Cañada College

HIRING JUSTIFICATION FOR A FULL-TIME POLITICAL SCIENCE FACULTY MEMBER (2013-2014)

IPC/SSPC criteria for hiring faculty include a well written/presented proposal based on the current annual planning document with data and rationale that include the following:

A. Department/Discipline/Program Criteria: *Political Science Department*

1. Identify current Comprehensive Program Review (in cycle) and current Annual Program Plan documents with position need and justification in the annual plan: *There is a current Political Science Program Review 2013 and Social Sciences Comprehensive Program Review 2013. Both documents contatin position need and justification.*

2. Identify specialized knowledge (area expertise) or training needed for the discipline/program: *We currently do not have sufficient faculty to support the current program because 1-2 less classes are offered each semester based on limited availability of current Political Science part-time faculty. This current limitation affects our Distance Education offerings because if we had at least a second full-time faculty member we could expand our online offerings to fulfill the AA and/or full transfer curriculum. Furthermore, with four adjuncts and only one full time professor we lack the stability to fulfill the Political Science Department's goals and vision for the future of Cañada College. Our part time professors are certainly talented, but they teach at multiple colleges and universities and/or hold an additional full-time position elsewhere and cannot be expected to perform administrative functions, attend department meetings, work on department projects, complete SLOs, and develop programs and workshops for underprepared students. Perhaps more importantly, having only one full time professor in a large program puts the entire structure of the department at risk. As a result of frequently trying to fill specific positions at the last minute due to scheduling conflicts, we do find ourselves cancelling courses or the full-time faculty member is forced into overload situations in order to maintain continuity and reliability for studets at the last minute and not being able to sufficiently plan ahead in order to address the needs of our students. This is a certainty, and the question is really "when" and not "if." This issue stems from the fact that Political Science as a discipline is extremely broad, and requires specialists to teach specific courses. A Latin Americanist cannot necessarily teach Comparative Politics, and a Comparativist cannot necessarily teach California and Local Governments. If we end up cancelling courses after students have already enrolled, we will seriously damage the reputation of the department and the college. Students need to know that they can count on following the educational path they have created, and that we will offer the courses we advertise in our catalog and schedule.*

The Political Science Department is an up to date department that reflects the structure of the CSU and UC systems. We offer both core courses essential to all majors, and an array of selectives that include the most common subfields such as Law, Public Administration and Public Service as well as courses fundamental to every Political Science Department such as International Relations, Political Theory, Comparative Politics and Latin American Politics and that support the college with Social and Behavioral Sciences, International Studies and Latin American Studies majors. In seeking a new full time faculty member we would look for someone who could teach a combination of key subjects and distance education courses in order to reduce the threat to the integrity of the department. This in turn will help us to meet the demands of our rapidly growing transfer student population, and enhance Canada College's reputation in the Bay Area.

3. Identify extraordinary program development and/or needs (for example: are there laboratory oversight, industry connections, student mentoring, etc.): *With only one full time person in the Political Science Department it is difficult to fulfill department responsibilities and promote innovation within the program. It is unreasonable to depend upon part time faculty to advance the agenda of the department given that they teach in multiple locations and, thus are rarely available. Again, our part time professors are excellent at what they do; they simply cannot be expected to do more than teach and hold office hours since these are the limits of their compensation. With a second full time faculty member we would be able to fulfill the Department's administrative obligations more successfully and timely, plus develop and implement projects that will benefit our various student constituencies and the college as a whole. Examples include:*

+1 Distance Education: Due to limited training and scheduling conflicts, the full-time faculty member is the only one that can teach all, but one course in the department on-line. This scenario can create semesters where the only full-time faculty member has a completely on line schedule, which limits the valuable interaction studetns (especially in the major) could have with the most rooted member of the department.

+2 Honors: Currently, there is 1 honors course option in the Political Scinece Department with an additional option becoming available this Fall 2014. The Department has been slow to add these valuable options since the entire responsibility of the Department falls on one full-time faculty member who must meet all other responsibilities and requirements.

