately after all presentations have concluded.*

Per PC Academic Senate tradition, the Senate voting members will rank all of the positions requested by submitting individual Senate voting members' ballots of their ranking for all faculty positions requests directly to the Senate President *prior* to the next regular Senate meeting. Division representatives should ensure time to confer with their divisions in preparing their ballots. In coordination with requirements of the Brown Act, in which secret ballots are not permitted in Brown Act committees, ballots cast by members of the Academic Senate will be included as part of the Academic Senate meeting proceedings and indicate the rankings of each voting member of the Academic Senate. The cumulative results of the rankings will be presented and discussed at the next regular Senate meeting subsequent to the presentations. The Academic Senate President shall have the responsibility to promptly forward the Senate's cumulative rankings to the College President and College Council for review, along with all documents provided in support of each request. The College President, in consultation with the KCCCD Chancellor, will make the final decision regarding all faculty hires, and inform the Academic Senate in a timely manner about such decisions as part of the collegial consultation process.

POSITION REQUESTED: History

New
 Replacement: [list person(s) being replaced]

DIVISION: Social Science

DIVISION CHAIR: Matthew Flummer

GENERAL INFORMATION REGARDING POSITION REQUEST:

- 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
- 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)

Request for New/Replacement Staff

Use one line for each position requested. Justify each position in the space below.

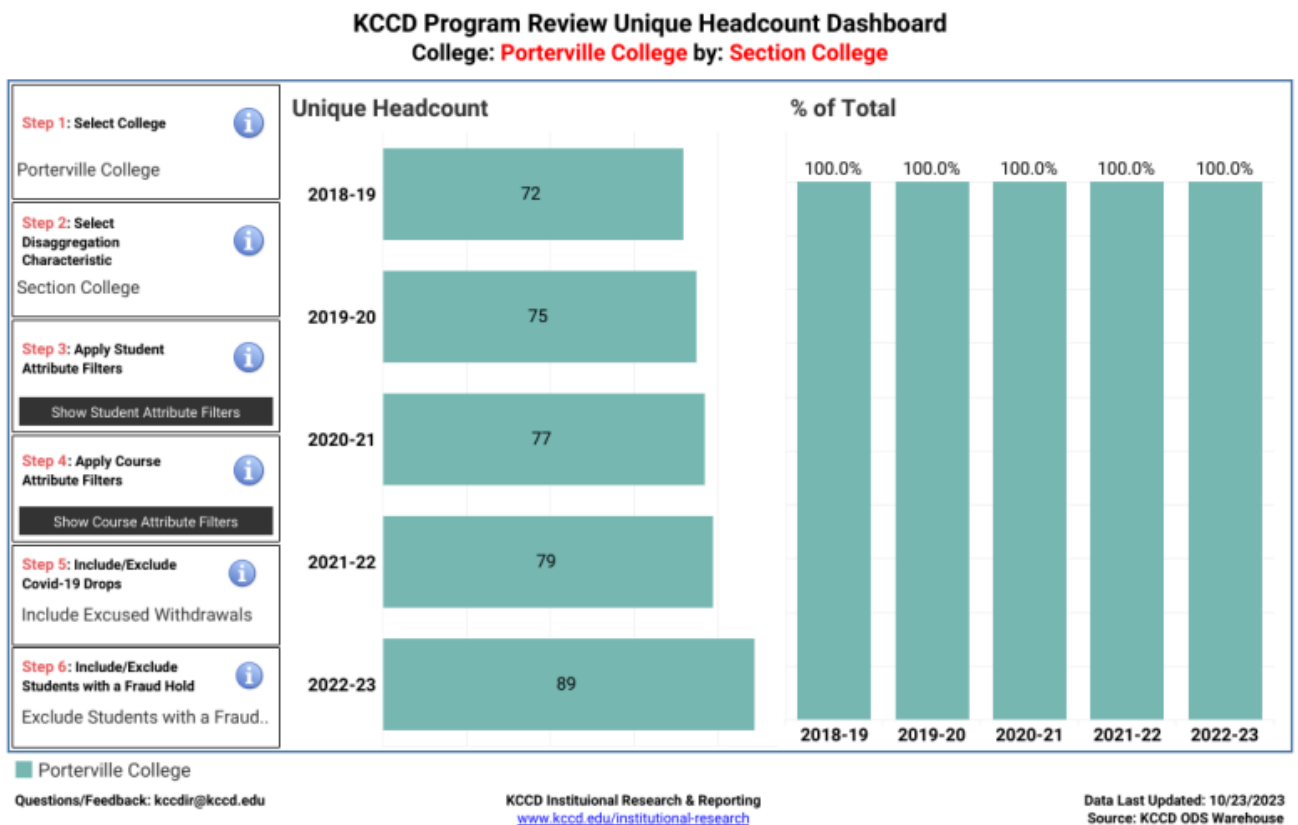
	Title of Position	Classification (Faculty, Classified, or Management)	Full- or Part-Time	New or Replacement
Position 1	History Instructor	Faculty	Full-Time	New
Position 2	Ethnic Studies Instructor	Faculty	Full-Time	New
Position 3	Geography Instructor	Faculty	Full-Time	New
Position 4	Sociology Instructor	Faculty	Full-Time	New
Position 5	History Dual Enrollment Instructor	Faculty	Full-Time	New

