

Faculty Position Justifications

For 2016 – 2017 Fiscal-Year

Division: Academic Services

Department: Office of Staff and Organizational Development

Justification Statement for the Replacement of (1) Full-Time Faculty Position in the Office of Staff and Organizational Development program for 2016-2017 due to retirement –

Rowena Tomaneng, Associate Vice President of Instruction

The Office of Staff and Organizational Development (OSOD) fosters the professional development of the De Anza College faculty, classified professionals, and administrators by offering programming and services designed to improve knowledge and build skills that facilitate student learning, retention and success. Specifically, OSOD provides a focus for professional development activities in basic skills teaching pedagogies, culturally responsive curriculum and teaching for faculty, and customer service and administrative support skills for classified professionals. For example, in our Annual Program Review 2014 Update, our data show that we remain consistent in the number of employees who annually participate in Staff and Organizational Development Programming. For faculty, classified professionals, and administrators over the years 2010-2011, 2011-12, 2012-13 & 2013 we have a total that ranges between 1600-1700 participants (duplicated) annually. We noticed that we had higher participation numbers for 10-11: 2228, 11-12: 1940 and 12-13: 1904 due to additional training sessions we implemented for the BANNER, SLOs and MyPortal initial roll out.

While we do not serve targeted students directly, we continue to adapt current programming and develop new programming to better meet the needs of De Anza's targeted populations by:

- continuing to include content associated with culturally responsive classrooms and cultural humility in the new employee orientations, faculty 1st & 2nd year experience programs and in the faculty teaching and learning workshop series.
- working with the Equity Office creating cultural humility content in the Classified Professional New Employee Experience program.
- working with the Equity Office offering EEO Training levels 1 and 2 as well as developing the Equity Core Team workshop content.
- continuing to work with the faculty who teach in the IMPACT AAPI, PUENTE, DSPS and FYE, UMOJA, and VIDA.
- implementation of Emotional Intelligence and Customer Service series in coordination with the Classified Senate Classified professionals Development Committee.
- planning and implementing a Working Effectively with Faculty series for 2015-2016 in collaboration with the Classified Senate Classified professionals Development Committee, Equity Office and Academic Senate.

Equally important, the position supports professional development activities as outlined in the Student Success and Support Program (SSSP), Student Equity Initiative, and Basic Skills Initiative, all mandated programs with funding allocated.

Division: Academic Services

Department: Learning Communities & Student Success and Retentions Services – (growth position)

Justification Statement for the Growth of (1) Full-Time English/Reading Faculty Position in the Learning Communities & Student Success and Retention Services programs for 2016-2017 – Rowena Tomaneng, Associate Vice President of Instruction

This position will allow learning communities (with basic skills), such as First Year Experience, Umoja, and LinC to increase the number of students served in our high impact practice programs. In the 2014-2015 program review LinC, for example, shows a steady increase in student enrollment and course sections offered in the last three years but LinC can serve more students if we had more qualified faculty, especially in the LARTS basic skills courses. The 2014-2015 program review data for Student Success and Retention Services programs (FYE, UMOJA) shows decreases in student enrollment that resulted from limited number of faculty, while FYE, reduced by 50% in student enrollment beginning in 2012-2013 due to the absence of available and qualified English and Reading faculty.

We know that our model of learning is successful with students as validated by research studies that have been done by Tinto (2012) and Teranishi (2010) so we will continue to develop new pathways and opportunities for students to participate in learning communities. Specifically, while we have been able to grow our basic skills offerings, we need to scale and serve the growing demand of students and increase faculty resources.

Division: Biological, Health, And Environmental Sciences

Department: Environmental Science

Justification Statement for the Replacement of (1) Full-Time Faculty Position in the ES/ESCI department for 2016-2017 due to retirement (New). - Anita Muthyala-Kandula, BHES- Dean

The BHES Division formally requests a new full-time faculty member for the Environmental Sciences Department for the 2016-2017 Academic Year.

The most important area for improvement that needs to be addressed in the ES/ESCI Department is the lack of sufficient full time faculty in the Department. At this time, there are 2 full time faculty members and approximately 17 part time faculty in the Department to teach approximately 6,000 students. The loss of an additional FT faculty would seriously fragment the goals of the Department due to lack of participation in the business side of the ES/ESCI Department.

The ES/ESCI departments have shown a dramatic increase in demand for the General Education ES/ESCI Science courses specifically ES1, ESCI 1 and ESCI 1 labs

The Environmental Science Department has continually tried to increase our student enrollment with the handicap of limited FT faculty. Students from all disciplines on campus enroll in our general education courses – where we see our fastest growing student enrollment. We have tried to continue to increase enrollment in all ES/ESCI courses even with limited full-time faculty 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 wish to further serve De Anza College’s goals as a whole to increase student enrollment. We have a high student success rate in the targeted student populations, especially within the sciences! 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 for high quality curriculum and closing the equity gap in retention and success within a fast 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.

We have experienced a decline in full-time faculty with the previous retirement of one full-time faculty member and due to this additional faculty retirement, there are only 2 full-time to 22 part-time faculty in the department. Replacement of the full-time position will allow us to better serve students, 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 an essential part of our internship classes. This full-time faculty member will also assist with our new and improved online classes.

Division: Biological, Health, And Environmental Sciences

Department: Environmental Studies – (growth position)

Justification Statement for the Growth of (1) Full-Time Faculty Position in the ES program for 2016-2017 - Anita Muthyala-Kandula, BHES Dean

The De Anza College Environmental Studies Department educates approximately 5,200 Environmental Studies students each academic year. The Department offers many General Education ES transfer courses and has 2 Certificate and Degrees programs:

- Energy Management and Building Science (EM/BS)
- Environmental Resource Management and Pollution Prevention (EMR/P2)

The department saw growth in areas where there was increased student interest, opportunities for internship and jobs and overall growth in awareness, concern and engagement in community and civic activities related to environmental issues.

