

# Faculty Position Justifications For 2022–2023 Fiscal-Year

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**Division: Biological, Health, And Environmental Sciences**

**Department: Biology**

**Position Title: Biology Instructor**

**Full-Time Faculty Position in the Biology department due to retirement.**

The reduction of full-time faculty within the Biology department due to the retirement of one FT faculty and the movement of another to Article 18 (reduced load) will seriously impact our students ability to complete their coursework and transfer in a timely manner. The lack of full-time faculty fragments the goals of the Department due to lack of availability and participation by faculty in non-instructional student engagement and mentoring functions that happens outside the classroom. In our surrounding community and beyond there is high student demand for De Anza's Biology classes due to the highly favorable reputation of instructors and their teaching. Biology has worked hard to maintain a retention rate of 90%; success rates among underserved and other student populations at 74% and 87% respectively. While there continues to be a very strong demand for Biology classes especially in the areas of majors Biology and pre-requisite Biology classes, our inability to meet this is due to lack of FT faculty and their ability to engage with students both inside and outside the classroom.

The Biology Department has responded effectively to the institutional goals for our targeted student populations. Course success rates for all students are the highest they have ever been. We have increased the success rates for African American from 62% to 73%, and success rates of Filipinx students from 75% to 81% and Latinx students from 68% 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 would be affected by the failure to replace the FT faculty position. When students are at risk of failing, 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.

Some important highlights that the department is especially proud of:

Productivity has increased every year from 2016-2017 to 2020-2021.

Enrollment, WSCH & FTES in 2020-2021 are at the highest levels when looking back over the past 5 years and this is with no growth in sections and despite leaving many students on the wait lists.

The mission of the Biology Department is to transfer students majoring in Biology to a four-year college to complete their Biology degrees, to enhance scientific literacy in the general population through General Education and to meet prerequisite courses in support of Nursing and other Allied Health programs and De Anza, Foothill and neighboring colleges. The Department has established

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

**Failure to fill this position** would result in: reversal of the gains that have been made to address the equity gap and affect access of students to classes they need to transfer in a timely manner. 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.**

## **Department: Environmental Science**

### **Position Title: Environmental Science Instructor**

#### **Full Time Faculty in the Environmental Science department (Vacancy due to resignation)**

The Environmental Science/Studies Department is requesting the hire of a new FT faculty in Environmental Science. Students from all disciplines on campus enroll in our general education courses. 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.

At a time when the biodiversity of California and other ecosystems - both nationally and globally - are threatened by habitat fragmentation, human development and recreation, and the ravages of climate change education in the environmental sciences is reaching a critical point.

We wish to further serve De Anza College's goals as a whole to increase student enrollment. We have a strong student success rate in the targeted student populations with equity gaps ranging between 5 - 8 percentage points in ESCI over the past 5 years. At this time, we have 3 FT faculty hired in Environmental Studies and 13 PT faculty serving about 4200 students.

The Environmental Sciences area has not had a FT faculty since 2019 and this has impacted enrollment and engagement of the department at the college level. 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. We believe that the hiring of this replacement full-time faculty position is important to promoting student awareness, rigorous conversations and actions on current and future environmental issues. Replacement of the full-time position will allow us to better serve students and continue to attract students into our ES/ESCI classes. In addition, this full-time faculty member will assist in the mentoring of our part-time instructors and establishing and growing community partners.

**Failure to fill this position would** seriously impact our students and the program.

## **Department: Medical Laboratory Technician (MLT)**

### **Position Title: Faculty and Program Coordinator**

#### **Full time Faculty and Program Coordinator in the Medical Laboratory Technician program (vacancy due to SERP retirement)**

Medical Laboratory Technicians collect, examine, and analyze bodily fluids, tissue samples, blood, and other substances. They use a variety of techniques to detect bacteria, viruses, fungus cells, cancer cells, and other agents of disease. They work under the supervision of a licensed physician, surgeon, scientist, or pathologist. Medical Laboratory Technicians generally work in well-lit, well-equipped, and temperature-controlled laboratories. The job prospects for Medical Laboratory Technicians are very good with Bay Area livable wages. New, increasingly powerful diagnostic tests encourage additional testing and stimulate employment growth. In addition, the volume of laboratory tests continues to increase with population growth.

De Anza's MLT department has 100 % of the academic load taught by part time faculty. There is a designated PT faculty member in this department who teaches and helps to coordinates the 3 certificates and degrees programs in this department. There absolutely has to be a program coordinator (fulltime faculty member) - someone to coordinate certificates and degrees, conduct outreach and recruiting activities, work with clinical partners to find externship opportunities and often job placements, conduct advisory committee meetings, attend CTE meetings and request funds, schedule classes and help recruit new PT faculty. Expecting a PT faculty to cover all these functions is not practical. There is a huge demand for clinical laboratory scientists and only 2 MLT programs in Northern California – De Anza and Folsom Lake College. Southern California has many programs and is ahead of us in addressing the huge job market shortage.

If nothing else the pandemic has highlighted the demand for all manners of health care workers – amongst them - the lab technicians who test the samples efficiently and help ensure that patients get the needed treatments. California labor statistics reveal that medical laboratory technicians are expected to see a 13% annual growth in employment through 2025.

Although MLT department's enrollment has decreased due to the need for on-campus hands on labs and the requirements of social distancing these past 2 years, prior to that with a FT faculty we were in a growth phase over the previous 5 years.

Success rates amongst Latinx and Filipinx students has increased over the past 5 years – 5% and 17 % respectively. The addition of a FT faculty would help to work on improving success rates amongst African American, Asian and white students who have all seen a decrease in success rates.

The MLT department student retention rate is 86 % and the program success rate is 82%. We have open access in the department; all interested students are eligible to enroll in our classes, after meeting pre-requisites in Biology, if there is space. The MLT department does have a standing waitlist of interested students and will continue to encourage an increase of underrepresented populations by working with Outreach in making students more aware of the resources available

internally and externally within the departments and on campus. Also, we need to continue to actively recruit underrepresented populations by visiting appropriate groups, churches and high schools.

The MLT department works with clinical partners including but not restricted to Stanford Hospitals and Clinics, Kaiser Santa Clara, Sutter Health and others not only to find externship opportunities for students but also to accept donations of screened donor blood, expensive controls, calibrators, and other lab materials.

**Failure to fill this position would** seriously impact our students and the program. The program would suffer a decrease in the quality of our graduates. One of the program’s great strengths is the strong relationships developed between our clinical sites and the full time faculty to foster this essential consistency. Losing a full time position would jeopardize this essential coordination effort.

**Division: Business/Computer Science/Applied Technologies**

**Department: Accounting**

**Position Title: Accounting Instructor**

Justification for hiring a full-time faculty

The Accounting Department is essential to meeting student degree requirements in multiple majors including Business (a minimum of 15 units of accounting is required), Accounting, Economics and others. Business and Accounting account for on average 26% of the entire college’s degrees and certificates awarded, with 11% coming from the Accounting program alone. Both programs share the same percent of Associate Degree Transfer. Please see below:

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Business	330	371	444	459	429	521
Accounting	342	389	296	291	203	225
College	2328	2753	2815	2959	2647	3342

The Table to follow shows historical enrollment and total FTEF by Part time Faculty. As shown, the enrollment is on the upward trend, however, the total number of Full Time Faculty is on the decline. The rise in the Full-Time FTEF in 2020-21 is due to the hiring of a SERP replacement.

	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Census Enrollment</b>	5174	5134	4432	4537	4838
<b>FTES</b>	541	539	477	479	512
<b>Full Time</b>	6.1	6.5	5.5	4.2	5.1
<b>Overload</b>	2.8	3	3.2	2.8	1.7
<b>Part-Time Load</b>	5.7	5	4	6.4	6.7
<b>Total FTEF</b>	14.6	14.5	12.7	13.1	13.6
<b>Part-Time to Full -Time Ratio</b>	93%	77%	73%	152%	131%

Below shows the success rate and the equity gap for the past 5 years. The hiring of a full-time faculty in 2020-21 could be a contributing factor for the improvement due to the faculty's high level of interaction with the students. It is also important to note that the success rate of the African American, Latinx, and Filipinx students was 9% up from 2019-20 and the gap was reduced by 5% during the same period of time. The department continues to work hard to improve the overall success rates and to close the equity gaps. It is also important to note the Part-Time to Full-Time ratio has almost doubled over the past 3 years.

