# De Anza Faculty Request Form

## Division

Social Science and Humanities

## Department/Program

Political Science

## 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 Political Science Faculty Position | Replacement | Retirement Date of June 30, 2023 (Nicky Yuen) | Instruction | | 4 of 6 |
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## 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 - Political Science-FD

|  | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| **Enrollments** | 2,729 | 2,828 | 2,507 | 2,094 | 1,693 |
| **Sections** | 74 | 74 | 79 | 74 | 64 |
| **Fill Rate** | 80% | 83% | 75% | 68% | 63% |

## Success and Equity
### Social Sciences and Humanities - Political Science-FD

|  | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| **Success Rate** | 76% | 78% | 73% | 73% | 74% |
| **Withdraw Rate** | 12% | 10% | 15% | 14% | 14% |
| **Equity Gaps** | -13% | -11% | -16% | -13% | -11% |

## Faculty Load Ratios
### Social Sciences and Humanities - Political Science-FD

|  | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| **Full Time** | 35% | 17% | 35% | 26% | 40% |
| **Part Time** | 55% | 75% | 53% | 65% | 50% |
| **Overload** | 10% | 8% | 12% | 9% | 11% |

## Awards
### Social Sciences and Humanities - Political Science-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** | 35 | 30 | 44 | 31 | 34 |

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?

Political Science faculty remain committed to student success, retention and student equity. We are mindful of the 11% equity gap in 2022-23 and continue our efforts to reduce this equity gap through our participation in campus-wide activities, best teaching and learning practices and equity focused professional growth opportunities.

The department enrollment has decreased from 2,094 in 2020-21 to 1,693 in 2022-23 with the section count decreasing from 74 to 64, the fill rate has fallen in recent years, going from 80% in 2018-19 to 64% in the 2022-23 year. Between 2018-2023, full-time faculty load has

fluctuated somewhat due to full-time members going on sabbatical during the years in review, with the 2022-23 numbers ending up at 40% full-time load and 50% part-time load. We expect with a full-time retirement in June that the ratio of part-time load to full-time load will be higher in 2023-4 than the previous year.

Success rates have remained in the mid-70% range over the last several years and last year (2022-23) the success rate was 74% department-wide while the withdrawal rate was 14%. This number was also consistent with recent year's withdrawal rates. As mentioned in our program review, our success rates are tied closely to the instructors teaching our courses. Some of our instructors have success rates in the high 90's and others in the 60's.

Through Covid, our faculty switched from offering fully on-campus and online classes to multiple modalities including synchronous and asynchronous online and hybrid formats. We have paid attention to SSH Resilience and Adaptation Student Survey responses in our class scheduling and class modalities to better serve our student population needs. We have adapted our teaching techniques and include lecture recordings, comprehensive online content with visualizations and web links to accommodate varied learning styles and needs so that all students are better positioned to succeed.

## 2. Other information, if any?

The pandemic saw our department switch to mainly online courses in the early stages of the pandemic, then with the College push to more hybrid and face to face to encourage students to return to campus, we moved to more hybrid. Those courses tended to be lower enrolled as students indicated they wanted to more online courses vs hybrid and face to face for the flexibility. As a result, we likely lost some enrollment due to this experimentation in scheduling.

In terms of student success and our intervention efforts, we had some limited success with department meetings, equity retreats, and encouraging our faculty to attend professional development events including getting Canvas and Zoom training before and once the pandemic began. Although our faculty are "Canvas Certified" it doesn't necessarily mean we implement and apply best practices and are student and equity-friendly in our interactions with students as a whole as a practical matter. It is the full-time instructors like myself who have the responsibility to try to encourage, support, persuade and otherwise move our faculty to meet, receive more training, and apply outreach, and the strategies discussed to enrollment, success, retention and equity for our students to improve on our numbers.

