

# Faculty Position Justifications

## For 2018 – 2019 Fiscal-Year

### Academic Services & Learning Resources Division

#### Online Education Librarian (FT, tenured, non-instructional)

The Learning Resources Division requests a Librarian faculty position for the 2018-19 academic school year. This would restore a position lost to retirement in 2015-16. Librarians serve in a unique capacity at De Anza in that they provide formal instruction (such as WSCH generating courses, library orientations) and a broad array of essential academic services (e.g. one-on-one bibliographic instruction at the Reference Desk, research assistance, and program development). Each librarian also oversees a functional area such as circulation/reserves, technical services, and the computer labs.

In addition, librarians are responsible for collection development, the library web page, and outreach to academic departments. Librarians are active across the campus: they build relationships and collaborate with faculty peers, serve as outreach, and also participate in a variety of committees including shared governance (Academic Senate, Curriculum, and Technology committees).

Due to the loss of a position, sections of LIB courses have been reduced, thereby limiting opportunities for students to learn valuable research and critical thinking skills. Without a replacement position, the library will be unable to expand course offerings. This position would allow the library to add class sections to existing courses and also develop new curriculum for WSCH generating courses.

Online courses experienced a 16% growth during Fall 2017. One of our equity concerns is the lack of research assistance available to online education students. One of the ways the Library is attempting to address this need is by adding a product which enables off-campus users to obtain research assistance via interactive chat sessions with Librarians.

This position would include promoting and coordinating online research services to off-campus library users. In addition, the Online Education Librarian will closely collaborate with the Online Education Department in the coordination, promotion, and assessment of the Library's services and resources. The position would take the lead in assessing the quality and impact of library services at an individual and programmatic level.

## **Biological, Health/ Environmental Sciences**

### **Biology (2 positions)**

#### **Justification Statement for the Replacement of (2) Full-Time Faculty Positions in the Biology program for 2018-2019 due to resignation and transfer - Anita Muthyala-Kandula, BHES Dean**

The most important area for improvement that needs to be addressed in the Biology Department is the lack of sufficient full time faculty in the Department, especially in the areas of Anatomy and Physiology (40 series) and Majors Biology (6 series) where we have a HUGE demand, LONG waitlists and often very IRATE students who cannot get the classes they need to transfer or finish their pre-requisites. The high number of part time faculty fragments the goals of the Department due to lack of participation in the business side of the Biology Department including curriculum work. In our community and beyond there is high student demand for De Anza's Biology classes due to the highly favorable reputation of instructors and their teaching styles. Biology has worked hard to maintain a retention rate of 89%; success rates among targeted and all student populations at 69% and 75% respectively. Due to reduction in teaching load of FT faculty the Biology department has had to offer fewer sections resulting in accompanying lowered enrollment. With the loss of 2 Full time faculty during the 2016 – 2017 year this work becomes even more difficult.

The Biology Department has responded effectively to the institutional goals for our targeted student populations. We have increased the success rates for African American from 60% to 63% from 14 -15 to 16 -17. During this time the retention and success rates of Filipino/a and Latino/a students have increased from 74% to 75% and 63% to 68% respectively.

In order to maintain and more importantly continue to grow the retention and success rates of our students, the Biology Department uses a variety of teaching methods such as hybrid classes and simulation labs. There are tutoring opportunities, clubs and special project opportunities available to students as well as office hour interactions with their instructor. These would be affected by the failure to replace the FT faculty position. When students are at risk of failing, the full time faculty coordinate tutoring or other support activities for the students to facilitate their retention and success. Most part time faculty do not have the time to spend more than the required classroom and office hours with students.

The mission of the Biology Department is to to prepare students for careers in Allied Health and Nursing through required pre-requisite course work; transfer students majoring in Biology to a four-year college to complete their Biology degrees; and enhance scientific literacy in the general population through General Education and prerequisite courses in support of the rest of the college. The Department has established contracts with many of the four year public colleges in the region that

guarantee student transfer if the student adheres to the rules of the contract. The Biology Department provides laboratory science general education courses for students majoring in other disciplines at De Anza College as well as providing prerequisite courses in support of De Anza's Nursing Program and other health care programs such as pharmacy, optometry, respiratory therapy, physician's assistant, veterinary medicine and many more.