#### Success Rates and Equity Gap

	2016-17	2017-18	2018-19	2019-20	2020-21
<b>AA, Latinx, and Filipinx</b>	59%	61%	61%	66%	75%
<b>Asian, Native American, Pacific Islander, White, and decline</b>	78%	80%	80%	84%	88%
<b>Equity Gap</b>	19%	19%	19%	18%	13%

#### Summary:

- An Article 18 faculty recently reduced their annual load from .777 to .555 and intends to reduce it further in the future (Scott Osborne)
- A second full-time faculty who was on excused leave, has requested a reduced load from 1.0 to .666 for the next 2-4 years (Keith Mello)
- A third faculty is applying for article 18 and will be teaching .666.
- Additionally, 2 part time faculty will also be retiring.

In summary, we lost 2 faculty to early retirement (SRP), and 3 article 18 with a load as .666 or less.

This will increase the administrative load on faculty which may indirectly impact the program progress in maintaining the upward trend in enrollment, success rate, and the narrowing of the equity gap. Therefore, the Accounting Department is requesting a replacement for the SRP faculty who retired 2 years ago.

**Department: Automotive Technology**

**Position Title: Automotive Technology Instructors (2)**

Justification for hiring two full-time faculty.

Background:

- James Tallent and Xavier Silva were hired as replacements for Randy Bryant (became Dean) and John Walton (retired after Fall 19)
- Michael McCart retired under the SRP after the 18-19 school year. As part of the SRP agreement, we were not allowed to hire another full-time faculty for three years
- Rick Maynard will be retiring after 21-22 school year
- This request is for McCart's position and Rick Maynard's position

Justification:

The hiring of auto tech full-time faculty is needed for evening leadership and teaching in powertrain, chassis, engine repair, and electrical courses. The electrical courses in particular, are essential for all evening pathways which lead to certificates and degrees. We consistently offer five sections of AUTO 60 (basic electricity) per year, which is too much for part-time faculty to handle and maintain consistency for our students. We feel that it would be better for the department and easier to find one full-time faculty than it would be to find several part-time faculty for the same assignments. It has become increasingly difficult to find qualified experts in our field to teach part-time in the evenings, after a full day of work.

Evening auto tech students deserve a faculty leader who can help support them, as these students are mostly from underserved populations and also life-long learners. A full-time faculty will also be able to be an advocate for certificates and degrees, help students see the value of earning certificates and degrees, and continue our work to keep our equity gap at a campus-low (currently 1%, and -5% over four years). Finally, Rick Maynard will be retiring after the 21-22 school year, adding to the staffing struggle.

Automotive Technology also has plans to submit an application to offer a Bachelor's Degree, after the recent signing of AB 927 allowing more California community colleges to be able to offer such degrees. A second full-time faculty may also serve as a program coordinator and instructor for the required upper division classes.

**Division: Creative Arts**

**Department: Art**

**Position Title: Art-Sculpture (3D Design)**

**Justification Statement for the Replacement of (1) Full-time Faculty Position in the Art Department due to a SERP retirement.**

The request for a Sculpture (3D Design) instructor is a replacement position for Moto Ohtake, who retired in June 2019.

In the past this instructor taught multiple skill levels of 3D Design, Furniture Design, and Sculpture. In the future we want a new instructor to do more.

Art faculty are concerned that there is a misunderstanding of what training is and can be provided based upon how people experienced art programs 60 years ago. This position is needed to continue updating and creating curriculum for the digital age.

For example, everyone has a phone that is a result of 3D designers such as Apple's Jonathan Ive, who designed everything from the G3 to the iPhone to the iPad. His major was Industrial Design, not manufacturing technology. These modern artists can design and make prototypes using a variety of tools and materials.

Sculpture is primarily 3D Design, and crucial to the new CTE initiative of Industrial Design. The Art Department cannot modernize the curriculum without it. The program would prepare students to transfer to universities offering a four-year Industrial Design degree at such schools as San Francisco State, San Jose State, the San Francisco Academy of Art, Carnegie Mellon University, and others across the nation.

Faculty want to explore new initiatives with DMT and others that train students in ways that combine existing classes with new ones, in not only the manufacture but also the artistic design of art, products, and other creations. This can lead to not only jobs in the corporate world, but also provide key skills needed for careers such as Production Design that combine skills from different fields.

The Sculpture faculty use a different skill set than Art History, Ceramics, Drawing and Painting, and Graphic and Interactive Design professors. They, along with the staff and

I, have been asked to rethink what the Art department does as part of the design of the new Creative Arts building. The existing Art faculty have responded with new ideas, but the missing component is an entire program that has no full-time person to write the curriculum. With a full-time faculty person restored to this part of the program new collaborations and innovations can be pursued on behalf of students.

Sculpture (3D Design) enrollment for 2020-21 was 133 students, which reflects losses due to the departure of the full-time faculty member and the loss of hands-on courses that could not be offered during the pandemic. However, their success rate was 85%. Even with no full-time faculty member and online-only classes during the pandemic 2 AA degrees have been awarded each of the last two years.

We expect enrollment to rise with the return of on-campus instruction in Winter. More people are enrolling in other Art Department classes, which have increased year over year. However, there seems to be a misunderstanding of why more people are enrolling. This isn't merely about pursuing the arts. This is also about new technology and jobs that use artistic training.

The way we train people is changing. We want this professor to help design new curriculum, the facilities for it in the new building, and a Maker Space. The latter can have a greater variety of tools than the Foothill one, and provide staffing thanks to our full time Sculpture staff person, Alyssa VanZandt. Within this space people can make their 3D designs into reality using tools and skills including industrial design, woodworking and metalworking.

However, at present there are no full-time faculty in the Sculpture program. A full-time professor is required for the program to grow to meet the challenges and opportunities at hand.

It is not reasonable to expect a variety of part time faculty to accomplish all the tasks above, nor can we reasonably expect part time faculty members to take the initiative to create and shepherd new classes and degrees. A single person is needed to address the needs of students and the workforce, and recruit students for the program and keep current with the industry in both the Bay area and the world beyond.

Expertise, teaching ability, commitment and vision are the keys to maintaining and building the excellence of the Sculpture program. A replacement position is fundamental to the continued success of the department and of our students in an ever-changing industry.



**Department: Film/TV**

**Position Title: Film/TV Animation Instructor**

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

The resignation of full-time Film/TV Animation instructor Teresa Dey was effective March 25, 2021. Under her leadership the Animation program has been in the process of modernizing curriculum and establishing industry ties in new media and new applications for animation training. A replacement position would allow the college to continue to strengthen the program's creative and skill-based instruction in 3D computer animation, including modeling, character animation, motion capture, virtual reality, visual effects, science visualization, game-and-interactive digital media design and animation for web-based platforms.

Animation is one of four disciplines in the Film/TV Department, which also includes Media Studies, Screenwriting and Film/Television Production. The department must serve both transfer and vocational (CTE) students simultaneously, necessitating not only assisting students with transferring to university programs but also participation in Perkins reports and applications, maintaining an advisory board, helping students gain internships, helping students with film festival submissions, staying current in multiple facets of the industry, and the maintaining industry contacts in order to serve students. The fact that we now have partnerships with Facebook/Oculus and a recent award for an Animation student is a result of these efforts. In addition, this position is needed to continue updating and creating curriculum for the digital age. On-campus work includes the maintenance and updating of hardware and software in the digital Animation lab, as well as the traditional Animation labs that continue to attract students.

De Anza College cannot attract students or compete with Cogswell College and regional community college programs without a full-time hire to continue leading the Animation program into a digital direction that crosses into all modern spheres of media communication. Today the lines between animation and live-action are blurring, so all Film/TV students benefit from a state-of-the-art Animation program.

The prospects for students who finish the program are good. The projected job growth for Multimedia Artists and Animators is 14% (February 2021 EMSI Program Overview: Animation, and Special Effects in the Silicon Valley region), marking a bigger increase than in the areas of Cinematography, Film/Video Production and Radio/Television. Part of this stems from the use of Animation in areas such as visual effects that are a key part of modern live action production for both entertainment and advertising, as well as web sites, video games, and other new media. These skills are

portable, so students can also work for employers by remote or on-site in the much larger animation, gaming, and visual effects hubs of Los Angeles and Toronto.

