

## Full-Time Faculty Position Request Form 2019 - 2020

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 14, 2018.

Position Requested:

Contact Person:

Discipline/Division:  Starting Term: Fall  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](mailto: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)   
 Name of the person being replaced:   
 Length of time position(s) unfilled:

### CRITERIA

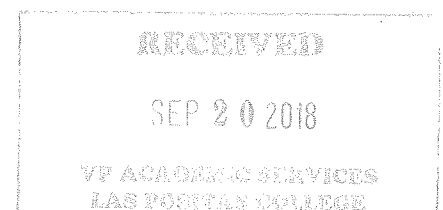
1. Number of Full-Time Faculty currently in Discipline:   
 If requesting more than one position, add 1 to this number for each subsequent position requested.
2. Percentage of FTEF taught by full-time faculty as load for the past six semesters, and projected for one year assuming a successful hire. (Use data from link above. If requesting more than one position, see Rajinder Samra to determine the projected numbers.)

Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Projected Fall 2019	Projected Spring 2020
<input type="text" value="41.5"/>	<input type="text" value="37.1"/>	<input type="text" value="41.0"/>	<input type="text" value="46.3"/>	<input type="text" value="42.8"/>	<input type="text" value="41.2"/>	<input type="text" value="62.6"/>	<input type="text" value="60.9"/>

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

Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
<input type="text" value="382.5"/>	<input type="text" value="369.5"/>	<input type="text" value="390.1"/>	<input type="text" value="363.4"/>	<input type="text" value="389.0"/>	<input type="text" value="347.5"/>

Full-Time Faculty Request Form 2019-20: FHPC Revisions May 3, 2012, Sept. 18, 2012, April 30, 2013, December 4, 2015, March 21, 2018; Presented to Academic Senate-January 27, 2016, April 11, 2018



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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).

Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	<u>Projected</u>	Fall 2019	Spring 2020

**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.)

English 100A (Integrated Reading and Writing I), English 104 Integrated Reading and Writing II), English 1A (Critical Reading and Composition), English 4 (Critical Thinking and Writing about Literature), English 7 (Critical Thinking and Writing across Disciplines), English 11 (Introduction to Creative Writing), English 12A/B (The Craft of Writing Fiction/Intermediate), English 13A (The Craft of Writing Poetry), English 19A/B (Literary Magazine), English 20 (Studies in Shakespeare), English 32 (U.S. Women's Literature)  
English 35 (Modern American Literature), English 41 (World Literature, 17th Center-Present), English 42 Literature of the African Diaspora in America, English 44 (Literature of the American West), English 45 (Studies in Fiction). The English program also coordinates with Student Services on student placement, shares in the college's basic skills responsibilities, coordinates the campus Reading and Writing Center, produces the Las Positas Anthology with Mass Comm., coordinates or co-coordinates the Puente and Umoja Learning Communities, created and coordinates the Global Studies program, and provides a specialized English 1A VT course to support the Engineering Technology program supporting student veterans. English is also one of the departments responsible for the creation and administration of the campus's Smartshop series.

- 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 page1):

Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
86	88	83	86	82	88

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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 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
320	308	308	285	304	278

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 AA/AS degree, certificate or transfer
- Discipline provides basic skills courses
- Discipline provides mandated and specialized services to students
- Other

Our composition class sizes are limited to 27 and our C.A.H. for those courses is calculated at 1.25 CAH per lecture hour due to faculty contract stipulations.

English maintains oversight of the English Center in rooms 401 A/B and room 404 as well as the Reading and Writing Center in 2401, classrooms 1006 & 1007, and provides shared oversight for the Learning Community space in 1000.

All non-basic skills English courses meet general education requirements, and English 1A, English 4, and English 7 are required for nearly all 2-year degree and transfer seeking students across all disciplines. English 1A is required or recommended as a prerequisite for many programs and courses outside of English. English 41 supports both English and the Global Studies AA-T.

Our English 100A and English 104 courses are basic skills courses. As of Fall 2019, a new "enhanced" version of English 1A will be implemented, per state law AB 705, to provide a new entry point for students that would have been traditionally placed in basic skills.

