

**IPBT Faculty Hiring Comprehensive List and Rationales/Justifications**  
**Fall 2019 Faculty Requests from Program Reviews (8 positions available)**

<i>Division</i>	<i>Department</i>	<i>New or Replacement</i>	<i>Program Review</i>	<i>Brief Department/Division Rationale</i>
<b>PSME</b>				
	Astronomy	Replacement	Y	Replacement for retirement was requested in APR. Department has lost a total of 1.5 full-time faculty positions to retirement in the past 2 years without replacement and has high enrollment and productivity sufficient to warrant replacement faculty.
	Chemistry	New	Y	Sections fill in first few days of registration; fill rates are near 100%; very large unmet demand – previously number of sections limited by lab support position, but it appears we will be expanding the support staff through grant funding, opening the possibility of significant increase in capacity. FT staffing at 1999 level despite 50% growth in sections. Very high proportion (~70%) taught as PT. <b>UPDATE: two FT tenure track CHEM faculty were hired in 2018.</b>
	Engineering	New	Y	Growth position requested to build and support department with high potential but with no current full-time faculty; however, recognition that under current financial conditions, this may not currently be highest priority.
	Math (6)*	Replacement	Y	In the 2016-17 and 2017-18 school years, the department lost 5 full-time instructors and in the 2018-19 year another 3. One FT position was hired in the 2017-18 year and none in the 2018-19. This leaves a 7 replacement positions un-filled backlog. For fall 2019 only 37% of the scheduled classes were assigned as FT assignments. This situation was compounded when early in quarter 3 additional FT faculty went on leave. Two temporary FT positions were opened to meet the emergency and several part-time faculty transferred their future yearly assignments to fall, but as a consequence we anticipate we will not be able to staff our basic winter and spring schedules. We have saturated our part-time recruiting efforts at 5 regional community colleges and 3 regional universities over the past three years, and it has become almost impossible to sustain recruiting, especially given the competitive salaries in Silicon Valley for candidates with Master's Degrees in mathematics and statistics. Furthermore, the very high proportion of PT instruction places a great burden on few active FT members for critical department activities (especially in face of AB 705 implementation) and increased pressure to teach overloads causes severe burnout. The high PT teaching rate also affects quality of teaching as we are under greater and greater pressure to hire and PT'ers running from job to job, cannot provide the level of student and program support afforded by FT'ers. We will not be able to sustain our current levels of classes, let alone satisfy growth in demand for STEM courses, unless we have a significant increase in the number of FT faculty. The lack of faculty severely affects overall College enrollment – if students cannot get into required math classes they will begin to look to other institutions. <b>UPDATE: 3 FT retirements in 2019, 1 resignation, 3 FT on leave this fall, 2 in winter.</b>
	Physics	New	Y	The percentage of courses taught by full timers is 38%, well below a value where one would expect a thriving, upbeat department. The department anticipates future retirements, and suggests that having additional FT faculty now would help maintain a continuity and shape a stronger future department.
<b>CA</b>				
	Counselor	New	Y	Students need assistance in understanding what their choices and goals are in the arts fields. The constant change within the fields represented, especially Film/TV and Graphic Design, necessitate a counselor who can work closely with discipline faculty to better inform students on industry changes and opportunities. This need is currently being met on an ad hoc basis by faculty and staff. The persistence and completion goals called for in the Vision for Success and the Student Centered Funding Formula will not likely be met without a dedicated counselor, which will negatively affect the finances of the college as well as the division. Other divisions have such assistance, but not Creative Arts. The requests for a counselor have been made since the 2015-16 APRU. <b>UPDATE: Significant changes since program review submission: student information from Music major meetings in November indicating need for Ed planning assistance.</b>