+3 Learning Communities: The Political Science Department has wanted to created a Learning Community with the English Department for over 5 years. A spontaneous learning community was created and offered once. Since there is not additional department support this valuable option has not been fully developed. Additionally, the Political Science Department has been working closely with the Communication Studies Department to create a mainstream and honors learning communities emphasizing Public Speaking. Again these desires remain so without

proper staffing support beyond one full-time faculty member. Also, the Political Science and History Departments would like to create both formal links and informal curricular connections given that they are so closely related (Examples: The history of the Supreme Court and important Supreme Court decisions, the influence of the Enlightenment on the creation of the Constitution, etc.).

+4 Support for the Majors: Although we have a modest number of declared Political Science majors, when we combine our Political Science and Social Science (History, Communication Studies, Economics, Geography, Sociology, Psychology, Philosophy and Anthropology) numbers it becomes clear that we need to work on advising our students and helping them to develop clear major and career paths.

+5 Service Learning: Further, it has been a long standing goal of the Political Science Department to foster the development of an academic community that inspires students to engage in activities related to their education outside of the classroom as well as inside. Conferences, trips to museums, concerts, plays, film series, speaking engagements, the future development of a robust semester abroad program explicitly linked to our curriculum, and shorter seminar trips within California and other places in the United States should be available to all of our students so that they become more broadly educated active learners.

4. Describe PT/FT faculty needs for the discipline/program: *The Political Science Department is large and growing. As the number of transfer students in the program increase there is a need for more full time faculty so that more stability can be created within the Department. As we lose key part time faculty without enough time to replace them with someone who is both qualified and talented, an unwanted occurrence takes place where classes are cancelled and much repeated time is spent interviewing in order to hire additional part-time faculty. If any 2 part time professors simultaneously leave Canada, the Political Science Department loses momentum on its scheduled course offerings with a drop in the number of students enrolled in classes with new (and unknown) faculty members. As this happens, students needs are left unmet and unaddressed. The damage to the reputation of the Political Science Department can be extreme as well as impact the reputation of the college. Further, if we truly want to move towards a culture of innovation and excellence, we definitely need another professor who is interested in joining those on campus who are engaged in the types of projects that will further both the Political Science Department's goals, and the goals of the college as a whole. This person would be the type of professor who has broad experience in terms of meeting the needs of our various student constituencies, experience developing learning communities, experience teaching online courses, experience developing and teaching honors courses and linked courses, and experience developing curricula and pedagogy that will help underprepared students acquire the skills they need to succeed and transfer.*

The Political Science Department is currently staffed with one full-time professor and between six to eight part time professors. With such high enrollment numbers and important transfer course offerings, we are constantly worried that key individuals will not be able to teach specific courses due to scheduling conflicts. In fact, it is already fairly common for us to have to search for new part time faculty at the last minute. To ensure quality instruction, we really need an additional full time instructor so that we can count on both continuity and innovation. To gain this stability we would be willing to reduce the number of part time faculty.

5. Describe any future economic, community or governmental initiatives/mandates this proposal is addressing.

6. Describe any budgetary implications of the proposal: *In the long run this could save the college money in time and resources since the current 4 part-time faculty members equal at least 1 fult-time faculty member in direct classes taught. Additional if these 4 became 1 then a broader measure of work could be completed that relate to required full-time duties as well as directly creating growth in the Poltical Science Department.*

B. College Mission and Goals Criteria

1. Explain how the request supports the goals of the college strategic plan. Make sure to specifically address the strategic directions in the Educational Master Plan for the college (note: when document is finished, this will be hyperlinked).