Failure to fill this position would result in: the equity gap remaining open and affect further growth of students served by the department ie. enrollment, which would be seriously impacted. Full time faculty are needed in the Biology Department to address the problems of student retention, success and equity and cannot be met by the reduction in a full time faculty position. **Student demand for our courses remains high and many students are left on waiting lists at the beginning of the quarter due to lack of instructors to teach courses.**

### **Environmental Science (1 position)**

#### **Justification Statement for the Replacement of (1) Full-Time Faculty Position in the ES/ESCI department for 2018-2019 due to retirement - Anita Muthyala-Kandula, BHES- Dean**

Students from all disciplines on campus enroll in our general education courses – where we see our good student enrollment. Full- time faculty help to guide students as well as mentor new PT faculty. Many of our students have a growing concern and awareness of the increasing environmental issues worldwide and want to be active participants in the ongoing conversations. We hope to further serve De Anza College's goals as a whole to increase student enrollment. We have a good student success rate in the targeted student populations. The Department continues to work to increase student enrollment in all its certificate/degree programs.

The Environmental Science Department is committed to meeting student demand and closing the equity gap in retention and success within a growing science field. The department is committed to creating and fostering the interest of students and we are specifically dedicated to developing student's skills in problem-solving and community and civic engagement. We believe that the hiring of this replacement full-time faculty position is vital to promoting our students' awareness, discussion, and action on current and future environmental issues.

Replacement of the full-time position will allow us to better serve students and continue to attract students into our ES/ESCI classes. In addition this full-time faculty member will assist in the mentoring of our part- time instructors, establishing and growing community partners.

## **Business, Computer Science, and Applied Technologies**

### **Computer Science**

One full-time replacement position:

1. Department census enrollment has grown by 85% in the last 5 years (2012-13 to 2016-17)
2. One full-time faculty will retire as of June 30, 2018
3. One other faculty is on article 18
4. Since the last new hire in the Fall 2015 the department number of registered students from Fall 2015 to Fall 2017 has grown by 13%
5. Our students wish for day classes but this is when it is most difficult to find qualified adjunct faculty to teach

### **Creative Arts**

**Film/TV Department** - submitted by Susan Tavernetti, Chair of F/TV

#### **Justification Statement for the Replacement of (1) Full -time Faculty Position in the Film/TV Department due to an unexpected resignation of a full -time faculty member.**

The resignation of full-time Film/TV instructor Barak Goldman, effective summer 2017, has left the Screenwriting program without leadership. This area provides the foundation for all production courses, film, television and animation. To be leaders in content development, our students need the skills to formulate and put their ideas into words. Everything begins with a screenplay.

A replacement position would contribute to the Screenwriting program's enrollment growth. Since Goldman's hiring in 2007, the program's course offerings were developed significantly the Film/TV: Screenwriting A.A. degree was established, and enrollment in introductory, intermediate and advanced screenwriting classes quadrupled.

Finding qualified part-time screenwriting instructors in the San Francisco Bay Area to teach 10 courses/year poses challenges. The Film/TV Department hired two excellent adjunct screenwriting faculty members for Fall Quarter 2017. One commutes weekly to teach at California State University, Northridge and the other will be unavailable after this quarter. Without a dedicated full-time instructor, the Screenwriting program in particular and the Film/TV production courses in general will suffer.

In addition, the Screenwriting Lab, Script Library and annual Film/TV Department Screenwriting Competition must be maintained and supervised. To best serve our students and enhance their transfer and employment opportunities, screenwriting courses must be developed in the emerging markets of television writing, web series, games and immersive media such as virtual reality. We need to provide students with practical fiction and nonfiction screenwriting skills and the experience to assume careers in the entertainment industry, corporate environments and/or independent work. These responsibilities fall under the purview of a full-time Screenwriting instructor, not part-time faculty.

Although no category exists for Screenwriters, the projected job growth for Producers and Directors is 12% from 2018-2023 (October 2017 EMSI Program Overview: Cinematography and Film/Video Production in San Jose-Sunnyvale-Santa Clara CA). By extension, Producers and Directors require screenwriters for their projects.

One of De Anza College's signature programs and the second largest within Creative Arts, the Film/TV Department remains the most comprehensive, productive and highly regarded media program in the California Community College system. In 2016-2017, Film/TV enrollment was 2,395 students. The retention rate was 90.7%, and the success rate was 74.9%. A full-time Screenwriting hire is essential to continue to attract students and maintain our reputation for excellence.

As Alfred Hitchcock emphasized, "To make a great film, you need three things- the script, the script and the script." The replacement position for a full-time Screenwriting instructor would provide the strong foundation upon which our student productions stand and provide leadership in this important area of the program.

**Music Department** - submitted by Ilan Glasman, Chair of Music

**Justification Statements for the Replacement of (2) Full-time Faculty Positions based on four retirements.**

The music department has seen four (4) retirements in recent years-none of which have been replaced. To continue to serve students at the level that has earned De Anza a nationwide reputation, we are in need of at least one replacement position, which will help us rejuvenate the department, which once had six (6) full time faculty members and is now down to only two (2). We are excited to continue to offer the AA degree and will soon be ready to offer the AD-T degree, which will attract even more diverse and talented students from a wide geographic area.

