

Faculty Request Form - Fall 2024

Department/Area and Name of Submitter

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 Name | Replacement or Growth | Retirement/Resignation Date | Instruction, Non-Instruction, Both | If Both, indicate the ratio | *Area Ranking |
|-------------------|-----------------------|-----------------------------|------------------------------------|-----------------------------|---------------|
| Full Time Faculty | Replacement | Retirement / June 28, 2024 | Instruction | | High |

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 | | | | | |
|---|---------|---------|---------|---------|---------|
| Social Sciences and Humanities - Geography-DA | | | | | |
| | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
| Enrollments | 1,250 | 1,308 | 1,362 | 1,179 | 1,123 |
| Sections | 29 | 28 | 28 | 27 | 26 |
| Fill Rate | 86% | 93% | 97% | 87% | 86% |

Success and Equity

Social Sciences and Humanities - Geography-DA

| | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---------------|---------|---------|---------|---------|---------|
| Success Rate | 88% | 86% | 89% | 88% | 89% |
| Withdraw Rate | 6% | 8% | 7% | 6% | 4% |
| Equity Gaps | -15% | -20% | -10% | -13% | -14% |

Faculty Load Ratios

Social Sciences and Humanities - Geography-DA

| | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|-----------------------|---------|---------|---------|---------|---------|
| Full Time | 35% | 28% | 29% | 30% | 27% |
| Part Time | 65% | 72% | 71% | 70% | 73% |
| Overload | 0% | 0% | 0% | 0% | 0% |
| FTEF (full time only) | 1.0 | 0.8 | 0.8 | 0.8 | 0.7 |

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.

The Geography department is highly committed to achieving student success, student retention and reduction of equity gaps. The Department is aware and mindful of the equity gaps and continuously strives to improve on the 14% equity gap in 2022-23 and in order to do so the department actively participates in conversations about equity on campus, professional development courses on campus, best teaching and learning practices to bridge the equity gap.

The Department enrollment has decreased from 1250 in 2018-19 to 1222 in 2023-24 with the number of sections being reduced from 29 to 26. The fill rate for the sections went from 86% in 2018-19 to 97% in 2020-21 (increased online enrollment during Covid periods) back to 87% in 2023-24.

Between 2018-2024, fulltime faculty load had reduced from 35% to 23% which resulted in part-time faculty load from 65% to 77%. But success rates have remained high 86-87% while the withdrawal rate is low 8% to 5%.

During Covid, our faculty switched from offering fully on campus and online classes to multiple modalities including synchronous and asynchronous online and hybrid formats. Attention has been paid to SSH Resilience and Adaptation Student survey responses while scheduling classes to ensure that students with different ethnicities and accessibilities had access to classes that suit their needs. Different teaching techniques have been adopted like lecture recordings, comprehensive online content with visualizations and web links to acknowledging and respecting students with different learning styles and ensuring a deep focus on attaining wholistic student success.

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).

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 Department always tries to be available to cater to a wide range of student needs and primarily losing the only Full Time Faculty in the Department has reduced the number of course offerings that can be made by the department. The Department would in future like to offer courses in the Evening or Fridays which it cannot currently offer based on the current number of instructors.

Many colleges in California offer courses in mapping and GIS. It would be key to enrollment if we could offer courses in mapping. New faculty could devise a course in GIS and mapping that would help with enrollment as it would attract those who want to declare Geography as a major. Offering classes and certificates in Geospatial Technologies may attract more students as it is a very sought after option in the current job market.

Ability to offer in a wide range of modality at different times would positively impact student enrollment. Offering classes in GIS and Mapping in future can enable students to have a marketable skill suitable for the silicon Valley job market. It will also help us stay competitive among the colleges in California.

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)

Ability to offer more classes in a wide range of modalities and timings will enable students with different time commitments to enroll in classes thereby increasing enrollment. We are currently exploring options of starting evening classes for Geography which was previously offered but later discontinued due to lack of instructor availability.

Having a Full Time Instructor can be beneficial as the faculty can take part in community outreach programs and attempt to increase enrollment and reduce equity gaps .

