

## Full-Time Faculty Position Request Form 2021 - 2022

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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 11, 2020.

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.laspositacollege.edu/researchandplanning/FacultyPrioritization.php> (If you have any questions about the data, please contact Rajinder Samra 925-424-1027 or [rsamra@laspositacollege.edu](mailto:rsamra@laspositacollege.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:

Date Retirement/Resignation is Board Approved:

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

### 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 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Projected	Fall 2021	Spring 2022
42.8%	41.2%	45.7%	51.3%	49.9%	60.0%		55.6%	67.4%

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

Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
389.0	347.5	363.1	323.6	349.3	320.9

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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 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Projected Fall 2021	Spring 2022

#### 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 composition courses at the basic skills and transfer levels. Starting in Fall 19, due to AB705 legislation, course offerings have shifted to mainly transferable courses, with only one basic skills course (English 104--one level below transfer, and a mirrored noncredit course, NENG204) offered. The entry-level transfer course is English 1A, basic freshman composition, along with a new course, English 1AEX, which has the same outcomes but more instructional hours to support students who previously would have placed into basic skills. We offer two variations of a second-semester critical thinking course (English 4 or 7). Some combination of these transferable composition courses are a core requirement for most LPC degrees and transfer pathways.

In addition to these courses, the English department teaches literature and creative writing courses: English 20 (Studies in Shakespeare), English 32 (U.S. Women ' s Literature), English 35 (Modern American Literature), English 41 (World Literature), English 42(Literature of the African Diaspora in America), English 44 (Literature of the American West), English 45 (Studies in Fiction), English 11 (Intro. to Creative Writing), English 12 A/B/C (The Craft of Writing Fiction), English 13 A/B (The Craft of Writing Poetry), and English 19A/B (Literary Magazine).

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 course to support student veterans. English is also one the departments responsible for the creation and administration of the campus ' s Smartshop series.

Full-time English faculty are also responsible for Class Observation and Evaluations for the 40+ part-time faculty in the department.

- 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 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
81	86	86	84	91	81

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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 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
304	278	302	244	306	231

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
- If position is categorically funded please add source and duration of funding
- Other

Class Size: Our composition courses are capped according to the FA contract at 25-28 per section. The required graded prose from the LPC course outline of record and our transfer agreements, is 6,000 words of final draft writing and at a minimum 2,000 more of rough or informal writing. To grade and return this amount of writing with quality feedback and in a timely manner requires a class size limit.

Facilities: A Lab is attached to ENG 1A, 1AEX, 104, NENG204. The Lab requires computers for application of writing skills covered in lecture and discussion. Good writing and reading require practice, and the Labs provide the students with support as they practice skills. Computer labs are necessary to achieve this support.

GE: Except for English 104 and NENG204, all English courses meet general education requirements. 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.

Basic Skills: English 104 is a basic skills course, as is NENG204. As of Fall 2019, English 1AEX was created by the English Department, per state law AB 705, to provide a new entry point for students who 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, and the expanded/enhanced support offered in 1AEX prepares students who enter with a GPA under 2.5 the extra support needed to successfully complete this transfer course in the first semester.

The English department also conducts regular, coordinated meetings yearly with our service area English high school faculty to coordinate changes at the college level (such as AB 705) with high school changes (such as 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.)

English 1A courses are prerequisite for courses across the curriculum. According to the Director of Institutional Research and Planning, students who successfully complete English 1A prior to taking classes in other disciplines across the curriculum have a higher success rate in their other college classes.

The vast majority of our sections and student enrollments go towards supporting non-English degree seeking students. Early enrollment and success in English composition courses 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.

Without access to, and the ability to successfully complete English 1A, 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 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 course writing outcomes include skills (brainstorming, developing, 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.

The basic skills English program, transfer program, literature and creative writing programs, Umoja and Puente programs, English Smartshop Series, and Reading and Writing Center are designed to support student success, efficacy, and engagement for all LPC students. All of these programs that benefit students across all disciplines were initiated by and are supported with significant contributions from full-time 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.)

- 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.

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.)

Prerequisite requirements for moving students through their guided pathways to successful completion of a degree or certificate will necessitate the addition of more English composition transfer sections. If these sections are not added, the lack of access to English prerequisites will create a bottleneck, preventing students from enrolling in their content courses. Our ability to offer quality of service drops for our most high-risk students if a majority of the added sections are not taught by full-time faculty who are able to acquire training and can work in collaboration to maintain standards of quality across all sections. Moreover, full-time faculty who participate in all meetings and committee work at the college can access and keep up to date on all the vital support services offered at LPC. Full-time faculty also have college-time set aside to collaborate and work as a team to implement best practices and a shared curriculum. Finally, each full-time faculty member is available for five office hours a week (an opportunity not available to our part-time faculty). These consistent office hours build important relationships with students and keep them connected to the college.

To guarantee high success rates, which are necessary if the college wishes to avoid a bottleneck for students transfer pathways, additional English composition courses must provide quality, not just quantity. A full-time faculty member is needed to achieve this.

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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.

Almost every student who enrolls at LPC was/is/will be an English student. Full-time faculty are needed to connect these students not just to English lessons, but to the resources and community of the college. Part-time English faculty are most often working at multiple colleges and are not easily able to attend English Department meetings (nor Division, nor Town Hall meetings). It is impossible for an English Coordinator, and a small group of 14 full-time faculty to update over 40 part-time English faculty about the projects and best practices gleaned from these meetings, so the lion's share of all the professional development and collaborative work of the department is shouldered by the full-time faculty. This includes work with the Curriculum Committee and the campus at large to discuss English pre-requisites, which requires us to be familiar with the data that support and discourage their use; research into best practices in English instruction and participation in state and national dialogues in our field; development of our own and part-time instructors' teaching through staff development; work with Student Learning Outcomes to discuss the successes and failures of our teaching and make improvements; coordinated work with the Reading and Writing Center that serves students across the campus; as well as, work with librarians and counselors and the Tutorial Center to develop innovative ways to improve student success. It is also the responsibility of the full-time faculty to disseminate information about all of this work and create professional development opportunities for the 40+ part-time faculty, so that innovations created by these collaborations can be implemented in all English courses.

An additional full-time English faculty position will provide the department with a much-needed additional full-time collaborator and curriculum builder. We have so many wonderful part-time English faculty; however, asking them to do more office hours than are in their contract, sit on committees for free, keep up to date with each new library acquisition or legislative initiative is unfair. It is emphasized by the college that these professional responsibilities are key to student success. To support this success, we either should pay a wage to part-time faculty that allows them to fully participate in the ongoing development of the English program, or we need to hire additional full-time instructors.

Another important aspect in our request for an additional full-time position is the English Department's continued interest in diversifying our faculty. Across the board, more racial diversity is needed in our department to mirror and respect the amazing diversity of our students. In addition, we would like to achieve neurodiversity in our faculty because many of the students in English courses struggle with learning disabilities. A faculty member who has achieved success while managing a learning disability would establish an important role model for our students.

### Signatures:

Maureen O'Herin

Requestor

9/23/2020

Date



Dean

Vice President