2012-17 Cañada College Educational Master Plan and the Social Sciences	
Objective	**Activities Conducted 2012-13 Academic Year**
TEACHING AND LEARNING	
Teaching and Learning Objective **1.1: Assess the institutional student learning outcomes and discuss the assessment results throughout the campus.**	1. Course SLOs are up to date 2. Developed a PLO rubric 3. Developed chart connecting course SLOs, PLOs, and ILOs 4. Report assessment results to TracDat and post appropriate documents. 5. Participation in campus-wide discussions and workshops on SLOs and assessment.
Teaching and Learning **Objective 1.2:**	1. Created a master schedule for Social

Assess, evaluate and implement flexible course scheduling options and pathways to accommodate students' needs.	Sciences (includes 8 disciplines) 2. Discussions with the dean 3. Departments have a yearly rotation of courses so students can plan. 4. Courses are offered online, in the classroom at various times and on various days. 5. Use online assignments so students can work at their own pace.
Teaching and Learning **Objective 1.3: Create a first-rate educational experience for students with the support of a campus-wide professional development program set-up through the Center for Innovation and Excellence in Teaching and Learning (CIETL) to support the use of effective teaching and learning practices.**	1. Currently full-time Anthropology professor is directly engaged in profession development activities. These include giving papers at conferences, writing articles and a book, doing research, and working on a PhD. Students are involved in field trips and hands on activities directly linked to the professor's activities in these areas. Full time professor will be giving a lecture through CIETL on her research interests in October and it is open to the campus. 2. Social Sciences coordinators were awarded a Focus Inquiry Project (FIN) to develop meaningful assessment for the sub-division. 3. PTK and the Social Science faculty used CIETL to present research on academic integrity.
Teaching and Learning **Objective 1.4: Create and implement a student engagement plan to integrate the college experience inside and outside the classroom, enhance the college experience, and promote retention and success.**	1. Yes, field trips and hands on learning experiences have not only been developed across disciplines within the Social Sciences. 2. Social Sciences faculty serve as advisors for numerous student clubs. 3. The Social Sciences is home to the longest serving club in the district: Philosophy Club. This club invites

	collaboration across the three college campuses.
	4. PTK does by creating a learning experience outside the traditional college experience
Teaching and Learning **Objective 1.5: Through facility planning, create capacity to address both instructional program and student life needs.**	1. Created student scholarship fund for students in the Social Sciences
	2. Raised funds for student scholarships in the Social Sciences
COMPLETION	
Completion Objective 2.1: **Improve connections by linking Outreach activities with the instructional programs to increase the interest in Cañada College, to include conducting outreach to middle schools, high schools, and community-based agencies to promote higher education.**	1. PTK goes into middle college to explain the benefits of the honor society. PTK often invites ESL classes and pre collegiate classes to participate in their research projects SS's participates in Convocation, and ESL discipline day
Completion Objective 2.2: **Improve connections with potential students by providing increased information about assessment testing.**	
Completion Objective 2.3: **Improve connections with potential students by conducting an engaging, well thought out orientation program that provides students with a thorough understanding of college requirements and financial aid.**	1. This is in process through the Social Sciences Hub, which will include tutoring, major preparation, student orientation and mentorship program.
Completion Objective 2.4: **Improve entry by**	1. Had discussions with deans about course conflicts across disciplines.

identifying clear student pathways for basic skills, career/technical, general transfer, specific majors, and courses/programs.	
Completion Objective 2.5: **Increase entry by conducting a 100% FAFSA campaign for eligible students, working on to provide financial support for non-FAFSA eligible students and implementing a financial literacy campaign.**	
Completion Objective 2.6: **Improve progress through increased intentional counseling and other services to guide students to completion of their goals.**	1. The Social Scientists are working with the A2B Program in regards to intentional Psychology major counseling.
Completion Objective 2.7: **Improve progress by implementing effective practices for instruction included in the Basic Skills Initiative Effective Practices document.**	1. This is done through our various Learning Communities (i.e. History Department)
Completion Objective 2.8: **Improve progress by creating opportunities for faculty-student and student-student (peer) mentorships.**	1. Faculty hold office hours 2. Courses such as Field methods in Archaeology create a direct connection between a trained archaeologist and student in a hands on environment. 3. This is in progress in conjunction with the A2B Program with Psychology majors.
Completion Objective 2.9: **Improve completion by streamlining and removing bureaucratic barriers to receiving degrees and certificates.**	1. Collectively, the Social Sciences offer 8 AA degrees, 3 AA-T degrees, and 6 degree emphases. The degrees offered are as follows; two additional AA-Ts are pending state