Enrollment is up 25% more than last academic year at this time. Energy Management /Building Science class enrollment was **up 71.8 %** year on year. Record Enrollment in Energy Management and Building Science: Fall enrollment for 2015 - 2016: in ES **up 16%**. The department has only 2 full time faculty and this was also accomplished during a very challenging

budgetary period.

Over a hundred students have participated in environment-related and educational community outreach projects by participating in ES/ESCI internships in 2014/2015. These internships included students from all 3 of our degree and certificate programs. Internships included students' engagement in the **City of Sunnyvale LED Streetlight project, where** students assisted the city of Sunnyvale to retrofit all streetlights in the city to Low Energy - LED streetlights. This activity allowed students to learn about energy efficiency, light trespass and measurement, energy cost reduction, reduction in Greenhouse gas emissions and how an Environmental Services department in a city government functions. Our students presented the results with a recommendation to the City council. **Other projects included Kirsch organic garden**, Solar design and installation internships with SunWorks energy system, Georgetown University energy project internships and Cheeseman ESA Pond Project internships.

The high number of part time faculty fragments the goals of the Department due to lack of participation in the business side of the Environmental Studies Department. In our community and beyond there is high student demand for De Anza's ES classes due to the highly favorable reputation of instructors and their teaching styles. ES has worked hard to maintain a retention rate of 86%; success rates among targeted and non-targeted student populations at 71% and 85 % respectively.

The ES Department has to respond effectively to the institutional goals for our targeted student populations. We have increased the success rates of Filipino/a students from 70% to 79%. But with the increased enrollment and the lack of FT faculty support we have seen the success rates for African American and Latino/a students decrease from 67% to 52% and 76% to 74% respectively. In order to maintain and more importantly continue to grow the retention and success rates of our students, the ES Department uses a variety of teaching methods such as hybrid classes and hands-on activities in lab classes. 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 increase the FT faculty position. When students are at risk of failing, the full time faculty coordinate 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.

Failure to fill this position would result in: the equity gap remaining open and affect further growth of students served by the department i.e. 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.**

Division: Biological, Health, And Environmental Sciences

Department: Nursing

Justification Statement for the Replacement of (1) Full-Time Faculty Position in the Nursing program for 2016-2017 due to retirement. – Anita Muthyala-Kandula Dean BHES

Last year, the Nursing Department had 54% of the academic load taught by full time faculty.

This seriously impacts the business side of the Nursing department as it is important for our Nursing faculty to establish partnerships with clinical facilities to facilitate our students completing their clinical rotations and finish their program.

Most importantly: the Nursing Program will be noncompliant with our outside accreditation agency (California State Board of Registered Nursing) requirements and the De Anza Nursing program's accreditation would be placed in jeopardy. The Board of Registered Nursing (BRN) requires nursing faculty to teach according to their specialty training and certifications, which require training/experience beyond a Master's degree. Due to the significantly more lucrative world of nursing employment in hospitals, most nurses cannot afford to take the cut in pay and benefits from their primary jobs to teach part time. This makes it difficult to attract and retain qualified PT faculty, and burdens full time faculty to constantly search for and effectively train new PT instructors. This affects time and quality with students, as does a constantly revolving door of new teachers throughout a student's program.

The large number of part-time faculty in the Nursing Department requires that FT faculty must spend extra time training and mentoring them and making sure the program meets the demands of the different clinical settings. **Losing a FT position would jeopardize essential coordination and relationships between clinical sites and our program.** These sites often hire our graduates based on our reputation and relationships. We consistently have a substantial waiting list (currently >100) to get into our program. There is ongoing evidence that the shortage of RN's will continue and the demand for RN's is expected to grow exponentially. The Affordable Care Act ensures this trend will not only continue but that this increase will be dramatic. It is critical to the health of our community that we continue to consistently produce high quality graduate nurses to answer that demand. We need adequate FT faculty in order to do this. Failure to fill this position would result in the program suffering a decrease in the quality and success rates of our graduates. In order to be successful in our program, meet the needs of our community, and practice nursing safely, our students need faculty that are familiar with, committed to, and provide consistent application of skills, knowledge and standards of practice.

To maintain the retention and success rates of our students, FT faculty use a variety of teaching methods such as hybrid classes and simulation labs. When students are at risk of failing, FT faculty assist them in creating a plan for success, monitor their progress, and coordinate the tutoring, remediation or other support activities for students to facilitate their retention and success. Most PT faculty don't have the time to spend more than the required course hours with students, or to learn to use the sophisticated, high-fidelity *manikins* to perform simulations with students in the lab. By not participating in simulations, students are deprived of an opportunity to practice and learn in a "safe" environment where lives are not at stake and where they can work collaboratively with other students to manage and solve patient problems. Research demonstrates that simulation is valuable to performing safe and effective patient care in the hospital, where it really does count. PT faculty also don't have time to dedicate to learning use of the Catalyst system to be able to effectively teach a hybrid course.

Division: Business, Computer Science and Applied Technology

Department: Applied Technology (growth position)

From Randy Bryant – Automotive Technologies.

There is a new retirement in the Auto Tech Department. Below is an email from the faculty:

"I plan to retire from teaching at the end of June 2016. I do not plan to do Article 19."

Michael Brandt

Department: Accounting (growth position)

From Mike Gough – Accounting Department

The Acct Dept thinks adding a full-time faculty could be helpful.

We would like the position to help us with our plan to offer more of the advanced accounting courses such as audit and intermediate, given the demand we see from students seeking to sit for the CPA exam. We also think having a solid grasp on technology and its use in the accounting profession would be a desirable skill for the department.

The Dean: I support The Accounting Department request especially for a faculty that can teach courses such as SAP and Supply Chains. This will require partnership with the CIS and Business Department. Also Scott Osborne is talking about retirement.