Position 1) Music Instructor: Director of Instrumental Ensembles and Comprehensive Musicianship program

Justification: The third largest department in the Creative Arts Division is Music. Since the opening of De Anza College in 1967, the Band, Jazz Ensembles, and

Orchestra have displayed a high level of excellence that is known nationwide and have attracted many talented students. The ability to recruit and retain students is based, in large part, on hiring full time faculty to direct two of the instrumental performing ensembles; either Concert Band and Jazz Ensembles or Concert Band and Chamber Orchestra and provide leadership and budget oversight for all three aforementioned performing groups. In addition, the candidate should be able to develop and teach the Comprehensive Musicianship series (Music 3ABC and 4ABC). We are looking for a candidate who has a dynamic vision for the revitalization and expansion of our instrumental ensembles. This fulltime faculty position is necessary to provide, in addition to excellent teaching skills, oversight of the instrumental inventory and repair, music library, and lockers housed in the A3 building, and to recruit students to our outstanding Music Department. In order to provide the best performance education for transferring students in Music, we are requesting this retirement position to be filled at this time. One adjustment we are making, in contrast to our most recent faculty request, is that we now hope to consolidate and replace the two retiring faculty who were responsible for these areas (the instrumental director retired in 2014 and the musicianship instructor in 2017). Filling this and the other open music positions give the college and the department an opportunity to diversify the full time music faculty to better resemble the students we serve.

If a second position can be considered-this is next in line of importance.

## Position 2) **Music Instructor/Piano**

Justification: Music is the third largest department within the Creative Arts Division. The Music Department is composed of several distinct instrumental areas and a fundamental portion of any program of Music is Piano. Historically, the Music Department enrollment has averaged around 600-700 students per quarter, and in the Fall Quarter 2017 (5) sections of piano classes with seat counts of 25 students, 95 students were enrolled. With these enrollment numbers in mind, the ability to attract and retain students is based on the ability to hire full time faculty to provide leadership and oversight of specific instrumental areas of performance. De Anza College is an All Steinway Institution, one of three community colleges in California that can boast this moniker. This full time faculty position is necessary to provide oversight of the fleet of Steinway pianos at the college, including its maintenance, and to direct the area of the Music department that generally has the biggest share of students, both majors and non-majors. In addition to being a very popular elective option for our students, piano proficiency is an integral part of a Music major, for both the transferring students who are Music majors we are requesting this retirement position (which has been open the longest, at 6 years) be filled at this time.

**Photography Department** - Submitted by Diane Pierce, Chair of Photo

**Justification Statement Submitted for the Replacement of (1) Full-time faculty position in the Photography Department due to the retirement of a full-time faculty member.**

The retirement of full-time instructor Wilfredo Castano in June 2017, provides the opportunity for the Photography Department to replace the position with a photo instructor who will concentrate on the CTE aspect of the program, workforce education, career pathways, certificate program and advisory board.

The Photography Department has for over 30 years had two full-time faculty members. The Photography Department offers both a degree transfer program and a career vocational certificate program allowing the (2016-17) 1,269 students enrolled annually the flexibility to achieve and select both goals. The retention rate in the Photography Department in 2016-17 was 87.5% and the success rate was 71.3% and for targeted groups 70%. This strong program needs two full-time faculty to continue to move towards closure of equity gaps.

Without a full time replacement it will be difficult to continue to respond to the demands of changing technology and software necessary to train students for photographic careers, manage CTE, connect with industry, assist with paid internships and oversee high school coordination and recruitment.

The replacement position will compliment and allow the current full time faculty member to continue to Chair the Photo Department, do scheduling, help hire part time faculty, write letters of recommendation for student, provide student counseling, portfolio development, curriculum development of online courses, documentation and analysis of student learning outcome assessments, hazmat oversight and inspections and other duties necessary to support enrollment growth.

The Photography Department at De Anza College is known for comprehensive curriculum training students in both traditional darkroom and digital courses, both online and face-to-face. The Photography Department's extensive facilities include both digital and wet darkroom with extensive equipment in cameras, computers, scanners, lighting equipment, enlargers, and student exhibition space.

A replacement position in Photography will continue the thirty- year history of having two full-time instructors and strengthen the program without interrupting the outstanding model transfer/vocational program opportunity for students.

## **Intercultural and International Studies Division**

Area: World Languages, Replacement Position

Position Title: Japanese Instructor - 1 Position

Japanese Department Full-Time Faculty Position Justification

The IIS Division and World Languages area request one replacement position to restore the loss of one FTEF due to a retirement at the end of December 2016. This is the second FT faculty retirement that has not been replaced within our Division. While the most recent retirement was in a World Languages area that had been experiencing a decline in enrollment over the decades (French), in contrast we have had a growing and strong enrollment in our Japanese department for which we have no full-time faculty.

