ENGLISH DEPARTMENT FACULTY POSITION REQUESTS FALL 2026

OUR REQUEST

- Three replacement hires for the retirements of Dr. Jim Ott and Dr. Katie Eagan, and the resignation of Kisha Quesada Turner
- One new growth position

CONTEXT

- Spring 2022: Fourteen full-time English instructors
- Currently: Eleven full-time English instructors
- Recent retirements and resignations:
  - Maureen O'Herin (retired 1/23, replacement hire started Fall 25)
  - Mike Sato (early retirement 1/23, replacement hire started Fall 26)
  - Kisha Quesada Turner (resigned 6/24)
  - Dr. Jim Ott (retired 12/24)
  - Dr. Katie Eagan (retired 6/26)

DATA

- In Fall 2025, **CLPCCD had 54%** of "FTEF attributable to Full-Time Faculty" (2024-25 CCC Chancellor's Office Academic Hiring Report)
- Same report shows Fall 25 **statewide percentage was 55%**
- LPC IR office data showed LPC English had **37.2%** in Fall 25 and **41.9%** in Spring 26 (noted on position request forms)

DATA

- 1-2 new hires would bring us closer to alignment with the district's 54% and state's 55%

- As noted on position request forms, LPC IR office projections show:
  - With 1 new full-time hire as requested: **52.9%** in Fall 2027 and **60.4%** in Spring 28
  - 2 new full-time hires: 57.3% in Fall 2027 and **65.4%** in Spring 27
  - 3 new full-time hires: **61.7%** in Fall 2027 and **70.5%** in Spring 27
  - 4 new full-time hires: **66.1%** in Fall 2027 and **75.5%** in Spring 28

**Note: Projections include the recent new replacement hire for Mike Sato.*

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- 3 new hires would bring us back to our Spring 22 department numbers

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DATA NOTE

- We recently hired four part-time instructors. Several full-time instructors are unable to teach full loads due to other college obligations and reasons (DEIAB Coordination, AB 705 Coordination, Committee Coordination, Learning Communities Leads, Sabbatical). The previous data might not reflect this, and the percentages of full-timers teaching classes will likely be lower than reported.

DEPARTMENT DIVERSITY DATA

- LPC English Full-Time Instructors
  - 81.8% White/Non-Hispanic (9 of 11 instructors)
  - 18.2% Hispanic (2 of 11 instructors)

- Statewide percentages for full-time instructors Fall 2025*
  - 51.3% White/Non-Hispanic
  - 21.5% Hispanic
  - 11.2% Asian
  - 6.3% African American
  - 2% Multiethnic
  - <1% each American Indian/Alaskan and Pacific Islander
  - 6.6% Unknown
  - **Source: 2024-25 CCCCO Academic Hiring Report*

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How about our students?

LPC IR Office's Spring 25 Final Census data shows:

- 28% White/Non-Hispanic
- 28% Latine
- 24% Asian or Asian American
- 4% Black and African American

WHY THIS IS IMPORTANT

- "A diverse faculty has been shown to improve educational and professional outcomes for students, but these impacts are especially crucial for closing achievement gaps between the general student population and students from historically underrepresented groups.[1] Research shows that when students are taught by faculty members who share their identity and experiences, they are more likely to stay enrolled, pass classes, and complete a degree or transfer.[2]" (Auditor of the State of California report "Increasing Full-Time Faculty and Diversity Remains a Challenge" Feb. 23, 2023)

- [1] Robert W. Fairlie et. al., *A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom, American Economic Review*, Vol. 104, No. 8, 2014, pp. 2567-91.

- [2] Petra Robinson et al., *Enhancing Faculty Diversity at Community Colleges: A Practical Solution for Advancing the Completion Agenda, Focus on Colleges, Universities, and Schools*, Vol. 7, No. 1, 2013.