Department: Business (growth position)

From Michele Fritz and Byron Lilly – Business Department

The General Business department would like to hire an additional full time faculty member. Our enrollments are steadily growing and we are very dependant on part time faculty. We currently have 6.0 full time faculty (Mike Gough is 1/2 time in Accounting, and Dan Salah is on reduced contract), and manage approximately 10-12 part time instructors as well. Everyone is fully loaded at this time, so we either need to add additional full or part time instructors to meet the demand. And this situation is expected to worsen, which diminishes the college ratio of full to part time instructors.

Because of the high cost of living in the area, several long time part time faculty have recently chosen to retire and move out of the area. Other part time faculty from our department have secured full time positions at other schools, which limits their availability. We have a number of faculty who are at or beyond traditional retirement age, who we may begin to lose over the next few years. We expect that the best way to build talent that will sustain the business department for the long term is to hire an additional full time faculty position.

The Dean: I support the Business Department request. Due to change made to the load in the business Department, full time faculty now teach 5 course instead of 6 and overload and adjunct faculty load has been reduced to 5 courses max. This has created major faculty shortage and to compensate that, I believe it is also appropriate to request another position for the Business Department. Also, few of the adjunct faculty are retiring and moving out of California.

Division: Creative Arts

Department: Arts/Euphrat Museum Director - Full time Position - 10 months (growth position)

In the 2014 program review the Art Department requested a faculty position included responsibilities beyond teaching courses in Art to include responsibilities in the leadership as Director of the Euphrat Museum of Art. Enrollments in the Art Dept. continue to be strong and growing with full classes and full wait lists in Fall 2015, with a total of 1,320 students enrolled.

Given the State's regulations in the last few years that has imposed on the Arts course families and repeatability limits for these skills based classes the Arts continue to be high demand enrollment courses.

With another FT faculty member in Art submitting his Article 18 paperwork this week I feel compelled as Dean to submit this request to help meet student enrollment demand.

Division: Creative Arts

Department: Music

Position Title: Music Instructor/Instrumental Music and Secondary Area

Position Request: Music Instructor/ Instrumental Music and Secondary Area

Justification: The second largest department in the Creative Arts Division is the Music Department. The Music Department is composed of several distinct instrumental areas and core to the program is instrumental music. Each quarter the Music Department enrollment averages 800 students. The ability to attract and retain students is based on the continued ability to hire full time faculty to provide leadership and oversight of specific instrumental areas of performance. In the past two years, the number of full time faculty has declined from 6 to 4 positions and, with the indefinite leave by another full time member, the department at this time has declined from 6 to 3 full time faculty in just two years. To be able to rejuvenate the department, to recruit students to our outstanding Music Department, and provide the best performance education for transferring students who are Music majors, we are requesting this retirement position be filled at this time. The anchoring responsibilities of the position would be to recruit for and direct one or both the Symphonic Wind Ensemble and the Chamber Orchestra.

Another aspect of the position would be to prefer a candidate with significant expertise in another instrument or other area of instruction most needed by the department.

Failure to fill this position would result in:

Continued stagnation and deterioration of the instrumental wing of the department. Part time faculty have been doing their best to maintain this area of the department since the departure of Robert Farrington, first from the instrumental area and then from his full time position. Part time

efforts have been met with limited success due, in no small part, to the lack of time and responsibility to recruit students and maintain relations with high school programs, something central to successful instrumental programs in community colleges.

We ask that responsibility for the instrumental wing of the department in terms of equipment, lockers, repairs, and instrumental loans be included in the responsibilities of the position.

Division: Creative Arts

Department: Music

Position Title: Music Instructor/Piano and Secondary Area

Position Request: Music Instructor/Piano and Secondary Area

Justification: The second largest department in the Creative Arts Division is the Music Department. The Music Department is composed of several distinct instrumental areas and core to the program of the study of Music is Piano and Theory. Each quarter the Music Department enrollment averages 800 students. The ability to attract and retain students is based on the continued ability to hire full time faculty to provide leadership and oversight of specific instrumental areas of performance. In the past two years, the number of full time faculty has declined from 6 to 4 positions and, with the indefinite leave by another full time member, the department at this time has declined from 6 to 3 full time faculty in just two years. The department is in great need of rejuvenation. De Anza College is an All Steinway Institution, one of three community colleges in California. This full time faculty position is necessary to provide oversight of the fleet of Steinway pianos including its maintenance. To be able to continue to recruit students to our outstanding Music Department and provide the best performance education for transferring students who are Music majors we are requesting this retirement position be filled at this time. In addition to piano, there would be a preference for a candidate with strength in at least one other area such as musicianship/theory or an additional instrument.

Failure to fill this position would result in:

With the retirement of full time faculty member in Music/Piano and Theory, Anna Poklewski in 2012 the Music Department has found it difficult to sustain a performance level piano program for students transferring as Music majors with a concentration in piano. Several excellent and qualified full time and part time faculty currently teach beginning levels of piano. It is the ability to teach the higher levels of performance piano as well as to attract students intending to major in piano performance that is now missing with this retirement. The Music Department piano position oversaw the Steinway fleet of pianos for the college as well as fundraised all the funding for the continued maintenance of the pianos.

If only this position is filled, we would ask that responsibility for the instrumental wing of the department in terms of equipment, lockers, and instrumental loans be included in the responsibilities of this position.