	approval (Anthropology & Philosophy). The new AA degrees mirror the transfer agreement creating a clear pathway.
Completion Objective 2.10: **Improve completion by expanding the Career Center and having it closely linked with instructional programs.**	1. Career Center has articles and other publications on how to get a job as an Anthropologist, as well as COOP instructors. 2. Social Science Learning Communities include a career component.
Completion Objective 2.11: **Improve completion by enhancing the Transfer Center outreach, activities, and articulation**.	1. All Social Science courses are articulated 2. All Social Science courses are C-ID approved
Completion Objective 2.12: **Monitor the student success and completion data on a regular basis to assess progress.**	1. Departments are required to review college-wide data on success, retention, and completion data yearly when completing their program and comprehensive reviews.
COMMUNITY CONNECTIONS	
Community Connections **Objective 3.1: Establish a campus Community Outreach Advisory Group to address**	1. All talks, including fundraising events, are open to the public.
Community Connections **Objective 3.2: Connect Cañada College to the community by creating a community-based advisory board to the President and enhancing relationships with the SMCCCF.**	1. Anthropology faculty and students helped the North Fork Mono people collect acorns. These acorns are then processed traditionally into a mush that is then used in ceremony and at gatherings. 2. Another connection to community is to State Parks and the volunteer hours our students have given processing archaeological material.

	3. There is an established relationship with the Foundation given the new annual Social Sciences Scholarships and Event.
Community Connections **Objective 3.3: Integrate Service Learning and Internship opportunities for students into academic and student life.**	1. PTK offers service opportunities 2. The Political Science Department offers occasional Service Learning Opportunities in conjunction with the San Mateo County Citizens' Academy.
Community Connections **Objective 3.4: Enhance off-site learning opportunities through contract education in the bayside/coastside locations.**	
GLOBAL AND SUSTAINABLE	
Global and Sustainable **Objective 4.1: Create Sustainability and Social Justice Interest Groups to focus on issues and increase awareness on campus.**	1. Currently the Political Science and History Departments are integral parts of the Social Justice Club and Task Force that addresses issues pertinent to students.
Global and Sustainable **Objective 4.2: Through the Center for International and University Studies (CIUS), expand the international program.**	1. Collaborating with Associates-to-Bachelor's grant (co-coordinators are faculty leads for Psychology).
Global and Sustainable **Objective 4.3: Work collaboratively with the Academic Senate and the Curriculum Committee to integrate sustainability into the curriculum by developing new courses and increasing the number of courses with a sustainability component.**	
Global and Sustainable Objective 4.4: **Improve sustainability awareness on campus.**	

With the current increase in the number of transfer students at Canada College, and our emphasis on innovation, risk taking, and building a learning college, we must increase the number of full time instructors who are qualified and willing to contribute to this process. Given that the Political Science Department has experienced an increase, except where there is unexpected faculty changes due to the larger number of part-time faculty in the Political Science Department (see data below) in WSCH, FTES, and Load, it would be logical to add a full-time faculty member. Further, the Political Science Department has accomplished many of the goals set in its last program review such as creating a department that reflects the CSU and UC system both in terms of core offerings and selectives, but it lacks stability in terms of full-time faculty. If we were able to hire a second full-time professor we could look for someone who would fulfill multiple roles—i.e. experience teaching in learning communities, online, qualifications to teach both core courses and selectives, experience creating innovative curriculum, and a willingness to work with others to foster a environment of innovation.

2. What unmet needs will this position address (student, district, community)?
   The Political Science Department structure is in line with the CSU transfer model (AA-T) — core offerings are in line with the CSU and UC system, and have added course offerings in Latin American Politics and plans for African Politics and Middle East Politics courses. Unfortunately, with only one full time instructor we cannot count on having the best instructors possible teaching specific courses (i.e. instructors with specific specialties who are dynamic and innovative). Further, if we are to proceed with our department, college, district, and community goals (building our transfer program, addressing the needs of underprepared students, offering more online courses, developing learning communities, developing honors courses, working with other departments and instructors to foster a climate of innovation, reaching out to the community to connect with feeder schools, enhancing our reputation on the peninsula, and forging connections with CSUs and UCs), we will need another full time faculty member. One person can create a vision for the department, and even the structure and action plans necessary to move forward, but one person cannot accomplish all of the tasks necessary to realize these objectives.

