

## **Full Time Faculty**

Tier 1 Priority

2012/2013

As noted in chapter 2.B of the 2013 Accreditation Self-Study, the college recognizes that full-time faculty provide additional consistency and continuity in regards to its academic programs and overall educational objectives. As the institution moves towards independence from PCC, there is an increase in the number of activities that require faculty involvement and input (standing committees, assessment practices, initiative research and development, etc.) The current full-time faculty are stretched to cover these responsibilities. In addition to teaching, full-time faculty benefit the institution through their roles in leadership, program advocacy, and fostering student engagement.

The Instructional Council (IC) identified the following four full-time positions as the top priority faculty positions to fill. In prioritizing these positions ahead of the others that were proposed, the IC considered several criteria: sufficient coverage (i.e. availability of qualified instructors) for high-demand courses; full-time faculty representation in each instructional department; and the identified needs documented in instructional program reviews and the Academic Master Plan.

### **Computer/IT**

CGCC currently offers computer application courses such as keyboarding and various Microsoft applications. The college offers no advanced computer training, despite the Gorge's burgeoning high tech cluster and the continued growth of the industry beyond our region. The need for this position is demonstrated in several ways:

- Several of the college's planning documents have identified advanced computer as an area of expansion because of the demonstrated workforce need and a desire for additional courses. Most notably, the recently updated Academic Master Plan singled out Computer/IT as the sole discipline that all three groups of respondents – students, faculty and the community – wanted to see more offerings. In addition, the 2012 program review conducted by the Computer Applications/Office Systems program recommended that the college consider hiring a full-time faculty in this area to address the growing demand for courses that the current faculty – all of them part-time – are unable to meet.
- As our articulated in our planning documents, there are increasing workforce needs in the region in the areas of health informatics, computer engineering and software design that support the addition of a full-time faculty position.
- Workforce needs align with the growing emphasis on STEM disciplines at the local, state and national levels. At the same time, CGCC is well positioned to be a leader in STEM education for our region as demonstrated in our effort to establish a Regional Center for Innovation in Hood River. Indeed, the recently submitted Due Diligence report explains that the college is “preparing an increasing number of students for the computer science...field.”
- Advanced computer training may appeal to local high school students. Currently, local high schools offer more advanced computer training than what is offered at CGCC, meaning there is no local next step for high school students interested in the field.
- Advanced computer training would complement existing and developing STEM programs, such as RET and Embedded Technologies.
- Finally, some of the money the college receives from Google could be earmarked to fund this position as supporting advanced computer training is directly related to Google's expertise and stated goals for the funding.

To realize our potential as an educational leader and industry partner, we must improve our ability to offer current, relevant computer training and expand our offerings to include advanced topics. A full-time computer/IT faculty member would enable the college to simultaneously improve stability of the program while positioning an expert advocate to help adapt our programs to changes in the field.

## **Developmental Education**

Like most of our peer institutions, CGCC offers a high volume of developmental reading, writing and math courses. Such courses target a demanding population with traditionally low success rates in higher education. Yet these challenges also provide opportunities for improvement as measured by persistence and completion. The need for this position is demonstrated in several ways:

- The college is in the process of establishing increased persistence and completion as an institutional strategic goal. This goal is related to Core Theme Measure B2.1, which looks at completion rates. Several strategies for improving persistence and completion involve developmental education, such as streamlining remediation and accelerating success to reduce the time to completion. A full-time developmental education faculty member could advocate for such efforts and coordinate implementation.
- Numerous state and national initiatives focus on developmental education. CGCC participation in Achieving the Dream and Foundations of Excellence, for example, would benefit from a dedicated faculty member serving as the college's point person as we integrate theory and practice in the classroom.
- CGCC currently offers approximately fifty-five sections of developmental reading, writing and math courses each year: six sections of RD 90, eleven sections of WR 90, and 38 sections of MTH 20-65. These offerings would benefit from improved coordination that a full-time faculty member could provide.
- Both the Council of Instructional Administrators and the Adult Basic Education Directors have identified developmental education as an important area of study in their respective 2012-13 strategic plans. It is expected that they will be looking at promising practices to improve the efficiency and effectiveness of these teaching strategies as well as "points of contact" at each community college.

Establishing a full-time developmental education faculty gives CGCC the resources to improve continuity and quality of instruction, and also identifies an advocate for this unique and important area of instruction which is key to student persistence, retention, completion and transition strategies. It would appear that CGCC could benefit from a dedicated developmental education instructor who teaches across two of the three areas (MTH, RD, and WR).

## **English Speakers of Other Languages (ESOL)**

Non-English speakers account for a significant and growing percentage of CGCC's service area, especially in Hood River County. As such, ESOL instruction is reflective of the needs of our community and a meaningful service provided by the college. ESOL instruction also offers an opportunity to expand the college's reach into a population that remains underserved, potentially providing a pathway to further study at CGCC. The need for this position is demonstrated in several ways:

- The state of Oregon recommended that a full-time instructor be hired in the report submitted following our last program review. It was the first item listed. (Note that the state partially funds the ESOL program through Title II grants and EL Civics.)
- ESOL instruction requires a substantial amount of reporting and testing on an ongoing, year-round basis. This work is challenged because is currently comprised solely by part-time instructors who can be less aware of and committed to department requirements outside of the classroom.
- Despite having a sufficient number of instructors who are qualified to teach ESOL classes, it is challenging to find instructors available and willing to teach on both campuses during the day and at night. A full-time instructor could expand our ability to offer classes throughout the day at both campuses.

- Due to the nature of ESOL registration - which requires language evaluation and placement - the ESOL Department Chair has a heavy workload at the beginning and end of term, arguably more than other chairs who have registration handled exclusively by student services.

Like the college as a whole, ESOL is currently experiencing declining enrollment. Yet given the population of our service area we have a pool of potential ESOL students that should provide an opportunity for enrollment growth. A full-time instructor could bring stability to the program and enable the college to focus on implementing strategies to maximize our reach with this growing segment of our population.

### **English/Writing**

The English and Language Arts department is the largest at the college in terms of overall enrollment, largely through sixty-eight sections of writing and English courses. An additional full-time faculty member is warranted in large part because of the size of the department and the critical nature of the courses for the overall success of students throughout the college. Further, the need for this position is demonstrated in several ways:

- In a typical term, four part-time faculty in the department are teaching the maximum load without going to fifteen credits. That is, the college essentially has the equivalent of several additional full-time instructors but without the benefits of a true full-time employee.
- The college's reliance on part-time faculty makes it difficult to find instructors to teach courses at times and on days we want courses taught. This is understandable given the realities of using part-time employees. Having another full-time faculty member would make scheduling courses easier.
- Having another full time faculty member teaching core curriculum would prove invaluable in department meetings as well.