Division: Intercultural and International Studies

Position Title: Chican@/Latin@ Studies Department

It is an institutional imperative that we, at minimum, replace the Chican@/Latin@ Studies FT faculty position that has been vacated due to retirement this academic year. The Latin@ population at De Anza College grew by 6,367 from AY 2010-2011 to AY 2012-2013, a growth rate of about 3,000 additional Latina@ students per year, and our 2013-2014 Program Review Data sheet shows the Latin@ population at 24%. At this rate our campus will likely cross the 25% threshold in Latin@ student population for the campus and become eligible for status as a Hispanic Serving Institution (HSI) in Fall of 2015. At current growth rates, the Latin@ population will soon be the single largest ethnic group at De Anza College. There is abundant evidence in the body of educational research that demonstrates the importance of offering culturally relevant curricula to engage and support the retention and success of historically marginalized populations, especially those that are first in their family to attend college. Over the past two-years the one FT faculty member, along with five adjunct faculty members, have been meeting and planning course revisions and new course offerings to address and engage the growing Latin@ demographic, and we are working with the department chair of Mexican American Studies at San Jose State University to develop a curricular pathway from a De Anza College A.A. degree to a BA from SJSU in Mexican American Studies. We need, at minimum, to replace this FT vacancy so that this work can be sustained and carried forward.

Division: Intercultural and International Studies

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

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 the Ohlone people), although they remain largely invisible. 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 Latino(a) students who identify most closely with their indigenous roots.

Consistent with national and global trends in Ethnic Studies, our Chican@ Studies department has been in focused discussions the past year on two themes: 1) the fact that our campus will soon reach the 25% Latin@ population and will be eligible for designation as a "Hispanic Serving Institution" (HSI), and 2) the need to reconfigure and "rebrand" our Chican@

and Native American Studies departments into one comprehensive department to better reflect our diverse Latin@ population, as well as the historic and cultural interplay between these cultural groups.

With the anticipated growth in Latin@ 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 Department and also the Chican@/Latin@ Studies Department, focusing on the Indigenous peoples of North America, 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.

Division: Intercultural and International Studies

Position Title: International/Global Studies Instructor – (growth position)

The International/Global Studies Program (these names are used interchangeably) has never had a full-time instructor to guide and grow this vital program. The Global studies area was forced to make course reductions at the height of the budget crisis a few years ago, and reduced our course offerings by eight sections between the 2012-13 and 2014-15 academic years, a 2.5% decrease, and yet, while there was an inevitable drop in enrollment, there was only a 0.2% decrease in Productivity. So our curricular offerings are strong, given that we have been limited by the lack of a full-time faculty member. In particular, our Introduction to Peace and Conflict Studies course, that was very popular and for a number of years filled at least one section of 50 students every quarter, was not offered after the fall of 2010 because we lost the adjunct instructor who had taught this course for years. In the budget-reduction turmoil and prioritization of resources at that time, a replacement part-time instructor was not found. A consequence of this was that there was no faculty member available to complete the Course Revision that was due at that time to keep this course in the college catalogue.

With the help of faculty members from Political Sciences and Intercultural Studies, the Intro to Peace and Conflict Studies core course has now been resurrected and the IIS Division is committed to continuing to build a Peace and Conflict Studies Degree and Certificate program that will articulate with four-year degrees at UCSC and UC Berkeley. We are currently working on a Certificate program in Peace and Conflict Studies (PCS), but this work has been slow without the dedication of a full-time faculty instructor to lead this effort. While PCS is only one of an array of offerings in Global Studies, we need a full time faculty member to act as Chair of this area to take the lead in working with our adjunct faculty and further developing and revamping our degrees and certificates.

Division: Language Arts

Department: English

Position Title: English Instructor (2 positions)

The English Department requests two replacement positions to teach basic skills and transfer level English writing and literature courses and to foster continued improvement in our highly successful cohort programs such as Puente, First Year Experience, IMPACT AAPI, LEAD, and the new athlete student success cohort and Umoja programs that will be starting up in 2016.

We had two retirements in 2012, one retirement in Fall 2013, a third retirement in Spring 2015, two resignations, and one FT faculty member reassigned 50% to ICS. In these departures, we have lost two important figures in our distance learning faculty, our Puente instructor, and two key literature instructors. In order to offer effective online instruction, keep our cohort programs strong, and continue to grow the English major, we must hire full-time faculty in these areas. The English department had to hire a record 14 new part-time instructors to teach a record 25 unstaffed spring sections in spring quarter of 2013 in order to maintain our enrollment and avoid canceling classes. In Spring 2015, we had to hire an additional 9 new PT instructors to staff 15 sections, and in Fall 2015, we had to hire an additional 6 new PT instructors to staff 11 sections. This heavy reliance on new part-time instructors creates instability in the English program because we don't have the resources to properly train or mentor them all. Out of 47 PT faculty, 15 of them, or 32%, were hired in 2015.

In order to improve our progress in closing equity gaps, this fall, we started a new English Majors Support Committee, to come up with and plan more support for our majors. Currently, as of Fall 2015, we have 373 students who have declared English to be their major, and about a third of them (approximately 113) are underrepresented students. This committee organized and held a Transfer Essay Writing and Editing Workshop on Friday, October 30, 2015. In addition, we are organizing a "Why English?" panel of faculty and alumni to tell majors about graduate school, law school, and various careers options for English majors. We also would like to offer more robust faculty mentoring for majors.

We have new courses in Ethnic Literature, World Literatures, and African American Literature and we have a need for FT faculty with demonstrated specialization in one or more of these areas. We are discussing adding a diversity requirement where students will have to take one of those new ELIT courses for our AA degree. In addition, student demand is growing for more online EWRT and ELIT course offerings on top of our regular face to face and hybrid offerings. Emphasis on productivity in Language Arts through replenishing its literature and distance learning instructor pool makes sense for our core students, our core mission, and for our budget. Bolstering our cohort programs also makes sense as a campus priority since these programs measurably combine excellence in developmental teaching with foundational contributions to the campus equity mission. English enrollments are not just solid, but an area of growth on campus, and we can continue that trend through timely and effective hiring and planning.

