

De Anza Faculty Request Form

Division

N/A

Department/Program

N/A

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	Replacement or Growth	Retirement/Resignation Date	Instruction, Non-Instruction, Both	If 'Both', indicate the ratio of instruction to non-instruction	*Area Ranking
Full-time Faculty	REPLACEMENT for Reassigned F/T faculty	reassignment as of Fall '23 Quarter	Instruction	N/A	6 of 6

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, please provide information for each of the following areas:

A. Instructional Faculty

Faculty Position Request Data Sheet



Fill Rates
Social Sciences and Humanities - Humanities-DA

	2018-19	2019-20	2020-21	2021-22	2022-23
Enrollments	3,509	3,800	3,835	3,396	3,582
Sections	81	91	105	99	110
Fill Rate	109%	109%	103%	96%	96%

Success and Equity
Social Sciences and Humanities - Humanities-DA

	2018-19	2019-20	2020-21	2021-22	2022-23
Success Rate	82%	82%	81%	78%	78%
Withdraw Rate	6%	7%	9%	9%	8%
Equity Gaps	-17%	-15%	-14%	-14%	-15%

Faculty Load Ratios
Social Sciences and Humanities - Humanities-DA

	2018-19	2019-20	2020-21	2021-22	2022-23
Full Time	24%	23%	31%	29%	24%
Part Time	62%	63%	54%	53%	58%
Overload	14%	15%	15%	18%	18%

Awards
Social Sciences and Humanities - Humanities-DA

	2018-19	2019-20	2020-21	2021-22	2022-23
Certificates	16	9	22	6	24
Associate Degrees	0	0	0	0	0
Associate Degree for Transfer	0	0	0	0	0

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?

Humanities faculty are strongly **committed to student success, retention and equity**. We are committed to reducing this equity gap through our participation in campus activities and equity focused professional growth opportunities. During the Covid period, our faculty have managed to shift from offering fully on-campus and online classes to multiple modalities including synchronous and asynchronous online and hybrid formats. We pay attention to student survey responses in class scheduling and class modalities to better serve our

student population needs. We have adapted our teaching techniques to accommodate varied learning styles and needs so that all students. We use departmental data to stay aware of those that most need our attention and access to services such as Early Alert.

2. Other information, if any?

[object Object]

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).

N/A

2. How does the program use these data to develop, adapt, and improve teaching, learning, and/or support to respond to the needs of changing environments, populations served, and evolving institutional and state priorities?

N/A

3. How does the position support on-going college operations and/or student success?

N/A

C. Instructional and Non Instructional Faculty Justifications

1. Why is the position needed and how would the position contribute to the health, growth, or vitality of the program?

Previous full-time Humanities faculty and Co-Chair, Sal Breiter, has just been reassigned to Professional Development. He has been a popular and successful instructor, leading Humanities enrollment for the past two decades. His absence is bound to have a profound effect on enrollment within the Humanities Department.

We need Sal Breiter's position replaced. The College was expecting to hire Dawn Lee Tu's replacement as Faculty Director of Professional Development, but the position was filled by reassigning a full-time faculty from Humanities. This has left our Department with one full-time faculty, Lori Clinchard, who is working with a 50% release time agreement (serving as CHC Faculty Coordinator), and one full-time faculty, Wendy White, who is on reduced load in preparation for retirement, leaving us with the equivalent of just one full-time faculty. We currently do not have enough faculty to cover all our scheduling needs. We count on strong full-time Humanities presence to recruit for the Humanities Mellon Scholars Program, and the loss of this faculty position threatens the strength and success of this important program.

***Note: The Humanities Dept has been one of the strongest drivers of enrollment** within the SSH Division, which is itself a strong driver of enrollment within the College. The Humanities' course fill rate has stayed between 95%-109% for the past five years. At a time when College enrollment is down 13.4% , Humanities enrollment is up 2%

2. How does this request align with the goals in the Educational Master Plan?

The Humanities Department is instrumental in all foci of the De Anza Educational Master Plan:

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

The Humanities Department continues to be a strong, grounding force in all of these areas. Our enrollment is higher than the De Anza College average, meaning that our courses help carry the enrollment load for the entire college. The College needs Humanities to stay strong, and this will require dealing with the loss of Sal Breiter, who has led this department and drawn in thousands of students over the years. Humanities full-time faculty do much more than teach. They counsel students, which helps retention. Humanities courses are all strongly student-centered, with attention paid to civic capacity for community and social change. Our bread-and-butter course, Humi 1, is an

important tool for recruitment into the Humanities Mellon Scholar program, and Humanities faculty often serve as Mellon program mentors and teachers. We need a strong full-time presence to support the health of the HMS program as well.

3. How does this request align with the College's Equity Plan Re-Imagined?

We intend for Sal Breiter's replacement to be as strong a champion for equity as he has been, especially through his work with First-Year Experience and other learning community cohorts. We intend to use the College's Equity Plan Reimagined as a guide for hiring a replacement faculty with equity competence and a willingness to grow and support departmental and College equity efforts.

4. Are there any special regulations such as law, Title 5, Education Code, student success initiative or accreditation standards, etc. for the position? Provide documentation.

N/A

5. Explain how the work will be accomplished if the position is not filled.

With Wendy White on reduced load, and expecting to be out for two quarters due to surgery and then retiring soon, all Departmental administrative and student support related tasks will fall to the one remaining full-time faculty, Lori Clinchard, who is now Chair of the Department and Faculty Director of SSH's California History Center. She will do her best to engage part-time faculty, and to keep the department strong and present and connected to other programs and services, with attention to equity and student success. That said, it would be beneficial to the College to replace Sal Breiter and ensure a strong Humanities Department foundation for the future.

6. Other information, if any.

[object Object]

This form is completed and ready for acceptance.