De Anza Faculty Request Form

Division

SS/H Division

Department/Program

Anthropology

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
Faculty	Replacement	Resignation	Instruction		1 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 - Anthropology-FD

	2018-19	2019-20	2020-21	2021-22	2022-23
Enrollments	2,975	3,088	3,391	3,119	3,070
Sections	87	79	87	78	78
Fill Rate	86%	92%	96%	93%	92%

Success and Equity
Social Sciences and Humanities - Anthropology-FD

	2018-19	2019-20	2020-21	2021-22	2022-23
Success Rate	81%	82%	81%	82%	82%
Withdraw Rate	7%	7%	8%	7%	7%
Equity Gaps	-16%	-15%	-13%	-12%	-12%

Faculty Load Ratios
Social Sciences and Humanities - Anthropology-FD

	2018-19	2019-20	2020-21	2021-22	2022-23
Full Time	10%	9%	14%	14%	14%
Part Time	87%	87%	81%	78%	84%
Overload	3%	5%	6%	8%	2%

Awards
Social Sciences and Humanities - Anthropology-FD

	2018-19	2019-20	2020-21	2021-22	2022-23
Certificates	0	0	0	0	0
Associate Degrees	0	0	0	0	0
Associate Degree for Transfer	8	5	8	7	10

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?

Only 14% of the sections are taught each year by full time faculty and 84% is taught by PT faculty. This is in severe violation of the 75/25 ratio set by the state. We have a very strong fill rate of 93% and a success rate is 82%. But the success rate seems to have plateaued and the equity gap remains large.

We need another FT faculty and institutional support to provide a fair chance to our students with varied needs and preparedness. Please see more detail provided below

2. Other information, if any?

N/A

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?

We lost a FT faculty position five years ago. After a leave of absence, the FT faculty resigned, and the position has not been filled since. We are fairly a large program, serving over 3000 students and offering 78-87 sections each year. About 84 % of our offerings are being taught by adjunct faculty. The above statistics surely deserves another full-time position. Anthropology offers popular GE courses which are UC and CSU transferrable and bring in large student enrollment. Our classes pack at 50 students, the fill rate is about 93% and the success rate of 82%. The content of anthropology is multicultural and exceedingly relevant in today's globalized world. The courses develop a "tool kit" which is valuable and meaningful for the students in whichever major they pursue. In addition to offering transferable GE courses, anthropology prepares students to be more engaged citizens with contemporary issues both locally and globally.

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

With the new faculty we will be able to strengthen Cultural and Applied Anthropology sub-fields of Anthropology.
We have an ADT in Anthropology and would like to develop and offer two certificates - one in Forensic and the other in Applied Anthropology. The SLO and PLO data also supports the need for an experiential curriculum to achieve equity and student success. We can do so by offering internships, independent study and certificates in Anthropology (such as in Forensic, field methods or Applied Anthropology). With the new hire,the breadth of our course offerings will also increase to include Field methods in Archeology, Medical anthropology, Anthropology of Art, Museum Anthropology and more. These courses and certificates will better prepare our students for jobs in CRM firms, health, business, museum and the government.

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

In a large program, having another committed FT faculty will help in reducing the achievement gap, providing opportunities for applying anthropology in surrounding tech firms, businesses and communities. This will provide exposure to doing anthropology, finding employment and building alliances. All of which are critical for first generation college students and so many underrepresented student groups.

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.

The program has been working with 1 FT and 10-12 adjunct faculty. I certainly do not undermine the committment to PT faculty to their profession and De Anza students, but a FT will make a huge difference in driving the program to its full potential. Having another FT faculty will help in building community and business partnerships where our students can practice a more engaged anthropology and build alliances for applied work.

6. Other information, if any.

N/A

This form is completed and ready for acceptance.