Although we were fortunate to have hired two full-time English faculty members who started in Fall 2014 (one of them went on maternity leave in Winter 2015, so she actually started Phase 1 of her tenure process in Fall 2015), even with this addition, the full-time FTEF in EWRT amounts to

only 31% of the total FTEF. Hiring in English at this time is vital to the ongoing improvement of our student success from basic skills to transfer and would represent a gain not only for the English department but also for the college as a whole. The 2015-2020 De Anza Educational Master Plan has set a goal for Basic Skills English course success rates at 77%. Currently, we are at 72 % success rate. The Master Plan has also set a transfer goal for 2,800 students per year. All transfer students need to successfully complete transfer level English classes prior to transferring. We need more FT faculty who can, through their service to pedagogy and the campus, help our college meet these student success goals.

Division: Language Arts

Department: ESL

Position Title: English as a Second Language Instructor (2 positions)

Enrollment statistics shows that the ESL Department serves 20% of the students on campus with 16 course offerings. We serve the College's many non-native, underserved/underrepresented students as well as International Students. These students do not yet possess the necessary skills to be successful in English and other content courses. As a gateway to the College, many students at De Anza start with ESL, and then progress to certificate, workforce readiness, GE, major and transfer courses/programs. As a service provider, ESL prepares these students for success in many programs/courses. Without ESL, those programs would lose students. Roughly 1/3 of our students are International Students, who bring in substantial revenue for the College. The majority of remaining students come from our community. We fulfill the College's mission by providing them a pathway for literacy, economic stability and mobility, integration into their communities and transfer.

According to research done last year by Mallory Newell, De Anza Researcher, students who take an ESL course have higher success rates in EWRT 1A (English Writing) than students who do not take an ESL course. With the exception of two courses, students who took an ESL course had higher success rates than non-ESL students in all GE courses tracked, including 19-20% higher success rates in MATH10, MATH114, CHEM10. ESL students had a fall-to-winter persistence rate of 93% compared to 88% for non-ESL students. In addition, 21% of students who took an ESL course received a degree compared to 12% of students who did not take an ESL course.

Demand for ESL classes will continue to grow. The International Student Program plans to increase enrollment by 25%. Federal immigration reform will cause an influx of non-native speakers in community colleges. The English Department is changing its placement testing policy, which will funnel more students into the more linguistically appropriate ESL classes. With the closure of adult education programs in the Bay Area, recent immigrants will look to community college for ESL instruction.

With the recent retirement of MaryAnne Ifft, the ESL Department is down three full-time positions, which is roughly one-fourth of our FT faculty. MaryAnne was key in the creation and running of the highly successful Listening and Speaking Center (LSC), a part of the Student Success Center. Currently, the LSC is lacking ESL resource faculty, which threatens the effectiveness and stability of the program. The Writing and Reading Center is also constantly

requesting ESL resource faculty, which we are unable to provide. In addition, our full-time faculty attrition has resulted in the loss of collaboration and learning communities with Nursing, Business and Social Sciences. A cutting-edge partnership program with Child Development, which has gained wide Bay Area recognition, is also under threat as it has lost its full-time leadership.

With the loss of three full-time faculty, we have had to rely more heavily on part-time faculty which threatens the continuity and quality of instruction, ability to norm courses and meet standards, and to meet SLOs. In fact, we do not have enough FT or PT faculty to fill unstaffed sections for Spring 2014. With 16 course offerings, we are overwhelmed with course revisions, SLOs and SLOAC work. We do not have enough FT resource faculty for the Listening and Speaking Center, to act as Writing Portfolio Coordinators, or teach Learning Communities. The PLOAC/SLOAC results also support the hiring of two full-time faculty who have specialized training and experience to lead faculty workshops and training sessions. We are also suffering from a leadership drain as our faculty retire, and we need to infuse the Department with new faculty so that we can cultivate leadership, not only in the Department, but also in College and District-wide organizations, programs and initiatives, and the local community.

With these positions, we will remedy the inadequacies in our SLOs, collaborate with other departments via avenues such as Learning Communities, ensure the success and longevity of the Listening and Speaking Center, ensure continuance of the Writing Portfolio Processes, and build leadership in the Department, the College, the District and the community. With our reduced FT members, we have been struggling. It is time for us to excel, and we need these positions to do that. Thank you.

Division: Language Arts

Department: Reading

Position Title: Reading Instructor (growth position)

Reading is integral to success in many content-area college courses and transfer level English. The Reading department offers a carefully delineated curriculum to develop students' analytical reading and critical thinking skills, moving them from a pre-collegiate to a transfer-level reading ability in less than one academic year.

Students today need to develop their reading skills, as the assessment data consistently show that approximately 65-70% of students taking the placement exam are required to improve their reading skills by taking either Read 200 or Read 211.

We offer an average of 39 sections a quarter for over 3,000 students per year, which is a 25% increase from 2012-13. Our classes are fully enrolled, and every section typically has a waitlist of 15 students (the max the system allows), plus many walk-in students. Unfortunately, many of those not registered in the Reading courses are turned away each quarter, which means their plans to complete their transfer English courses have now been delayed by one quarter, at least.

The student population that we teach has shifted gradually over the last few years. Before, in 2010-2011, about 37% of our students were from targeted populations. Now, in 2014-2015, approximately 52% of Reading students are from the targeted populations. Most notably, our

Latino student population has doubled from 471 students to 1,171 students from 2010-2011 to 2014-2015. The students enter our classes with greater needs than before, so in order to serve these at-risk populations, we need full-time faculty who have the time to dedicate to the additional professional development and student support needed to close our equity gap.

The Reading department teaches sections as part of many cohort programs: Puente, First Year Experience, LART (LinC), LEAD, Impact AAPI, and CREM. However, each year, we struggle to find the appropriate reading faculty to teach in these programs, to the point where we are forced to borrow full-time faculty from the English department to teach our Reading sections. Borrowing from another department only shifts the staffing problem elsewhere. This model of continually scrambling to staff our cohort classes is not sustainable.

