

# De Anza Faculty Request Form

## Division

Biological Health and Environmental Sciences

## Department/Program

Environmental Sciences

## 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 |
|------------------------|-----------------------|-----------------------------|------------------------------------|---|---------------|
| Environmental Sciences | replacement           | June 30, 2020               | 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, please provide information for each of the following areas:

### A. Instructional Faculty

## Faculty Position Request Data Sheet



Fill Rates  
 Biol, Health, Env Sc, Wrkfr Ed - Environmental Science-DA

|                    | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--------------------|---------|---------|---------|---------|---------|
| <b>Enrollments</b> | 2,211   | 2,352   | 2,212   | 1,827   | 1,668   |
| <b>Sections</b>    | 79      | 75      | 63      | 52      | 50      |
| <b>Fill Rate</b>   | 97%     | 97%     | 97%     | 98%     | 95%     |

Success and Equity  
 Biol, Health, Env Sc, Wrkfr Ed - Environmental Science-DA

|                      | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|----------------------|---------|---------|---------|---------|---------|
| <b>Success Rate</b>  | 90%     | 89%     | 86%     | 85%     | 87%     |
| <b>Withdraw Rate</b> | 5%      | 6%      | 5%      | 4%      | 4%      |
| <b>Equity Gaps</b>   | -8%     | -11%    | -13%    | -14%    | -7%     |

Faculty Load Ratios  
 Biol, Health, Env Sc, Wrkfr Ed - Environmental Science-DA

|                  | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|------------------|---------|---------|---------|---------|---------|
| <b>Full Time</b> | 25%     | 25%     | 13%     | 11%     | 12%     |
| <b>Part Time</b> | 69%     | 66%     | 78%     | 87%     | 83%     |
| <b>Overload</b>  | 6%      | 9%      | 8%      | 2%      | 4%      |

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?

At this time there is only one FT faculty member that is serving more than 1600 students. While PT faculty have helped when possible given their other responsibilities, the failure to replace a FT faculty position would seriously fragment the goals of the Department due to lack of participation in the business side of the ES/ESCI Department. Despite these setbacks the department has incorporated changes which use the data to develop and improve teaching and learning within the classroom. While online classes are in high demand we recognize that for some learners face to face interaction is important. We have brought back on campus classes where there is a student demand and the faculty have engaged the students in learning and working outdoors in the Kirsch building and Cheeseman ESA as well as on field trips. They have recognized that this hands on approach and real life laboratory experiences can help the students understand the often dry lecture concepts by relating directly to the subject matter in the world around them.

Traditionally environmental sciences are one of the more popular sciences courses at De Anza, in large part due to the curriculum, everyday relevance and emerging global climate conditions . Students from all disciplines on campus enroll in our general education courses – where we see our fastest growing student enrollment. By the end of the 2020 academic year, our enrollments were just above 2200. At that point our FT faculty left us due to relocation and our numbers have fallen since then to just above 1660.

Our PT faculty are not able to fill that void and spend the needed time and efforts on campus engaging with students outside of classroom and office hours. It is often this outside interaction and faculty availability that has the most dramatic affect on students.

## 2. Other information, if any?

Despite trying to teach some overload our one FT faculty makes up ~ 12% of teaching load while the remaining load is carried in a fragmented fashion by a number of different PT faculty, some online and some face to face. This has been very difficult as ESCI as a subject lends itself to collaboration, conversation and engagement amongst the faculty peers.

With the loss of FT faculty not only have we seen an enrollment decrease of more than 500 students in the past several years, but with the loss of campus engagement and student recruitment we are also offering 25 fewer sections. Our success rates have also been impacted with overall student success rates falling from a high of 90% to 87%. And while on paper this may seem small the impact on our underserved students tells another story. Black, Latinx and Filipino students show an equity gap of 6%, 5%, and 4% respectively. Our low income students and veteran students also show equity gaps of 10% and 7%. These slowly emerging gaps need to be addressed as soon as possible so that they do not continue to increase.

We have seen globally that the ravaging effects of climate change are borne disproportionately by communities of color and lower socioeconomic circumstances. We need stewards of the environment and champions who can share that lived story and bring about change. We need to attract, retain and see that these students are successful and we cannot do that with PT faculty teaching more than 87% of the load/courses.

