

Faculty Position Justifications

For 2017 – 2018 Fiscal-Year

Division: Biological, Health, And Environmental Sciences

Department: Nursing

Justification Statement for the Replacement of (1) FT Faculty in the Nursing program for 2017-2018 due to retirement. –Anita Muthyala-Kandula Dean BHES

Losing a FT position to retirement will have a huge impact on the Nursing program and could also lead to loss of accreditation of the program. In the Nursing program all faculty are involved in curriculum development and revisions. They must all maintain their professional licenses as well as teach and supervise students in the clinical setting. In addition FT faculty spend extra time training and mentoring PT faculty and making sure that as part of the program, they are meeting the demands of the different clinical settings.

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

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.

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. Our aging populations and the increased life expectancies ensure that this trend will not only continue but also increase dramatically. 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 providing to our students the consistent application of skills, knowledge and standards of practice.

Lastly, the Nursing Program would be noncompliant with our outside accreditation agency (State BRN) requirements and the program's accreditation would be placed in jeopardy.

Department: Environmental Science

Justification Statement for the Replacement of (1) Full-Time Faculty Position in the ES/ESCI department for 2017-2018 due to retirement (13 - 14) - Anita Muthyala-Kandula, BHES- Dean

The Environmental Science Department has continually tried to increase our student enrollment with limited FT faculty. Students from all disciplines on campus enroll in our general education courses – where we see our fastest growing student enrollment. We continue to increase enrollment in all ES/ESCI courses with the full-time faculty to guide students as well as mentor new PT faculty. Many of our students have a growing concern and awareness of the increasing environmental issues worldwide and want to be active participants in the ongoing conversations. We wish to further serve De Anza College's goals as a whole to increase student enrollment. We have a high student success rate in the targeted student populations, especially within the sciences! The Department continues to work to increase student enrollment in all its certificate/degree programs.

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

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

Division: Creative Arts

Department: Art

Justification Statement for the Replacement of (1) Full-Time Faculty Position in the Art Department due to an unexpected resignation of a Full-Time faculty member and Article 18 contract reduction of the only other Full-Time faculty in Department area.

The Art Department is the largest department in the Creative Arts Division enrolling a total of 4,165 students in 2015-16. The Art Department is composed of several distinct areas of expertise, the largest studio area being (2D) Drawing, Painting and Design courses with over 20 sections per quarter. There has always been (2) Full Time Faculty in the 2-D Studio Art area. Two unexpected things occurred in February 2016 Full-Time faculty member Juliana Kang Robinson resigned for personal reasons after 10.5 years of service and Full-Time faculty member Eugene Rodriguez decided to go on Article 18 reducing his contractual teaching load to two quarters a year. This left the majority of (2D) Drawing, Painting, Design classes required of the AA Art degree major transfers to be taught primarily by part time faculty. The lack of having (2) Full Time Faculty in this consistently full enrollment area of the Department of Art has resulted in an enrollment decline and

inability to assist and serve students to the degree necessary for their success. Not having (2) Full Time positions has produced difficulty in offering additional sections, covering departmental responsibilities of counseling students for transfer, writing letters of recommendation, portfolio preparation, program review, SLO assessments, curriculum development and weekly hazmat inspections of studios.

Having experienced several quarters now in Art without having (2) Full Time faculty in this (2D) area we have come to the conclusion that we cannot go on this path for much longer without having lasting negative consequences and are requesting that the (1) Full Time replacement position in Art held last by (Juliana Kang Robinson) be approved for replacement at this time.

Department: Film/TV

Submitted by Susan Tavernetti, Chair of Film/TV

Justification Statement for the Replacement of (1) Full-time Faculty Position in the Film/TV Department Due to the Retirement of a Full-time Faculty Member

The retirement of full-time Film/TV instructor Martin McNamara, effective December 24, 2016, provides the opportunity for the Animation program to enter the 21st century with new leadership and digital expertise in this burgeoning area of media. A replacement position would 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.

