

De Anza Faculty Request Form

Division

PSME

Department/Program

Mathematics

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
Mathematics Faculty	Replacement (Mo Geraghty)	June 2023	Instruction		One.
Mathematics Faculty	Replacement (Lisa Markus)	August 2023	Instruction		Three
Mathematics Faculty	Replacement (George Krestas)	March 2024	Instruction		Four

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
Physical Sciences/Math/Engin - Mathematics-FD

	2018-19	2019-20	2020-21	2021-22	2022-23
Enrollments	18,334	17,866	18,503	15,004	13,789
Sections	554	541	546	473	419
Fill Rate	92%	91%	91%	87%	91%

Success and Equity
Physical Sciences/Math/Engin - Mathematics-FD

	2018-19	2019-20	2020-21	2021-22	2022-23
Success Rate	67%	72%	79%	76%	77%
Withdraw Rate	15%	14%	11%	12%	11%
Equity Gaps	-20%	-20%	-19%	-17%	-20%

Faculty Load Ratios
Physical Sciences/Math/Engin - Mathematics-FD

	2018-19	2019-20	2020-21	2021-22	2022-23
Full Time	42%	40%	40%	44%	45%
Part Time	43%	42%	43%	40%	39%
Overload	16%	18%	16%	16%	16%

Awards
Physical Sciences/Math/Engin - Mathematics-FD

	2018-19	2019-20	2020-21	2021-22	2022-23
Certificates	0	0	0	0	0
Associate Degrees	268	220	274	260	223
Associate Degree for Transfer	14	47	55	62	67

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?

The department leverages the data mentioned above as a foundational element for informed decision-making and ongoing improvements in teaching and learning. Firstly, the data provides critical insights into the performance and progress of our students. We analyze this information to identify trends, strengths, and areas needing enhancement within our curriculum and instructional methods. By closely monitoring student outcomes, we can tailor our teaching strategies to better meet the diverse needs of our student body, ensuring that we address the evolving demands of our learning community.

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?

The position is needed to enhance the program's health, growth, and vitality by addressing increased student demand and promoting student success. As the program experiences an upward trajectory in enrollment, the addition of this faculty position will help meet the growing educational needs of our students, provide additional academic support, and ensure a robust academic environment. The faculty member will contribute to the development of a more diverse and inclusive curriculum, engage in student mentorship, and support initiatives that align with our program's mission to foster academic achievement and equity.

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

This request aligns with the goals outlined in the Educational Master Plan by directly contributing to the provision of high-quality education, accommodating enrollment growth, and supporting student success. The addition of this faculty position aligns with the plan's objective to meet the educational needs of our diverse student population while maintaining a commitment to academic excellence.

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

The request also aligns with the College's Equity Plan Re-Imagined by emphasizing the importance of equitable access to educational opportunities and ensuring that the needs of underrepresented student groups are met. The faculty position will assist in promoting equity in academic outcomes, narrowing achievement gaps, and enhancing the overall educational experience for all students.

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.

There are no special regulations associated with this position, as it primarily pertains to addressing student demand and supporting program growth and vitality.

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

If the position is not filled, the workload on existing faculty may increase, potentially leading to burnout and reduced effectiveness in addressing student needs. This could impact the program's ability to maintain high-quality education and equitable access for all students.

6. Other information, if any.

There are some other factors to be considered for the need for these positions: Although the enrollment is down in the past 5 years, the department has lost eleven fulltime faculty to retirement. We did hire 5 faculty for replacing some of them but two of them left in the middle of their tenure process, one of which was an equity focused position to teach MPS classes (Andrew Lazar). Although enrollment is down, a big reason for the drop is elimination of developmental math classes. As a result students are being placed in higher classes and have a bigger need for support classes. We need to be at a healthy number of fulltime faculty (which we are far from) to develop support curriculum and courses. This is an equity matter. We have just enough fulltimers to cover classes and it is very hard for the faculty to find the time to do any of the necessary equity work of developing support content for students who need them most. If we stay at this number of fulltime faculty (-8 net over the past 5 years) there is a very good chance the success rates of the students will drop and equity gap will widen. This quarter alone one of our faculty had to rescind their PDL and teach and we had to turn two parttime faculty into temp fulltime to cover our classes. Our fall enrollment is showing a slight upswing which demands a higher number of fulltime faculty.

This form is completed and ready for acceptance.