The department has four active full-time faculty, and approximately 23 part-time faculty. Even with such a large number of part-time faculty, over the past four years, the department has had to hire at least 5 additional part-time faculty every year. The total load taught by part-time faculty has increased by 30% over the past year; currently, our FT to PT faculty ratio is 21% to 71%. Such a large increase in part-time faculty makes it difficult to provide mentoring and support to the newly hired instructors, and many cannot fully participate in our departmental activities due to their other work commitments.

We strongly support a full-time hire in Reading to work with the successful basic skills programs that require full time participation by qualified reading faculty who are passionate and dedicated to the success of our targeted student populations.

Division: Language Arts

Department: Speech/Communications

Position Title: Speech/Communication Instructor (growth position)

All students completing AA degrees, CSU transfer students, and Speech Communication Major and Certificate students are required to complete an oral communication and critical reasoning requirement. To fulfill this college wide demand, we request a much needed full time faculty member who is capable of teaching our core oral communication and critical reasoning courses.

Starting in Fall 2016, all of our speech classes will go from being four to five units in order to incorporate the newly established Information Literacy GE requirement. Because of this change our annual course load for full time faculty will go from 11 classes to 9. There will however be no decrease in the number of classes offered per academic year. Our full time faculty are already teaching a higher percentage of overloads because of the difficulty in finding qualified adjunct faculty to teach our courses.

The Speech Communication Department currently has seven full time faculty and eighteen adjunct faculty. We have done the best we can to accommodate students by hiring and mentoring five new adjunct faculty to teach in 2013-14 but it is not enough to meet the student demand. It is also difficult to provide mentoring and support to newly hired adjunct instructors, many of whom have other constraints on their time. We therefore need to hire a full-time faculty member who has the

technological and pedagogical skills to support the momentum of our on-line/hybrid/blended curriculum with a nuanced focus on information literacy and equity.

Our classes consistently fill in the first two weeks of registration and have waitlists, plus many walk-in students. We have repeatedly added students desperate to complete core GE requirements required to transfer or graduate, consistently putting us over cap. This has created more challenges for our faculty to maintain quality of instruction. This is especially problematic for our at risk students and for our department goals of closing our success rate gaps.

In Fall 2016, we are also moving *ALL* of our classes to a blended curriculum of in class and online teaching, while also increasing the number of online class offerings due to a changed student population and need. This requires creating, training, and mentoring faculty on online pedagogical practices. We cannot expect this level of growth without an additional full-time faculty member to support our efforts.

By hiring a full-time faculty replacement and offering nine more sections per year (one FTEF) we will abate much of the demand for Speech Communication classes. This will allow our Speech Communication colleagues to continue to actively engage ourselves and our students in campus-wide initiatives as we empower individual student voices, support democracy, and embrace advocacy and collaboration. Thank you for your consideration.

Division Learning Resources

Librarian (FT, tenured, non-instructional)

Due to a Board of Trustees approved retirement, the Learning Resources Division requests a Librarian faculty position for the 2015-16 academic school year. The justification below provides support to replace this position.

Librarians serve in a unique capacity at De Anza: they have both formal instructional responsibilities and they collectively work closely with staff across all the functional areas of the library (reference, technical services, inter library loan, web development, access services, circulation, etc.).

The enrollment in library courses has continued to increase over the past few years. Two Librarians support all the online WSCH generating courses offered throughout the academic year. It is important to note that LIB courses are part of the standard load without release time, overload, or adjunct faculty. Without a replacement, we will need to limit the sections offered next year thereby reducing opportunities for students to learn valuable research and critical thinking skills. As articulated in the Program Review, our Librarians teach over one hundred customized orientations in-class and in the library classroom throughout the academic year. In Spring 2014, the Library formed a partnership with the Speech Communication Department to infuse Information Literacy, a core competency at De Anza, into all introductory speech courses starting in Fall 2016. Orientation sessions will undoubtedly build momentum over the 2015-16 year as we return to the main building of the library and collaborate with Speech faculty. This critical instructional component will be significantly hampered if a replacement is not granted.

A reduced faculty cadre in the Library will impact academic services we offer. Reference desk coverage, which is direct student interaction, and special programming (events, book displays, etc.), will be negatively affected. This is especially concerning given the new opportunities for

programming and events we will have with the remodel of the main building. Librarians are also active outside the library: they build relationships and collaborate with faculty peers across the campus, serve as public relations liaisons and participate in several committees. With fewer Librarians, the visibility and awareness of library services will be hindered. Lastly, Librarians are essential to developing and maintaining access to a variety of academic resources both physically and online in order to address the equity gap: we very much wish to continue a full-force effort in this area and replacement position would be beneficial to keeping us on target.

For an overall perspective, the ratio of faculty and staff in our Library is extremely lean in comparison to other community colleges (see Program Review for specifics). As such, this position is critical to providing instruction and overall functionality of the Library as well as service to the entire campus community.

Division: Physical Education and Athletics

Department: PE/Athletics

Position Title: Athletic Trainer Coordinator

FACULTY PROPOSAL, November 2015: Athletic Trainer

At this point in time De Anza trainers (classified staff) are serving over 400** student athletes. The increasing success of the 19 teams in addition to #'s of student athletes especially on track and field teams, men's soccer and men's water polo teams has put a strain on the athletic training staff. We also have had a corresponding increase in female participants to meet Title 9 mandates providing equitable service to all athletes is necessary.

This increase in student-athletes provides a hot bed of possible growth in the area of an athletic training A.A. degree. Candidates for 4-year degrees in Athletic Training are required to accumulate 50 hours of observation and experience. De Anza's environment would provide a very rich experience for these students.

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.

2012 Labor Market Surveys show: salaries, %growth nationally and per state
<http://www.bls.gov/oes/current/oes299091.htm#st>

California colleges that support Athletic Training Degrees and Certificates in Northern CA include: Humbolt State, CSU East Bay, CSU San Jose, University of Pacific, CSU Sacramento, CSU Fresno, College of Sequoias, Modesto JC, College of Canyons, and Foothill College; there are 11- 4 year institutions in Southern CA and 2 -Community Colleges that also offer an athletic training centered major.