The Japanese Department is the third largest World Language area, after the Spanish and Mandarin departments, each of which do have full-time instructors and department chairs. We consistently offer about 26-27 sections of Japanese each academic year, with a three-year average of **955** students per academic year. Additionally, on a division-wide basis, we need to replace this position to have the capacity to adequately serve in the spectrum of college-wide and division committees, such as Curriculum Committee, Academic Senate, Equity Action Council, District Equity Advisory Committee, etc.

Without the replacement of this full-time position our Division and our Japanese department will continue to be impacted in the following adverse ways:

- Inconsistent scheduling of instructors for Level 1-3 cohort courses, that historically show stronger enrollment and student retention.
- Limited capacity to complete Curriculum Committee and SLO Office related tasks, such as Course Revisions, Program Reviews, the SLOAC process, etc.
- Instructional leadership within the Japanese Department to drive effective instructional practices, including a focus on student success and retention, particularly for our targeted populations.
- Overwork and burn-out among our limited full-time within our division to attend to all the needed work/roles required for Division representation on campus-wide and district committee service.

The IIS Division respectfully requests the replacement of this FTEF so that we have the capacity to fulfill the obligations now being shouldered by our current full-time instructors.

Area: Intercultural Studies, Replacement Position

Position Title: Native American/Chicano(a) Studies Instructor - 1 Position

Up until the mid 2000s, De Anza College had been not only a regional, but also a nationally recognized hub for Native American-focused teaching & learning and for community-based student engagement that was built around the annual De Anza

College American Indian Pow Wow. Over the years the Pow Wow became the College's single largest community participatory event. This college-community connection was a significant contributor to the visibility, interest, and enrollment in the Native American Studies program. For reasons beyond the scope of this writing, the Pow Wow was discontinued and we lost this vehicle for student recruitment. We absolutely want and need to replace this position to preserve the integrity of our ICS department and to revitalize the NAS program, with an eye toward reestablishing our campus as a hub for Native American studies and community engagement. This is important not only to educate the general population about our Nation's first peoples, but also to directly serve the regional Native community that still exists today, including our local Ohlone people, although they remain largely invisible in the dominant culture. We firmly believe that with a new full-time faculty member we can reestablish the prominent role that our campus once had for the statewide Native American Indian community. Furthermore, the faculty member who we bring into this position will serve as role model and greatly enhance the college's link with the community, especially in the recruitment, retention and success of our Native American students and Latinx students who identify most closely with their indigenous roots, as this is a growing trend in the awareness and identification within this population.

Consistent with national and global trends in Ethnic Studies, our Chicana Studies department has been in focused discussions the past year on two themes: 1) the fact that our campus will soon reach the 25% Latinx population and will be eligible for designation as a Hispanic Serving Institution (HSI), and 2) the need to reconfigure and "rebrand" our Chicana and Native American Studies departments into one comprehensive department to better reflect our diverse Latinx population, as well as the historic and cultural linkages between these cultural groups.

With the anticipated growth in Latinx student enrollment, we must prepare by augmenting the Chicano Studies Department in both the number of course offerings as well as the breath of study. Even as we continue to reconfigure and rebrand these departments, this position will be assigned to both the Native American Studies Department and the Chicana/Latinx Studies Department, focusing on the Indigenous peoples of the Americas, thus serving as the conceptual and curricular link between areas of study.

De Anza College, as a two-year academic institution, has the unique distinction of having a full-fledged Ethnic Studies program in the form of our Intercultural Studies (ICS) Department. Our ICS departments are part and parcel to the nature and character of our college, and especially among certain segments of our diverse regional community, our ICS program contributes as much to our College's positive reputation as that of being a highly successful transfer school.

## **Language Arts**

### Justification for ESL Faculty Position

One FT faculty position:

The ESL Department has had three retirements and two resignations in recent years. So far, we have only been given two replacements. The shortage of full-time faculty has constrained the department in important aspects of student success.

For the 2016-17 academic year, the ESL Department's FT/PT ratio was 32.5/67.5, including 7.6% overload as part of the part-time load, far below the 75% standard for full-time load in California community colleges. The percentage of courses taught by full-time faculty has declined 9% from a peak of 35.6% in 2012-13..

Because of the faculty shortage, full-time faculty members are overburdened with an unreasonable workload given the fact that the department offers eight levels of classes from basic skills to transfer and a total of 15 different courses, which far exceeds many other departments on campus. The shortage of faculty threatens our ability to develop and enhance our curriculum, norm courses to ensure standards, address concerns and equity issues from course assessments (SLOAC), and provide mentorship for new part-time faculty, all of which are critical to the quality of instruction and student success.

