

# Faculty Position Request Form Year 2012~2013

For Academic Affairs Advisory Group Recommendation	Date(s) Considered:	
	<b>(To be completed by The Vice President of Academic Affairs)</b>	
	<input type="checkbox"/> Recommended to Approve (Indicate Ranking) ➡	
<input type="checkbox"/> Not Recommended to Approve ⤵		
Explanation:		

**Directions: Complete a separate request for each position. Forms must be signed by the originating Division Chair/Director and the appropriate supervising administrator. Use additional sheets as needed.**

## A. General Information

Position Title:	<b>Reading/Writing Instructor (Composition/Basic Skills)</b>
Department:	<b>English</b>
Division:	<b>Humanities</b>

Check all that apply:	
<input type="checkbox"/>	New Position
<input type="checkbox"/>	100% Assignment
<input type="checkbox"/>	Split Assignment Identify Split %
<input checked="" type="checkbox"/>	Replacement: Identical Position
<input type="checkbox"/>	Replacement: Modified Position
	Identify faculty being replaced: <b>Eleanor Szaszy</b>
<input type="checkbox"/>	Consolidation of Existing Adjunct Positions

Review/Approval	Date
Department Chair:	
Division Chair or Supervising Administrator	
Dean, Academic Affairs or Student Services	

All conflicts/disagreements should be discussed prior to submission of this form. In the event the division chair or dean does not support the position, provide reasons:

## B. Description of the Position/Assignment

1. Describe all aspects of the position, including non-teaching assignments.

**This position will teach developmental (basic skills) reading and writing (ENGL 321, 322, 301, and 302) as well as ENGL 111, 112, and 1A. Non-teaching assignments include work with the Basic Skills Committee and the Matriculation Committee, as well as the English Department's English Placement Test and Prerequisite Challenge Exam assessment committees.**

2. Aspects of college's mission being addressed by position:

- Transfer to four-year colleges
- Basic skills instruction
- Career Technical Education (CTE)
- Student support services

3. Is this position categorically funded?  Yes  No

### C. Rationale for the Position

1. Description of need. Please include information on the effects on the program, your division, the college, and the community of filling the position versus not filling it.

**With two retirements, the English Department has only 10 full-time instructors and 24 adjuncts. Although our FTES dropped slightly in 2010-2011, we expect it to rise again as budget problems resolve themselves and students become accustomed to fee increases. Adjuncts now teach more than half of our basic-skills writing classes, and although we appreciate their work, the ratio is a poor one. Our adjuncts have other assignments at other area colleges and cannot devote their full time and energy to MPC. We need to fill this position and the other position created by the second retirement in order to continue to offer quality instruction in the English Department.**

2. If this position is new or modified, is it addressed in MPC planning documents, such as the college's Educational Master Plan, the Division's most recent Program Review or Program Review Update, and/or the Department's Action Plan?

- Yes (Please cite below.)  No (Please explain below.)

n/a

3. Is this position required by external licensure, accreditation, or legal mandates? If so, please explain.

no

4. Is this position recommended by a CTE advisory group? If so, please explain. If this is a CTE position, please provide Labor Market Information (LMI) for any occupations in which the instructor will provide instruction or training.

no

5. Program size (To be completed in conjunction with Institutional Research Office):

a. FTES Credit and Noncredit History\*

	FTES (Credit)	FTES (Noncredit)
2008-2009	378.61	
2009-2010	387.51	

2010-2011	<b>363.47</b>	
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b. FTE\*

	Full-time	Adjunct
2008-2009	5.40	4.50
2009-2010	5.80	5.40
2010-2011	6.00	6.30

6. Programmatic plans for this and future years:

The English Department expects the need for basic-skills instruction in both writing and reading to continue to grow. Program plans for the future include establishing a complete sequence of both basic-skills writing and reading courses at the Marina Education Center in addition to a complete sequence on campus. Plans also include an increase in the number of sections of ENGL 112 (see #10 below).

7. First two years' assignment for this position.

a. Teaching responsibilities:

Fall	2012	Spring	2013	Fall	2013	Spring	2014
	ENGL 322		ENGL 322		ENGL 302		ENGL 322
	ENGL 302		ENGL 322		ENGL 112		ENGL 322
	ENGL 302		ENGL 302		ENGL 112		ENGL 302
			ENGL 1A		ENGL 1A		

b. Other duties and/or programmatic responsibilities (i.e., program/curriculum development, program coordination, facilities oversight, outreach, etc.):

As mentioned above, this position will work with the Basic Skills Committee and the Matriculation Committee, as well as the English Department's English Placement Test and Prerequisite Challenge Exam assessment committees. There are no other non-contractual duties.

8. Office/location to be assigned:

unknown

9. Other related resources needed:

none

10. Other considerations:

When we requested this position earlier, College Council rejected it in part because "Reading" was not listed as a prerequisite to ENGL 1A. This is a serious misconception. Although a specific reading course is not listed as a prerequisite to ENGL 1A, ENGL 111 is. ENGL 111 requires completion or clearance of both ENGL 322 and ENGL 302, Fundamentals of Reading and Introduction to Academic Reading. Currently, ENGL 112 (Intermediate Academic Reading) is not a prerequisite to ENGL 1A because students cannot claim more than three units of 100-level preparation for ENGL 1A toward graduation. However, the inability of students to read and comprehend college-level material is a serious system-wide problem. The English Department plans to make

**ENGL 112 a prerequisite for ENGL 1A as soon as the budget will allow us to hire enough instructors to teach the necessary number of sections of ENGL 112. We currently have two sections of ENGL 112; based on English Placement Test numbers, we estimate that we will need as many sections of ENGL 112 as we now have ENGL 111 sections (16 in Fall 2011).**

**Hiring basic-skills instructors who are qualified to teach only writing no longer makes any sense. To teach reading at the college level, instructors must have 12 additional units of preparation in teaching reading (e.g., the online certificate in Post-Secondary Reading and Learning at CSU Fullerton). Eleanor Szaszy had this qualification, as do several of our other basic-skills faculty members. In the future, all basic-skills requests from the English Department will include qualification to teach both reading and writing.**

\*Numbers are combined writing- and reading-sequence classes, including ENGL 1A