One of De Anza College's signature programs and the second largest within Creative Arts, the Film/TV Department remains the most comprehensive, productive and highly regarded media program in the California Community College system. Because of our reputation for excellence, we attract students from around the world. Film/TV enrollment for 2019-20 was 2,293 students with a success rate of 82%. Animation has progressed from awarding 3 AA degrees in 2015-16 to 10 in the most recent, pandemic-affected year.

Without a full-time replacement, the Animation area will fall behind other programs offering the digital animation courses needed by students to continue their education or find employment in the very competitive animation field. Students will look elsewhere to learn 3D animation software and techniques.

It is not reasonable to expect a variety of part time faculty to accomplish all of the tasks above, nor can they be accomplished by the faculty members in the other disciplines within the department. A single person is needed to holistically address the needs of students and be the face of the program for the industry in both the Bay area and the world beyond.

A replacement position in Animation would allow it to continue being a model transfer and vocational program for the 21st century, and opening a new world of opportunity for our students.

### **Position Title: Film/TV Production Instructor**

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

The request for a Film/TV Production instructor is a replacement position for Aimee Gillette, who resigned in August 2019.

Although the Film/TV Department has one full-time instructor to teach production courses for fiction and nonfiction film, four adjunct faculty members are responsible for teaching the many other production courses offered throughout the academic year: sections of introductory, intermediate and advanced production courses; directing; production crafts (lighting, sound recording and design); postproduction skills (editing, beginning visual effects, compositing, color grading), and television studio production. An additional full-time Film/TV Production Instructor is needed to bring expertise and experience to these specialty areas essential to the Film/TV Production A.A. certificate and degree patterns, and the AS-T in Film, Television, and Electronic Media. It is

nearly impossible to find a single person, often called a “unicorn,” capable of teaching and staying current in all of these areas. For example, Aimee Gillette provided post production skills that are valuable for employers, but for which it is difficult to hire part time faculty for because the skills are so very much in demand at much higher hourly pay rates.

In addition, an additional full-time instructor would be instrumental in the heavy workload involving the CTE vocational program in Film/TV, outreach to high schools, program and course development, curriculum revision, SLOs, PLOACs and equity. Service to our students-including recommendations for transfer, internships or paid positions-would be enhanced.

The Film/TV Department plays an important role in preparing students for the expanding job market of media production; fostering creative artistry; developing media literacy and critical thinking skills in an increasingly media-saturated world; and offering a solid foundation for transfer to four-year college and university programs.

A replacement position is essential to the continuation of the Film/TV Department’s stellar record of student achievement—whether students transfer to the most prestigious and competitive film programs of UCLA, USC and NYU or garner film festival and screenwriting accolades. Success extends well beyond De Anza College being the only California community college honored with two national Student Academy Awards, three regional Academy Awards, one national Student Emmy Award, two regional Student Emmys and numerous “name brand” alumni (writer-director Len Wiseman, the Underworld franchise and Live Free or Die Hard; composer-editor John Ottman, The Usual Suspects, X-Men 2, Fantastic Four, Superman Returns; documentarian Dayna Goldfine, Ballets Russes; sound effects editor Greg ten Bosch, Spider-Man, Argo; visual effects artist Dan Feinstein, Star Wars: Episode III, War of the Worlds, Harry Potter and the Goblet of Fire, Mission: Impossible III, Star Trek, Iron Man 2; among many others). Success means helping students realize their academic and professional dreams.

Expertise, teaching ability, commitment and vision are the keys to maintaining and building the excellence of the Film/TV Department. A replacement position is fundamental to the continued success of the department and of our students in an ever-changing industry.

**Department: Music**

**Position Title: Music Instructor**

Justification Statement for the Replacement of (1) Full-time Faculty Position in the Music Department due to a resignation.

The request for a Music instructor is a replacement position for Ron Dunn, who will retire in June 2022.

However, because three full-time Music instructors will have retired or ended their Article 19 participation as of June 30, 2022 the replacement position will need to fulfill key roles formerly accomplished by all three as the Music Department consolidates for the future.

The Music program serves both general education and transfer needs. 1222 students were enrolled in 2020-21. While there is an overall success rate of 75%, the equity gap for African American, Latinx, and Filipinx is 12%. This can be improved by having a second full time faculty member who is not on reduced load. This person can reach out to the community and recruit, as well as spend more time assisting those who need help in succeeding.

The latter may include students who are at a disadvantage because they are coming from schools where music instruction has been partially or wholly cut. Many students are entering the college with no previous musical training. A new full-time instructor can take more time and address the equity imbalance that results. This is particularly true in the instrumental musical ensemble courses, where the part time instructors have noted the quality and retention problems that result when there is a skill gap between students in the same course.

The annual number of degrees awarded was 9 before the pandemic. Now that face to face performance classes are being conducted once more it is possible to move beyond the smaller numbers experienced since 2020. There are currently 102 Music majors at De Anza, and 10 Foothill students taking courses in De Anza program. It is expected that the number of awards will naturally grow as Pathways meetings for majors are scheduled.

The instructor would be primarily needed to recruit and supervise the Instrumental Music ensembles. This would include not only the current Chamber Orchestra and Concert Band, but also supervising the creation of the Mariachi Ensemble. The Comprehensive Music courses would be taught by this instructor as well.

There are other key initiatives that have begun under previous faculty that need to be moved forward.

- An AA transfer degree in Music. Since Foothill College does not have musical ensembles, which are required for a Music transfer degree, only De Anza can maintain the ensembles that will make this transfer degree possible for all students in the district.
- A CTE program in Music Instruction.
- World Music can be joined by other courses that reflect the diversity of our students. Part of this can be realized by the Mariachi course whose curriculum was created just before the pandemic shutdown.
- There are articulation issues that can be addressed as part of reform in the music theory curriculum, allowing students to transfer more of their units while taking at least one less class.
- Using part-time faculty is not a viable option for several reasons.
- Only a full-time instructor can be expected to have the time to work with high schools and universities in recruiting for the ensembles and the program.
- Competing programs normally take musical groups to competitions, which a part-time instructor could not easily do. Taking ensembles to more distant competitions would not be possible at all. However, these are precisely the types of activities that help students persist and succeed. The awards these competitions can bring would bolster the reputation of not only the program but also the college. It would reflect the prioritization of the arts championed by our President.
- Revamping the curriculum for the future as outlined above would be part of the regular duties of a full-time instructor, but not a part time faculty member.
- Recruiting part-time faculty to teach at the times needed by students has been an issue. Many musicians are committed to teaching and performance positions that leave them little flexibility.

It is not reasonable to expect a variety of part time faculty to accomplish all the tasks above, nor can we reasonably expect part-time faculty members to take the initiative to recruit new students as well as create and shepherd new classes and degrees.

If we do not have a new FT hire in this area the Music program will have difficulty serving its 1222 students with a single full-time instructor. That instructor is trained and tasked with vocal instruction and the vocal ensembles. Since one person cannot be expected to know how to play every instrument as well as sing we will need an additional person to serve all of the Music students at De Anza and the ensemble needs of the entire district.

**Department: Photography**

**Position Title: Photography Instructor**

**Justification Statement for the Replacement of (1) Full-time Faculty Position in the Photography Department due to a SERP retirement.**

The request for a Photography instructor is a replacement position for Diane Pierce, who retired in June 2019.

The program is healthy and growing, thanks to the need for photography skills in the workplace, such as web sites, and the work of those both teaching and supporting the students here at De Anza.

Photography enrollment in 2020-21 was 909 unique students with a success rate of 78%. This is an increase of 7% since 2015-16. The success rate for African American, Latinx, and Filipinx students was 72%, an equity gap only 1% away from the college goal of 5%.

Other equity successes are evident from the federal CTE Perkins program figures. According to the most recent Perkins Core Indicator report, Photography retained and placed 100% of individuals out of work, individuals with economically disadvantaged families, English learners, people with disabilities, and youth in foster care. 73.23% of individuals previously out of work, those with economically disadvantaged families, and foster care youth were employed after leaving the program.