Currently only one part-time instructor teaches one introductory course in 3D computer animation. We need a dedicated full-time instructor to develop and transform what is now the weakest area of the Film/TV Department-with its strong Media Studies, Screenwriting and Film/Television Production areas-into a vital program that serves the academic and vocational needs of our students. The hiring of a full-time Animation faculty member is also absolutely essential for the maintenance and supervision of the animation lab and media collection, which are desperately in need of attention. In addition, this position would update and develop curriculum for the digital age.

Without a full-time replacement, the Animation area will suffer from the multiple issues raised above and fall farther and farther behind other programs offering the digital animation courses needed by students to continue their education or find employment in the very competitive animation field. Unless a new full-time faculty member spearheads the transformation to computer animation, the program will remain limited to basic animation principles, traditional drawn animation, and stop-motion and non-cel animation as applied to a variety of art media. Students will look elsewhere to learn 3D animation software and techniques.

The projected job growth for Multimedia Artists and Animators is 29.62% (April 2016 EMSI Program Overview: Animation, Interactive Technology, Video Graphics and Special Effects in San Jose-Sunnyvale-Santa Clara CA), marking a bigger increase than in the areas of Cinematography, Film/Video Production and Radio/Television. De Anza College cannot attract students or compete with Cogswell College and regional community college programs without a full-time hire to lead 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 would benefit from a state-of-the-art Animation program.

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 increased to 2,574 students in 2015-16 with a retention rate of 90.6% and a success rate of 76.3%.

A replacement position in Animation would strengthen the Film/TV Department in ways both practical and visionary, transforming Animation into a model transfer-and-vocational program for the 21st century and opening a new world of opportunity for our students.

Department: Music

Submitted by Paul Setziol, Chair of Music

Justification Statement for the Replacement of (2) Full-Time Faculty Positions based on three retirements.

Position One. Comprehensive Musicianship and Piano

A) With the announced retirement this year of full time faculty member Paul Setziol, if two positions are not filled, the department will have lost three of six positions in the last few years and have gone from a 54%/46% FT/PT ratio to approximately 42/58%*, well below the college average. That 50% decline is also nowhere near commensurate with enrollment decline either in the department or at the college. Over the last three years, productivity (WSCH/FTEF) has increased, indicating that enrollment loss is largely a function of FTEF loss. Preliminary results of research** reveal that further full time faculty position loss would give De Anza's Music department the fewest full time faculty and the least support of any music department among California community colleges of similar size, the number of faculty members ranges from 6 to 11.

B) The department has a special need to revitalize and hire for diversity. The department aspires to have its faculty reflect the diversity of the students with regard to both ethnic diversity and gender. Anna Poklewski is in her fourth year of Article 19. Bob Farrington is in his third year of Article 19. Counting as one of the full time faculty is Ron Dunn who has six years remaining on Article 18. While the department has been trying to address the various achievement gaps among students, a quick look at the success rates reveals that it has made little headway. Diversifying faculty and having new faculty would present a golden opportunity to achieve many ends. Diversifying is such an important goal that the department plans to cast a wide net to identify and actively recruit faculty to fill this special need.

C) The required core course (Comprehensive Musicianship) and piano courses are indispensable to having a music department. Since faculty in music typically have training and specializations that are not duplicated by others in the department, no other current faculty member has had the training to teach the full core course series, nor has taught it. The person teaching this series of courses also acts as a kind of music major coordinator, advising students on requirements for transferring music majors and writing multiple letters of recommendations each year. Having someone in this position with a steady on campus presence is very important.

The piano area has continued strong enrollment. Having a full time faculty member teaching and overseeing all the piano levels enhances the opportunity for growth and the identification of students to be guided towards getting a degree and or transferring in music.

Position Two. Instrumental Music

Director of Bands is a typical title for faculty overseeing instrumental music in general. This means that a person with this identity not only leads bands, they also teach and coordinate instrumental activities. Not having a full time person in place has caused numerous and serious problems in the last few years. The person will be expected to teach general education classes, bringing non music

majors from those classes to general education classes and students from general education classes to instrumental music.