Justification:

History:

In the Spring 2024 semester, we are offering 29 sections of history. Two of these are being taught by Fernando Serrano, who is the program lead for Ethnic Studies. Because Ethnic Studies is a new requirement for all students, he will eventually need to devote more time to this program. The two full-time instructors regularly teach overloads. That leaves the rest of the sections to be taught by adjunct instructors. Furthermore, the local high schools are interested in increasing the dual enrollment course offerings in history. This leads to problems with staffing because there aren't always enough adjuncts in our area to staff all the requests for history classes that we have every semester. Given all of this, another full-time history instructor is needed to help grow the program to where it can be.

From the Social Science Program Review, 2024, Pages 98 and 99



The growth in sections offered has primarily been through a combination of online instruction and dual enrollment, in part due to limitations in the availability of local instructors for face to face courses, partly due to limitations on classroom space, and partly because these classes fill quickly and are able to address student demand and reduce wait lists.

From the Social Science Program Review, 2024, Page 38

Areas for Improvement

At its current size, the History program would benefit from a third full-time instructor. The growth of online courses in the program is partly by necessity and the absence of local instructors. It is not clear how many of those students enrolling in online courses are doing so by preference or because there are insufficient face-to-face offerings. Limitations on classroom availability on campus also may drive the shift to distance education offerings, even if instructors are available to teach traditional courses, however, ensuring the best scheduling and staffing options to serve the student population may also require careful and annual (i.e. outside the context of the program review) reviewing of data from beyond the program itself, including for the college as a whole, majors like Elementary Teacher Education, and any other programs in which History courses are required.

Changes in Program over Last Three Years

In spring 2022, full-time professor Jay Hargis retired. In fall 2022, Leslie Pelon was hired as full-time tenure-track faculty member in the history department.

History 114 (The History of Women in the United States) was added to the history curriculum and History AA-T degree.

Since the last program review, the History program has grown consistently, with one small dip after the COVID-19 pandemic. The FTEF count for 2022-23 is now higher than pre-pandemic levels. One key area of growth is in distance ed section offerings, which was 17 in 2019-2020 and grew to 45 in 2022-23. Another area of growth has been dual enrollment. In 2019-20, there were only 4 sections of dual enrollment. That number has grown consistently, and now in 2022-23, there are 17 sections.

The program has two full-time faculty, and this growth was achieved primarily by hiring adjunct instructors. In 2022-23, the History program had nine adjunct instructors, two of which were hired in the past three years.

HIST P119 was approved for the new CSU GE category Area F (Ethnic Studies) before the last program review, but was rejected for articulation. This course is currently being revised and submitted for articulation again. Furthermore, HIST 114 (History of Women in the United States) was added since the last program review.

From the Social Science Program Review, 2024, Pages 43 and 44

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 with computer

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

Any courses in the History discipline but with the most need for HIST P101, P102, P104, P105, P117, P118, and dual enrollment courses (most commonly HIST P101, P102, P117, and P118).

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		1,878	1,836	1,524	1,771	1,972
Average number of students per section		33.9	31.1	28.1	29.1	29.1
First Day Waitlist		267	51	48	79	128
FTEF	TOTAL	10.6	11.8	10.8	12.2	13.6
	Full-Time	4.2	3.2	3.45	3.8	2.7
	Overload	0.2	0.6	0.6	0.6	0.5
	Adjunct	5.2	7.0	5.95	6.60	4.20
	Summer	1.0	1.0	0.8	1.2	1.8
FTES		191	179	156	179	199
Degrees & Certificates		12	15	17	18	10

OTHER JUSTIFICATION:

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

- Availability of part-time/overload faculty:

Adjunct faculty who live locally are extremely difficult to find and keep; as a result the majority of our adjuncts live outside our area and can only teach online. Many potential instructors also lack experience teaching specialized courses like Latin America and History of the Middle East or are not willing to teach dual enrollment courses, an area of significantly growing need. We have also faced problems with retention of adjunct instructors over the past few years as more are taking full time jobs at the K-12 level or elsewhere. In Summer 2024 we lost two adjuncts to full time jobs. One result of this is that many of our classes must be taught online instead of in-person as our program simply does not have the staffing to accommodate in-person classes. This has been especially difficult with the high schools and dual enrollment programs as some high schools, like Granite Hills High School and Summit Collegiate Charter Academy, have expressed preference for in-person History classes rather than online sections.