Photography is currently growing 12% year over year, with 316 enrolled this fall versus 281 last year. This is partly due to the writing of non-credit courses, which came online this fall. However, Photography has no full-time faculty, and has accomplished this increase even as enrollment generally declined across campus.

Photography has progressed from awarding 0 AA degrees in 2015-16 to 10 in the most recent, pandemic-affected year. There were also 3 Certificates of Achievement awarded, up from 0 in 2015-16. The combined total of 13 awards is higher than any previous year.

The department must serve both transfer and vocational (CTE) students simultaneously, necessitating not only assisting students with transferring to university programs but also participation in Perkins reports and applications, maintaining an advisory board, helping students gain internships, helping students with contest submissions, staying current in multiple facets of the industry, and the maintaining industry contacts to better serve students.

In addition, this position is needed to continue updating and creating curriculum for the digital age. Besides the non-credit CTE certificates and curriculum first offered this fall there are other new courses the faculty see are needed. These include training and facilities for Photogrammetry (3D area photography), tablet editing application training (such as Lightroom), and a capstone portfolio class.

A full-time faculty member is also needed to provide leadership in the transition to the new building. A photo studio, a basic facility that the program has never had, needs to be conceived and built in a way that will serve students in their classes and career.

Without a full-time replacement, the Photography area will fall behind other programs offering the training needed by students to continue their education or find employment in a growing field. Students will look elsewhere to learn modern photographic techniques if we don't offer a competitive alternative.

It is not reasonable to expect a variety of part time faculty to accomplish all the tasks needed, nor can they be accomplished by the part time faculty members. A single person is needed to fully address the needs of students and be the face of the program for the industry in both the Bay area and the world beyond.

Expertise, teaching ability, commitment and vision are the keys to maintaining and building the excellence of the Photography Department. A replacement position is fundamental to the continued success of the department and of our students in an ever-changing industry.

Allocating a full-time hire to the Photography program will also reward the work done in increasing enrollment, increasing awards to a new high, and narrowing equity gaps under difficult circumstances.

**Division: International/Intercultural Studies**

**Department: Spanish**

**Position Title: Spanish Instructor**

The Spanish Language and Cultures department has historically been the largest of the twelve world languages areas taught within the Intercultural/International Studies Division. The Spanish Department offers transferable courses at the elementary and intermediate levels in academic Spanish and serves the needs of both continuing students and local professionals seeking to develop their increasingly important

Spanish-English bilingual capacity. While our enrollments were hit hard at the start of the pandemic and we needed to reduce our course offerings with the radical shift to online instruction, we have been carefully and steadily increasing our capacity, restoring our offerings, and growing our enrollment.

However, this Summer one of our two full-time Spanish language faculty members resigned for career advancement (accepting the position of Executive Director of the Berkeley Language Center at UC Berkeley), and we now have only a single full-time instructor—this in a department that previously had three (we lost a FT position to a SERP retirement). The FT instructor who resigned was in the process of developing Certificates of Achievement in Spanish Language and Cultures, as well as an beginning-level course series for heritage speakers, predominantly Latinx students who already possess basic informational communication in Spanish because it is used in their households, but who need to develop their cognitive academic language proficiency, especially in reading and writing. To continue this program development, along with the existing demands of this department requires a team of full-time faculty to share the responsibilities of maintaining a well-organized and coordinated program, which includes:

1. work on diversifying the curriculum (e.g., by adding a Spanish for Heritage Speakers emphasis, hybrid, civic engagement-designated courses), designing instructional materials, and continuing to develop and implement pedagogical tools and venues to facilitate virtual communication with and among students,
2. develop a robust integration with the Language and Communications Village,
3. continue teaching/working with the Introduction to Peer Mentoring, Leadership, and Community Building course series that includes preparing student mentors for Spanish courses,
4. design and maintain structures to support students inside and outside the classroom, both one-one-one and in small groups (e.g., familias, student mentors), in a variety of modalities,
5. assist and mentor adjunct faculty in fulfilling college-level duties (e.g., SLOs, course revisions),
6. serve as faculty co-advisors to the World Languages Club, attending officer and general meetings, and providing constant support to this student club,
7. process pre-requisite clearances and administer the placement exams,
8. assist the Dean with division-level tasks related to World Languages (upon request)
9. collaborate in college-level efforts (e.g., serve as representatives on the Equity Action Council; collaboration in the redesign of ¡LEAD!; etc.)

To allow these responsibilities to fall on the shoulders of a single conscientious instructor has the impact of becoming overwhelming, unsustainable, and simply not conducive to an individual's physical and mental health. Our Spanish Language and



Cultures department respectfully requests replacement of this unexpectedly vacated faculty position to effectively continue to grow and develop this core program among our World Languages.

**Area: World Languages**

**Position Title: World Languages Faculty Coordinator**

The IIS Division is comprised of three “Areas”, which are: Ethnic/Intercultural Studies, International/Global Studies, and World Languages (WL). The World Languages Area is in turn comprised of 12 Language and Culture departments which include:

<ul style="list-style-type: none"><li>• American Sign Language</li><li>• French</li><li>• German</li><li>• Hindi</li><li>• Italian</li><li>• Japanese</li></ul>	<ul style="list-style-type: none"><li>• Korean</li><li>• Mandarin</li><li>• Persian</li><li>• Russian</li><li>• Spanish</li><li>• Vietnamese</li></ul>
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Of these 12 World Language departments, only two have full-time instructors, one in Spanish and one in Mandarin, while 16 instructors are part time. Our full-time instructors have generously given of their time and energy to repeatedly mentor and guide our adjunct instructors, especially our new hires, and have regularly guided and collaborated with the faculty in the other 10 departments on multiple tasks, not the least of which includes required course revisions, but our FT instructors are overextended. Even with the Additional Pay compensation, it is often a struggle for part time instructors in these 10 departments to complete the many tasks that typically fall on FT department chairs.

The dean, the FT World Language instructors, and other faculty members, discussed this situation and decided that to be more effective and sustainable in managing the work load generated out of these 10 departments with no FT instructors or department chairs, and to facilitate greater coordination, collaboration, and integration of professional development, vision, and approaches, as well as to significantly reduce duplication of effort, a World Languages Faculty Coordinator position would be the most effective and parsimonious solution. This Faculty Coordinator will teach a minimum of 50% in one of our WL departments and will use the balance of their load to fulfill the non-teaching tasks of a department chair for the 10 remaining “chair-less” departments. The following chart developed by some of our faculty members further details the rationale for this position.

Topic/ Issue	Problem/Challenges	Solution/Remedy
<p>Ten World Language Departments do not have Chairs, and only part time instructors.</p>	<p>Part time instructors often do not have the bandwidth to learn DAC policies, procedures, or applications that they will rarely use, but that are periodically required.</p> <p>Even with Additional Pay compensation, Part Timers often end up performing tasks that are not in their job description, that are burdensome, but are necessary, such as course revisions.</p>	<p>A World Language Faculty Coordinator can take over most of the “outside the class” activities of our part timers that do not require their content area expertise. Having a Coordinator is more efficient because tasks can be done and repeated across different departments thereby optimizing time and effort, rather than such tasks being learned and completed by multiple people, each on a learning curve and requiring significant guidance.</p>
	<p>Many of them work in different institutions, so they do not have time and energy to initiate or organize collaborative events, including specific professional development activities.</p>	<p>Having a Faculty Coordinator to organize and facilitate regular collaborative activities will help build cross-department cohesion and collaboration, as well as consistency in vision and pedagogical “best practices” them to stay connected, informed, and on track.</p>
<p>Department chair role and capacity for department chair work.</p>	<p>Because of the lack of full timers, ten departments do not have Chairs. The dean must serve as the de facto department Chair for them, but this can be awkward when the</p>	<p>Having a faculty coordinator will avoid any conflict-of-constituencies awkwardness will create a smoother workflow in the division as the coordinator will serve as department</p>