The person hired for this position will act as the principal recruiter for the department. Leadership of thriving instrumental programs requires recruiting on a near year round basis, taking groups on tours, guest conducting, and reaching out to high school music programs to establish the kind of relationships which prompt high school music faculty to recommend one's college. Part time faculty are not in position to recruit effectively in an area where recruiting is important and expected. As noted above, the person will act as the principal recruiter for the department. Coordinating recruiting efforts to reach out to the area's reinvigorated high school music programs puts the recruiter in a position to talk to prospective students about all aspects of the music program and this, in turn, argues for increased enrollments and a department size commensurate with the size of the college.

*The FT/PT ratio could actually go as low as 28/72% given the intended and anticipated retirement of Dan Mitchell at the end of the current academic year.

** The study reviewed information available from 30 California community colleges. (Note: A few colleges do not post online which faculty are full time and which are part time.)

Department: Photography

Submitted by: Diane Pierce Chair of Photo

Justification Statement for the Replacement of (1) Full-time Faculty Position in the Photo Department due to the Retirement of a Full-time faculty member.

The retirement of full-time Photo instructor Wilfredo Castano, effective June 30, 2017, provides the opportunity for the Photography Department to replace the position with a photo instructor who will concentrate on the vocational career aspect of the program, workforce education, advisory board and certificate program.

The Photography department has for over 30 years had two full-time faculty members. The Photography department offers both a degree transfer program and a career vocational certificate program allowing the 1,200 students enrolled annually the flexibility to achieve and select either goal. The retention rate in the Photography programs in 2015-16 was 88.2% and the success rate was 71.5%. This strong program of Photography needs two full-time instructor positions.

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

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

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

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

Division: Intercultural and International Studies

Department: French

Justification Statement for the Replacement of the sole FTE of the French Department, due to the vacancy created by FTE's retirement.

This request is for the replacement of the sole full-time faculty member in the French Department. The current sole faculty member is retiring at the end of Fall, 2016 quarter and this will leave the French Department without a full-time faculty member to help coordinate the scheduling, SLO's, program review, budget request and other requirements of the department.

Furthermore, at a division meeting in February 2016, the Vice President for Instruction stated that any department who used more than 1.0 FTEF in part-time teaching should list the need for a growth position in our program reviews – which we have done since we are currently using 1.2 FTEF per academic year. However, while we have included the need for a “growth” positions (should one ever become available again in the future) this request is just an effort to keep our one full-time position that is retiring at the end of Fall, 2016.

Position Title: Native American Study

Up until the mid 2000s, De Anza College had been not only a regional, but also a nationally recognized hub for Native American-focused teaching & learning and for community-based student engagement that was built around the annual De Anza College American Indian Pow Wow. Over the years the Pow Wow became the College's single largest community participatory event. This college-community connection was a significant contributor to the visibility, interest, and enrollment in the Native American Studies program. For reasons beyond the scope of this writing, the Pow Wow was discontinued and we lost this vehicle for student recruitment.

We absolutely want and need to replace this position to preserve the integrity of our ICS department and to revitalize the NAS program, with an eye toward reestablishing our campus as a hub for Native American studies and community engagement. This is important not only to educate the general population about our Nation's first peoples, but also to directly serve the regional Native community that still exists today (including the Ohlone people), although they remain largely invisible. We firmly believe that with a new full-time faculty member we can reestablish the prominent role that our campus once had for the statewide Native American Indian community. Furthermore, the faculty member who we bring into this position will serve as role model and greatly enhance the college's link with the community, especially in the recruitment, retention and success of our Native American students and Latino(a) students who identify most closely with their indigenous roots.

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

Division: Language Arts

Department: English as a Second Language (ESL) Full-Time Faculty Position Justification-- Jan 6, 2014

The ESL Department is requesting two crucially needed positions for the upcoming hiring round.

How Does ESL Impact the College?

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

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

What Is the Demand for ESL?