OTHER DEPARTMENT ROLES AND POSITIONS

- Accreditation
- AB705 coordination
- DEIAB coordination
- Program Review coordination
- Reading and Writing Center coordination
- Literary Arts Festival Coordination
- Learning Communities
  - Umoja
  - Puente
  - Movement API
  - Mission Ready Veterans
- Academic Senate
- CEMC (until recently)
- Curriculum

Faculty Hiring Request – CMST/COMM, 2 Positions

- **Growth of Discipline**
  - 2022/2023 – Discipline Plan asked for 64 total sections
  - 2025/2026 – Discipline Plan asked for 73 sections, and we taught 90
  - 2026/2027 – Discipline Plan asked for 85 sections, we're offering _____

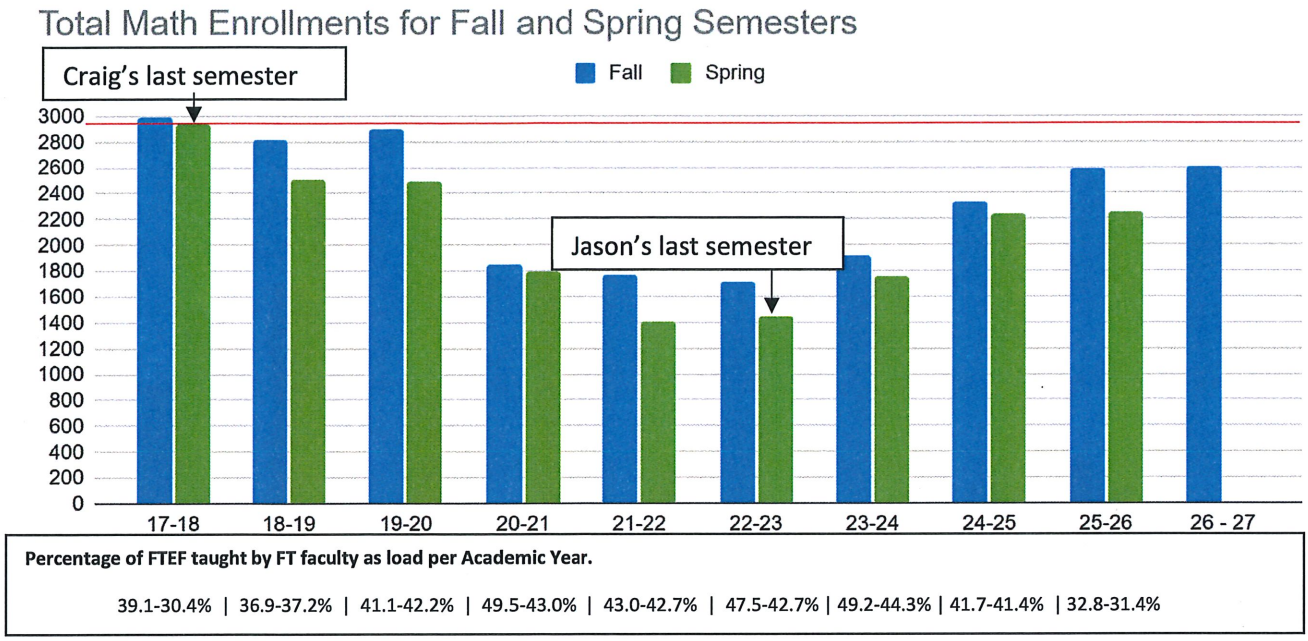
- **Adjunct vs. Full Time teaching load**
  - Full Time faculty's load is 12 classes per semester (due to Forensics & reassignment load)
  - Spring 2027 - twenty-five classes will be taught by adjunct _____
  - When winter intercession and summer classes are included _____

- **Discipline Comparison**
  - Primary Sections
  - Student Headcount

- **Adjunct Availability**
  - DVC
  - Contra Costa
  - Ohlone
  - Chabot
  - 100-150

- **Diversity**

Math Enrollment Trends



Take Away:

- Math Enrollments are nearly back to the same level when we had 15 FT faculty in the department and even closer to when we had 14 FT faculty members.
- Percentage of FTEF taught by FT faculty has only increased due to low enrollment at the college. As enrollment increases, the percentage declines drastically as the department hires PT faculty to take on the load that our missing FT faculty would have filled.