	<p>Academic Senate convenes College-wide Chairs meetings because of the difference in constituencies.</p> <p>Conversely, the dean is overloaded with additional meetings, including those involved in relaying information to the ten WL departments, completing related tasks, or must ask the FT instructors to do this.</p>	<p>chair proxy for department without full timers.</p>
<p>Cohesion in the Division.</p>	<p>The International and Intercultural Division is working to create a more cohesive and consistent “intercultural” vision across the different Areas of the Division.</p> <p>Having so many part timers creates a challenge in organizing regular meetings to have constructive dialogue and build a common, shared vision.</p>	<p>The coordinator will serve as a bridge between not only our multiple language departments, but also between the World Languages and the Ethnic/Intercultural Studies and Global Studies areas.</p>
<p>Guided Pathways.</p>	<p>World Languages are part of IIS Division but are in the Language and Communication Village (unlike Ethnic/Intercultural Studies and Global Studies, which are in Social Sciences and Humanities Village).</p>	<p>It is crucial to have a representative of the World Languages participating in Guided Pathways meetings to get these department voices heard and to be actively involved in developing this new vision.</p>
<p>Student support.</p>	<p>Many students interested in languages study</p>	<p>The Coordinator will help to create a dialogue</p>

	multiple languages. They often encounter the same problem multiple times	between the different languages. They will help to foster a climate of communication and collaboration to create common ground among the different languages. They will focus on helping students have a better experience across the division.
Enrollment	Several world language departments are single instructor programs, and at times their courses are at risk of cancellation because of the variable enrollment. Each instructor has to work to promote their one or two classes.	A world language coordinator will help coordinate a collective effort to do outreach and promote our various WL departments direct the multiple effort in a common vision and support strategically in the interest of all the languages
Grants and program development.	With so many part time instructors, it's very difficult to develop a cohesive and coherent strategic view on how to develop new programs, especially with a long-term vision, and to look for grants from institutions and donors that could support such development (such as funding to pay for student books and materials, as one example).	The Faculty Coordinator will foster a climate of continuous improvement to create new programs and share a common view. They will actively and consistently look for grants that can be of benefit across all WL departments.

We respectfully request your support of this position to better serve our students and make the workload humane and sustainable for our committed, conscientious faculty members.

## **Division: Language Arts**

### **Department: English**

#### **Position Title: English Instructors (2)**

The English Department and Language Arts Division respectfully request two full-time English instructor positions for 2021-22. AB705 continues to challenge the English Department to reshape how students enter and complete their English composition requirements: our department is committed to integrating reading and writing and counseling support, adding support courses, including noncredit classes, embedding counseling services, and playing an active role in learning communities and Guided Pathways.

The following list supports our request:

1. All students completing transfer degrees must take EWRT courses.
2. We have two retirements in English this year, for which we are requesting two replacements at this time.
3. Our literature course offerings are among the most inclusive at any community college and include Ethnic Literature, Women in Literature, World Literature, Asian Pacific American Literature, and African American Literature.
4. These replacement positions are part of a sustained investment in equity and structural reform in English and Language Arts. English faculty teach in all of the cohort learning communities that serve underrepresented students: FYE, Puente, LEAD, LinC, Umoja, Impact AAPI and REACH that will play a prominent role in Guided Pathways. The college is committed to expanding these cohort programs to reach more students. To achieve this, we need to hire new faculty to teach in the cohort programs that demand specialized knowledge and a dedication to closing the equity gap.
5. Here are a few key changes among a larger list of equity-driven collaborations and reforms we have implemented:
  - Our English Performance Success program integrates reading, writing, ESL, and counseling support using the cohort model. EPS counselors teach in our new “Stretch to Success with EPS” for students who place into EWRT 1AS & 1AT. Research indicates that these students have the greatest need; in order to scale up this program, hiring new faculty will make that feasible.
  - Our Stretch/Bundle faculty Coordinators help guide our efforts to close our equity gaps in our post-AB 705 course structure. English, through the support of our Reading faculty is strives to fully integrate reading and writing in our composition courses and to provide additional reading support where and when it is needed.

- Collaboration between English and ESL continues to benefit our English language learners by improving the accuracy of our placement and guided self-placement processes.
- Our PAGE (Preparation Assistance Growth Equity) committee in English institutionalizes ongoing discussion of student equity and success in EWRT1AS, EWRT1AT, EWRT1A, and LART250.

These full-time faculty positions will help us remain innovative and adaptive as we adopt new practices and programs to meet the needs of our students and achieve our equity goals.

## **Department: ESL**

### **Position Title: ESL Instructor (2)**

The ESL Department and Language Arts Division respectfully request one full-time ESL instructor position for 2022-23. This position will replace 2 members who have retired in 2018 and 2022-23. Thus, we are only requesting one FT faculty position to replace these two vacancies even though the full-time to part-time ratio has continued to fall below 75:25 as required by AB1725.

Since the implementation of AB705 began, the ESL Department has continually worked to reshape how students enter and complete their ESL requirements by creating new courses that integrate reading and writing, implementing transfer status to our ESL 5 and ESL 6 courses to meet the same standards as EWRT 1A and 1B in line with UC and CSU requirements, and creating mirrored non-credit classes for all of our 11 non-transfer courses.

Hiring a full-time faculty will allow the department to continue collaborating with other support programs, like ESP, and throughout campus in its mission to close equity gaps that still exist by providing language support for English language learning students in CTE programs such as Auto Tech and Child Development, and reinforcing strong ties with the English Department to benefit our learners by improving the accuracy of our placement and guided self-placement processes.

Additionally, in order to attract more students, we are offering two certificates of English competency that can enhance students' opportunities to achieve their personal, vocational, or academic goals. However, 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 30 credit and non-credit courses. Many of our ESL students also enroll in our classes without knowing what to major in, so upon completion of our program, instructors often need to present pathways to assist these students with continuing their education. Thus, ESL faculty require extra work in advising students in Guided Pathways.

Note that in our initial rollout and offering of these enhanced non-credit mirrored courses for fall 2021, 25% of our student enrollment have comprised of non-credit students and overall, enrollment is very healthy. With the likelihood of future increased enrollment of non-credit students, duties and responsibilities of this faculty position will include:

- Teaching credit and non-credit courses, and working on ongoing articulation and alignment
- Continuing to collaborate with various programs on campus by developing language support for English language learners to ensure their success in achieving their goals
- Working with local adult schools to forge pathways for immigrant language learners to transition from adult education to our course offerings in the College
- Continuing to improve, revise and create non-credit courses/curricula
- Assisting students and collaborating across campus on Guided Pathways

This position is part of a sustained investment in equity and structural reform in Language Arts, in which all of our programs share in the same commitment and outcomes. Finally, this position is necessary in order for the ESL department to fully commit to the equity mission addressed in the work above.

## **Division: Physical Sciences, Mathematics & Engineering Division**

### **Department: Astronomy**

#### **Position Title: Astronomy/Planetary Science Faculty Position**

The Astronomy Department is the largest department within the Earth & Space Sciences Program of the Physical Sciences, Mathematics & Engineering Division. Collectively the departments in this program serve the broad transfer student-population providing offerings largely taken to fulfill general education requirements. These courses are also typically where most students take their only Physical Science classes, in college. This proportion is even higher amongst students from underrepresented groups in STEM (Science, Technology, Engineering, and Mathematics) fields (these groups include mostly ethnic minorities). Classes in the Earth & Space Sciences have also been identified as where most pre-service K-12 teachers take their only college class in the physical sciences. The National Science Foundation considers these introductory classes offered in the Earth and Space sciences at colleges and universities to be critically important. The NSF has acknowledged the critical importance of 2-year college in providing STEM education, increasing the number of STEM majors and increasing the equity issues related to STEM fields (NSF 2021). The intro courses in Earth & Space Sciences are identified as “gateway classes” where students not prepared for STEM majors out of high school become interested and major in STEM fields. Majors in STEM fields have greater opportunities for higher paying employment out of college compared to all other majors offered at undergraduate institutions across the country (U.S. Census Bureau, 2021).

Supporting transfer students in STEM fields require the kind of stability and network to transfer institutions that a full-time faculty member can provide for our students (DiLeonardo et. al, in press). Full-time faculty also provide needed stability in the department, continuity in teaching and oversight curriculum. We currently have 1 full-time faculty member who has a PhD in Geological Sciences and a Masters in Astronomy teaching in both departments, Geology and Astronomy. He was teaching ½ time in Astronomy at a time when we also had another full-time faculty member teaching exclusively in the Astronomy Department. That full-time Astronomy faculty member has since retired several years ago and their position has not been replaced.

