



# WESTMONT

## Faculty Position Request Form

(Used for requesting a new faculty position or filling a vacant position)

Department: English

Submitted by: Sarah Skripsky

Date: 13 Oct. 2020, revised and resubmitted 13 April 2021

Nature of request:

       This is a request for a new faculty position (addition) in the department.

x  This is a request to fill a vacancy. **(TWO VACANCIES)**

Who is the faculty member leaving or retiring?       

1. Paul Willis (retiring in Dec. 2022)
2. Randy VanderMey (with a flexible retirement in 2022-2023: open to waiting for the right replacement)

**Rationale:** Please briefly describe the curricular need for this faculty position, including benefit to the department if the position is filled and the negative impact if it is not.

- Per the proposed job ad that the English department submitted in Oct. 2020, Westmont would benefit from another Composition/Rhetoric specialist once Randy VanderMey retires; he regularly teaches introductory and advanced composition courses as well as introductory and advanced creative writing. A new development in department planning is that Paul Willis has announced his retirement in Dec. 2022. **Once both Paul and Randy retire in the near future, the English department will be without a full-time creative writing colleague,** which is a significant loss. While adjunct faculty teach some of our

creative writing offerings, relying solely on adjuncts to mentor creative writers in the English major and Writing minor is neither sustainable nor ethical. **Thus, our proposed job ad has been revised substantially in April 2021 to invite applications from English professionals who specialize in creative writing.**

- The new hire would consistently teach **introductory composition courses** (ENG 002) as well as **advanced composition courses** (ENG 104); ENG 104 includes not only English/Writing students but also Liberal Studies and Communication Studies majors and other students completing Writing-Intensive GE credit. Having another Composition/Rhetoric specialist teaching our “bread and butter” composition courses would continue to support not only English majors and English/Writing minors but also the rhetorical development of GE students from all departments.
- We anticipate that the new hire would teach **creative writing (ENG 014, ENG 111, ENG 112, ENG 113, ENG 141, ENG 142, ENG 169) and/or journalism (ENG 087, APP/ENG 168) as well as topical writing courses (ENG 143) in areas such as professional writing, spiritual writing, etc.** Again, such courses are valuable not only to English majors and English/Writing minors but also contribute to our GE writing-intensive education of all majors (in support of our Written Communication ILO).
  - **Prospective students often show interest in “creative writing” (broadly defined), and having appealing Writing courses and faculty helps us recruit students to the college,** not only to the English department. The new Writing Minor has offered **an academic and creative “home” for writing enthusiasts from a range of majors**, and this hire would play a central role in supporting these students and developing Writing Minor courses that can continue to attract students.
  - **New course development ideas:** One gap in our current Writing Minor offerings is a **Professional/Business Writing course**; having a new colleague develop that course could attract more Writing Minors from among our large population of Economics and Business majors, and perhaps also Engineering, etc. Another desirable new course would be **Spiritual Writing**, which would contribute to our Christian mission and support our CUPA ILOs.
- Ideally, a new hire would be not only an **excellent teacher of writing** but also a **liberal-arts, interdisciplinary thinker, capable of leading institution-wide program review as well as faculty development efforts in relation to our GE writing-intensive courses**. The ideal hire would be capable of leading **faculty development** in relation to Writing Across the Curriculum (teaching generalizable virtues of “good writing” across departments) as well as Writing in the Disciplines (contributing to discipline-specific writing instruction). This hire could play a key role in crafting strategies to benefit the rhetorical development of GE students from all departments (i.e., **helping us “close the loop” on an identified weakness in the rhetorical abilities of our seniors**, a weakness identified in our last two Written Comm. ILO assessments). Another desirable trait in a new hire would be someone well versed in **digital writing tools and/or digital pedagogies**; such a colleague would mentor students as multimedia writers and mentor faculty in emerging teaching tools and methods.

## **Faculty Position Supporting Documentation**

Additional documents needed [**attached**]:

- (a) Please complete a table listing courses the person will teach and the enrollment in these courses for the past 3 years. Also, identify any new courses the department hopes to offer if this position is filled.
- (b) Position job description

Please submit materials to the Provost's Office.

## Enrollments in select English/Writing courses for the past 3 years

*These courses represent the most likely courses for staffing by a new hire.*

*\*Courses marked with asterisks are creative writing and journalism offerings not easily staffed by other full-time English faculty, best staffed by a creative writing or journalism specialist.*

Course No.	Course Title, notes	Mayterm 2018	Fall 2018	Spring 2019	Mayterm 2019	Fall 2019	Spring 2020	Mayterm 2020	Fall 2020	Spring 2021	Mayterm 2021
ENG 002	Composition, 10-11 sections per year, <b>Gen. Ed. requirement</b> capped at 20. <i>Mayterm sections help retain students on academic probation.</i>	1 section, 8 students	6 sections, 99 students	4 sections, 70 students	1 section, 4 students	5 sections, 92 students	4 sections, 69 students		6 sections, 105 students	4 sections, 62 students	1 section, 14 students
*ENG 014	Introduction to Creative Writing, 1 section per semester, capped at 20		14	15	16	12	12	15	15	14	
*ENG 087	Introduction to Journalism, 1 section per year, capped at 20		7			7			9		
ENG 104	Modern Grammar and Advanced Composition, 2-4 sections per year, capped at 20 per section, <b>core course in Liberal Studies major and Writing Minor</b> , elective in English major/minor		1 section of 11	1 section of 18		1 section of 20	2 sections, 39 students	1 section of 10	9	2 sections, 33 students	
*ENG 111	Screenwriting I, 1 section per year, part of Film Studies & Writing minors		10			12			11		
*ENG 112	Screenwriting II, part of Film Studies & Writing minors			8						4	

