

Full-Time Faculty Position Request Form 2023 - 2024

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, 2022.

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) 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.)

Projected

Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2023	Spring 2024
<input type="text" value="49.9%"/>	<input type="text" value="60.0%"/>	<input type="text" value="44.1%"/>	<input type="text" value="52.7%"/>	<input type="text" value="54.8%"/>	<input type="text" value="60.4%"/>	<input type="text" value="62.4%"/>	<input type="text" value="69.8%"/>

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

Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
<input type="text" value="349.3"/>	<input type="text" value="320.9"/>	<input type="text" value="341.4"/>	<input type="text" value="300.3"/>	<input type="text" value="330.4"/>	<input type="text" value="267.6"/>

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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).

Projected

Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022		Fall 2023	Spring 2024

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 transfer level. The entry-level transfer course is English 1A basic freshman composition, along with a fairly 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 and teaches in 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. Faculty have also been participating ins FCI teaching and veteran-focused classes.

Full-time English faculty are also responsible for class observation and evaluations for the approximately 30 part-time faculty in the department, working with instructional assistants, SLOs, and curriculum development.

- 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 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
91	81	86	76	76	73

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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 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
314	238	285	211	247	179

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

Projected FTEF Discrepancy: The % seems to reflect an additional hire, not a replacement. In addition, while overall enrollment has trended down in fall '22, the number of sections for English has increased. While fill rates hover in the high 70s for the college overall, English appears to be in the low 90s as of the start of the semester. These trends point to a much lower projected full-time FTEF % than indicated.

Class Size: Our composition courses are capped according to the FA contract at 28 per section for ENG 1A and 25 per section for ENG 1AEX. 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. We also have caps on our ENG 12A/B/C cross-listed courses of 25 due to the minimum number of final draft written pages required for close review (20 to 40 pages/student depending on the course level).

Facilities: A Lab is attached to ENG 1A, 1AEX. We no longer offer 104/204 or any pre-transfer-level course. 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. Our expectations are that the new building coming online (2100) will have computers for all of the main classrooms.

GE and Certificate Courses: All English courses meet general education requirements. English 1A/1AEX, English 4, and English 7 are required for nearly all 2-year degree and transfer seeking students across all disciplines. English 1A/1AEX 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. All of our literature and creative writing courses meet requirements for the Creative Writing Certificate of Achievement, and satisfy core or list A requirements in our English AA/AA-T and other degrees across the curriculum.

Basic Skills: We no longer offer pre-transfer level composition courses. However, we will be offering side-car classes that can be taken concurrently with our transfer level courses and non-credit courses that can be taken independently or concurrently. This makes it even more imperative that we have full-time faculty to develop and implement AB705 changes.

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).

Mandated Services: English completion is a SCFF metric; it is incumbent upon the institution to provide the best instruction we can offer for student success. The department provides coordination and instruction within the Reading and Writing Center and Smartshops to support student success.

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Other: The department faculty coordinate, co-coordinate, and teach in Puente and Umoja.

Full-Time Faculty Request Form 2022-202:23 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, April 29, 2019, May 13, 2020, May 4, 2021, May 14, 2022

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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 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.

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.

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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.

NA

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 a full-time faculty from our department will gravely affect our department's ongoing curriculum development and implementation of best practices, as well as our department's continued participation within the college. Our 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.

Full-time English faculty regularly chair committees and very active members of shared governance, contributing leadership, writing, and input to accreditation, the Educational Master Plan, equity and anti-racism projects, and community engagement.

After the pandemic drop, Fall '22 fill rates and sections have risen year over year. We anticipate this trend will continue. Prerequisite requirements for moving students through their guided pathways to successful completion of a degree or certificate will necessitate English composition transfer sections. 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.

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. The replacement of our full-time faculty member is needed to achieve this.

Full-Time Faculty Request Form 2021-23: 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, April 29, 2019, May 13, 2020, May 4, 2021, May 14, 2022

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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.

The loss of Maureen O'Herin to the department's full-time faculty is truly like the loss of two full-time faculty members because she contributes so much to the functioning of our department, the development of curriculum, the support of students, and our collaboration across the campus. Because Professor O'Herin will be leaving January 7, 2022, the need to replace her by the fall of '23 is that much more urgent, for we will be left with fewer faculty members to take up the important business of our discipline. Almost every student who enrolls at LPC 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 30 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, MLEA, SLOs, Guided Pathways, The Persistence Project, Faculty Senate, Puente, Umoja, the Literary Arts Festival and the campus at large to discuss how each area affects and is affected by one of the largest disciplines on campus. This requires us to be familiar with the data that support 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; coordinating 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. Another important aspect in our request for this replacement 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.

Signatures:

Richard Dry

Requestor

September 15, 2022

Date

Amy Mitts

Dean

Kristina Whalen

Vice President