Meanwhile this large department in the last three regular-academic-term quarters (not including summer offerings) has offered 25 sections of ASTR classes to 1569 students with a total teaching commitment of 3.02 FTE's in the department (See Table 1 below). We see replacing the Full-time Astronomy position to be critical to the ongoing function of this largest of our Earth & Space Sciences departments. We request a full-time position in Astronomy/Planetary Science be funded and a new hire be sought for the academic year 2022-23 starting in the Fall Quarter.

We see the creation of this position not only as helping with staffing and function of the department and program but also as fostering, encouraging and supporting STEM majors and transfer especially from students from underrepresented groups in STEM fields. In this we see this as a matter of student equity. We also see this as an opportunity to increase the diversity within our full-time faculty in the Earth & Space Sciences. The Astronomy department is committed to widening its recruiting efforts and has and will continue to work with groups such as the American Astronomical Society's Diversity, Equity, and Inclusion (DEI) Committee which provides assistance in attracting a broad and diverse applicant pool for all levels of astronomical academic job opportunities, the American Geophysical Union's LANDInG Academy, which is a recruiting and professional development program for current and aspiring diversity, equity, and inclusion (DEI) leaders in the earth and space sciences, and the University of California's ADVANCE-PAID program, an NSF-funded program dedicated to recruit, retain, and advance women and underrepresented minority women faculty in STEM fields. In an effort to further diversify our recruiting efforts we have asked to include both Astronomy and Planetary sciences in the candidate search to increase the potential applicant pool from traditional Astronomy/Physics graduate programs to include the abundant and more diverse Planetary Science programs at universities nationwide. Planetary Science overlaps in expertise with Astronomy in general but also matches up specifically with the department's greater enrollment and number of sections in ASTR 4 (Solar System Astronomy). Either discipline will also be able to teach ASTR 10 (Stellar Astronomy) and ASTR 15L (Astronomy Laboratory).

*TABLE 1 Enrollment, sections and load count taught in Astronomy Department over the last three academic terms, not including summer offerings.*



COURSE	ENROLLMENT (CENSUS) BY TERM			TOTAL
	WINTER 2021	SPRING 2021	FALL 2021	
ASTR 04	466	366	444	1276
ASTR 10	64	67	62	193
ASTR 15L	26	37	37	100
<b>TOTAL</b>	<b>556</b>	<b>470</b>	<b>543</b>	<b>1569</b>

COURSE	SECTIONS BY TERM			TOTAL
	WINTER 2021	SPRING 2021	FALL 2021	
ASTR 04	7	6	6	19
ASTR 10	1	1	1	3
ASTR 15L	1	1	1	3
<b>TOTAL</b>	<b>9</b>	<b>8</b>	<b>8</b>	<b>25</b>

COURSE	LOAD BY TERM			TOTAL
	WINTER 2021	SPRING 2021	FALL 2021	
ASTR 04	0.875	0.750	0.875	2.500
ASTR 10	0.125	0.125	0.125	0.375
ASTR 15L	0.067	0.067	0.067	0.201
<b>TOTAL</b>	<b>1.067</b>	<b>0.942</b>	<b>1.067</b>	<b>3.076</b>

The faculty of the Earth & Space Sciences thank the IPBT committee for their consideration.

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## **Department: Engineering**

### **Position Title: Engineering Faculty Position**

The PSME Division would like to request one **Full-Time (FT) Engineering faculty position**

The request is based on:

1. Past and continuing enrollment potential
  - Past 10 year enrollment *growth* in engineering of more than +100%
    - During the identical period the campus experienced an enrollment *decline* of approximately -20%
  - Enrollment growth and fluctuation has been governed by the difficulties in finding qualified and interested part-time faculty
  - Having a full-time faculty member would enable us to continue the growth and attract and stabilize part-time faculty
  - Average FTEF for the past 5 years has been 1.8 FT although there has been 0 FT faculty assigned to the department. FTEF could easily be doubled if there were a FT member of the department to lead the faculty recruitment effort.
2. FT Percentages and the need for a FT faculty member to provide leadership and basic functioning of the department
  - The engineering department FT% has been 0 for more than 7 years despite nearly 2FTEF enrollment and offerings.
    - This can be compared with the *average* campus FT% of 36.2% - and many departments far exceed that proportion of FT instruction
  - Having a 0% FT percent deprives the students of those valuable services and attention provided by full-time faculty.
  - The department had a FT faculty member until about 8 years ago – the FT engineering position was lost when the faculty member transitioned to another department. Despite more than 100% engineering growth since that time, the FT position was never replaced.
  - Critical department duties including recruiting and orienting part-time faculty, evaluating and mentoring faculty, curriculum and online updates, student learning outcomes, department activities, faculty and resource requests, equipment ordering and inventory, etc. have been performed to a large part by the dean as time permits and have had neither the advantage of FT faculty input nor received the focused care and attention that a devoted FT faculty member can provide.
    - The largest impediment to enrollment and program growth is the difficulty in recruiting part-time faculty. Having a full-time faculty number would immediately eliminate a large portion of the immediate need for part-timers, and would provide assistance in recruiting and maintaining the reduced number of part-timers required.

- It has been extremely difficult attracting and retaining part-time engineering faculty due to the competitive job market and salaries for engineers with a master's degree – median salaries for engineers in Silicon Valley is approximately \$150,000/year. Compare that with the part-time salary on the order of \$20,000 /year. It is equally difficult to retain those few candidates who are competent and who enjoy and are committed to teaching in a community college as FT teaching positions open each year at other colleges. For the past three years we have lost excellent instructors to other FT position openings.
- The great majority of departments of similar size have a significant FT% and thus have at least one FT faculty member devoted to key departmental duties and activities. The larger departments have large numbers of FT faculty to carry on these critical activities, but engineering has no FT faculty to perform these necessary functions.
- We do not currently have an engineering major at De Anza. Students interested in engineering careers are asked to register as a liberal arts majors. A FT faculty member would have the time and skills needed to develop a true transfer engineering degree program (which would require no new courses) that would help guide students toward their actual career goals. They might also develop an engineering technology program that would form a natural bond with our CTE programs and create an opportunity for currently unavailable funding sources for equipment and faculty.

### 3. Past and continuing efficacy of success and equity efforts

- The engineering department has a history in the past 10 years of significant, sustained, and successful efforts to improve success and equity.
- The success and equity rates for engineering are very much higher than for PSME and for the campus as a whole
  - During the past 5 years, overall success rates in engineering have varied between 86% and 93%!
    - During the same period overall success rates for the college have varied between 77% to 80%
  - During the past 5 years, the inequity factor (equity gap) has varied in the -1% to 9% range
    - The negative inequity factor means the targeted groups have done better than non-targeted groups
    - During the same period, campus inequity rates varied between 11% and 14%
  - Both success and equity have been very much higher than other campus departments

- Variations in success and equity have been driven by high turnover rates in part-time faculty. Efforts to sustain a high success, 0 inequity environment require a FT faculty mentor and leader.
  - The department makes use of connections with UC Equity grants and offices, the National Society of Black Engineers, and the Hispanic Engineers and Scientists to recruit faculty and support equity minded curriculum and activities. The department has been especially active in attracting women (traditionally greatly underserved in engineering disciplines) into the engineering classes, and has been able to hire some outstanding women part-time faculty. Unfortunately, we have also lost some of these part-time hires to other industry and full-time academic opportunities.
  - In the past year we have extended our MPS program to include pre-calculus and calculus sequences. This is part of our effort to recruit and support traditionally underrepresented populations to high paying careers in engineering and technology. A robust engineering program with a full-time faculty member would be a perfect fit for these efforts.
4. Effect on other departments
- The majority of students in our pre-calculus, calculus, linear algebra, and differential equations classes are students interested in an engineering career. Maintaining a strong engineering department is one of the most effective ways of increasing enrollment in mathematics – each engineering student will take between 5 and 8 mathematics courses as part of their transfer curriculum. In addition, engineering students will generally take 3 to 5 physics, chemistry, or other STEM courses as well as take non-STEM classes to meet their general transfer requirements.
5. Supporting community needs
- De Anza lies at the very heart of Silicon Valley and serves a community that is the home of the world’s most prestigious and successful tech companies. It is unfortunate that for the past 10 years, despite strong enrollment and a program truly committed to widening the opportunities for underrepresented populations to participate in the success enjoyed by our regional engineering and technology community, that we have not been able to provide the faculty resources needed to achieve our goals.