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

What Have We Lost?

With the recent retirement of MaryAnne Ifft, the ESL Department is down three full-time positions, which is roughly one-fourth of our FT faculty. MaryAnne was key in the creation and running of the highly successful Listening and Speaking Center (LSC), a part of the Student Success Center. Currently, the LSC is lacking ESL resource faculty, which threatens the effectiveness and stability of the program. The Writing and Reading Center is also constantly requesting ESL resource faculty, which we are unable to provide. In addition, our full-time faculty attrition has resulted in the loss of collaboration and learning communities with Nursing, Business and Social Sciences. A cutting-edge partnership program with Child Development, which has gained wide Bay Area recognition, is also under threat as it has lost its full-time leadership.

What Are the Consequences of Not Getting Two Full-Time Positions?

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

What Will We Do With Two Full-Time Positions?

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

Department: Speech Communication - Requests: 2 Replacement: Total 2 Positions

The Speech Communication department offers 8 courses which collectively meet 4 CSU GE and 3 IGETC requirements. Effective 2016, we incorporated Information Literacy, an institutional core competency, into all of our GE SPCH 1 and SPCH 10 courses, making these the only courses on campus that officially meet this ICC. This has effective fall 2016:

- Increased our unit count in all SPCH classes from 4 units to 5 units.
- Moved the department to a 100% hybrid program (80% in class and 20% online).

All of these changes were done despite significant reduction in staffing. Specifically:

- 1 full time instructor retired in AY 2015-16.
- 1 full time instructor is on reduced load.
- 1 additional full time instructor will retire at the end of AY 2016-17.

This has resulted in:

1. Inability to Staff sections –There has been a notable 7% reduction in sections from 2012-2016 despite growing demand due to inability to staff sections. Our steadily increasing productivity numbers of the last 4 years reflect that we have served more students with fewer sections. In AY 2015-2016, a total of 8 sections were cancelled due to an inability to staff them.
2. Hiring 6 additional PT Faculty in AY 2015-16 – In spite of hiring 6 new PT faculty in the AY 2015-16, we still have not been able to meet the student need for our classes. In fall

2016, due to insufficient faculty we offered 2 fewer sections which impacted enrollment.

3. Increased FT Faculty Overload – In fall 2016, 3 out of 6 full-time faculty are teaching a double overload to accommodate demand; sustain our program; and prevent classes from being cancelled. In AY 2015-16 65% of our classes were taught outside FT load. These measures are only temporary solutions and are neither equitable nor sustainable.
4. Long Waitlists – In spring 2016 there were 342 students waitlisted across 53 sections as our classes consistently fill within first two weeks of registration. Every SPCH course fulfills GE requirements. Therefore, our students need assurance that they will have access to the courses required for their transfer, certificate, major, and degree requirements.
5. WSCH increased by 20% for all courses – Changing the unit count from 4 to 5 has resulted in a 20% increase in WSCH for all courses in the department. This has led to increased load for faculty with same number of sections being offered.

Despite this burden:

1. Success rates have increased for targeted and non-targeted populations - The overall success rate of our targeted population has risen to 80% in 2014-15 from 76% in 2012-13 [4% increase] and is significantly higher than the college wide number of 68% for the same period.
2. 0.9% increase in productivity in AY 14-15 – We have not only maintained consistently high productivity levels, but increased them as well in the past 4 years (437 for 2015-16, a 3% increase in 4 years); a clear reflection of taking more students in fewer sections.

Therefore, we request 2 replacement positions, in order to sustain and to grow our program. Not getting these positions will severely impact the department's ability to serve our student population.

Division: Learning Resources

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

The Learning Resources Division requests a Librarian faculty position for the 2016-17 academic school year. This would restore a position lost to retirement in 2015-16.