Art-3D Sculpture	Replacement	Y	Vacant since July 2019. Assignment includes Furniture Design. The need to recruit a full-time faculty member is necessitated by the difficulty in recruiting part time faculty for the range of skills needed. This includes not only 3-D design but also sculpture using various media and furniture design. We have already experienced difficulty recruiting PT Furniture Design instructors, the first of which will leave the college after this quarter. <b>UPDATE: Significant changes since program review submission: Retirement in June 2019. PT faculty not returning, necessitating new hires to maintain program. Higher success rate and lower equity gap may indicate program value in helping a wider variety of students succeed with FT faculty present. Percentage of FT faculty now 0% rather than 82%.</b>
Film/TV	Replacement	N	Resignation since last program review cycle (Aimee Gillette). Vacant since July 2019. The unexpected resignation in summer 2019 left the program without a specialist in post-production software. This is a key part of industry growth, and the position was created as part of post-production CTE employment demand. It serves the needs of not only Film and TV post production, but also video done for corporate uses such as web design and industrial video. It is more difficult to recruit part time faculty to teach these classes because the demand for such skills is so high in industry, necessitating the need to offer full time employment. <b>Update: last hire was 2013.</b>
Film/TV-Screenwriting	Replacement	Y	There has been no full-time faculty member serving the Screenwriting degree program since a resignation in summer 2017. Besides promoting enrollment and program development, the full-time faculty member is also responsible for overseeing the screenwriting computer lab, the script library, screenwriting scholarship awards, and screenwriting student entries in the college film festival. Employment and earnings are increasing in the field as the number of scripted series and new media increases. To meet the needs of students new courses must be developed to prepare them for work in writing for television, web series and gaming. Without a dedicated full-time instructor the Screenwriting program in particular and the Film/TV production courses in general will not reach their potential. <b>UPDATE: Last hire was 2007; 67% program growth might be greater with FT faculty to oversee program.</b>
Photography (1)*	Replacement	Y	Vacant since July 2019. Second full-time position (CTE) vacant since June 2017. There are currently no full-time faculty in the program, which has been experiencing slow but stable growth despite overall declining enrollments at the college. This has hampered program planning and serving student needs, which has been left up to the dean and the classified staff. Since Photography is a CTE program, there is now no faculty member tasked with managing Perkins grants, job placement initiatives, and other CTE expectations. Opportunities in new curriculum development, dual enrollment, articulation, and other initiatives likewise have been hampered by the lack of a full-time faculty member. <b>UPDATE: Last hire date: April 2001 Recent retirements: June 2017 and June 2019. Significant changes since program review submission: creation of noncredit vocational certificates and courses without full time faculty to oversee their development and implementation PT faculty not returning, necessitating new hires to maintain program. Percentage of FT faculty now 0% rather than 32%.</b>

**BCAT**

Accounting	Replacement	Y	Two full-time faculty retiring at the end of this year - while both have opted for Article 21 and will be teaching, we will lose their full-time participation in the department. <b>UPDATE: 2 retirements as of June 2019.</b>
Automotive Technology (3)	Replacement	Y	Starting our alternative transportation fuels technology program now will position us to support industry demands. By equipping our students with alternative transportation fuels technology training we will enhance their ability to compete for jobs in the transportation industry. This training is also recommended by our advisory committee. Besides the need for faculty to help with alternative fuels, auto tech is currently struggling with the loss of two faculty and one upcoming retirement in December 2019. <b>UPDATE: the program had a total of 7 faculty, now only 4.</b>
Computer Information Systems New		Y	CIS Department wishes to grow its core transfer program while simultaneously adding courses focused on cutting-edge topics. One new faculty positions is needed to teach our core transfer courses along with ability to teach courses in one of our higher academic and/or career enhancement areas. Over the previous five years ending in 2018-19 our department enrollment has grown by 17% and we are teaching 35 more sections of 40 students each. During this same time period we have added only one new faculty member. Our Cyber Security program is taught largely by part-time instructors. Furthermore, we would like to add ITIS CSU Transfer degree. The area most pressing is Security program which was begun in 2014-15. There is a great need for this expertise. <b>UPDATE: last hire winter 2019.</b>