**Department: Mathematics**

**Position Title: Mathematics Faculty Positions (2)**

I’m writing to request two (2) replacement full-time math faculty positions. These positions will directly assist in closing equity gaps by allowing us to invest more resources into our expanding MPS program and to commit time and energy to the new STEM learning communities for women and for students of color that are planned to be launched as part of the \$2.25M De Anza SIP grant. The positions will also give all instructors in the department more time and energy to devote to projects like the continuing evaluation and improvement of student support initiatives that were created in response to AB705, including corequisite support classes, a new stretch course model, and curricular updates to our algebra and precalculus classes in response to our changing student needs.

The math department has demonstrated a sincere commitment to equity in recent years. Our four most recent full-time hires have ALL joined initiatives that promote student success and representation, including MPS, LinC, corequisite support courses, DALA and professional development to “legitimize learning.” As department chair, I am so proud of this clear commitment to equitable and humanized mathematical pedagogy. We need these two full-time faculty positions to maintain this momentum and replace the many full-time instructors the department has lost in recent years because people have retired or have moved away due to the high cost of living in the area.

You can see in the Program Review Data tool (pictured on next page) that the success rates in math have been consistently improving for all racial groups over the past 5 years, and we need these two positions to keep up the energy required from faculty to continue these improvements, and to work toward closing the equity gap that still exists for our Black, Latinx and Filipinx math students. I am confident that the hiring committee for these positions will be dedicated to finding and hiring individuals who can help work to discover why the increase in success rates for these underserved racial groups is still lagging about 5 years behind in the increased success rate trends for our overall math population. These two math positions are also needed to help us staff learning community classes that we know contribute to a sense of belonging that translates into academic success for many underrepresented racial groups in STEM. Our department has demonstrated an action plan and timeline to address equity gaps through our expansion of MPS, creating of a Math-CIS LinC class this year, and invention of other student support structures post-AB705. These two faculty positions are vital to our ability to continue to increase our learning community offerings and innovate and implement other student success and equity-focused programs.

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	14,747	65%	14,177	67%	12,318	67%	12,918	72%	14,561	79%

**Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students**

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	10,057	70%	9,811	73%	9,185	74%	9,772	79%	10,838	85%

## Course Success for African American, Latinx, and Filipinx Students

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	4,690	55%	4,366	56%	3,133	53%	3,146	58%	3,723	65%

**Division: Social Science and Humanities**

**Department: History**

**Position Title: History Instructor**

During the past 5 years, the History Department has seen the largest loss of FT faculty members in the SSH Division, as the number of FT instructors in the History Department declined from 5.5 FT faculty members to only 1 faculty member. In 2016, the History Department saw 1 regular FT retirement, and in 2019, there were 2 FT retirements through the SRP (Supplemental Retirement Program), and in the summer of 2021, there was 1 more retirement.

In addition, a 0.5 FT position was transferred from History back to the Humanities department in 2020. Thus, the remaining 1 FT faculty member must carry out all of the duties of FT faculty in the department with regard to curriculum, articulation, program review, quarterly scheduling, equity/student success, evaluation of 13 PT instructors (as the dean's designee), involvement in PT faculty hiring processes, SLOs, Guided Pathways, revisions to the AAT degree in History, department website updates, AP credit issues, department chair responsibilities in communicating with students, and other areas. Certainly, it would benefit students to have more FT faculty in the history department.

A large number of quarter-length courses are regularly taught by the History Department (with the second largest number of courses in the SSH Division). These courses all require curriculum updates every 5 years, including 11 four-unit history courses (along with Honors versions of those courses): the U.S. History survey (3 classes), the World History survey (3 classes), the Western Civilization survey (3 classes), California History, and Women's History. There are also 7 two-unit history courses regularly taught at the

California History Center (on local California history topics, which attract life-long learners), and these courses require curriculum updates every 5 years as well. In addition, there are 8 cross-listed four-unit history courses housed in the IIS Division, which are also listed under the History Department and are part of the AAT degree in

History. These 8 courses require communication with the IIS Division regarding curriculum and cross-listing forms which must be updated every 5 years. Those 8 courses include: African History (2 courses), Asian Civilizations (2 courses), Latin American History (2 courses), and African American History (2 courses); at least 4 of those courses have been taught by History Department faculty in past years.

The diversity of courses in the History Department offers students the opportunity to explore significant historical issues which are also crucial to understanding matters of civic importance at the local, state, and national levels, as well as globally. In addition, the History Department is central to many students' educational experience at De Anza College and substantially contributes to enrollment at the college because U.S. History is a graduation requirement at the CSU, fulfilling part of the American Institutions requirement, and U.S. History taken for that purpose can also be double-counted for a General Education requirement; therefore, many students take a U.S. History course at the community college level before they transfer, and some students, already enrolled at the CSU, take the courses at De Anza College for financial reasons. In addition, international students or other students attending the UC, or planning to do so, and who did not take U.S. History in high school, must take a U.S. History course to fulfill part of the UC American Institutions requirement, and many students take the course at the community college level before transferring or while concurrently enrolled at the UC. In addition, all four-unit courses taught in the History Department fulfill General Education requirements, and due to departmental equity efforts, student success rates in the History Department, including those for historically underrepresented groups, have been steadily increasing during the past five years.

For the multiple reasons, then, as stated, above, the History Department requests a FT faculty hire for the 2022-23 academic year.

### **Department: Child Development /Education**

### **Position Title: Child Development/Education Instructor**

Our accredited Child Development & Education Department is requesting the hire of a new FT faculty to replace Mayra Cruz. Over the past few years, there has been a greater demand for preschool teachers in the community. The department has consistently demonstrated strong enrollment and student success. We currently have 3 FT faculty and 10 PT faculty in the department. Our department is nationally accredited with the National Association of Education of Young Children-Higher Ed, and must conform to the rigorous demands of quality and faculty teaching imposed by the accreditation body. As part of the accreditation process, the department prepares annual reports, and engages in a rigorous self-study process every six years. Faculty participate in regular meetings to look at our curriculum, assessments and rubrics to ensure that the material

is current and of the quality that meets national standards of excellence. In addition to regular advising, the department must engage with its advisory board regularly and meets with community stakeholders to meet the needs of both students and community. The department serves both transfer and vocational (CTE) students, while helping students obtain their CA

teaching permits from CTC (California Teacher Credentialing). The department participates in the submission of Perkins reports and applications for strong workforce funds.

The Governor's 2021-22 Budget implemented Universal Transitional Kindergarten (TK) expansion and lower student to teacher ratios in TK. This has meant that the department must the demand for courses in early child education so that our students will meet the educational requirements put forth by the California Department of Education (CDE).

The department serves targeted student populations and has been successful in offering classes during the day, during the evening and on Saturdays. The early childhood field has been strongly impacted by the pandemic, and this has resulted in student demand for courses to complete the basic certificate at the college. With many parents working from home during the pandemic, there has been an increase in demand for early childhood teachers, as a result of which the demand for classes being taught in hybrid formats has increased during the pandemic.

Replacement of the position would allow the department to continue to work in the community to provide quality early childhood curriculum, and have a seat at the table at a time when the field of early childhood is poised to be an important player in how early education will be shaped in the state of California.

**Department: Paralegal**

**Position Title: Paralegal Instructor**

The Paralegal Studies Program is requesting the hire of a full-time faculty position to replace the position vacated by the prior Program Director / instructor. There are currently no full-time faculty, and the program has been supported by part-time faculty and the Dean. Under California law, a certificate awarded from an ABA approved paralegal program is one of the requirements that will allow an individual to gain employment and work as a paralegal in the state. Historically, Paralegal Studies has awarded between 50 - 70 certificates each year.

Over the past several years, the program experienced two significant challenges: (1) it was slated to be eliminated due to low enrollment and budget cuts; and (2) the American Bar Association (ABA) approval was up for renewal and the program was



placed on probation. Recently, the main focus and efforts for the program have been to enhance and rebuild, and to regain the ABA approval necessary to maintain a program that is valuable and worthwhile to students, graduates, and employers. These goals have been accomplished. Currently, Paralegal Studies has strong enrollment numbers, and efforts to make the program even more appealing to students are underway.