Librarians serve in a unique capacity at De Anza in that they provide formal instruction (such as WSCH generating courses, library orientations) and a broad array of essential academic services (e.g. -one-on-one bibliographic instruction at the Reference Desk, research assistance, and program development). Each librarian also oversees a functional area such as circulation/reserves, technical services, and the computer labs. In addition, librarians are responsible for collection development, the library web page, and outreach to academic departments. Librarians are active across the campus: they build relationships and collaborate with faculty peers, serve as outreach, and also participate in a variety of committees including shared governance (Academic Senate, Curriculum, and Technology committees).

In Spring 2014 the Library partnered with the Speech Department to implement the Information Literacy General Education requirement that went into effect in Fall 2016. The Library and Speech Department also collaborated on a 7-part instructional video series available to all De Anza students. These are examples of the kind of campus-wide projects that the librarians would like to

keep developing but cannot without an adequate number of faculty. According to the most recent comprehensive data from the Chancellor's Office compiled in 2012/13 when De Anza had five FT librarians, local peer colleges averaged 1,986 FTES per librarian FTEF. The number at De Anza in 2012/13 was 3,719 FTES per librarian FTEF.

The enrollment in library courses increased in the past few years when taught by two librarians. Due to retirement, only one librarian currently teaches all the online WSCH generating courses. It is important to note that LIB courses are part of the standard load without release time, overload, or adjunct faculty. Due to the recent loss of a position, sections of LIB courses have been reduced, thereby limiting opportunities for students to learn valuable research and critical thinking skills. Without a replacement position, the library will be unable to expand course offerings. This position would allow the library to add class sections to existing courses and also develop new curriculum for WSCH generating courses.

One of our equity concerns is the lack of research assistance available to online education students. This position would address this need by promoting and coordinating online research services to off-campus library users. In addition, this librarian will closely collaborate with the Online Education Department in the coordination, promotion, and assessment of the Library's services and resources. This position would take the lead in assessing the quality and impact of library services at an individual and programmatic level.

Division: Physical Education and Athletics

Department: Massage Therapy

Position Title: Massage Therapy Faculty

This program is unique and falls into the CTE category. This program falls directly within the College, Federal and State goals and mission. And it supports a future direction of Alternative medicine a holistic patient approach" in our country.

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

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

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

Additional Facts

Clinic is successful and brings in \$6,000 - \$8,000. Massage tables and other equipment needs have been furnished through the years by this money. But, currently funds the Massage Therapy Program Assistant exclusively. Perkins, instructional equipment, lottery and DASB also fund our equipment needs.

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

Students who take the National Board Certification exam have all been successful.

We have a number of students who would never attend our college if it were not for this program.

**The Program received recognition as a Certified Institution in Massage Therapy by the California Association of Massage Therapy (CAMTC) in July of 2016. We are now amongst a limited number of institutions that offer Massage Therapy whose graduates will be eligible to take the State recognized certification examinations. We are already attracting working Massage Therapists who are seeking further education to meet the CAMTC requirements. We expect a more full

commitment by our students, as enrollment requirements by the CAMTC are very rigorous. I.e. this translates an increased potential for retention and De Anza Certificate of Achievement completions.

Department: Physical Education

Position Title: Physical Education/Coach (2) Full-time Positions

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

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

Sport	# athletes/quarter	Sport	#athletes/quarter
W. Badminton	8 to 20 participants	M. Soccer*	32 to 70 participants
W. Basketball*	8 to 15 participants	W. Softball*	10 to 18 participants
Baseball*	30 to 50 participants	M and W Tennis*	16 to 20 participants
Football*	60 to 100 plus participants	M and W Track*	60 to 80 participants

* Teams previously had full-time faculty support

Briefly, the duties of a coach include:

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

Department: Physical Education

Position Title: Athletic Trainer

At this point in time De Anza trainers (classified staff) are serving over 400** student athletes this provides a hot bed of possible growth in the area of an athletic training for an A.A. degree. This program could provide transfer students a strong recommendation for a 4 –year program.