Because state laws require that adjunct faculty not exceed 67% of a full load, our reliance on the part-time teaching force also causes undue stress and delay in scheduling. In Spring 16, we had over ten unfilled sections and could only firm the schedule a few days before the spring quarter started. Also with so many full-time instructors on PDL this Fall 17 quarter, many part-timers had to take on a lot of classes. The need to find a large number of qualified part-time instructors in a short time adds stress to the department and may negatively affect the quality of instruction as new hires are only given a few days' notice to get their books and syllabi ready. New faculty positions are urgently needed to meet the growth in both immigrant and international student enrollment, ensure professional standards, deliver high quality instruction and meet the College's ICC (Institutional Core Competencies).

In response to state initiatives, the department is also partnering with local adult schools to forge pathways for immigrant language learners to transition from adult education to our course offerings in the College. We'll need full-time faculty to participate and lead efforts in articulation, alignment, and curriculum development. With new full-time hires, the department will have greater capacity to (1) work collaboratively with other disciplines; (2) create innovative delivery formats (hybrid and online) for the curriculum; (3) strengthen the College's vision of equity, social justice, and multicultural education in our course offerings; and (4) contribute to the division, the College, and the local communities.

## **Physical Education and Athletics**

### Massage Therapy Faculty

This program is unique and falls into the CTE category. This program falls directly within the College, Federal and State goals and mission. And it supports a future direction of Alternative medicine a holistic patient approach” in our country. And it now has access to the Strong Workforce Funding grant.

This program is one of three public institutions in Northern California offering a national and state\*\* licensing board accepted curriculum.

Student interns have the opportunity to support the APE program, Athletics and our community members. These opportunities are very rare in any institution teaching Massage.

Dr. Jeff Forman was at the forefront of developing the legitimacy of this vocation at local, state, national and international levels. This foundation is here to stay.

### Additional Facts

Clinic is successful and brings in \$6,000 - \$8,000. Massage tables and other equipment needs have been furnished through the years by this money. But, currently funds the Massage Therapy Program Assistant exclusively. Perkins, instructional equipment, lottery and DASB also fund our equipment needs. The number of students in the Clinic have grown enough that this year we may be able to offer 2 clinics.

Student graduates are surveyed annually. They are earning 25 to 150 dollars per hour depending on if they are employed by a spa or self-employed. We also have students who move forward into PT, Sports Medicine and Nursing.

Students who take the National Board Certification exam have all been successful. We have a number of students who would never attend our college if it were not for this program.

*\*\*The Program received recognition as a Certified Institution in Massage Therapy by the California Association of Massage Therapy (CAMTC) in July of 2016. We are now amongst a limited number of institutions that offer Massage Therapy whose graduates will be eligible to take the State recognized certification examinations. We are already attracting working Massage Therapists who are seeking further education to meet the CAMTC requirements. We expect a more full commitment by our students, as enrollment requirements by the CAMTC are very rigorous. I.e. this translates an increased potential for retention and De Anza Certificate of Achievement completions*

## Physical Education/Coach

### Proposal to IPBT: Physical Educator/Coach

The most effective way to support an athletics team is to provide full-time leadership in the form of a full-time faculty coach. The division has several areas where a coach is needed and if awarded this position would continue its conversations vetting the program needing support.

Here are the programs that do not have a full-time faculty member's support at this time:

Sport	# athletes/quarter	Sport	#athletes/quarter
W. Badminton	8 to 20 participants		
W. Basketball*	8 to 15 participants	W. Softball*	10 to 18 participants
Baseball*	30 to 50 participants	M and W Tennis*	16 to 20 participants
Football*	60 to 100 plus	M and W Track*	60 to 80 participants

\* Teams previously had full-time faculty support

Briefly, the duties of a coach include:

- Offering skills and physical fitness training that will enhance a student-athlete's success which increases their chance to attain scholarship support and an opportunity to transfer as a student-athlete;
- Recruitment, retention, transfer – all these duties include one on one interaction with many persons including the Division counselor, college recruiters to parents and the athletes themselves to promote relationships and student success;
- Overseeing their program budget; fundraising for: assistant coach salaries, supplementing meal money and uniforms, program review, SLOs;
- Arranging travel plans, organizing officials/referees; transporting athletes to events throughout the Bay Area and Northern California with the team for competition;
- Leadership roles as conference, post-season competition and awards committees state CCCAA representatives; ensuring that their student-athletes and staff comply with CCCAA rules and regulations.
- A 50% position in Physical Education also holds a great potential to continue to serve our students in all fitness related areas especially in Yoga, Pilates, Aerobics, Strength and Conditioning for athletes; online instruction in Stress Management and Kinesiology Degree related classes. There is also an interest from the community to revive the Personal Training certificate.

