

# Full-Time Faculty Position Request Form 2024 - 2025

---

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 15, 2023.

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.)

#### Projected

Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2024	Spring 2025
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

# Full-Time Faculty Position Request Form 2024 - 2025

---

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.

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

Projected

Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2024	Spring 2025
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

#### 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.)

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 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

# Full-Time Faculty Position Request Form 2024 - 2025

---

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 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

## Full-Time Faculty Position Request Form 2024 - 2025

---

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.)

## Full-Time Faculty Position Request Form 2024- 2025

---

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.)

# Full-Time Faculty Position Request Form 2024 - 2025


---


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.

**Signatures:**

  
\_\_\_\_\_  
Requestor

\_\_\_\_\_  
Date

      9/19/23  
\_\_\_\_\_  
Dean                                      Date

      9/22/23  
\_\_\_\_\_  
Vice President                                      Date

## Full-Time Faculty Position Request Form 2024 – 2025

### For O'Herin

#### 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 dept largely teaches composition courses at the transfer level. The entry-level transfer course is English 1A basic frosh composition, and Eng 1AEX which has the same outcomes but more instructional hours to support those recommended for the course: those with GPA of 2.5 or below or those who simply want more support. We offer 2 variations of a second-semester critical thinking course (Eng 4&7). Some combination of these transferable comp courses are a core requirement for most LPC degrees and transfer pathways. In addition to these courses, the Eng dept 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 African Diaspora in America), Eng 44 (Lit of American Southwest), Eng 45 (Studies in Fiction), Eng 11 (Intro to Creative Writing), Eng12 A/B/C (The Craft of Writing Fiction), English 13 1/B (The Craft of Writing Poetry), and English 19/A/B (Literary Magazine). The English program also coordinates with Student Services on student guided self-placement, shares in the college's AB705/1705 responsibilities, coordinates the campus Reading and Writing Center (which increase the success of students with the lowest GPAs), produces the LPC anthology with Journalism and Media Studies, coordinates or co-coordinates and teaches in the Puente and Umoja learning communities, created and coordinates the Global Studies program, and provides a specialized Eng 1A course to support student veterans. English is also one of the departments responsible for creation and administration of the Smart Shop Workshop Series. Our faculty also teach at the Dublin FCI and additional veteran-focused programming. Full-time Eng faculty are also responsible for class observations and evaluation for the approximately 35 part-time faculty in the department, coordinating and working with instructional assistants, SLOs, and curriculum development.

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

Projected FTEF Discrepancy: The % seems to reflect an additional hire, not just a replacement. In addition, while overall enrollment has trended down in fall '22, the number of sections increased, and enrollments are trending upward in fall 2023. In fact, we had to hire 6 part-time faculty and overloaded 5 to cover fall 23 classes. Fill rates in Eng course hover around the low 90%; the rest of the campus fill rates are in the high 70s. These trends point to a much lower full-time FTEF % than indicated.

Class Size: Our comp course cap according to the FA contract: 28 per section in 1A, and 25 per section in 1AEX. These class caps account for the high required word count that must be written by the student and graded by the instructor: 6000 final draft words, 6000 of informal writing. Caps on these classes makes it possible for instructors to give quality feedback which is where the bulk of our instruction takes place. We also have caps on our English 12 A/B/C of 25 due to min number of final draft words required for close review.

GE and Certificate Courses: All English course meet gen ed requirements. Eng 1A/1AEX, Eng 4, and Eng 7 are required for nearly every 2-year degree and transfer-seeking students across all disciplines. Eng

1A/1AEX is required or recommended as a pre-req for many programs and courses outside of English. Eng 41 supports both English and the Global Studies AA-T. All of our literature and creative writing courses meet requirements for Creative Writing Certificate of Achievement and satisfy core or A-list requirements in our English AA/AA-T and other degrees across the curriculum. Basic Skills: Post AB-705, we no longer offer basic skills course, but we continue to grapple with how best to serve students who enter with GPAs 2.5 or below, making it imperative to grow our full-time faculty so we can study the data, research emerging best practices, rewrite curriculum, and implement AB705 and now AB1705 mandates. Our department also coordinates yearly meetings with our service area English High School faculty to coordinate changes at the college level (AB705) with changes at the HS level, one of many similar activities that we may not be able to continue now that we are down two people this year due to retirements.

Mandated Services: English completion is a SCFF metric therefore it is incumbent on the institution to provide the best instruction we can offer to increase student success. To that end the department provides coordination and instruction within the Reading and Writing Center and the Smart Shop Workshop Series.

**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 IRP, students who successfully complete Eng 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 and Puente programs, the Smart Shop Workshop Series, 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 the significant contributions from full-time English faculty.

It is doubtful that we can continue to innovate or even maintain the quality of these services with our two recent retirements and without sabbatical replacement hires. We typically have two faculty members on sabbatical leave in a given year.

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

Without access to, and the ability to successfully complete Eng 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 (summarizing, paraphrasing, 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 course that require students to complete research and documentation projects in line the academic requirements of the course, the college's academic honesty policy, and the intellectual property laws of the United States.



**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 from our department will halt our department's ongoing curriculum development and it will impede implementation of new best-practices. At our first Fall 2023 department meeting we discussed the necessity to pull-back from non-contractual campus participation activities, innovations, and task forces in order to have the time to support our part-time colleagues, grapple with AB705 and AB1705 implementation, and living into our linguistic justice statement which we know can foster a greater sense of belonging at the curricular level in our individual classrooms for our individual students. 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 an anti-racism initiatives, and community engagement. Since the pandemic drop, our fill rates and sections have continued to rise, with a steep rise in enrollments and the need to add courses in Summer and Fall 2023. In Fall 2023 we added 7 additional sections of English 1A. We could have added and filled more if we had additional staffing. The lack of access to English prerequisites will create a bottleneck, preventing students from enrolling in their content course. Our ability to offer quality of service drops for our most at-risk students if a majority of the added sections are not taught by full-time faculty who can be more accessible to students, 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 student transfer pathways, additional English composition courses must provide quality, not just quantity. The replacement of our full-time faculty member/s is needed to achieve this as well as to aid in recovery after the Covid-19 pandemic where we introduced online teaching and learning to all resulting increased need for training and study in and of all modalities.

**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.**

While I even hesitate to say this because it means she was overworked, 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 contributed so much to the functioning of our department, the development of curriculum, the support of students, and our collaboration across the campus. Professor O'Herin's parting words to us was a warning about working ourselves to the bone, something she did because there are never enough resources and our students matter.

Furthermore, 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 now only 12 full-time faculty to update 35 or more 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, RAW Center, Smart Shops, 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 equally important aspect in our request for this replacement full-time position is the English Department's continued interest in diversifying our faculty. Currently, there are only two full-time faculty who represent students of color, and one of those faculty members is on a contract buy out. More racial diversity is needed in our department which has never reflected the diversity of our students, and there are so many talented people out there who could be collaborating with us to support all our students.