Job opportunities and career prospects are bright for all students in the GIS field, even more so for historically underrepresented student groups as the tech industry in the Bay area and beyond, seeks to diversify their work force. This would provide educational opportunity and skills that will continue to be in demand for the foreseeable future.

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)

The Department has constantly worked towards improving student success rates. The course success rates among Black, Latinx and Filipinx students have increased from 70% in 2020 to 78% in 2024. In the same period among the same population group the withdrawal rate has reduced from 16% to 6%.

In order to reduce equity gaps accessibility of classes need to be increased. For this more classes need to be offered at different times with greater face to face component or synchronous component so that the instructor can connect better with students and encourage greater qualitative and quantitative course participation.

In 2024 the student success rate was 87% which is high and having a full time faculty would help serve students better. Faculty could serve in on campus committees and also as student club advisors.

Having a full time faculty member design a GIS course curriculum would benefit students by increasing their ability to get hired in different companies that have mapping requirements.

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)

In 2009, 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 (on reduced load) has been the only full-time faculty member in the department. Purba has retired in June 2024 so the Department currently has no Full Time Faculty.

As stated in Program Reviews in the past the Geography department would like to expand and offer more sections of Physical, Cultural and World Regional Geography. We have an approved curriculum for Geography of California which we cannot teach due to unavailability of instructors. In the future we will also look into offering other branches of Geography like computer based Geographic Information System (GIS) classes and classes on mapping which will enable Geography Department to offer a "Major" in future. Currently De Anza does not offer any mapping classes so the De Anza students cannot select Geography as a Major (Transfer Model Curriculum). With Purba Fernandez retiring the existing classes in the department also need faculty to teach the classes. Having a Full time Faculty will also increase the departmental participation in various on campus voluntary services that can only be done by Full Timers.

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)

In 2009, 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 (on reduced load) has been the only full-time faculty member in the department. Purba has retired in June 2024 so the Department currently has no Full Time Faculty.

Faculty participate in College Opening Days, Open House, Career days to reach out to prospective students. Faculty keep abreast with new research and developments in the discipline and incorporate the updates and technology in their existing curriculum. Having a full time faculty member the department can practice outreach and try to reduce the equity gap.

In the absence of a full time faculty the current adjunct faculty are ineligible to voluntarily become part of many on campus committees. If the department wants to create a GIS program then a full time faculty is required to begin the program and get the required curriculum approvals. This will surely benefit the department and the division by increasing enrollment numbers. Also we would be able to offer more sections of Physical, World Geography and Human Geography sections in the evenings or Fridays.

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

Currently the department has hired Adjunct Faculty who is expected to join in Winter 2025 to teach classes that were already scheduled. An Adjunct faculty is being paid a stipend to complete Chair duties till a Full Timer is hired to fulfill the role. Dean of SSH is taking care of duties that can be done by a full timer only like teaching evaluations.

7. Other information, if any.

N/A

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

Securing a full-time Geography instructor to replace Professor Purba Fernandez is essential to reinvigorate and maintain the vitality of our Geography program. Geography is a foundational discipline that provides students with critical insights into global, environmental, and cultural issues. As we aim to meet the growing demand for geographically literate students in a world increasingly focused on sustainability, environmental resilience, and social equity, having a dedicated full-time faculty member is vital.

A full-time instructor will play a key role in developing and updating our curriculum to keep pace with these evolving topics, ensuring that students receive a contemporary and relevant education. This position is also essential for undertaking thorough program reviews, assessing our effectiveness, and identifying areas for growth and improvement. With a full-time faculty member, the Geography program can better align with institutional goals and respond to feedback from students, industry stakeholders, and accrediting bodies.

Moreover, a full-time faculty member would have the bandwidth to actively engage in outreach, marketing the program to prospective students, and fostering partnerships with community organizations. This role would support increased enrollment, student engagement, and stronger community ties. By reestablishing a dedicated Geography instructor, we can offer a more cohesive program that attracts diverse students, supports cross-disciplinary initiatives, and ensures that Geography remains a vibrant and impactful area of study within our institution. A committed faculty member is crucial to sustaining and expanding the program's legacy and its contributions to our students and community.

This form is completed and ready for acceptance.