## Athletic Trainer

At this point in time De Anza trainers (classified staff) are serving over 400\*\* student athletes. A faculty member could provide the curriculum and support for the development of an A.A. degree with emphasis on Athletic Training. This program could provide transfer students a strong recommendation for a 4 – year B.S. and subsequently a M.S. program with an Athletic Training emphasis.

US Labor Reports Percent change in employment, projected for 2010-2020 for Athletic Trainers was a 30% that translates to 5,500 jobs per year. In comparison to other Healthcare Practitioners and Technical Occupations the projection was 16% and for all Occupations a projection of a 14% increase. 2015 Labor Market Surveys show: salaries ranging from \$44,000 to \$70,000

Students would have the opportunity to apply to California colleges that support Athletic Training Degrees in Northern CA include: Humboldt State, CSU East Bay, CSU San Jose, University of Pacific, CSU Sacramento, CSU Fresno. Other community colleges that host successful programs are: College of Sequoias, Modesto JC, College of Canyons, and Foothill College. Also there is 11- 4 year institutions in Southern CA and 2 -Community Colleges that also offer an athletic training centered major.

Lastly, a program supported by a full-time instructor with an entourage of student-trainers could greatly support future job growth in the community and would greatly enhance support for our current athletics program. De Anza's certified athletic trainers are currently accumulating over one month of comp time. The support of a faculty member who would have more flexible hours could help provide leadership and assistance at events and provide an educational environment for students in the A.A. Degree track.

## **Division: Physical Science, Math, and Engineering**

### **Chemistry** - Request for Full Time Faculty Positions

Number of positions requested: Two (2)

Description of positions requested:

#### Position 1

Replacement for resigned full time instructor, Ram Subramaniam: Ram took a position as the Dean of PSME at Foothill College at the end of the 2017-17 academic year, necessitating that he resign his teaching position at De Anza. This position is currently vacant.

## Position 2

Replacement a retired full time instructor, Homer Tong: Homer Tong retired at the end of the 2016-17, academic year. A replacement for his position was requested last year, but not approved. This position is currently vacant.

### Justification:

The number of full time instructors in the chemistry department during the last few years is listed in the table below.

Academic Year	Number of FT Instructors	Number of FT instructors (effective)	Notes
2013-14	6	6	
2014-15	4	4	One Retirement, one PDL
2015-16	6	5.5	One replacement for retired position, one FT faculty on 50% release time
2016-17	5	4.4	Resignation of FT faculty member, one FT faculty on 60% release time
2017-18	4	3.5	One new hire to replace resignation Retirement of one FT faculty comes into effect. Additional FT faculty resignation. One FT faculty on 50% release time.

Despite the alarming downward trend in the number of FT faculty positions, the department's enrollment has grown by about 7.7% (five year period) due to a combination of additional section offerings and an increase in the seat count. The number of sections offered by the department was at a maximum level of 112 in the 2013-14 academic year when the department had six full time instructors. The number of sections has fallen slightly due to a shortage in staffing, and is likely to remain flat at best in the absence of additional faculty and staff resources being made available.

In order to staff all current sections, the department had to resort to two mechanisms:

1. Increase in FT faculty teaching overload assignments
2. Employing new PT faculty

These staffing conditions have lead to the following issues:

1. FT faculty teaching heavy overload assignments in order to staff the section offerings leads to faculty not being able to engage in college and district level committee membership.
2. With the decrease in FT faculty, their ability to accept overload assignments likewise decreases. Looking forward, this has significant potential to negatively affect course staffing in the very near future, particularly when combined with the phase-out of one or more Article 19 faculty assignments.
3. The SLO assessment data indicates that several of the lab programs offered by the department need serious overhauling. However, the FT faculty are engaged in other departmental activities (besides their teaching load) such as scheduling, program review, textbook discussions, curriculum revisions, SLO assessments, chemical waste disposal and lab safety measures etc.) and have been unable to devote much time towards such projects. One of the four remaining FT faculty has been selected as campus curriculum co-chair and has release time of 50%, thus reducing the overall FT availability another 12.5% beyond its historically low point.
4. The average salary of a chemist (Master's Degree) in the bay area is between \$70-100K. A part time instructor teaching the maximum possible load and at the highest step and column of the salary schedule will be paid around \$40K. Due to this wide discrepancy in the pay scale and the abundance of opportunities currently in the bay area, it has been almost impossible to recruit qualified PT instructors. Also, most the qualified PT instructors who have worked with us for a year or two are also finding FT positions at other colleges in the bay area. Due to these reasons, our reliance on PT faculty to staff our classes is unsustainable and unreasonable. We have been "fortunate" this year in that course cancellation at Foothill has allowed us to share some of their PT faculty members. While this has allowed us to avoid canceling classes, particularly in response to a few last-minute staffing changes this Fall, it is not ultimately a sustainable long-term solution.
5. Even if the department is fortunate enough to be granted the two replacement positions (for the resignation and retirement), the department will still be under its maximum strength of six full time faculty members due to the release time for one faculty member (Curriculum Committee co-chair). Also given that the faculty in the department are actively engaged in professional development activities, it is likely that at least one of the other FT faculty members will be on PDL in the near future.
6. Over 95% of the courses offered by our department are enrolled to their maximum capacity. Almost 85% of the sections offered by the department have a full waiting list (15 students) in each and every quarter-approximately 1275 students. The department currently caters to 2900 students (an 8% increase over the last five years). The department clearly has the demand to increase its course offerings from about 100 sections (currently) to 140 sections, but unfortunately for the students (on the waiting list), the department is simply not in a position to staff or support these sections under the current conditions.