Current News: Athletic trainers have put forth a proposal to the CCCAA that trainers should be present at non-traditional season events. At this point in time, De Anza does not have the resources to cover non-traditional events nor is it mandated. An athletic training program

supported by a full-time instructor with an entourage of student- trainers could greatly support future mandates. COS reports a cohort of 25-30 student-trainers.

Benefits of Athletic Training Staff: Student-athletes incur injuries that are moderated quickly through first-aid and rehabilitation programs that are developed by ATCs. This practice saves the district thousands of dollars relative to medical costs. And most importantly, student-athletes are given the greatest opportunity to participate to the best of their abilities. Need list Scholarship \$ and # students.

**Justification for an increase in staffing

Growth of Sports programs:

In the following years this is the # of physicals that were done,

2010 - 2011 340 physicals

2011 – 2012 330 physicals

2012 – 2013 400 physicals

Fall 2013 352 physicals, (we have not done the spring sport yet so I do not have that number as of now. But given past numbers for spring we will exceed over 400.)

Fall 2015 The two athletic trainers performed over 1200 student-athlete consultations between August 10, 2015 to November 1, 2015. Covered 40 home competitions for 9 intercollegiate teams.

This reflects a large increased in numbers of treatment contact hours, but actually, the athletic trainers are spending less time per athlete.

CCCAA mandate certified athletic trainers to attend home athletic contests; there are an increased number of contests scheduled within one day. For example, the restoration of the stadium now allows De Anza to host track meets. These events will require a minimum of 2 trainers on site. This leads to conflicts with other spring sports competitions. On an increasing basis, temporary athletic training staff is hired to cover conflicts year round.

De Anza's certified athletic trainers are currently accumulating over one month of comp time. They have 12- month contracts.

Under current staffing there is an increased probability of missing a significant injury. For example, with the increased awareness of the long-term effects of concussions; it is critical that a trained person witnesses the cause of this injury. The problem is compounded as the caliber of our athletes increases. Better athletes tend to play thru some injuries. Unreported or tardy reports can lead to more significant injuries. Hence the necessity for increased monitoring of games and practices.

Post-season participation (championships) has increased. After a full-season of contests, plus extreme desire to win; the chance of more severe injuries also increases.

Program seasons are increasing in length i.e. the start-date of basketball moving up 2 weeks.

Currently both trainers are plagued with overuse injuries due to the workload.

Division: Physical Education and Athletics

Department: Physical Education

Position Title: Physical Education/Coach (2 positions)

Proposal to IPBT November 2015: 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 some of the programs:

W. Badminton	8 to 20 participants throughout year
W. Basketball	8 to 15 participants throughout the year
Baseball	30 to 50 participants throughout the year
Football	80 to 100 plus participants throughout year
M. Soccer	32 to 80 participants throughout year
W. Softball	10 to 18 participants throughout the year
M and W Tennis	16 to 20 participants throughout year
M and W Track	50 to 60 participants throughout year

Briefly, the duties of a coach include:

Offering skills and physical fitness training that will enhance a student-athlete's success that in turn translates to scholarship support upon transfer;

Recruitment, retention, transfer – all these duties include one on one interaction with many persons including college recruiters to parents and the athletes themselves to create lifelong relationships;

Overseeing a program budget; fundraising for: assistant coach salaries, supplementing meal money and uniforms;

Travel plans, organizing officials/referees;

Traveling throughout the Bay Area and Northern California with the team for competition;

Leadership roles as conference, state CCCAA representatives;

Leadership on committees for post-season competition and awards . . .

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, online instruction in Stress Management and Kinesiology Degree related classes. There is also an interest from the community to revive a (CTE program) Personal Training.

Division: Physical Education and Athletics

Proposal to IPBT November 2015:

Department: Massage Therapy

Position Title: Massage Therapy Instructor

Massage Therapy is a vocational program that supports the future direction of medicine in our country.

This program is unique and falls into the CTE category. This program falls directly within the College, Federal and State goals and mission.

This program is the only public institution offering a national and state accepted curriculum that is accepted by licensing boards.

This program offers Certificates of Achievement, Proficiency and an AA Degree.

Student interns have the opportunity to support the APE program, Athletics and the advanced student graduates often come back and support their peers through tutoring and mentoring in the massage clinic setting.

Dr. Jeff Forman has been at the forefront of developing its legitimacy at local, state, national and international levels. This foundation is here to stay.

It is not as expensive as one might see from a simple glance.

- The base program is well attended. (54, 54A, 54B, 54C and 54D)
- The clinic is successful and for example brought in \$8,000 this year. All the massage tables and other equipment needs have been furnished through the years by this money.
- Clinic dollars support the program assistant's salary. We are seeking alternative funding sources.
- The program is successful relative to completion.
- Student graduates are surveyed annually. They are earning 25 to 100 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 exam pass.

We have a number of students who would never attend our college if it were not for this program. I would encourage you to think as a student who is seeking an opportunity to work in a field that holds as much promise as an environmental studies program.

