

Faculty Position Justifications

For 2021–2020 Fiscal-Year

Division: Biological, Health, And Environmental Sciences

Department: Environmental Science

Position Title: Environmental Science Instructor

Justification for Environmental Science (*Vacancy due to resignation*)

The Environmental Science/Studies Department is requesting the hire of a new FT faculty. 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. 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 and 13 PT faculty in the department serving about 4200 students.

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, 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 and establishing and growing community partners.

Division: Creative Arts

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.

Division: Language Arts

Department: Communications Studies

Position Title: Communications Instructor

The Communications Studies Department and Language Arts Division respectfully request a full-time faculty position for 2021-22. Since 2016, when information literacy was integrated into all GE COMM01 and COMM10 classes, the Department has seen steady enrollment growth pressure, even while the college was in overall enrollment decline. We ask that you consider the following information when selecting which faculty positions to approve:

1. For the past three years, 70% of Communications Studies classes on average have been taught by part-time faculty or overload.

2. We have hired new part-time faculty each year and actively recruited faculty from the surrounding colleges, interviewing every potential candidate in the pool.
3. The limitations of our part-time pool have resulted in an inability to offer enough Communications Studies sections for students to complete their transfer, certificate, and degree requirements, at times resulting in students having to wait an additional year to transfer.
4. It has become the norm during registration for every seat and every wait list seat in COMM01 and COMM10 to be filled. As a result, we have added a class during registration each quarter until we could no longer find an instructor to teach it.
5. The department's ability to offer more hybrid and fully online classes the past five years has been limited due to a lack of qualified faculty. These classes serve our students of color who are disproportionately impacted by the economic conditions of the area and often cannot come to campus regularly. The demands for classes being taught in multiple modalities increased even further during the pandemic.
6. We have led the State as innovators in online and hybrid Communications Studies classes and now offer three fully online sections of public speaking every quarter with full waitlists. This is another area of growth for us, and we need a full-time position with experience in equity-driven online pedagogy in order to fill this student need.
7. Every Communications Studies 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.
8. In the span of the past five years, we tripled our offerings of COMM 9, 15, 16, and 70, and we are still unable to meet student demand.
9. Our ability to further expand offerings of our major classes is inhibited by not having an additional full-time faculty
10. The ability to develop new courses in the major in line with the institution's equity goals (Gender & Communication; Performance) are similarly inhibited by the lack of an additional full-time hire.
11. All students completing AA degrees, CSU transfer, and or a Communications Studies certificate are required to complete an oral communication and critical reasoning requirement (COMM01 or COMM10).
12. Degrees and Certificates:

- a. COMM has nearly doubled the number of AA-T degrees awarded over a 5-year period from AY 15-16 (45 awarded) to AY 19-20 (81 awarded)
- b. Certificate of Achievements have also seen a significant increase over the same 5-year period (12 awarded in AY 15-16; 28 in AY 19-20)

The Language Arts Division, through a unanimous vote of the Division Council, supports a faculty position in Communications Studies this year.

Department: English

Position Title: English Instructor

The English Department and Language Arts Division respectfully request one full-time English instructor position for 2021-22. Since the implementation of AB705 began, the English Department has worked continually to reshape how students enter and complete their English composition requirements, integrating reading and writing and adding support courses and programs, and counseling services. This position will work in combination with the support programs as we strive to close equity gaps that still exist after the major course sequence revisions have been completed. We ask that you consider the following information:

1. All students completing transfer degrees must take EWRT courses.
2. We have three retirements in English this year, for which we are requesting only one replacement 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. This replacement position, in combination with the two EPS counseling positions, is part of a sustained investment in equity and structural reform in English and Language Arts, in which all of our programs share in the commitment and outcomes.
5. Here are a few key changes among a larger list of equity-driven collaborations and reforms we have implemented:
 - a. We have implemented our English Performance Success program, which integrates reading, writing, ESL, and counseling support using the cohort model.
 - b. We have hired a faculty Stretch/Bundle Coordinator to help guide our efforts to close our equity gaps in our post-AB 705 course structure.