7. The chemistry department is one of the rare departments on our campus with a history of growth and a significant potential for additional new growth as indicated by long wait lists and waiting times for students to take high demand chemistry classes. Many chemistry classes are bottlenecks for students in other programs requiring chemistry courses, so that an increase in chemistry enrollment would affect growth in other areas.

In summary, the Chemistry Department requests two FT faculty positions so that it can continue to serve the needs of the students. The two positions will help sustain our course offerings at the current level of quality and rigor, and potentially allow us to affect a modest increase our current number of course offerings. The department also has plans for a more aggressive approach to increasing course offerings, but such growth continues to rely on increased staff support and faculty growth positions, as noted in previous program reviews, but neither of those seem likely in the current budget situation.

As mentioned in 7 above, the chemistry department has potential for significant future enrollment growth. Given the current fiscal situation, it may not be possible to consider additional positions beyond the two requested replacement positions, but adding a growth position in chemistry and the necessary supporting resources, would allow an increase in the number of chemistry sections offered with a consequent significant increase in enrollments

### **Mathematics** - Request for Full Time Faculty Positions

Number of positions requested: Five (5); Five replacement

The math department would like to request 5 FT faculty replacement positions. These positions are to compensate for recent FT faculty who have left their positions or have indicated they will soon do so. The recent FT math faculty described are:

Rich Hansen  
Janice Hector  
Robert Ramsey  
Karl Schaffer  
Charles Klein (retiring at the end of W18)

The department would also like to request one growth position if any are available.

The math department has undergone a 3.5% WSCH growth during the past 5 years, while overall College WSCH declined by 7.9% during the same period. During this time, the net numbers of FT math teaching faculty has remained static; in fact (after completing the previous year's hiring), in F12 there were 31 FT math faculty teaching, while this quarter, F17, 5 years later, there are only 29 FT math faculty teaching.

The greatest current need for the mathematics department is for highly qualified instructors to assist with meeting the high student demand and to provide and encourage necessary departmental supporting services (such as SLO's, curriculum, textbook, professional development, hiring, mentoring, etc.)

This need is exemplified by:

- Very large waiting lists for almost all math classes
  - Fall 2016 had more than 850 overall math waitlisted students
  - During subsequent quarters, waitlist sizes were reduced to 5 per class, and yet the waitlists for most classes persist, with about 450 students waitlisted for math classes during the current quarter, fall 2017.
- Average Department wide enrollment fill rates very near capacity, with the average fill rate for all math classes at 97% for fall 2017
- Recent negotiated seat count reductions (with a remaining high student demand) substantially increases the need for new sections/instructors to accommodate those students displaced by smaller seat count developmental math sections. This need for additional faculty has not easily been met
  - All current FT faculty who wish an overload assignment have received them. During the past year, there has been a significant decrease (-12%) in the proportion of FT faculty willing to do overload assignments
  - Extensive recruiting for additional part-time faculty has not effectively supplied the necessary qualified PT instructors needed to meet current demand
    - Email solicitation have been made on a quarterly basis to 7 regional community colleges and 5 regional university qualified instructors and graduate students
      - Recruiting, hiring, mentoring, and evaluating a continuous stream of new PT faculty places very high workload on FT faculty and staff
    - Many of our highest performing PT instructors have taken FT offers from other colleges
    - Competition with other colleges and salary competition with regional tech industry makes it very difficult to recruit relatively low paying PT faculty
- Very high proportion of part-time/overload instruction; especially in developmental mathematics areas
  - In 2016-17 overall
    - §§ ft load/total load =  $28/74.7 = 37.4\%$ ; i.e.
    - §§ 37% overall course load taught as full-time load;
    - §§ 63% taught as part-time and overload
  - Fall 2017 proportion of developmental level math classes offered as full-time load is only 21%; this lack of full time dedication seriously hampers our efforts to boost the success of targeted students

