

Faculty Request Form - Fall 2024

Department/Area and Name of Submitter

Communication Studies - Stephanie Anderson

Details on Faculty Positions Requested

* if requesting more than one position within the same area, please provide the area's priority ranking for each position to help inform RAPP of the priority preferences as determined by the area.

Position Name	Replacement or Growth	Retirement/Resignation Date	Instruction, Non-Instruction, Both	If Both, indicate the ratio	*Area Ranking
Communication Studies Full-Time Instructor	Replacement	Summer 2024	Instruction		1

Guiding Principles

De Anza College's mission and Educational Master Plan serve as guiding principles for programs to facilitate continuous development, implementation, assessment and evaluation of their program effectiveness as part of ongoing planning efforts.

De Anza identified the following areas within its Educational Master Plan:

- Outreach, Retention, Student-Centered Instruction and Services, Civic Capacity for Community and Social Change

Through its Equity Plan Re-Imagined, it identified the following framework to work towards narrowing long-standing equity gaps:

- **Racial Equity:** Faculty members, classified professionals and administrators should: recognize the realities of race and ethnicity for students of color. Develop intersectional understanding of the ways in which institutional racism shapes educational access, opportunity and success for Black, Filipinx, Latinx, Native American, Pacific Islander and other disproportionately affected students.
- **Student Success Factors:** The College should ensure students: Feel connected to the college; Have a goal and know what to do to achieve it; Actively participate in class and extracurricular activities; Stay on track – keeping their eyes on the prize; Feel somebody wants them to succeed and helps them succeed; Have opportunities to contribute on campus and feel their contributions are appreciated.

Based upon these guiding principles above, please refer back to the comprehensive program review to inform your response below (see the following areas in the comprehensive program review: Reflect on Enrollment Trends, CTE Programs - Statewide and Regional Labor Market Trends, Exploring Course Success Rate Trends, Exploring Gaps in Successful Course Completion by Ethnicity, Teaching and Learning Strategies, Trends in Awards and Staffing Needs).

A. Instructional Faculty

Faculty Position Request Data Sheet

Limits: From 2018-19 to 2025-26

Fill Rates						
Language Arts - Communication Studies-DA						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Enrollments	4,946	4,948	5,174	4,926	4,816	4,791
Sections	181	176	192	183	179	173
Fill Rate	96%	98%	94%	93%	93%	92%

Success and Equity

Language Arts - Communication Studies-DA

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Success Rate	84%	84%	84%	80%	80%	81%
Withdraw Rate	7%	8%	7%	9%	8%	8%
Equity Gaps	-9%	-9%	-9%	-13%	-10%	-11%

Faculty Load Ratios

Language Arts - Communication Studies-DA

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Full Time	31%	31%	29%	26%	28%	24%
Part Time	49%	49%	49%	52%	48%	51%
Overload	20%	19%	22%	22%	24%	26%
FTEF (full time only)	6.0	5.9	5.8	5.1	5.4	4.6

Awards

Language Arts - Communication Studies-DA

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Certificates	45	30	24	30	19	21
Associate Degrees	6	5	6	8	1	6
Associate Degree for Transfer	77	81	87	63	60	52

Data is for the academic year, including summer term and early summer/second spring terms for Foothill College. Enrollments include students who are counted for apportionment for the report years (i.e., Apprenticeship, noncredit and other students who do not necessarily have a reported grade). Cross-listed courses are included in the home department. Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

1. How does the department use the data listed above to develop, adapt, and improve teaching and learning to respond to the needs of changing environments, populations served, and evolving institutional and state priorities? Be sure to refer back to your Comprehensive Program Review form to inform your response.