## 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?

This position is needed because we have only one FT faculty in the department. We have seen enrollment fall from 2200 to 1660 in the two years we have been without another FT faculty. This has seriously impacted our ability to serve students in a field of study that is so important. Many of our students have a growing concern and awareness of the increasing environmental issues worldwide and want to be active participants in the ongoing conversations. We wish to further serve De Anza College's goals as a whole to increase student enrollment. We have a high student success rate in the underserved student populations, especially within the sciences. We have tried to continue to increase or at least retain enrollment in all ESCI courses even with limited full-time faculty to guide students as well as mentor new PT faculty. The role of curriculum review, serving on committees, submitting program reviews etc fall on the this one FT faculty. Without additional full time faculty help we will see burn out in our faculty and will no longer see innovation and collaboration.

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

The Environmental Science department is committed to creating and fostering the interest of students and we are specifically dedicated to developing student's skills in problem-solving and community and civic engagement. We believe that the hiring of this replacement full-time faculty position is vital to promoting our students' awareness, discussion, and action on current and future environmental issues. Our FT faculty have both been engaged with LinC, FYE and Umoja. These efforts have unfortunately decreased by 50% with the loss of our FT ESCI faculty. We need to hire a replacement to continue this classroom, campuswide and community engagement. We would like to once again see more collaboration and engagement with other areas of the campus to better serve our students.

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

The Environmental Science Department is committed to meeting student demand for high quality curriculum and closing the equity gap in retention and success within a fast growing science field. The ESCI Department attempted to respond effectively to the institutional goals for our underserved student populations. In order to maintain and more importantly continue to grow the retention and success rates of our students, the ES Department uses a variety of teaching methods such as hybrid classes and hands-on activities in lab classes. There are tutoring opportunities, clubs and special project opportunities available to students as well as office hour interactions with their instructor. These would be affected by the failure to increase the FT faculty position. When students are at risk of failing, the full time faculty coordinate support activities for the students to facilitate their retention and success. Most part time faculty do not have the time to spend more than the required classroom and office hours with students.

Our success rates have been impacted with the loss of 50% of our FT faculty teaching load: overall student success rates falling from a high of 90% to 87%. With the greatest impact effecting our under-served student populations. Black, Latinx and Filipino students show an increasing equity gap (negative difference in success) of 6%, 5%, and 4% respectively as compared to the overall all student success rate. Our low income students and veteran students also show equity gaps of 10% and 7 %. These slowly emerging gaps need to be addressed as soon as possible so that they do not continue to increase.

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.

Failure to fill this position would result in: the equity gap remaining open and impact further the number of students served by the department i.e. enrollment, would be seriously impacted. Full time faculty are needed in the ESCI Department to address the problems of student retention, success and equity and cannot be met by the reduction in a full time faculty position. Student demand for our courses remains high and many students are left on waiting lists at the beginning of the quarter due to lack of instructors to teach courses. We have seen enrollment numbers successively drop year to year, our FT faculty will be taking a PDL, which she is absolutely entitled to and which is supported by her Dean. But this will have a devastating impact on enrollment and more tragically - students who might have taken a science course in ESCI and learnt about the effects, policies, advocacies of and for our precious global environment will not do so and the immediacy of the need for solutions will be lost.

6. Other information, if any.

We have posted this position for the past three cycles and it just falls short usually by just one spot. The data clearly shows the effects of the loss of a FT faculty.

Enrollment Falling from 2212 to 1827 to 1668.

Productivity falling from 562 to 560 to 539

In order to grow back our enrollment numbers and more importantly continue to grow the retention and success of the students, the ESCI Department will need to continue to use innovative and varied methodologies and tools to engage students. This might include offering of online, hybrid classes, and on campus classes. Offering field trips, hands-on activities, tutoring and employment opportunities, clubs and special project courses. These would continue to be severely impacted by the failure to replace the FT faculty position. This trend will continue with just one remaining FT faculty.

There is an urgency to replace the FT faculty we lost in Spring 2020. When students are at risk of failing, it is the full time faculty who help to coordinate support activities for the students to facilitate their retention and success. Most part time faculty do not have the time to spend more than the required classroom and office hours with students.

Failure to fill this position would result in: the equity gap remaining open and affect further growth of students served by the department i.e. enrollment, which would be seriously impacted. Full time faculty are needed in the ESCI Department to address the problems of student retention, success and equity and cannot be met by the continued reduction in a full time faculty position.

This form is completed and ready for acceptance.