Full-Time Faculty Position Request Form 2027- 2028

This form is used by departments and programs to request new or unfilled faculty positions relying on Program Review and/or other justifications. Submit one form for each position requested. For multiple positions, indicate priority of request (e.g., Subject Position 1, Subject Position 2, etc.). Forms are due to Division Deans by September 16, 2026.

Position Requested: Full-time Tenure Track Faculty Position

Contact Person: Marty Nash

Discipline/Division: English/A & H **Starting Term: Fall** x **Spring** ☐

This form requires the use Enrollment Management Tool data, which can be found at the following link: http://www.laspositascollege.edu/researchandplanning/FacultyPrioritization.php (If you have any questions about the data, please contact Rajinder Samra 925-424-1027 or rsamra@laspositascollege.edu) or your Dean. The data will be verified by the Dean. Do not attach data spreadsheets.

Check if position is a: Replacement ☑ **or New** ☐

If replacement: What is the position code? (see Dean) 3FLA25

Name of the person being replaced: Kisha Quesada Turner

Length of time position(s) unfilled:

Date Retirement/Resignation is Board Approved: June 1, 2024

If position is categorically funded, indicate source and duration of funding:

CRITERIA

1. **Number of Full-Time Faculty currently in Discipline:** 11
   If requesting more than one position, add 1 to this number for each subsequent position requested.

2. **Percentage of FTEF taught by full-time faculty as load for the past six semesters, and projected for one year assuming a successful hire. (Use data from link above. If requesting more than one position, see Rajinder Samra to determine the projected numbers.)**
   Projected

Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026	Fall 2027	Spring 2028
35.5	34.2	35.9	41.2	37.2	41.9	52.9	60.4

3. **a. For Instructional Faculty: WSCH per FTEF for the past six semesters (use data from link above):**

Fall 20233	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026
345.9	345.7	360.7	334.9	366.8	342.6

b. For non-instructional faculty (librarians and counselors): Student/Faculty ratio for the past six semesters, and projected for one year assuming a successful hire. Divide headcount by number of full-time faculty. For example: 8000 students divided by 3 full-time faculty. 1:2666

(If requesting more than one position, see Rajinder Samra to determine the projected numbers).
Projected

Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026		Fall 2027	Spring2028

4. Program Characteristics:

a. List the courses taught and/or work performed in the discipline.
(Be brief and specific. Use your Program Review to complete this section.)

The English Department largely teaches transfer-level comp courses. The entry-level course is ENGL C1000. We offer 2 variations of a 2nd semester critical thinking course (ENG 4 & ENGL C1001). Some combination of these transfer comp courses is a core req for most degrees and transfer pathways. Additionally, the department teaches literature and creative writing courses: Eng 20 (Shakespeare), Eng 32 (U.S. Women's Lit), Eng 35 (Modern American Lit), Eng 41 (World Lit), Eng 42 (Lit of the African Diaspora in America), Eng 44 (Lit of the American West), Eng 45 (Studies in Fiction), Eng 11 (Intro to Creative Writing), Eng 12 A/B/C (Craft of Fiction), Eng 13 A/B (Craft of Poetry), and Eng 19 A/B (Literary Magazine). The English program also coordinates with Student Services on course placement, shares in campus basic skills responsibilities, coordinates the campus Reading & Writing Center, produces the LPC literary journal with JAMS, coordinates the LPC Literary Arts Festival, teaches designated Honor sections of Eng C1000 and C1001, and coordinates or co-coordinates and teaches in Puente, Umoja, Movement API, and Student Veteran learning communities. We coordinate 30 part-time faculty and three instructional assistants and create curriculum, assess SLOs, and coordinate and plan high school alignment meetings.

b. Total number of primary sections as identified in data taught in the discipline in each of the last six semesters (use data link from page 1):

Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026
76	68	84	77	81	73

c. Student enrollments (FTES) in the classes taught (use data link from page 1)or number of students served in each of the last six semesters:

Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026
253.7	213.81	276.01	224.47	277.25	224.83

d. List special characteristics of the discipline such as: (Be brief and specific. Use your Program Review to complete this section.)

- **Mandated class size limits due to state, contract, and accreditation standards.**
- **Facilities**
- **Number of courses out of the total number of courses in the discipline that meet General Education Requirements**
- **Number of courses out of the total number of courses offered that are required as part of an associates degree, certificate or transfer**
- **Discipline provides basic skills courses**
- **Discipline provides mandated and specialized services to students**
- **<u>If position is categorically funded please add source and duration of funding</u>**
- **Other**

In Fall 2023, we had to add 6 additional sections, and in Fall 2024, we had to add 8 additional sections to try to meet demand. These additional sections carried over in Fall 2025, and we had to add another section of Eng C1000, which carried over to Fall 26, in addition to another section that was added. Over the past few years, we have hired new PT faculty, but have been unable to keep up with demand and needed overloading. We did get 1 FT retirement replacement hire that started in 2025 and another FT retirement replacement hire that started this year, but we had another full-time instructor retire last year, and currently have one on sabbatical without a sabbatical leave replacement this fall. Additionally, one full-time instructor has taken on the role of campus DEIAB Coordinator and is therefore teaching fewer classes. We had additional PT faculty resignations, have PT faculty who cannot teach in-person, and some PT faculty who could not teach this term for other reasons. This year, we hired four new PT faculty, and overloaded 1 part-time faculty (1-2 classes overloaded). Additionally, some FT faculty took overload. We also had PT faculty drop their classes at the last minute. We did not make traction. We could have added more sections, but we did not have staffing. We had unmet student demand as a result. We also had to open the English Veteran Learning Community C1000 class to non-veteran students due to demand for in-person classes, and it filled immediately. Our late-start and fast track session 2 classes filled at the beginning of Fall. We have 138 students on waitlists for ENG C1000, even after adding the new section. We also have 35 students waitlisted for ENG 4 and 24 students waitlisted for ENG C1001, but we could not add due to no staffing. The hiring and mentoring of new part-time faculty each year also gives extra work to full-timers.
-Caps for face-to-face Eng C1000, 1001, and 4 are 28 students. Online versions of the courses have caps of 30. This is why our productivity shows as lower; however, we are full and in fact over-full. We also need FT faculty to teach creative writing and lit course. All English courses meet Gen Ed requirements.