Number of sections taught each semester by FT and PT faculty

	Fa 22*	Sp 23*	Fa 23	Sp 24	Fa 24	Sp 25	Fa 25	Sp 26	Fa 26	Sp 27
IR's #s: Total Sections	94	86	91	82	92	83	99	84	?	?
Total Sections**	89	84	85	81	87	83	93	85	100	83
FT	43	45	41	36	37	37	32	32	30	31
PT	46	39	44	45	50	46	61	52	70	52
%FT	48.3%	53.6%	48.2%	44.4%	42.5%	44.6%	34.4%	36.8%	30.0%	37.4%
IR's #s ***	47.5%	53.8%	49.2%	44.3%	41.7%	41.3%	32.8%	31.6%	?	?

** FT faculty count = 14. Afterwards, FT faculty count = 13.*

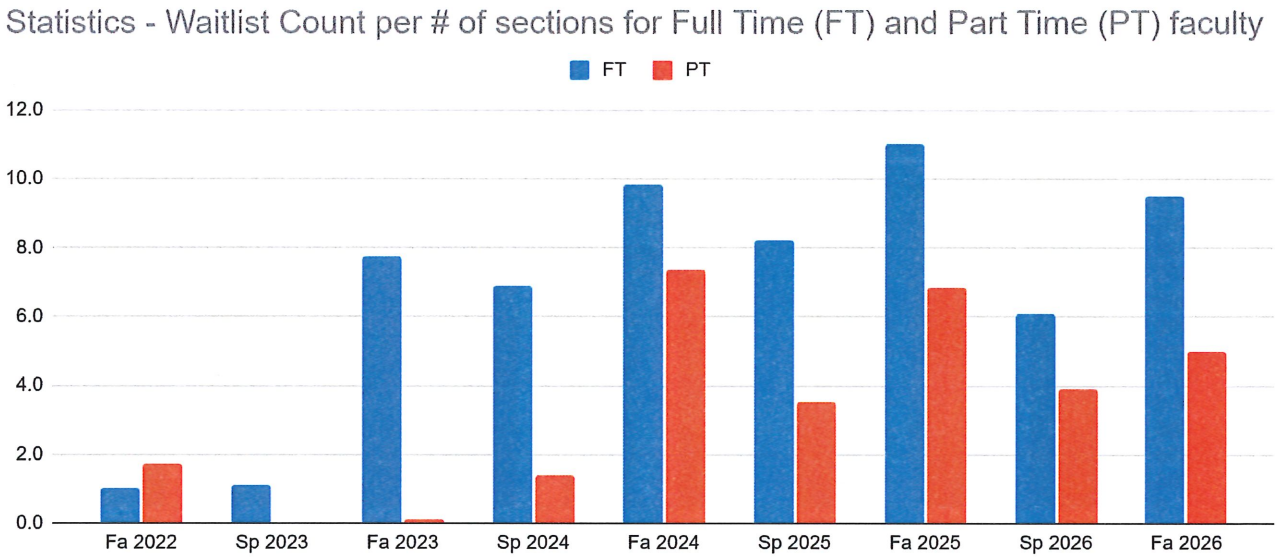
***Total sections: no Math Jam, no 202C, Yearlong Math 3 counted in spring only.*

