

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 2019-20 to 2025-26

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

Success and Equity

Language Arts - Communication Studies-DA

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

Faculty Load Ratios

Language Arts - Communication Studies-DA

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

Awards

Language Arts - Communication Studies-DA

	2019-20	2020-21	2021-22	2022-23	2023-24
Certificates	30	24	30	19	21
Associate Degrees	5	6	8	1	6
Associate Degree for Transfer	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.

We use data to inform decisions around what modalities and times to schedule classes while ensuring that a diverse range of part-time and full-time faculty reflect the needs and identities of our students. Collectively, the college experienced a slight dip in enrollment in 2022-2023 when we returned to campus after the pandemic. Since then, our department has seen a steady increase in enrollment.

Although our enrollment continues to grow, we have one less full-time instructor in our department due to a resignation in the Summer of 2024. We also have one full-time faculty serving in an administrative role, and two other full-time faculty in our department who consistently receive reassign time for serving our college in vital roles. Despite hiring 10 new part-time faculty in the past two years, our department still faces staffing constraints.

Our department is currently shorthanded in regards to full-time instructors, and in the 2025-2026 academic year, our department will undergo major curriculum updates that will cause an influx in enrollment. We revised all of our courses so that they will fulfill CSU and UC transfer requirements (Cal-GETC). Previously, a majority of our courses only fulfilled CSU transfer requirements. Students who hope to transfer to a UC will now be required to take our courses, which will increase our enrollment. These changes will initiate in the 2025-2026 academic year.

We will also offer a new Performance Studies course in our department that is approved for UC and CSU transfer. This additional course will require us to serve more students.

We currently do not have enough full-time faculty in our department, and the impacts will be further exacerbated as enrollment increases in 2025-2026. A new full-time hire is necessary to teach our students, participate in shared governance, and serve on 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

Although a full-time instructor resigned in the Summer of 2024, I am pleased to report that we accomplished both the Program Goals listed in our Comprehensive Program Review within one year. As a result, we created new goals in our 2024-2025 Program Review Reflection. One of our new goals was to create a Communication CTE Certificate for working professionals. Although this project has the potential to increase enrollment at the college and benefit Bay Area work environments, our full-time faculty do not currently have the capacity to pursue this initiative. This goal directly aligns with the four Strategic Planning Institutional Initiatives, but our full-time faculty are currently spread too thin serving the college in various roles and/or trying to keep up with student demand for our classes.

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.

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)

The full-time instructor who resigned in the Summer of 2024 had the intention of teaching a COMM 1 learning community for Puente students, but since she resigned, we do not have an instructor to serve in that role. We currently have full-time instructors who are working with learning communities from Umoja, FYE, Pride, Lead, and the Social Justice Cohort. We need a replacement full-time instructor to take on an additional learning community cohort.

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)

In our Program Review Reflection, we set a new goal of creating a Communication CTE for working professionals. It is essential for us to have another full-time faculty to help us pursue this initiative.

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. 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)

We need a new full-time instructor to replace the full-time instructor who resigned in the Summer of 2024. We hired multiple new part-time faculty to offset the loss, but part-time faculty are not equitably compensated for picking up work that was designed for full-time faculty.

Our full-time faculty are already overextended, and with the increased enrollment that will occur in Fall 2025 from all our courses now fulfilling Cal-GETC requirements, we will not have enough full-time instructors to meet student demand. Beyond the enrollment shifts from Cal-GETC, we will also offer an additional new Performance Studies course in the Winter of 2026. Will need an additional full-time faculty who has a background in performance studies to ensure the longevity of the new Performance Studies course we will offer in Winter 2026.

Prior to the full-time instructor's resignation, our full-time faculty load has decreased by 23% (from 5.9 in 2019-20 to 4.6 in 2023-24), while overload assignments have increased by 35% (from 3.7 in 2019-20 to 4.9 in 2023-24). This imbalance shows that current faculty are overburdened, contributing to burnout and an inability to sustain productivity. Overload assignments in Communication Studies have grown by 35%, compared to a college-wide decrease of 2%, highlighting the department's unsustainable reliance on full-time faculty taking on extra work.

Without an additional full-time instructor to replace the instructor who resigned, we will not have enough faculty available to serve in shared governance, mentor adjunct faculty, help implement state initiatives, and maintain the vitality of the department. This creates an equity issue because the work will fall upon part-time faculty who are not compensated the same as full-time faculty. To ensure student success and ensure

the vitality and growth of our department, we need another full-time instructor to help us carry the current workload.

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 lost one full-time instructor due to a resignation in the Summer of 2024, while another has moved into an administrative role in the district. We also have two other full-time faculty who have reassign time for serving the college in other essential roles. 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.

The unique thing about our department is that we typically get a surge of students the first few weeks of the quarter. Many students are unable to add into other courses, and since most COMM courses do not have prerequisites and they count for transfer, students add into our classes during week one or week two. We had one part-time instructor who received 64 add code requests in the Spring 25 quarter. This is not an anomaly in our department as I have also personally had a similar number of requests each quarter.

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

It is essential for us to hire a new full-time faculty to replace the full-time faculty who resigned in the Summer of 2024. Our department has one less full-time instructor and our enrollment continues to increase. Since all of our courses will become UC transferable in the Fall of 2025, our enrollment will continue to grow. We will also be offering a new Performance Studies course in the Winter of 2026, and that will cause our enrollment to increase.

Although it is clear that these changes will cause enrollment to increase, if for some reason our enrollment stays the same as it is now, we still are currently down one full-time instructor and struggling to stay afloat. Our college has one less person teaching classes, serving on shared governance, and participating in other vital roles because a full-time instructor in our department resigned in the Summer of 2024.

In the 2025-2026 academic year, there will be an influx of demand that will take place, and our department we will not be able to fully serve our students, keep up with state curriculum initiatives, or pursue new goals related to outreach if we do not hire a new full-time faculty.

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 three full-time faculty eligible for PDL 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)

Our Communication Studies program has operated for a few years while shorthanded in the number of full-time faculty. The loss of a full-time faculty member only two years after being hired has exacerbated the shorthanded situation in the department while the department has addressed CalGETC and Common Course Numbering mandates. We have hired ten new part-time faculty in the past two years and continue to face shortages when scheduling. We urgently need a replacement position in order to balance the workload in the department and assure that we can meet the demands for enrollment growth as a result of CalGETC changes and to retain our high standards under the pressure of shifting modalities to more asynchronous options.

This form is completed and ready for acceptance.