In Fall 2023 and Spring 2024 one of our adjuncts taught overload (4 classes) at Summit Collegiate Charter Academy in order to fulfill the need for dual enrollment classes there. The program had no other viable options to fill those classes. In Fall 2024 Summit Collegiate Charter Academy again requested 4 classes and, being unable to fill them all in-person, had to add their students to an 8-week late start online course instead which was less than ideal for all parties. They requested an in-person class for Spring as well but are settling for a 16-week online section as that is all we can

accommodate. In both academic years History asked for a 1-year temporary fulltime position and were denied.

The adjunct situation is dire and it leaves History classes vulnerable to cancelation. Even with the current two full-time faculty positions, it is necessary for both of us to teach overload every semester, even while one of us is Academic Senate President. We do this to try to ensure student demand can be met – and the needs are still not being met. This overload is in addition to the program having as many as 8 adjunct instructors, though currently only one lives in the Porterville area and can teach face-to-face. The shortage of local instructors for face-to-face classes also creates equity issues for students who prefer face-to-face classes and in-person instruction over online classes.

The History program also relies on our fulltime Ethnic Studies faculty to teach two face-to-face History sections each semester, often one World or US class and one Latin American class. However, with the dramatic growth of the Ethnic Studies program this arrangement is unsustainable as the Ethnic Studies faculty will need to transition to only teaching classes in their discipline.

- Compliance with state regulations/accreditations: N/A
- Maintaining “one-full-time-faculty” program: N/A
- Long-term community needs/support (Document with Advisory Committee, Program Review or other recommendations for increased staff): N/A
- Maintaining certificate/degree/transfer program:
The History AA-T has 132 majors for Fall 2024, up from 90 for the 2023/24 academic year, a 46.7% increase. Specific History courses are also part of the major requirements for other degrees such as the Elementary Teacher Education AA-T degree (401 majors and 40 degrees in 2023/24) and the Social Science AA degree (556 majors and 115 degrees in 2023/24). History courses are also popular choices for the Liberal Arts: Arts and Humanities AA degree (292 majors and 71 degrees in 2023/24), the Political Science AA-T, the Anthropology AA-T, the Philosophy AA-T, and the Spanish AA-T degrees. The challenges in meeting student demand for History courses thus directly impacts student success and time to graduation when classes are not available due to the lack of instructors.
- Courses are part of a core program and/or a graduation requirement (Identify program(s) and/or applicable graduation requirements):
As noted previously, History courses are a requirement or popular option in multiple degrees. The high demand for P117 and P118 classes, and the growing demand for dual enrollment classes, adversely impacts other History courses as well as we lack the staffing to cover everything. As a result, some of our more specialized classes such as History of Women in the United States and Middle East History do not get taught as often as they should. We have been unable to offer as

many sections of California History as we would like to meet enrollment needs, including offering it in both face-to-face and online modalities. All of these courses are also part of other degrees. As a result, students are likely to take these classes at other institutions such as BC. In essence, we are losing potential enrollment at the college because our staffing does not match student needs which may result in students taking classes elsewhere or prolonging their time to graduation.

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

The History program's largest area of growth has been in dual enrollment and it has been difficult to keep up with the needs of the local high schools. In the 2024/25 academic year we have started fulfilling requests from Monache High School for History courses, while also maintaining our presence at Granite Hills High School, Summit Collegiate Charter Academy, and Lindsay High School.

History would also be a valuable part of the Rising Scholars Program but we currently lack staffing to even begin exploration in this area.

- Potential for multi-discipline expertise (Cite discipline and justify need within each discipline): N/A
- 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:

Demand for History courses, particularly HIST P101, P102, P117, and P118, is growing significantly in our Early College programs. We currently have relationships with Porterville High School, Summit Collegiate Charter Academy, Lindsay High School, Monache High School, and Granite Hills High School. Local high schools lack instructors in History who meet minimum qualifications, requiring them to demand PC instructors. Meeting this demand is simply unsustainable and we have turned down requests from Lindsay High School as a result. There is especial difficulty in finding instructors willing to teach dual enrollment courses, which require different skills than our regular PC courses do if we want students to be successful. History has been asked in the past to provide staffing for courses in the Rising Scholars program but we have so far been unable to meet this need

- Other relevant areas not addressed in this list:

The History program is currently in a vulnerable situation. Our full-time faculty regularly maintain an overload simply to support student need, and it still not sufficient. The difficulty of finding local or online adjuncts has made program growth slow, overextended our fulltime faculty, and made it impossible to focus on the creation of new classes or student engagement such as a History Club or high school outreach. We have relied on fulltime faculty from other disciplines to help us meet demand for face-to-face classes. In summary, the shortage of instructors in History adversely impacts our goal of achieving student success with equity.