

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
Full-time Faculty	REPLACEMENT for Retired F/T faculty	retired at end of Spring '24 Quarter	Instruction	N/A	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, please provide information for each of the following areas:

A. Instructional Faculty

Faculty Position Request Data Sheet

Limits: From 2018-19 to 2025-26

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%
FTEF (full time only)	2.0	2.0	2.8	2.6	2.2

Awards

Social Sciences and Humanities - Humanities-DA

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Certificates	16	9	22	6	24	12
Associate Degrees	0	0	0	0	0	0
Associate Degree for Transfer	0	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?

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 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.

Previous full-time Humanities faculty, Wendy White, has recently retired after 19 years teaching at De Anza College. Her absence will have a profound effect on enrollment within the Humanities Department.

We need two replacement positions. 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. Our Department now has only one full-time faculty, Lori Clinchard, who has an ongoing 50% release time agreement (serving as CHC Faculty Coordinator), leaving us with the equivalent of *half of one full-time faculty member*. We currently do not have enough faculty to cover all our scheduling needs, and have been having to rotate part-time faculty members into a temporary full-time position each year. 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 and Wendy White's replacements to be as strong a champion for equity as they have been, especially through their work with First-Year Experience, learning community cohorts, and students of color. 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 Sal Breiter's reassignment, and now Wendy White's retirement, all Humanities Departmental administrative and student support related tasks fall to the one remaining full-time faculty, Lori Clinchard, who is now Chair of the Department while also serving as Faculty Coordinator and Center 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 the impactful loss of both Sal Breiter and Wendy White, to ensure a strong Humanities Department foundation for the future.

6. Other information, if any.

Our Humanities Department plays a vital role in driving enrollment across the College, supporting student engagement and fostering a culture of academic exploration and inclusion. To strengthen this impact, it is essential to expand our full-time faculty cohort within the Humanities. Investing in full-time faculty will provide the stability needed to continually build and update our curriculum, ensuring relevance in today's evolving academic and social landscape, especially in areas intersecting with artificial intelligence and digital humanities.

Full-time faculty members are critical not only for curriculum development but also for representing the Humanities in key community initiatives and College activities. Their consistent presence enables meaningful mentorship for part-time faculty, creating a collaborative environment that supports teaching excellence and student success. As we see students from diverse backgrounds and academic paths enrolling in Humanities courses, it's imperative to have faculty who reflect this diversity—not only in their backgrounds but also in the breadth of ideas they bring. This representation allows students to see themselves in their studies, enriching their educational experience and fostering a stronger sense of belonging and purpose.

Strengthening our full-time Humanities faculty is an investment in the department, the College, and our commitment to student achievement and intellectual growth.

This form is completed and ready for acceptance.