*ENG 142	Workshop in Creative Writing, <i>single-genre seminar, 1-2 sections per year</i>	14 [fiction]		13 [poetry]		8 [fiction]				8 [poetry]	
ENG 143	Topics in Writing, <i>first offered Spring 2020, 1-2 sections per year</i>						11 <i>Wtg. for Contemp. Magazines</i>		8 <i>Inter-sectional Autobiographies</i>		
ENG 167	Writing center practicum for <i>Writers' Corner staff, 1 section per year, capped at 10</i>		6			7			10		
*APP 168 & ENG 168	Student publications: <i>Horizon practicum, combined data for APP 168 &amp; ENG 168</i>		26	32		20	25		35	24	
*ENG 169	Student publications: <i>Phoenix practicum</i>		4			2	4		4	4	
ENG 190 & 190SS	English internships with <i>Serving Society option, typically offered in fall only</i>		5	1		11			6		
*ENG 192	Capstone, 1 section each spring, <i>writing-intensive course for senior majors (some minors by petition)</i>  <i>Approx. half of ENG 192 students work on creative writing projects.</i>			15			20			16	
ENG 199	Major Honors			2					1	4	

**OTHER [desired roles/responsibilities for a new hire]**

1. Supervising English Capstone (ENG 192) and Major Honors (ENG 199) students in creative writing and/or advanced composition. *Paul Willis and Randy VanderMey are the most regular mentors for Capstone and Major Honors students developing creative writing projects.*
2. In addition, supervising ENG 194 tutorials focused on creative writing. *Since Fall 2008, Paul Willis alone has supervised 27(!) advanced tutorials (ENG 194) for creative writers, meeting regularly with them one-on-one and giving detailed feedback on their drafts of fiction, poetry, and creative nonfiction. Needless to say, he has given generously of his time to support each student's development. We are hopeful that some of these alumni may gather to honor Paul at a retirement event, perhaps with readings from their creative work. We are eager to hire a new colleague who can play a similar role in supporting the creative work of future students.*

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3. Writing Across the Curriculum direction (new faculty role for 2021-2022, open for faculty rotation), including faculty development (e.g., writing/digital pedagogy workshops)

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4. Writers' Corner administration, potentially in rotation with current director

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5. Writing Minor support and new course development: e.g., Professional/Business Writing, Spiritual Writing

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6. Written Communication ILO assessment leadership, every 6<sup>th</sup> year

*Westmont College*  
*English, 955 La Paz Rd., Santa Barbara, CA 93108*  
*Assistant or Associate Professor of English*

Westmont College invites applications for an anticipated tenure-track position in English with specialization in Composition/Rhetoric and/or Creative Writing to begin August 2022. The successful candidate will be expected to teach a 3/3 load (24 units per year), which will include upper- and lower-division writing courses in the English major and Writing minor. All English colleagues regularly teach introductory Writing for the Liberal Arts courses. A load reduction may be given for a candidate with the ability to support colleagues teaching writing-intensive courses across the college (WAC/WID) or to train colleagues adopting new digital tools or pedagogies.

*Minimum qualifications:* (1) an earned PhD in English or another appropriate field by the date of appointment (or an MFA with significant publication and teaching record); (2) a record of professional activity in composition/rhetoric, creative writing, journalism, and/or professional writing; (3) a demonstrated commitment to equity and inclusion in teaching, research, and/or service.

*Preferred additional qualifications:* (1) secondary expertise or experience in digital humanities; digital tools or pedagogies; spiritual writing; or WAC/WID administration, faculty development, or program review; (2) interest in contributing to the Ethnic Studies minor, Environmental Studies minor, Film Studies minor, Gender Studies minor, or literature offerings in the English major.

Westmont College, a liberal arts college in the Protestant evangelical tradition, seeks faculty who are committed to teaching and mentoring undergraduates, maintaining a program of scholarly activity, and advancing our mission of Christian liberal arts education. In keeping with that mission and its vision of the Kingdom of God, the college is committed to building and supporting a culturally and academically diverse faculty and student body. Benefits include a faculty housing program.

To apply, please use [\[this website\]](#) to submit a cover letter, a CV with contact information for three references, and the formal faculty application from the college website (without Personal Statements, which may be requested at a later stage). In the cover letter, applicants should indicate specific ways in which they can actively embrace the identity and mission of the college. Questions may be addressed to [Dr. Cheri Larsen Hoeckley](#), Chair of English. Review of applications will begin in September 2021 and continue until the position is filled.