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

Students would have the opportunity to apply to California colleges that support Athletic Training

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

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

Division: Physical Science, Math, and Engineering

Department: Chemistry Department Request for Full Time Faculty Positions

Number of positions requested: Two (2)

Description of positions requested:

Position 1 - Replacement for retiring full time instructor, Homer Tong: Homer Tong has submitted his retirement application to the appropriate departments. He will be retiring at the end of the current, 2016-17, academic year.

Position 2 - Replacement for resigned full time instructor, Kanny Wan: Kanny Wan was hired as a full time instructor from the 2015-16 academic year. At the end of that year, Kanny Wan relocated from California and as a result resigned her position. This position is currently vacant. The position came about originally as a replacement for Paul Calgher who retired the year preceding to when Kanny was hired.

Justification:

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

Academic Year	Number of FT Instructors	Number of FT Instructors (effective)	Notes
2010-11	6	6	
2011-12	5	5	Departure of one FT faculty member
2012-13	5	5	Replacement for above position, one PDL
2013-14	6	6	Return from PDL of one faculty member
2014-15	4	4	One retirement, one PDL
2015-16	6	5.5	One new hire replacing retired faculty member, 50% release time for one faculty member
2016-17	5	4.4	Resignation of one FT faculty member, 60% release time for one faculty member

2017-18 (projected)	4	3.4	Retirement of one FT faculty member
------------------------	---	-----	-------------------------------------

Despite the above downward trend in the number of FT faculty positions, the department's enrollment has grown by 2.1% (four year period) due to a combination of additional section offerings and an increase in the seat count.

The number of sections offered by the department was at a maximum level of 112 in the 2013-14 academic year when the department had six full time instructors. The number of sections is now on a downward trend due to a shortage in staffing.

In order to staff all the sections, the department had to resort to two mechanisms: 1) FT faculty teaching overload assignments (this number has increased by 25% over the last four years) and 2) employing PT faculty (this number has a 6% decrease in the last four years).

These staffing conditions have lead to the following issues:

1. FT faculty teaching heavy overload assignments in order to staff the section offerings leads to faculty not being able to engage in college and district level committee membership.
2. The SLO assessment data indicates that several of the lab programs offered by the department need serious overhauling. However, the FT faculty are engaged in other departmental activities (besides their teaching load) such as scheduling, program review, textbook discussions, curriculum revisions, SLO assessments, chemical waste disposal and lab safety measures etc.) and have been able to devote little time towards such projects.
3. The average salary of a chemist (masters degree) in the bay area is between 70-100K. A part time instructor teaching the maximum possible load and at the highest step and column of the salary schedule will be paid around 40K. Due to this wide discrepancy in the pay scale and the abundance of opportunities currently in the bay area, it has been almost impossible to recruit qualified PT instructors. Also, most the qualified PT instructors who have worked with us for a year or two are also finding FT positions at other colleges in the bay area. Due to these reasons, our reliance on PT faculty to staff our classes is unsustainable and unreasonable.
4. Even if the department is fortunate enough to be granted the two replacement positions (for the resignation and retirement), the department will still be under its maximum strength of six full time faculty members due to the release time for one faculty member (Curriculum Committee co-chair). Also given that the faculty in the department are actively engaged in professional development activities, it is likely that at least one of the FT faculty members will be on PDL.
5. Over 95% of the courses offered by our department are enrolled to their maximum capacity. Almost 85% of the sections offered by the department have a full waiting list (15 students) in each and every quarter- approximately 1275 students. The department currently caters to almost 2900 students (a 6% increase over the last four years). The department clearly has the demand to increase its course offerings from about 100 sections (currently) to 140 sections. But unfortunately for the students (on the waiting list), the department is simply not in a position to staff these sections under the current conditions.

Summary: In summary, the Chemistry Department requests three FT faculty positions so that it can better serve the needs of the students. The three positions will help sustain and also increase the

course offerings of the department.