	Design and Manufacturing Tech New		Y	CAD I Additive Manufacturing Replacement - Loral Space Systems, Lockheed Martin, Northrup Grumman, Google among others noted that in order to better serve the community with high paying jobs, the new advanced CAD courses need the support of another qualified full time faculty. With the retirement of a CAD instructor five years ago and the CAD program down to one full time instructor, the program needs a committed full time instructor to develop curriculum, both on-line and in class, to align with the rapidly changing needs of industry and the future employment of De Anza students.
LA				
	Communication Studies	NEW	Y	While our Communication Studies Department gained two full-time faculty retirement replacements in 2017-18, we still need to fill one faculty position due to a full-time instructor resignation effective June 2018. While we gained .55 partial faculty reassignment to Communication Studies in AY2018-19, this replaced a .55 prior retirement. These net losses have resulted in: A notable reduction in sections from 197 in 2013-14 to 175 in 2017-18. A notable reduction in enrollment. 70.8% of classes taught outside FT load in 2017-18. Increase in faculty overload from 12.4% in 2013-14 to 17.9% in 2017-18 placing an overload burden on FT faculty to staff classes and meet student demand. Inability to offer enough Comm Studies sections for students to complete transfer, certificate, and degree requirements especially during high demand times. Every COMM course fulfills GE requirements. In the span of 3 years, our COMM 9, 15, 16, and 70 courses have tripled in offerings and we are still unable to meet student demand.
	ESL (1)*	NEW	Y	member retired in 2018 and another one will retire at the end of this academic year (2019). Thus, we need two FT faculty positions to replace these vacancies. In 2017-2018, the ESL Department's full and part-time faculty load was 35.8 (FT) versus 54.1% (PT), far below the 75% standard for full-time load in California community colleges. We are creating enhanced noncredit ESL courses. We will collaborate with CTE programs on campus such as Auto Tech and Early Child Development and develop non-credit ESL classes that would support language learners in those programs to ensure their success in achieving their goals. In response to state initiatives, the department is partnering with local adult schools to forge pathways for immigrant language learners to transition from adult education to our course offerings in the College. In order to attract students, we would like to offer a certificate of English proficiency that can enhance their opportunity to achieve their personal, vocational, or academic goals. Because of a faculty shortage, current FT 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. In addition, we need more faculty members to undertake the demanding job of implementing AB 705 and offer enhanced non-credit courses. In order to accomplish the goals stated above, as well as continue the work of on-going articulation, alignment, and curriculum development, it is critical that the department be at its full capacity.
SSH				
	Anthropology	Replacement	Y	Position has been vacant for over 2 years now, leaving only one full-time faculty in place for a department that ended fall census with an 11% increase.
	Psychology	Replacement	Y	Replacement due to vacancy as of July 2019
	History	Replacement	N	Replacement due to retirement of 5 years ago, never replaced and not listed in 2018-2019 Program Review. Information may have been inadvertently omitted from the 2018-19 Program Review, since it has been such a long time that the position has been vacant.
	Geography	New	Y	Position has been on the list for a position for the past 3-4 years and was at the top of the cut-off point for getting a position during the last hiring cycle.
	Political Science (late add; indicated PR)	Replacement	Y	The program had two recent vacancies and only one recent hire (a replacement hire in 2013). Political Science has strong enrollment and are achieving positive equity results.
E&E				

Faculty Director, SSRS Center	New	Y	Without such a position, it has been challenging to recruit faculty, coordinate scheduling of cohort offerings, work with scheduling office for appropriate course designations, train and supervise student peers, onboard new faculty especially the new counselors as well as coordinate program data collection for district and State reports and lead program meetings and faculty evaluations for re-employment and tenure. In addition, it was the Faculty Director who provided leadership in aligning services across programs to avoid duplication and taught the Transfer Counseling course in the fall as a strategy to increase transfer and graduation support in a peer supported community. The director coordinated faculty schedules for coverage in the center and worked collaboratively with the Division Administrative Assistant to monitor budgets. This position also allowed the counselors to dedicate their time to the incoming new and continuing students. In addition, the faculty director coordinated the Summer Bridge program and this past summer due to faculty capacity, we had to delegate duties to two faculty as additional pay .Since the vacancy of the position, the SSRS Center has added 2 more cohort programs and the need for the Director has increased substantially. <b>UPDATE: Position was funded from 2015-2017 with Student Equity Funds. Since vacancy of position, the program has expanded to include two additional cohorts requiring support, training, and evaluation of instructional and student services. The faculty Director provides leadership and direction to 4 full time counselors, 3 faculty coordinators, and 15- 17 peer mentor/ tutors. The program has grown from serving 450 student to close to 600 to 650 each year. In addition, this position oversees a student computer lab, and serves as a food pantry satellite for the students.</b>
Faculty Director, Equity Office	New	Y	Council approved to replace Faculty Directors as soon as a growth position became available. See College Council minutes 3/9/17. With the vacancy of the Faculty Director, it has been difficult to train, support and develop the Equity Teams and to provide assistance with division's equity plans, as they relate to program review and Equity Plan goals. The Equity Team model is faculty, classified staff, and students with the deans approval, to create a team in a division to gather information, address equity issues, and make policy & practices recommendations for their division. Thus, this create equity practitioners in various areas to meet their specific needs. <b>UPDATE: Since Fall 2017, this position has remained vacant and there has been limited training, support and consultation to divisions and faculty and staff. This is a critical need in a time when there is more accountability reporting being requested by the state to demonstrate student success metrics and closing of equity gaps.</b>
Faculty Director, JMRR	New	Y	No JMRR Faculty Coordinator has remained in the position longer than one year. Currently the Coordinator is funded as a 10hr/week additional pay position, but this has not been sustainable, as one can see from the high turnaround.. Given the increase need among students, faculty, and staff for support around issues of gender and sexuality, it is challenging to retain a qualified Coordinator with an intersectional framework who works within the LGBTQ community. It is evident that the gender and sexuality work of the entire campus cannot be done in just 10 hrs/wk. In an effort to meet equity goals pertaining to the LGBTQII community, a full-time Director could better serve the needs of the students and campus. <b>UPDATE: Release time was allocated for AY 2019-2020 to begin program development per the Student Equity Plan goals.</b>
Counselor	New	Y	LinC (IMPACT AAPI and other learning communities):A dedicated counselor can be integrated into our of our CREMS (Counseling, Reading, English and Math & Speech), LART (Integrated Reading and Writing), and the future pathways designed due to AB705 legislation. With the addition of a part-time counselor (supported by equity funds), the program was able to provide more support services to our students just this past year.HISTORY: Previously our program would integrate a counselor into instruction of our learning communities seamlessly by offering COUNS 80X (2 units) class for the students in the first quarter of the program, and the counselor continues to have a presence throughout the year, by collaborating with the other instructors. The counselor is integral to the success of the students as noted in every SGIF (Student Group Instructional Feedback)quarterly assessment that we conduct. We were previously been able to provide this support for students through our partnership with Impact AAPI. But given that the grant funding ended in Spring 2017, and we want to maintain this counselor role, LinC is requesting its own counselor position (and has continued to do so in our program review for several years now). The IMPACT AAPI grant funding enabled us to develop and strengthen these programs--to be able to institutionalize what the grant was able to help build and have the ability to hire a FT counselor would provide the stability in services that our program needs. <b>UPDATE: This position would institutionalize the program and assist the college in meeting the institutional metrics and student equity goals in completion, retention and graduation among disproportionate impacted students.</b>