- Relatively large number of full-time faculty with leaves or release duties (FA, Honors Coordinator, District duties, etc.) and unavailable for classroom instruction. Again, the actual number of FT teaching from F12 to F17 has declined by 2, despite the overall growth in WSCH during that time.
- Extreme difficulty finding and retaining qualified part-time faculty
  - For years we have saturated the regional colleges, universities, and other sources for qualified part-time faculty
  - With the current job market, it is almost impossible to recruit new and qualified part-timers. Full time positions offer a living wage that is somewhat competitive with other opportunities
  - Given the low ratio of full-time faculty, the ever increasing burden of recruiting, interviewing, and mentoring new faculty is no longer manageable. These duties are exacerbated by the continuous loss of good PT faculty to other opportunities and the difficulty of finding new, well qualified PT replacements.
- Special programs such as Math Performance Success (MPS), which have for more than 15 years continuously demonstrated success rates far exceeding those of other equivalent math sections and equity gaps that are the lowest in the college (and even negative during some years; i.e. targeted groups have higher success rates ) require the participation and engagement of FT faculty. One of the important aspects that accounts for MPS success is that the same instructor moves with a student cohort during the year; however, due to the double quarterly load of MPS sections and PT load limitations, it is not possible to assign a PT instructor to an MPS section for the entire year. A current grant is allowing us to double the number of our MPS offerings over the next few years; however, without additional FT participants, we will not be able to sustain our present, success-proven model.

Summary:

The Mathematics Department requests five FT faculty positions to replace recent losses of FT faculty. It requires these positions in order to continue to serve existing demand and needs of students. The five positions will help sustain our course offerings at the current level of quality and rigor, and potentially allow us to affect a modest increase our current number of course offerings. Current limitations on our ability to recruit, hire, mentor, and evaluate large numbers of PT instructors create a burden on our operations and inhibit our capacity to provide sufficient high quality instruction.

The department also has the potential for further growth. If the College wishes to increase overall enrollment, providing an additional math growth position would be a good investment in that opportunity.

## Social Sciences and Humanities

**Requesting a full-time faculty position in Geography, De Anza College, November 15, 2017** -- Submitted by Purba Fernandez - Chair, Geography Department

The Geography department offers lower division introductory college courses in Physical Geography (GEO 1), Cultural Geography (GEO 4), World Regional Geography (GEO 10) and A Geography of California (GEO 5). These 4 courses fulfill De Anza GE requirements and meet IGETC and CSU transfer requirements. Our department offers the following rationale to justify a request for a full-time faculty position in Geography:

1. At the time of the 2009 Comprehensive Program Review, the Geography department had one full-time faculty member (Purba Fernandez), one former full-time faculty member, Mick Sullivan, who was on Article 19, and adjunct faculty members. Since 2010, when Mick Sullivan retired, Purba Fernandez has been the only full-time faculty member in the department. As we have stated in the 2016 Program Review, the Geography department would like to expand our curricular offerings with **computer lab-based Geographic Information Systems (GIS) classes and classes on mapping** so that we can offer a Geography 'major' in our discipline. De Anza students cannot elect Geography as their major (Transfer Model Curriculum) at present, since we do not offer *any* classes on mapping or GIS which is a requirement for a major in Geography. Our department would like to hire a GIS specialist/Geographer to develop curricula in these areas of the discipline and teach those classes. This would be an investment in the future of De Anza students as we seek to educate and train the next generation of tech-savvy critical thinkers for our workforce. Geography departments in community colleges across California offer GIS classes or certificates since there are increasing job opportunities for students with this skill set. We need to make this commitment to stay competitive amongst educational institutions in the Bay Area.
2. Student enrollment in Geography remains strong at a time when most other departments and the campus as a whole are experiencing a decline. In 2016-17, the Geography department served 1,258 students (unduplicated headcount), with a total enrollment of 1,341 students. Program Review Data over a 5-year period for Geography comparing 2012-13 to 2016-17 shows a **census enrollment increase of 6.6%** with a 3.2% increase in the section count, at a time when campus enrollment was down by 14.9%. The unduplicated headcount increase is 5.4% over this period while WSHC increase is 6.8%. Clearly, students want to take Geography classes!
3. Geography faculty remain **committed to student success, retention and student equity** and continue to participate in programs such as the Adjunct Skills program (through the Student Tutorial Center) and in the Social Science and Humanities Division-wide efforts for student equity and cultural competency.

Student success rates for the Geography department increased from 65% in 2012-13 to 82% in 2016-17. The Social Sciences and Humanities Division success rates of for 2016-17 is 79%. Success rates for targeted student groups in 2016-17 stands at 70% which is comparable to the Division figures of 71%. We are mindful of the equity gap and continue our efforts to reduce this equity gap.