**Faculty Staffing Narrative for English as a Second Language**

Position Requested:

* The position would be for teaching credit ESL with an expertise in high-intermediate to advanced level composition, reading, and computer-assisted instruction. The faculty member will be assigned to the Santa Rosa campus and would be instrumental in supporting the goals of the HSI grant as well as other basic skills program needs.
* This request is in our most recent PRPP.

1. Contract Faculty:
   * For fall 2015, there are seven full time faculty members in the department. Of the seven full time faculty, one is in her fourth year of tenure, one is in her second year, one is in her first year and four are tenured, with one of the tenured on a permanently reduced load of 80%.
   * Out of the current five tenured faculty, one is serving as department chair (69% reassigned time for 2015/16) and one is coordinating the large (and growing), mostly off campus, noncredit program (20% reassigned time from the district and 60% reassigned time funded by grants.) In spring 2016, we expect four faculty members to get a total of 80% reassigned time for working on the continued implementation of the HSI Grant.
   * Thus, for instructional purposes, we will have the equivalent of about five and a half (5.5) full time faculty in the spring of 2016. That number come down closer to *five* (5) in the fall of 2016 with anticipated continued reassigned time mentioned above, plus an increase in chair reassign time. ESL is one of the biggest departments on campus. To quote Senior VPAA Mary Kay Rudolph, our department’s lack of full time faculty “…impacts our ability to get the work of the College done including curriculum, planning, District and department committee service, evaluation, hiring committees, and the accreditation self-evaluation."
   * The department’s FT to PT ratio of roughly 20% to roughly 80% continues to be critical.
   * SRJC is now a Hispanic serving institution, regardless of having a grant or not. It is crucial that ESL have additional full time instructors so as to fully meet the needs of our students as well as support our colleagues in all the disciplines as their interaction increases with SRJC’s changing population.
2. Adjunct Faculty:

* We currently have about 70 adjuncts in our department. Most of the adjunct faculty teach at 13 off campus locations in: Santa Rosa (5 schools), the Southwest Center, Petaluma, Guerneville, Windsor, Sonoma, Forestville, Healdsburg and Cloverdale.
* The ESL department has conducted two adjunct pool hirings in the past three years, the most recent one done this past summer. (10 people were invited to interview, four accepted, and two were hired.) More adjuncts are needed because of the growth in non-credit ESL. Also, attrition occurs because many instructors currently in our pool are at or past retirement age. There is currently a shortage of qualified teachers to cover all non-credit sections.

1. Instructional Impact

* For 2013-14 year, the average class size is reported to be 23.33, which is a rather large number of developmental students to efficiently handle given their varied and complex needs. In an ideal learning environment, an instructor would have time to focus on individual instruction and feedback, but due to the large number of individuals in the average class, this is most often not possible.
* The ESL pathway is a sequence of classes that lead to English 1A, so the demand for courses this faculty member would teach is ongoing.

1. Courses, Need, and Resources:

* The HSI Grant "implementation activities" are extensive and complex and will involve the entire ESL faculty, [who do the most work out of any group connected with the grant.] The scope of the goals is massive. Currently the department is working on new curriculum for the entire credit program. Also, there will be the need to recruit and train additional instructional assistants. Then, there are several brand-new components that will need to be created from the ground up: An online portfolio assessment platform, virtual lab curriculum/language lab, a faculty inquiry group, and computer-assisted instructional materials for each core course.
* Serving SRJC students

1. ESL will play an instrumental role in implementing the HSI Grant.

2. Serving ESL students is an essential component of the Student Success Act of 2012.

3. The Basic Skills Initiative stresses the importance of ESL instruction.

4. International students in ESL classes are increasing each semester.

5. Enrollment in non-credit classes is up 3.6% from last year.

* With only five full time faculty able to conduct evaluations for 70 adjuncts (many of whom teach off campus), the department has been unable to keep up with the evaluation load, nor the program development imperatives underscored by the Student Success Scorecard.

1. Degrees, Certificates, Prerequisites, or General Education:

* With the increasing Latino population and the influx of international students, upper level ESL classes will be especially important as these groups pursue degrees, certificates, and general education.
* There are three state-approved non-credit certificates that students can earn: Foundations of Literacy Skills, Basic Interpersonal Communication, and Academic Preparedness and Career Development. Additional NC CTE certificates are under development through the AB86 Adult Ed. initiative.