1. We use data to inform our decisions around what modalities and times to schedule classes while ensuring that we have a diverse range of part-time and full-time faculty that reflect the needs and identities of our students. Our data shows an upward trend up until 2021-2022, with a slight drop when we transitioned back to on-campus instruction in 2022-2023. This was due to the following factors:

1. In the 2022-2023 academic year, the campus moved back to on site instruction. COMM attempted to balance faculty and student requests with the campus's desire to have more face-to-face instruction and scheduled a higher percentage of our classes (56%) to have an on-site component. Unfortunately, the various ways of labeling modalities (on site, hybrid, synchronous online, etc.) led to students misunderstanding course expectations.
2. The pandemic created widespread social anxiety, and the increased anxiety became a deterrent for many students to enroll in communication courses, particularly Public Speaking and Fundamentals of Oral Communication.
3. Cultural trends led students to question the value of a college education and the economic viability.
4. Among our part-time faculty, one moved into a full-time position with Online Education, 2 reduced their load to teach elsewhere in the district and multiple part-timers reduced their availability due to prioritizing other community colleges that pay more. Among our full-time faculty, one moved into a district administrative role. Overall, this has resulted in fewer faculty available to teach courses.

In the Summer of 2024, we also had a full-time faculty resign leaving us with fewer instructors available to help serve our students and contribute to college operations. A new full-time hire will provide faculty in the department with more time to equitably serve our students and participate in committees that are essential to the college.

B. Non Instructional Faculty

1. Describe the data used to develop, adapt, and improve teaching, learning, and/or support to enable this position to respond to the needs of changing environments, populations served, and evolving institutional and state priorities (this may include a description of the population served, student needs and experiences from surveys or focus groups, or ratios related to the number of students served relative to current occupational standards, be sure to refer back to the program review where applicable).

N/A

C. Instructional and Non Instructional Faculty Justifications

1. How does this request align with the goals in the Educational Master Plan? (refer back to the comprehensive program review areas: Mission and Program Goals).

The Educational Master Plan addresses the following four Strategic Planning Institutional Initiatives:

1. Outreach
2. Student-Centered Instruction and Services
3. Civic Capacity for Community and Social Change
4. Retention

Our current outreach efforts are limited to the minimal number of full-time faculty available within our department. Many of our full-time faculty are at capacity with their current service obligations, thus making it difficult to increase outreach efforts. By hiring a new full time-faculty to share the workload, our department will have more time to focus on outreach efforts, student centered instruction and services, and civic capacity. Faculty will also have more time to reach out to students and connect them with valuable resources on campus resulting in higher retention rates.

I am pleased to report that we accomplished both the Program Goals listed in our Program Review. This has impacted our department in a few ways:

1. We will offer a new Oral Interpretation course in Fall 2025. This new course helps students understand the histories, roots, and possible solutions to issues facing themselves and their communities. This leaves space to increase civic capacity and social change. To accomplish the Strategic Planning Institutional Initiatives civic capacity goal, we will need more teachers to teach the course.
2. The new Oral Interpretation course made it possible for us to provide students with enough Communication Studies courses to eliminate our specialty area requirement. To earn an AA at De Anza, students must complete 27 units within their discipline. We were asking students to complete 45 units, and we lowered that number to 33 units. This unit decrease will help students obtain their AA more equitability while increasing the number of AA degrees awarded. We will need another full-time student-centered instructor to serve students pursuing their AA.

Although we accomplished our program goals, it is challenging to fulfill the Educational Master Plan goals without a new full-time instructor.

2. How does this request align with the College's Equity Plan Re-Imagined? (refer back to the comprehensive program review areas: Exploring Gaps in Successful Course Completion by Ethnicity and Teaching and Learning Strategies)

When instructors are spread too thin, students are more likely to fall through the cracks. Although our department has regularly had very high success rates and very low equity gaps, we still consistently strive to improve those numbers. With more faculty available to serve our students, there are more safety nets available to catch students who need support.

Our department also regularly engages in discussions about how to help our students meet the course learning outcomes. In these discussions, we share teaching best practices and assignments that help us close the equity gaps in our classes. A new full-time instructor will contribute to these conversations in ways that generate new and innovative techniques to decrease disparities in educational outcomes. Particularly, if we are able to recruit faculty who reflect the diversity of our students, as our last effort enabled us to, we'll further move towards decreasing the equity gaps.