Division: Social Science and Humanities

Department: Child Development and Education

Position Title: Child Development and Education Instructor

This is a formal request for replacement of the full-time position vacated due to retirement. The Child Development and Education Department has endured three retirements over the past six years (Christina Lopez-Morgan 2010, Juanita Cordero 2011, and Angela Buchanan 2016). The retirements of Lopez-Morgan and Cordero were never replaced. As a result, our FTES FT has dropped from 4.4 in 2010-2011 to 2.4 in 2015-2016. The three full-time and sixteen part-time instructors continue to offer more than 30 classes quarterly and serve averagely 3400 students from different ethnic backgrounds (African American, Asian, Filipino/a, Latino/a, Native American, Pacific Islander, and others) every year since 2012. This fiscal year, one of the full-time faculty is on a reduced load contract due to the fact that she is serving as an Academic Senate President. The Child Development faculty have multiple responsibilities beyond our full time teaching loads since our students have both educational transfer and employment work force goals. The various responsibilities include administering grants of \$24,500 annually (\$12,500 of this amount is CTE Perkins); partnering with many community agencies; coordinating with the De Anza Child Development Center (our laboratory center); offering advising sessions to students seeking to complete our programs and etc. Failure to fill this full-time position will not only jeopardize our ability to maintain the quality of courses the department offers, it will also limit the department's active involvement in campus and community projects.

The department's A.A. degree has been the only one accredited by National Association for the Education of Young Children (NAEYC) among all 113 community colleges in California. The accreditation requires the offering of a standards-based curriculum that must be monitored and coordinated by a full-time faculty member. The Child Development and Education Department has a outstanding reputation at the college and in the community. The department's ability to continue this level of quality work is contingent on the replacement of the full-time faculty positions that have been lost over the last five years.

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:

1. At the time of the 2009 Comprehensive Program Review, the Geography department had one full-time faculty member (Purba Fernandez), one former full-time faculty member, Mick Sullivan, who was on Article 19, and adjunct faculty members. Since 2010, when Mick Sullivan retired, Purba Fernandez has been the only full-time faculty member in the department. As we have stated in the 2015 and prior Program Reviews, the Geography

department would like to expand our curricular offerings with computer lab-based Geographic Information Systems (GIS) classes and classes on mapping so that we can offer a Geography 'major' in our discipline. De Anza students cannot elect Geography as their major (Transfer Model Curriculum) at present, since we do not offer any classes on mapping or GIS which is a requirement for a major in Geography. Our department would like to hire a GIS specialist/Geographer to develop curricula in these areas of the discipline and teach those classes. This would be an investment in the future of De Anza students as we seek to educate and train the next generation of tech-savvy critical thinkers for our workforce. Geography departments in community colleges across California offer GIS classes or certificates since there are increasing job opportunities for students with this skill set. We need to make this commitment to stay competitive amongst educational institutions in the Bay Area.

2. Student enrollment in Geography remains strong at a time when most other departments and the campus as a whole are experiencing a decline. In 2015-16, the Geography department was serving 1,186 students (unduplicated headcount), with a total enrollment of 1,265 students. Program Review Data over a 4-year period for Geography comparing 2012-13 to 2015-16 shows an enrollment increase of 0.6% despite a 6.5% decrease in the section count, at a time when campus enrollment was down by 5.5%. Final (Census) Enrollment Report for Geography comparing Fall 2016 to Fall 2015 reveals a 22% increase in enrollment which is impressive given that campus-wide enrollment was down 6% during that same period. This was also true for Fall 2015 compared to Fall 2014, when Geography enrollment was also up 22% while campus enrollment fell 5%. Clearly, students want to take Geography classes!
3. Geography faculty remain committed to student success, retention and student equity and continue to participate in programs such as the Adjunct Skills program (through the Student Tutorial Center) and in the Social Science and Humanities Division-wide efforts for student equity and cultural competency. Student success rates for the Geography department ranged from 76-77% between 2013-14 to 2015-16, which is at par with the Social Sciences and Humanities Division success rates of 74-77%. Success rates for targeted student groups for the same period ranges from 65-68% which is comparable to the Division figures of 66-70%. We are mindful of the equity gap and continue our efforts to reduce this equity gap.