Counselor	New	Y	Puente (2nd cohort): The program has seen steady enrollment for targeted (Latinx) populations over the past five years although the student demand for the program continues to be high. There continues to be a pressing need for programs and services that address the needs of Latino/a students. Though it cannot possibly serve all the students who need assistance, given the high interest, adding a second Puente cohort would assist in closing the equity gap. As can be seen in the comprehensive program review, the Puente Program significantly reduces the equity gap and, indeed, even shows that students in the Puente Program exceed success rates of targeted and non-targeted populations. The program had predominantly Latinx students enrolled. The success rate for those students was 95%. <b>UPDATE: For the past 18 years, this program has continued to demonstrate high success and transfer rates. It is a high demand program and unfortunately not able to accommodate all interested and eligible students. Given its reputation in the high schools it is well known and highly regarded program.</b>
Counselor	Replacement	Y	AA/AA Program (Umoja): Equity data reveals that African American and African Ancestry students continue to have significant equity gaps and not performing at the rate of non-targeted students. In order to close the gap there needs to be culturally competent faculty and staff to support this student population. There is a need to have a dedicated counselor to help coordinate services (mentoring, tutoring, leadership opportunities, financial & scholarship) and to foster community across the campus to ensure their success. Currently, this position is not full-time and is funded through Equity funds. Previously known as Sankofa program, the position was full-time and tenure track. When reorganization occurred in 2015, the counselor remained in the Counseling Division with the FTEF. <b>UPDATE: This is a replacement position request funded by Student Equity funds to institutionalize a program that historically has not had a dedicated full-time tenure track position to this community. In the past, this position had been a general counselor with an assignment to the program. Once a counselor no longer continued with the assignment, the FTEF returned back to that respective division. Since summer 2015 under a reorganization, this position was moved to instruction and funded with Student Equity funds. This community continues to have some of the largest equity gaps and requires a coordination across the campus in instruction and student services utilizing an caseload model. Fall 2018 student headcount for African Americans comprised of 3.9% of DA student enrollment.</b>

**BHES**

Medical Laboratory Technology Replacement		Y	Article 21 retirement ( Patricia Buchner) The MLT department is comprised of only PT faculty at this point. In order to maintain accreditation and carry out the functions of teaching, hiring other PT faculty, reviewing curriculum, conducting information meetings, performing and collecting SLOs and APRU annually, and coordinates the schedule in this department. It is important that we hire a FT faculty.
Nursing	Replacement	Y	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. 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.