Division: Physical Science, Math, and Engineering

Requests: **3 Replacement Math Positions + 1 Growth Position: Total 4 Math Positions**

The greatest current need for the mathematics department is for highly qualified instructors to assist with meeting the very high student demand and for providing and encouraging 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 classes
 - Fall 2015 more than 800 overall math waitlisted students
- Average Department wide enrollment rates at census about 100% of “maximum” capacity
 - F 2015 enrollment = 7434; capacity = 7407; %Fill = 99.6%
- 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
- Very high proportion of part-time/overload instruction; especially in developmental mathematics areas
 - In 2014-15 overall
 - ft load/total load = $26.5/72.5 = 37\%$; i.e.
 - 37% overall course load taught as full-time load;
 - 63% taught as part-time and overload
 - Fall 2015 proportion of developmental level math classes taught as full-time load is only 20%; this lack of full time dedication seriously hampers our efforts to boost the success of targeted students
- Long term trends
 - 2.8%/year recent WSCH growth rate
 - 2.5% recent productivity growth
 - At the same time as ft load and overload declined by 15%
 - Over 8 years, more than 50% increase in WSCH with no net growth in FT faculty during a period when overall enrollment has declined significantly
- Relatively large number of full-time faculty with release duties (FA, etc.)
- Extreme difficulty finding 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

- De Anza success rates for mathematics far exceed state wide averages but are still unacceptably low – especially for developmental level students. We currently have effective programs (MPS and Statway) whose course success rates are 15 to 30% above other equivalent math course sections, but we are hindered by lack of full time faculty and counselor resources from expanding the program and incorporating some of the best practices throughout the curriculum. Increasing full-time faculty would allow us to provide the leadership and time commitment needed to follow through on what we know to be successful strategies.

Division: Physical Science, Math, and Engineering

Position Title: Astronomy/Meteorology Instructor

Astronomy and Meteorology are two key departments in our Division that provide critical general education science experiences for our students. Both departments have a very high regional reputation, reflected by the extremely high enrollment rates in each. The continuing success of the departments following the retirement of Paul Olejniczak (who has taught in both disciplines) is dependent on the allocation of a qualified full-time replacement.

This need for a replacement is exemplified by:

- 34% Meteorology growth rate from 2012-13 to 2014-15
 - The smaller (-2.6%) decline in the past year was due to the reduction in meteorology teaching load by Paul Olejniczak (-42.8% overload decrease), and is an important reason why a qualified replacement would benefit the college
- Average enrollment rates at census are 100% or more of “maximum” capacity
 - Astronomy F 2015 enrollment = 840; capacity = 840; %Fill = 100%
 - Meteorology F 2015 enrollment = 220; capacity = 252; %Fill = 114.6%
- Classes are extremely productive
 - With productivities in the 800 – 1000 range, Astronomy and Meteorology offer some of the most efficient teaching models in the college. These rates have been maintained along with high student success and satisfaction
- Astronomy and Meteorology are popular modes for students to complete their science requirements without an extensive mathematics background
- Astronomy and Meteorology are important sciences that significantly deepen student appreciation for the physical world around them, and continually grow in importance for a well-educated citizenry. Given global climate concerns and new developments in planetary exploration and the search for extra-terrestrial life, these disciplines will continue in importance for the near future.
- Difficulty of finding qualified part-time replacements
 - Current part-timers in both departments are at their maximum load or do not wish to increase their teaching commitment
 - Given the current regional job market, it is extremely difficult to find qualified part-timers able and willing to teach in these disciplines
 - The maintenance and care of the De Anza Meteorological station (which part of a national weather reporting system) and the exemplary planetarium facility require a knowledge and commitment characterized by a full-time appointment

- Overall success rates for the departments of Meteorology and Astronomy are excellent at 83% and 80% respectively. However, a substantial equity gap persists in both departments. Allocating a new full-time faculty who is able to work closely with our new STEM Director and who has the time and resources to commit to ensuring that all students have an equally high success rate is imperative.

Division: Physical Science, Math, and Engineering

Position Title: Physics Instructor (growth position)

The physics department has grown over the past year, with a WSCH growth of 6.9%, during a period of overall declining enrollment. We expect this trend to continue or accelerate as large numbers of students come to De Anza to begin their pursuit of STEM careers. Current full-time load sections represent 41% of the total load, with 59% of sections being taught as overload or part-time.

During the time of state financial crisis, the full time Physics Technician position was eliminated, placing a very difficult burden on the full time faculty in addition to their usual duties. Elimination of the technician position placed the burden of ordering and maintaining physics laboratory equipment and of preparing and moving key classroom demonstrations. These duties are absolutely critical to successfully teaching physics. The addition of a new physics faculty member would spread the onus of these and other necessary departmental duties, and provide an opportunity to significantly improve the teaching environment.

The overall success rates of physics classes are higher than the comparable state averages, but continue to be far below our expectations. In addition to a highly persistent equity gap, a major concern of the department is the traditionally low rate of enrollment in physics courses by minorities and women. This is particularly clear in the more advanced physics classes required for entry into physical science and engineering career paths. One important reason for adding a new faculty member would be to add the necessary full-time resources and commitment needed to address this glaring need.

Division: Social Science and Humanities

Department: Philosophy Instructor (growth position)

Department: Sociology Instructor (growth position)

Process Used in Requesting Additional Faculty as Growth Positions

- A meeting was held with SS/H department chairs, Wednesday, October 7, California History Center.
- Department chairs were informed that the division had been awarded two (2) growth positions for 2016-2017.

It as explained that the two parameters for the division's growth position selections are:

- Measurable growth in a given department.
- Position requests must be stated in Program Reviews, i.e., need and numbers are the most critical factors for IPBT position consideration.

It was noted that there were no Program Review submissions in 2014- 2015.

- Robust conversation followed with the dean detailing need and numbers for sociology and philosophy.
 - Sociology has expressed need because of an unfilled, retirement replacement a number of years ago, accompanied with on-going enrollment growth during the 13 year tenure of the present dean. Fall quarter 2015 enrollment growth is no exception.
 - Philosophy has developed a faculty position need since the 2013-2014 Program Review cycle with the departure of Cynthia Kaufman to the Vasconcellos Institute of Democracy in Action. The department has gone through enrollment upticks and downturns over the past 5 years, but has experienced steady growth since winter 2015. Relevant to this, fall quarter 2015 census enrollment data for philosophy (IR's Year to Year Enrollment Report) shows an increase of 16% compared to fall quarter 2014.