3. How will this position enhance retention and student success?
   Through hiring someone with the requisite qualifications to address the needs of the Political Science Department and the college, as stated above. Further, for the last four years the Political Science Department has sought to increase retention and success rates and this is most effectively achieved with an increase in full-time faculty members. Moreover, with the current Social Sciences Hub many support mechanisms are being developed in order to support Political Science and Social Science students in a well-developed manner that can be supported and taken full advantage of with an additional full-time Political Science faculty member. By collecting additional data we will more accurately develop profiles of our student constituencies. This data will be used to evaluate methods for increasing retention

and success. The problem we have, of course, is that we do not have enough full time professors to work on all of these exciting upcoming projects. A new faculty member would increase our ability to accomplish our goals and move Canada College into the future.

4. Describe how the position supports a pathway to student educational goal completion (certificate and/or degree) or GE transfer certification:
   With the increase of people wanting to attend college and decrease in the capacity of the UCs and CSUs to serve these students, the Political Science Department will continue to be an integral part of general education as well as a rewarding major for those interested in serving in public service and the private sector. Since Social Sciences are a core to the general education curriculum, the Political Science Department will continue to grow and be an integral part of all students' education.

C. Historical data criteria supporting request.

1. Discuss Department/Discipline/Program enrollment and student service trends the proposal addresses:
   Much success has been experienced in the Political Science Department over the past five years. Section offerings and average enrollment per sections has increased considerably. Consequently, the department's load has steadily increased from a low of 431 (2007/08) to a high of 685 (2010/11), thus Political Science Department has become more efficient. The slight drop in the load ratio for 2011/12 is a reflection of less classes taught by the only full-time faculty in the department. When the only full-time faculty member works on projects or holds positions that have release time, which results in less classes taught by that individual students respond by withdrawing from courses who may be taught by adjunct faculty they are not familiar with and can predetermine what can be expected. Consequently, it is imperative that the Political Science Department hire an additional full-time faculty member to replace the four adjunct faculty that teach 4-5 courses/semester (12-15 units).

   The retention rate has been consistent over the past five years (84-87%), however the success relate has experienced much fluctuation (from a low of 59% to a high of 74%). The beginning of the success rate drop in 2009/10 directly corresponds to the introduction of on line classes in the Political Science Department. Many students enroll in on line classes believing it will be easier when in actuality it is increasingly challenging since it requires much discipline and organization. The fact that the success rate is currently on the rise in 2011/12 supports efforts and adjustments made in the department regarding on line instruction to develop more safeguards within these courses that can better assist students in order for them to be successful in an on line format.

   The Political Science Department encounters a larger percentage of continuing students compared to that of first time students. It would seem that students are more self-selecting and realize they should take there English and Math courses

first before attempting content transfer level courses. Based on this data and that collected by the department at the beginning of each semester, students are operating as if there were a math and English pre-requisites for these courses. This is greatly important because it helps students with their chance of success, which is actually higher than it was between 2002-2007. Also, the California budget crisis and its impact on the overcrowding at the CSUs and UCs has pushed more students into community college, which is reflected in the continuing and transfer student numbers. The bulk of students in Political Science courses are transfer students (68%).

The demographics have not changed over time in regards to ethnicity with the 2 largest groups being served are White and Latino with the lowest number being represented is Black. This information definitely supports findings in the Student Equity Report, which highlights the need to provide more supports for Black students. Overall, the age group (20-24) and education level (high school degree) being served by the department has not changed over time (2003-2012).

Thus, the Political Science Department is serving a very specific population and is meeting their needs on various levels. Moreover, the Political Science Department could serve the students better with an additional full-time faculty member.