Completion of English 1A within the first year of a student's enrollment is a direct factor in the new student success funding model, which will have an increasing financial impact for the college as the new funding model is phased in.

The English department also conducts regular, coordinated meetings yearly with our service area English high school faculty to coordinate changes at the college level with high school changes resulting from Common Core implementation.

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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.)

The vast majority of our sections and student enrollments go towards supporting non-English degree seeking students. Early enrollment and success has been identified through multiple studies, laws (such as AB 705), and reform efforts such as guided pathways as a key momentum-point for student completion.

The English program and course outcomes related to reading are designed to build on and support the across-the-curriculum critical thinking skills required in most of Las Positas programs and courses. The English outcomes related to writing support the brainstorming, developing, writing, and editing skills needed for success in many courses and programs across campus and most advanced professional vocations. The English outcomes related to research and documentation support the courses that require students to complete documentation learning projects in line with the academic requirements of the course, the college's academic honest/dishonesty policy, and the intellectual property laws of the United States.

The basic skills English program, transfer program, literature and creative writing programs, Umoja and Puente programs, English Smartshop Series, and Reading and Writing Center student service are designed to support student success, efficacy, and engagement. Our basic skills program has integrated assignments that bring counselors from Student Services into each course section to create an individualized Student Educational Plan for each student enrolled in the course. Placement into the English transfer program was recently revised based on English Department research to provide better, more accurate access to students. More recently, the English department has taken steps to integrate more intrusive student support interventions from faculty and English Instructional assistant into our transfer courses as well as taking our first steps to creating a more consistent shared curriculum across all ~80 sections per semester of transfer-level composition, similar to our basic skills model. The Umoja and Puente programs were initiated by and are supported with significant contributions from English faculty.

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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.)

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

The AB 705 law has and will necessitate drastic, fundamental curriculum revision, placement changes, course coordination, professional development, student learning outcome development and assessment, and research. Our department is at or near its professional capacity to meet these needs as the significant amount of other projects and requirements we participate in also draw our focus and time.

The student success funding formula will necessitate drastic, fundamental curriculum revision, course coordination, professional development, student learning outcome development and assessment, and research. While the success numbers for students who engage in the English sequence are high, this number masks to reality that almost half of L.P.C. students that need English are not attempting an English course in their first year.

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.)

Implementation of best practices related to the new English 1A enhanced course may be delayed. For student success to be improved in this area, having more full-time instructors who are well-trained in delivering just-in-time remediation and other remediation strategies to adult basic skills learners will be imperative. In addition, full-time faculty are better positioned to participate in the ongoing staff development that will be necessary to teach this new population of English 1A student effectively. Needed research in why half of students aren't engaging in the English sequence, why Spring success rates are drastically lower than Fall, and what professional development programs are necessary to improve English instruction would not be possible to conduct. The department's ability to represent the campus to area high schools, better support our learning communities, continue coordinating the R.A.W. center and Smartshop series, serve on the Basic Skills committee, creating a certificate or degree emphasis for Creative Writing, developed a coordinated, block-scheduled first year experience with Math and other programs, consult on Guided Pathways, fully engage with our Student Learning Outcome data, revise our own degree and creative writing program all will be compromised or limited.

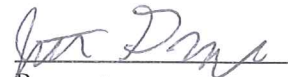
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8. Any additional information that addresses justification of the position. If multiple positions are being requested, this is an opportunity to differentiate the justifications for additional positions.

Massive changes have come down via changes in funding and state law; our department had been fully engaged in department and campus projects prior to those shifts. The additional responsibilities, and those yet unknown, mean that our college should provide support and resources in recognition of needs that may appear particular to our department, but are truthfully campus needs. The funding model and the law demand that the campus, not solely the English department, develop, plan, discuss, and dialogue to meet the new requirements. An additional full-time faculty member would be a significant step toward acknowledging and supporting these needs.

Signatures:

  
Requestor

  
Dean

  
Vice President