3. How does the position support on-going college operations and/or student success? (refer back to the comprehensive program review areas: Exploring Course Success Rate Trends, Exploring Gaps in Successful Course Completion by Ethnicity, Teaching and Learning Strategies)

Within our comprehensive program review, we mentioned we would maintain our success rates by increasing our outreach efforts across campus. Our goal was to connect with different learning communities, cohort programs, and programs on campus that serve disproportionately underserved communities. It is essential for us to have another full-time faculty to assist in our outreach efforts and improve student success. Currently, many of our full-time faculty are already stretched thin with their service obligations, thus limiting our ability to meet our goals with outreach.

Our comprehensive program review also noted our intention to connect with faculty across campus to create new OER and ZTC resources to be used in various departments. Although we have faculty in our department who have made progress in this effort, it is a large-scale undertaking, and more faculty are needed to complete this task. Students will directly benefit from more OER and ZTC resources for instructors to use across campus.

4. Why is the position needed and how would the position contribute to the health, growth, or vitality of the program? (refer back to the comprehensive program review area: Staffing Needs)

A new full-time position is needed to meet the upcoming student demand that will be imposed by Cal-GETC. In 2025, Cal-GETC will initiate. Previously, a majority of our courses only counted for CSU transfer. They did not fulfill the requirements for UC transfer. In 2025, all our courses will count for CSU and UC transfer. In the past, students who wanted to transfer to a CSU took our courses. Next year, we will have students in our classes who want to transfer to a CSU and students who want to transfer to a UC. This will significantly impact our enrollment. We will need to offer more classes to meet the student demand caused by Cal-GETC, and we will need a new full-time faculty to serve our students.

With the resignation that took place in Summer 24, our department currently has one less full-time faculty to teach courses, serve on committees, mentor part-time faculty, and engage in departmental responsibilities such as curriculum revisions, part-time faculty evaluations, and SLO assessments. With that position vacant, the workload has fallen upon the remaining full-time faculty. With the increase in course offerings and the decrease in full-time faculty, we have more students to serve and fewer faculty to serve them. We also have fewer faculty available to help with statewide initiatives such as Cal-GETC course revisions and Common Course Numbering. A full-time faculty position is essential for the health, growth, and vitality of our department.

5. Describe the current staffing and history of staffing in your area and how the current staffing affects the health, growth, or vitality of the program. (refer back to the comprehensive program review area: Staffing Needs)

Since 2022, we hired 10 new part-time faculty. We currently have a total of 6 full-time faculty and 22 part-time faculty teaching classes. We recently lost one full-time instructor due to a resignation while another has moved into an administrative role in the district. Although the high number of part-time faculty suggests we can meet student demand, a number of these faculty teach elsewhere in the district, limiting their ability to teach for our department due to load limitations. Others do not take a full-load for the year due to teaching positions or other employment obligations elsewhere. In addition, some part-time faculty wish to remain exclusively online, limiting the number of instructors who are willing to be on campus. As such, our department cannot meet the current needs of the college or continue to grow without an additional full-time faculty.

6. Explain how the work will be accomplished if the position is not filled. (refer back to the comprehensive program review areas: Staffing Needs)

Due to the changes imposed by Cal-GETC, it is essential for us to hire a new full-time faculty to meet the influx of demand that will take place in 2025. If the position is not filled, the work will continue to disproportionately fall upon the remaining full-time faculty. It does have the potential to overflow onto part-time faculty who are not equally compensated for this type of work. Ethically, it is not appropriate to ask part-time faculty to pick up the work that was designed for full-time time faculty, or to continue asking the current full-time faculty to take on responsibilities that were designed for 1-2 more people to complete.

7. Other information, if any.

We currently have one full-time member utilizing professional development leave, with 3 others eligible and planning to take one soon. We will need a new full-time hire to help serve our students and contribute to college operations while other full-time faculty are on leave.

Dean/Manager Comments (Deans, please review the form for completeness and clarity and provide additional details as needed)

N/A

This form is not yet ready.