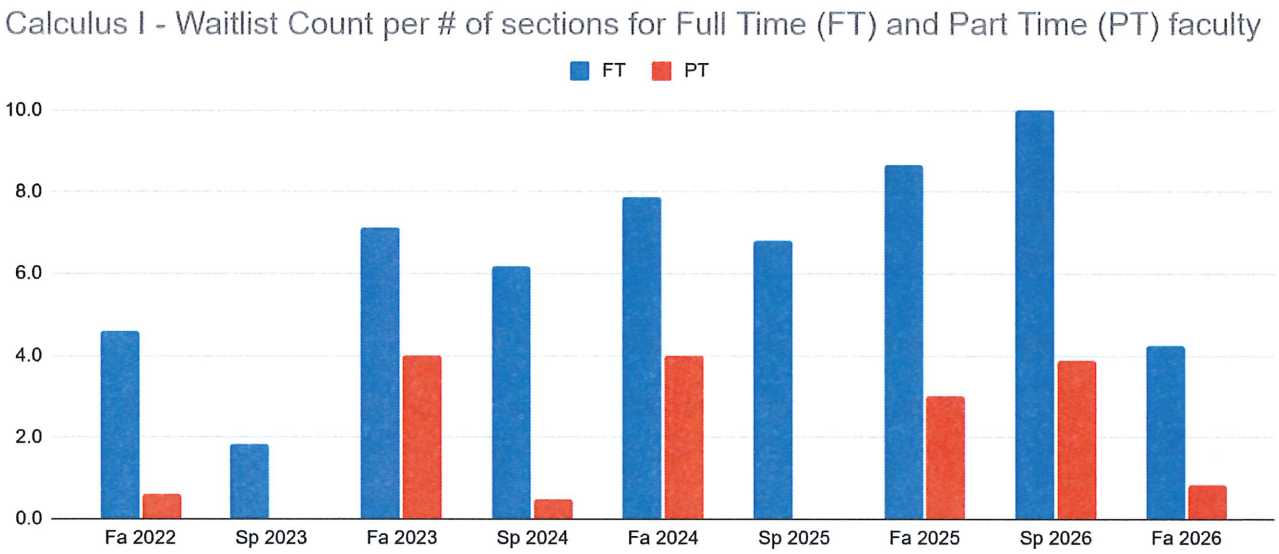
**** Does not include overloads*

Take away:

- The percentage of sections taught by FT faculty, even when including overload, shows the same decline in the proportion of classes taught by PT vs. FT.
- Hiring PT faculty is becoming a challenge. For the first time in over a decade, the department has had to overload PT faculty to avoid cancellation of classes that directly affect students' pathways and graduation timeline.

Student Behavior





Nearly a quarter of the classes offered each semester are Statistics, followed closely by Calculus I. Both entry level college classes (at least as of Fall 2025), both have a relatively similar proportion of FT to PT faculty teaching them.

Take away:

- Classes taught by FT faculty typically fill more quickly than classes taught by PT faculty regardless of mode or time of day.
- Even though FT faculty teach fewer overall sections of a course, the ratio of Waitlist numbers to number of sections is consistently higher. If there was no preference for FT vs. PT faculty, then the ratios between the two groups would be more similar to each other.
- Students will linger on FT faculty waitlists instead of joining a class with a smaller, or in some cases, no waitlist. This forces low enrolled classes to cancel and leaves those waitlisted students with no where to turn once the semester starts.

Why do students want to take classes with FT faculty?

Support and access outside of the classroom.

	# of Classes	# of Office Hours	Enrolled students	Minutes/student
Typical FT	**3**	**5 (300 minutes)**	**105**	**2.9**
Overloaded FT	**4**	**5 (300 minutes)**	**140**	**2.1**
Max PT *	**2**	**2** (120 minutes)**	**70**	**1.7**

** With a few exceptions, LPC Math PT teach 2 sections. These PT faculty also typically teach 2 or more additional classes in other college districts.*