- c. English, through the support of our Reading faculty professionals, is striving to fully integrate reading and writing in our composition courses and to provide additional reading support where and when it is needed.
- d. English and ESL have developed a shared portfolio process for EWRT1A and ESL5, making both courses more effective for our students.
- e. Collaboration between English and ESL continues to benefit our English language learners by improving the accuracy of our placement and guided self-placement processes.
- f. We have established a PAGE (Preparation Assistance Growth Equity) committee in English to institutionalize ongoing discussion of student equity and success in EWRT1AS, EWRT1AT, EWRT1A, and LART250.
- g. We have a shared portfolio process across all versions of EWRT1A to cultivate and communicate shared standards for our students and faculty.

The English Department and Language Arts Division have demonstrated how quickly we can adapt to new circumstances both in response to the pandemic and to the demands of AB 705. This full-time faculty position will help us remain innovative as we adopt new practices and programs to meet the needs of our students and achieve our equity goals.

Division: Physical Sciences, Mathematics and Engineering

Department: Physics

Position Title: Physics Instructor

The Department of Physics has not had a new full-time faculty position in more than 50 years, and the last replacement position was about 13 years ago. During the past half-century three faculty have constituted the department's full-time complement, with the same three persons serving for the past 13 years.

Physics has shown a decline in enrollment during the past five years of 7%; but during the same period overall campus enrollment declined by nearly 15%, or double that of physics. However, looking at the longer trend, during which full-time faculty numbers have remained constant, there has actually been a net gain of enrollment. For the past 11 years (for which we have Banner records) there has been a 1% net growth in

Department enrollment and a net 24% growth in sections as very large, 90 capacity, classes were slowly replaced with more pedagogically prudent 60 capacity sections.

The loss of a full-time position would represent a 33% loss in full-time staff during a time of net growth. It would shift a huge burden of necessary departmental duties such as curriculum development, scheduling, program reviews, part-time hiring, mentoring and assessment, equipment purchasing and maintenance, haz-mat monitoring, etc. from the three full-time members to the remaining two. Full time faculty are currently only responsible for 38% of the total yearly load, and cutting the full-time numbers further by 1/3 would have a disastrous effect. The sudden loss of a single full-time faculty member in a department such as physics is in many ways equivalent to the loss of 7 to 10 full-time faculty in a larger department.

During the past ten years, as a consequence of budget cuts, the physics department has also lost a full-time laboratory technician. This has placed a great burden on the remaining full-time faculty who are now responsible for all equipment specification and acquisition, laboratory maintenance and equipment monitoring, and now have the duty of physically setting up and moving equipment for all the labs. The loss of a full-time faculty member (representing 1/3 of the department) would thus significantly magnify this already difficult onus and hinder our ability to maintain effective laboratory operations.

Loss of one full-time position in a small department also has the effect of significantly narrowing the point of view and diversity of approaches that characterize the department. It is hoped that a new faculty member would not only take up the duties of the person they would replace, but would bring fresh insights and ideas to a department that has remained relatively static over a very long time period. It would also provide an opportunity to diversify the department faculty and to bring new approaches to our equity efforts.

The physics department is primarily a service department; very few of our students intend to be physics majors. Almost all students in STEM fields are required to take physics as part of their degree requirements, including the biological and health sciences, engineering, chemistry, computer science and engineering, geology, etc. The loss of 1/3 of our full-time faculty would make it more difficult to support those programs and have an adverse effect on students seeking STEM careers. For non-STEM majors, the Physics 10 (non-major general physics) has had an overall very high success rate and almost no equity gap, though the more advanced physics classes, as in many of the sciences, have suffered from a large disparity for underrepresented students in both success rates and in the overall numbers of

underrepresented students enrolling in these classes. It is hoped that a replacement faculty would bring new practices and incentives that would leverage our Physics 10

equity success to the wider department offerings and provide new momentum in encouraging underrepresented students to choose STEM careers.