The next phase of the program will be to maintain the changes that have been implemented and build on the momentum and success of the past few years. This includes building partnerships with employers, performing outreach to high schools and other schools, and building relationships with other, complementary disciplines within the College.

While the Paralegal Studies department serves targeted groups, greater outreach and focus on these groups is needed. The paralegal profession and careers in the legal industry are lucrative, and jobs exist in finance, marketing, recruiting, business, technology, and other administrative areas. Identifying target groups and actively marketing the program to them -- and establishing a plan to address success gaps -- requires the focus of a full-time faculty member.

The Program currently has 7 PT faculty in the department, although that number is misleading. Due to specialization in legal, not every instructor is qualified to teach every class. The program and curriculum is approved by the ABA, and must conform to the rigorous demands of quality and faculty teaching imposed by the ABA. The program must prepare reports, participate in an approved assessment process, and provide regular updates and information to the ABA in order to maintain approval. Additionally, the ABA requires that the program have a qualified Program Director to oversee it. The ABA has allowed the College to maintain approval with a part-time director; however, the program is up for an interim review in 2022, and it will be important to show the ABA that the program is in capable and qualified hands with a full-time Program Director.

The Paralegal Studies program meets with its Advisory Committee, which consists of lawyers, students, members of the public, faculty, and working paralegals, in order to seek guidance on the program and the needs of the community. The department participates in the submission of Perkins reports and applications for strong workforce funds.

Replacement of the position would allow the Program to achieve even greater success, helping to create jobs, revamp and launch a robust internship program, and bridge success gaps within target groups.

**Department: Geography**

**Position Title: Geography Instructor**

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

In 2009, the Geography department had one full-time faculty member (Purba Fernandez), one former full-time faculty member, Mick Sullivan, who was on Article 19, and adjunct faculty members. Since 2010, when Mick Sullivan retired, Purba Fernandez (on reduced load) has been the only full-time faculty member in the department. As we have stated in Program Reviews for the past several years, the Geography department would like to expand our curricular offerings with computer based Geographic Information Science (GIS) classes and classes on mapping so that we can offer a Geography ‘major’ in our discipline. De Anza students cannot elect Geography as their major (Transfer Model Curriculum) at present, since we do not offer any classes on mapping or GIS which is a requirement for a major in Geography. Our department would like to hire a GIS

specialist/Geographer to develop curricula in these areas of the discipline and teach those classes. This would be an investment in the future of De Anza students as we seek to educate and train the next generation of tech-savvy critical thinkers for our workforce. Geography departments in community colleges across California (including Foothill College), offer GIS classes or certificates, since there are increasing job opportunities for students with this skill-set. Projected job growth in the fields of geospatial technologies, urban and regional planning, climate and environmental technologies, cartography (map-making) and remote sensing is much faster than average (between 7-10% in the coming years according to the American Association of Geographers). The job market in the field of GIS is strong and students who have course work in these areas would have a highly desirable and marketable skill set in Silicon Valley. We need to make this commitment to stay competitive amongst educational institutions in the Bay Area.

Student enrollment in Geography remains strong and has been increasing in the last few years. The De Anza Student Success Dashboard data reveal an increase in enrollment in Geography with improvements in retention and success rates, and the overall equity gap in Geography between 2019-2021 as shown in the table below.

Year	Total Enrollment	Overall Retention	Overall Success	Overall Equity Gap
2020-21	1,362	93%	89%	-10%
2019-20	1,308	92%	86%	-20%

Geography faculty remain committed to student success, retention and student equity. We are mindful of the equity gap and continue our efforts to reduce this equity gap through our participation in campus wide activities and equity focused professional growth opportunities.

**Department: Anthropology**

**Position Title: Anthropology Instructor**

We lost a FT faculty position four years ago. After a leave of absence, the FT faculty resigned and the position has not been filled since. Our once stable PT pool has also gone through a major flux with many experienced faculty either retiring or moving on to other colleges or companies. This has impacted our program offerings. We are fairly a large program, serving about 3400 students annually but with only 1 Full time faculty. 78 % of our sections are being taught by adjunct faculty. In our division, programs have a much smaller student ratio per FT faculty than in anthropology. Anthropology program at Foothill college also has 3 FT faculty. Another FT in Anthropology is long overdue.

Anthropology offers popular GE, UC and CSU transferrable courses that bring in large student enrollment. Our classes pack at 50 students. They are one of the first classes students take since they do not have a prerequisite and the content connects with our diverse student body. Over the past 3 years the student enrollment in anthropology has shown a steady increase too. The enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage in Anthropology closely matches the campus-wide percentages. However, we have 3% more Latinx in our classes and 1% more Native American students compared to college wide data. Anthropology is multicultural, relevant

and very meaningful to its students so both targeted and non-targeted groups are interested in the discipline and not intimidated by the material. The teaching strategies used are diverse and curriculum is multicultural. Hence, we are able to attract and retain students. The success rate and retention of the targeted group is also high.

Anthropology is broad discipline, we not only offer transferrable introductory courses but also prepares students to be more engaged citizens with contemporary issues both locally and globally. To provide the breadth and the changing nature of the field, we are requesting an applied anthropologist to provide current applications of anthropology in the field of medicine, business, and development. We have been requesting a position for the past 6 years and the need is even more pressing now.

**Department: Administration of Justice**

**Position Title: Administration of Justice Instructor**

A full-time instructor's position was approved for the Administration of Justice (AOJ) program in 2016. This was the first full-time instructor position in the AOJ program for 25 years prior to this approval; the program currently has 11 instructors. In the last 5 years the enrollment in the AOJ program has increased significantly. With the offering of on-line classes, we have seen students enroll from other states and numerous foreign countries indicating the reputation of the program is broad; in many cases students bypass other closer colleges to come to our AOJ program.

In the last 3 years the program has grown with a new degrees A.A.-T in Law, Public Policy, and Society and A.S.-T. in Administration of Justice, and new Certificates of Achievement-Advanced in Cyber Forensics Investigations and Community Service Officer (CSO). An additional Certificate of Achievement- Advanced in Forensic Investigations Technician (CSI) will be in the program in Fall 2022. Two new courses are in the final approval process – ADMJ 2 Ethics and Leadership in Criminal Justice and ADMJ 4 Introduction to Corrections and Probation to be inserted into the program in the 2022-2023 academic year. A new course in Forensic Psychology and the Law is under development in partnership with the Psychology Dept. We have expanded and enhanced the Crime Lab program to where it is unequalled in any northern California community college, CSU or UC, with Perkins and Strong Workforce Grant funding. The Lab equipment is state-of-the-art and provides students with hands-on experience with a total range of new equipment. The new equipment provides students going into the criminal justice field with the education and experience they will need to obtain sworn and non-sworn employment opportunities.

The AOJ program has recently become part of a De Anza College / Fremont Union High School District Dual/Concurrent Enrollment partnership offering De Anza College courses to high school students and taught by AOJ instructors.

The addition of the new A.A.-T and A.S.-T. degrees and Certificates, along with the new courses and certificate to be added to the program offerings in the near future, require that the program have sufficient qualified instructors to offer the courses needed by students so they can succeed and be prepared to transfer for their advanced degree or to enter the workforce. AOJ currently has one full-time instructor and 10 part-time

instructors; 5 of those instructors are currently employed full-time in the criminal justice field. Until the last 2 years the AOJ program offered on average 10-12 courses each quarter; the program currently offers on average 20 AOJ courses each quarter. This enables students to complete the A.A. course requirements on time and graduate or transfer on-time. Last year 53 AOJ students transferred to a 4-year university with the A.S.-T. Administration of Justice degree.

A major element of any educational program is student support and, with only one full-time instructor, the AOJ program seriously lacks in this critical area. Having an additional full-time instructor who is on-campus, available online and through Zoom, and available for additional office hours will present mentoring, advisory, and instructional over-all support for students in multiple areas of student needs. The faculty have, within the last 2 years, become more diverse ethnically, gender, and experience wise. This has aided in providing students with the preparation they will need to become part of the new movement of reform and transformation within the criminal justice system. Students increasing need the opportunity to have contact and support from the faculty and an additional full-time instructor will enhance that support for student retention and success.