## 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?

In June 2023, the Political Science went from three full-time instructors to two as Nicky Gonzalez Yuen officially retired. Political Science has traditionally been one of the largest 3-4 programs in the Social Sciences/Humanities Division in terms of enrollment, FTES, etc. Our field is situated in a vital position as it relates to the College Mission, Values and Values as Political Science informs our students to become civic leaders in their communities, per the Values statement. Our field also builds our students' capacity "to be socially responsible leaders in their communities, the nation and the world" as our Mission states. Further, our area directly provides the basis for one of the pillars of our Institutional Core Competencies which is to support student "Civic capacity for global, cultural, social and environmental justice" through our courses and programming.

In order to service our mission and values, we need the faculty resources to do so, both for our classes and the broader programming our department provides to students, our division, and the College. A full-time instructor would enable us to better outreach and attract more students and increase enrollment, retention and success. We would like to expand our curriculum to meet the needs of a changing society by offering courses in statistics, methodology, California and local politics and other courses.

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Our full-time instructors and some of our part time instructors have in the past and currently worked closely with VIDA to offer courses with the "E" (Engagement) designation, requiring students in those classes to do 12 hours of civic engagement volunteer work. Our full-time instructors support DASG through trainings, oversee civic engagement volunteers through internship programs like the FA-PAC Internship Program, Public Policy School and California Campus Camp. We place students in internships with local, state and federal elected offices to gain experience in the field. A full-time instructor would allow us to support both departmental and the College's stated mission and values in civic engagement and capacity.

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

This request lines up directly with the goals stated in the Educational Master Plan. Through volunteer opportunities, civic engagement and internships (both on and off campus), we are giving our students the experience and networking necessary to land a job and build skills to work in the broad field of Political Science. This, combined with our courses, prepares students to transfer, gain additional skills, and to do so experientially in the field. A new hire would help us improve on attracting more students to enroll, and success and retention. Hiring a dynamic, popular instructor who is open to applying equitable practices in their classes can have a massive impact on our success and equity numbers. We have one part-time instructor who regularly fills her courses with waitlists while other instructors have their classes canceled with single digit enrollments. If we hired someone who is popular and attracts students, it would increase our success numbers significantly and offset the poor numbers by a small set of faculty in our area. As mentioned above, another full-timer is needed to assist and support the work we do with VIDA and internship programs. This work is vital to the civic engagement and capacity building that is a stated goal of our mission and Educational Master Plan.

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

Our area needs to re-commit itself to both the concept and the practicalities of supporting success of our students and reducing our equity gaps. We have faculty who believe in equity and "walk the walk" and others who do not as much. In order to reduce our gaps, we need to meet again regularly as a department (by encouraging participation) and do as we did before, which is to share our equity data with one another and discuss strategies we can implement as individuals and a department. We need professional development and other trainings for our department in areas like online learning pedagogy (Canvas, zoom, best practices) and equity trainings to underline the importance of equity work with our faculty. A new faculty member would provide an instant uptick in our numbers and can help us bring resources more fully to bear to our area like CONNECTED, coordination with Guided Pathways/Villages, etc. A full-time hire would enable us to more readily support the work of equity immediately and long-term.

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.

If the position is not filled, the work would have to be distributed amongst the existing faculty and the pace would be slow because the existing faculty already have plenty of commitments and tasks. Adjunct faculty are stretched thin since they work on multiple campuses so the task of writing new curricula and shepherding those through the curriculum approval process would be an undue burden.

In terms of civic engagement on campus, our Full-Time Political Science faculty have by and large led, organized and made up much of the human resources supporting that work through internships, our collaboration with VIDA and supervising student volunteers each quarter. In addition, our full-time faculty have also historically been over-represented on college and district shared governance and service committees compared to other academic areas (and we have attempted to help outreach, train and encourage others to serve in leadership). If we do not hire a full-time faculty member, the civic engagement work that the College is committed to doing will likely shrink some due to capacity issues of myself and Bob Stockwell, our only other full-time instructor in Political Science.

Hence the urgency of need to allocate this faculty position to help expand the department so that Political Science can better meet student needs and the College's stated mission in Civic Engagement now and in the years to come.

6. Other information, if any.

Thank you for your kind consideration in reading and reviewing our request for Faculty resource

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This form is completed and ready for acceptance.

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