5. **Describe how courses and/or services in this discipline impact other disciplines and programs. (Be brief and specific. Use your Program Review to complete this section.)**

ENGL C1000 courses are prerequisites for courses across the curriculum. According to the Director of IRP, students who successfully complete ENGL C1000 (formerly 1A) prior to taking classes in other disciplines across the curriculum have a higher success rate in all their other college classes. The English program, transfer program, literature and Creative Writing programs, Umoja, Puente, Movement API, Veterans Learning Community, and Reading and Writing Center are designed to support student success, efficacy, and campus engagement for all students at LPC. Each one of these highly successful and beneficial programs was initiated by and supported with significant contributions from full-time English faculty. Each program is also coordinated or co-coordinated by full-time faculty.

It is growing impossible to innovate and maintain the quality of these services with three unreplaced retirements and one resignation. In fact, the Smart Shop Series, formerly coordinated by full-time English faculty members, is not offered this year due to funding issues, and finding alternate funding for the series fell to coordinators who do not have the time or energy to find and apply for it. This loss directly hurts our most vulnerable students who need extra support. Nearly all full-time faculty in our department are doing some kind of leadership role on campus and cannot take on another, not to mention adapting to ways the pandemic changed our students, significant advancements and challenges in AI use, all the new teaching modalities, and the related learning curves that come with each. We are all learning how to teach post AB705 and AB1705.

The vast majority of our sections and student enrollments go toward supporting non-English-degree seeking students. Early enrollment and success in English comp courses has been identified through multiple studies, laws such as AB705 and AB1705, and reform efforts such as Guided Pathways as key momentum points for student completion.

Without access to, and the ability to successfully complete ENGL C1000, most AS, AA, and transfer pathways in programs across the curriculum cannot be achieved. The strength of an English program is reflected in student success rates in disciplines across the curriculum. The English program course outcomes impact most disciplines and programs at the college. The course outcomes related to reading (e.g., identifying and evaluating arguments) are designed to build on and support the across-the-curriculum critical thinking skills required in most of Las Positas's programs and courses. The English course writing outcomes include skills (e.g., summarizing, thinking critically, paraphrasing, brainstorming, developing and extending ideas, drafting, revising, and editing) needed for success in many courses and programs across the campus and in most advanced professional vocations. The English course outcomes related to research and documentation support the LPC courses that require students to complete research and documentation projects in line with the academic requirements of the course, the college's academic honesty policy, and the intellectual property laws of the United States.

6. **If this is the first full-time position in the discipline, discuss: (Be brief and specific. Use your Program Review to complete this section.)**

   a. **Justification for the position.**
   b. **Projected start-up costs for equipment, facilities, and support staff for the first three years.**
   c. **Projected enrollment growth for the next three years, starting with the first semester of the projected faculty hire.**

N/A

7. **What are the impacts on students, the discipline and the college of NOT filling this faculty position? What are the programs/courses/services that have not been or cannot be offered due to the vacancy? (Be brief and specific. Use your Program Review to complete this section.)**

The loss of full-time faculty has hastened discussion of retirement among many in our department; many of us have been at the college 20 years or more and are feeling burned out. Based on the ages of our department, it's not unlikely that 2-4 people will retire in the same year or within a year. It has also impeded research of and implementation of new best practices. Our department has to pull back from non-contractual campus participation and activities in order to simply support our part-time colleagues, grapple with AB705 and AB1705 implementation and their effects on students, and foster a greater sense of belonging at the curricular level in our individual classrooms. Traditionally, full-time faculty have regularly chaired committees and are very active members of shared governance, contributing leadership, expertise, writing, and input on accreditation, the Education Master Plan, the BSOTT grant, SCFF funding proposals, equity and anti-racism initiatives, and community engagement.

8. Any additional information that addresses justification of the position. If multiple positions are being requested, this is an opportunity to differentiate the justifications for additional positions.

Kisha Quesada Turner represented an evolution in the discipline of English at Las Positas College, particularly an expansion of our perspectives on Black, AfrolatinX, and Queer students, as Quesada Turner represented these backgrounds, taught in Umoja, trained with and provided professional development for Puente statewide, and refused to be anyone other than who she was in the classroom and on campus. The discipline of English is rooted in fraught linguistically biased traditions, beliefs, and pedagogies that do the opposite of creating a sense of belonging in the classroom and among faculty. Quesada Turner, in collaboration with Michelle Gonzales, helped us recognize and move toward changing these practices. Losing Kisha to the overwhelming nature of job creep is a major loss for LPC and our department. Our department needs full-time faculty from all backgrounds and with a variety of strengths, academic specialty aress, and levels of education and/or types of degrees. The loss of Kisha Quesada Turner, Dr. Jim Ott, and Dr. Katie Eagan has greatly diminished our capacity to serve our students in diverse and robust ways.

Signatures:

Martin Nash	9/15/2026
Requestor	Date

	9/17/26	Nan No	9/29/2026
Dean	Date	Vice President	Date