Biology	New	Y	The Biology Department has on average 53 % of the academic load taught by part time faculty. The demand for FT faculty teaching in the Biology major series (BIOLOGY 6 A, B & C) is high. We leave many students on waiting lists for lack of FT faculty. The Biology 6 series consist 6 unit classes that have an enrollment of 64 students in lecture sections with 6 hours of lab every week. Due to the hours and loads, these sections cannot be covered by PT faculty. One of the concerns and requests of students is continuity of instructors through the 3 part series for consistency and the establishment of cohorts that move with one instructor. Hiring a FT faculty would help to address this. 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 66% to 68%. of Filipino/a from 78% to 82% and Latino/a students from 70 % to 71% 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 are affected by the lack of FT faculty positions. 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. <b>UPDATE: Microbiology faculty hired in 2020.</b>
Health Technologies	New	Y	The HTEC Department has on average 72 % of the academic load taught by part time faculty. The criteria for adding to the one and only FT faculty position should include HTEC enrollment (more than 1700 students); retention rate 92%; and success rate for non-targeted students at 88% but that of targeted students at 71%. There is only one FT faculty member in this department who teaches, reviews curriculum, conducts information meetings, performs and collects SLOs and APRU annually and coordinates the 11 programs in this department. It is extremely impractical to believe that one individual can work FT to alleviate the equity gap. We serve students in OTI, DSS, and many International students. Our information meetings held two to three times a quarter draw 45 – 60 students to each. The California EDD predicts for the period 2014-2024 the number of openings for medical assistants will increase by nearly 10.26%. In California, an average of 1774 new job openings per year is expected for Medical Assistants because of the increase in the number of group practices, clinics, and other healthcare facilities that need greater numbers of support personnel that are trained in both administrative and clinical duties. Projected phlebotomists employment is a growth of 12.20% increase. There will also be a growing number of openings in medical records and health information technicians (our medical assisting, medical secretaries, medical file clerk, medical records clerk, business office clerk, medical reception, coding specialist and medical transcription graduates). HTEC's FT faculty responsibilities include increased retention rates, development of new clinical sites, exploring additional external funding, increased student success, maintaining state and national accreditation for various HTEC programs, and development of new programs.

PE/A

Athletics (Head Football Coach/FAST Faculty Director	New	Y	There is a critical need to hire a full-time head football coach. This program is too large for an adjunct to manage effectively. The students and assistant coaches need full-time leadership. The staffing members recruit, coach, retain and assist in transferring students year-round. The head coach is in contact with 50-150 underserved/targeted young men each year. The viability of this program, at the league level where it currently resides, requires the attention that only a full-time employee is capable of providing. Recruitment of student-athletes who possess the potential to play at the highest level of community college football also hinges on the reputation of the coach and knowledge that the College is committed to the program. Linking this position with the FAST program is a great way to combine resources. The FAST program is an integral part of the football team's academic success, and having the head coach as its FAST Faculty Director ensures that ample time is dedicated to each area. The current part-time model provides too many issues for support staff members to share the burden - related to operations, budget, eligibility, counseling, mental health, facilities/equipment, and occasional behavioral/decorum.
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ICS

Chicanx/Latinx Studies      Replacement      N

The IIS Division and the Intercultural Studies Program (ICS) respectfully requests a replacement of this Chicanx/Latinx Studies position that serves our College’s Latinx student population in multiple ways, and to preserve the integrity of our ICS department. This vacancy is the result of a highly unexpected resignation of our sole full-time instructor for Chicanx/Latinx Studies. . Essentially 25% of De Anza College’s population is Latinx, and clearly one simple way of demonstrating our commitment to this population is to keep our sole full-time faculty position for this core department. Chicanx/Latinx Studies course enrollments have been strong and growing and we contribute significantly to our College’s Productivity. We have also grown and maintained strong collaborative partnerships with programs that serve our Chicanx/Latinx population across the Campus, including Puente, First Year Experience, and the revitalized ¡LEAD! (Latinx Empowerment at De Anza) Program of mentoring and leadership development. A full-time replacement position is essential to maintaining and continuing to grow a comprehensive set of academic and support services and pathways for Chicanx/Latinx student development and success. Among California’s two-year academic institutions, De Anza College is unique in having a full-fledged Ethnic Studies / Intercultural Studies Program. Our ICS Program, including our Chicanx/Latinx Studies department, is core to the nature and character of our College, as demonstrated by De Anza’s “ICS Requirement”. Especially so for the historically underrepresented segments of our diverse regional community, the ICS program contributes as much to our College’s positive reputation as that of being a highly successful transfer school, and we need the commitment of a full-time position in Chicanx/Latinx Studies as a demonstration of our continuing commitment to this population and our core values. We request prioritization of this position, which was never in question throughout all of our previous reduction processes, and is vacant only as the result of the unexpected circumstances of an individual instructor. **UPDATE: resignation in August 2019.**

\*Departments with an asterisk above (ESL, Photography, 1 Math) have positions that were eliminated by IPBT due to budget reductions in Spring 2018

**The following are not under consideration for 19-20 due to Viability outcomes & pe**

Dance	Replacement	N
Music-Instrumental Ensembles	Replacement	Y
Music-Piano	Replacement	Y
Librarian	Replacement	Y