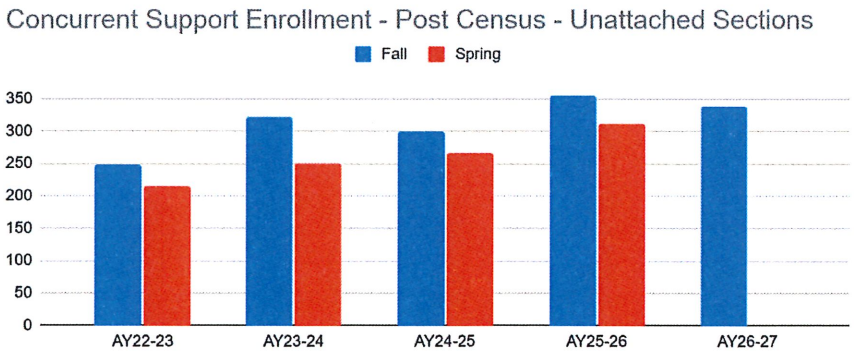
*** These are **optional** office hours.*

Take away:

- FT faculty have contractual hours devoted to student support that is nearly double the time per student than a PT faculty member. Those hours are spread throughout the week, and many will hold more than required and are more available to meet with students throughout the week for impromptu appointments.
- PT faculty can choose to hold the office hours. If they choose not to hold it, the Minutes/Student ratio is 0. Note: The PT office hours are typically at times convenient to the PT faculty due to their hectic schedules, but not necessarily the students.
- FT faculty have a presence on campus outside of the classroom such as student clubs, learning communities, honors classes, and school events.
- Classes that are a part of LPC learning communities such as Puente and Umoja are only staffed by FT faculty members due to the required training to teach these sections. PT faculty cannot receive training and therefore can never teach those sections.

Incoming Students:

Placement into first math class of their major unless a student chooses otherwise. Not only did Calculus enrollment spike but our support classes did as well.



Take away:

Students are clearly coming to the college in need of support. They are not prepared for what is expected of them. The support classes can only do so much. FT faculty have the ability and professional responsibility to offer more time for that support whereas our PT faculty are forced to split their focus between two to three (or more) different colleges.

Final Thoughts:

Not only is granting the department more FT faculty the right thing to do for our students who are expected to jump into a college level math class without sufficient preparation, but also the college. That additional, consistent support helps the students complete their transfer level math course in the first year of enrollment, aiding the college in meeting its goals for that funding metric.

FACULTY HIRING PRIORITIZATION COMMITTEE • COUNSELOR (50% PUENTE, 50% GENERAL)

Award-winning statewide learning community with consistently proven student success rates. PUENTE is a student-success intervention across multiple disciplines (Counseling, English, Math). Puente integrates instruction, transfer-focused counseling, and mentorship—yet LPC has **never** established a dedicated full-time Puente counselor. The present proposed position is a **replacement position** for a recently retired Counselor.

82%+
reported LPC Puente course success

92%
statewide Puente students enroll in consecutive terms
Compared with 67% statewide overall

75
community college campuses in California
Statewide Puente Project

WHAT IS AT RISK WITHOUT THE HIRE

01 **Program continuity** — A part-time reassignment model may jeopardize Puente operations and consistent counselor relationships.

02 **Cohort expansion** — Two-cohort ambitions and Puente MaS math pathways depend on reliable capacity and statewide agreement expectations.

03 **Student outcomes** — Weakened rates for retention, English/math completion, transfer preparation, and a missed opportunity to narrow equity gaps.





DIRECT ALIGNMENT WITH LPC

MISSION
Equity-focused access, degree completion and transfer

VISION
Students empowered as graduates, mentors and leaders

VALUES
Collaboration, equity, respect and anti-racist practices

Geography

- Fall 23: FT Geology faculty hired after 2 years without one
- Fall 24 (December): Only FT Geography faculty retires and is not replaced
- Summary: without a FT faculty behind the wheel, one-faculty programs wither
- Equity:
  - Key pathway courses get cancelled because they don't fill (e.g., Meteorology, GIS)
  - Student completion delayed as a result (SCFF metric)
- Urgency: rebuilding a program is harder the longer we wait to hire someone to lead it

