

# Faculty Request Form - Spring 2024

## Department/Area and Name of Submitter

Fatemeh Yarahmadi

### 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 Name	Replacement or Growth	Retirement/Resignation Date	Instruction, Non-Instruction, Both	If Both, indicate the ratio	*Area Ranking
Mathematics Instructor	Replacement	Retirement 3/28/2024	Instruction		

### 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 2023-24



### 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%

Average Section Fill Rate over time

### 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%

Success and Equity Trends

### 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%
FTEF (full time only)	25.2	23.4	23.8	22.3	20.1

Faculty Load Ratios

### 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

Awards

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 Math Department utilizes student performance data, course evaluations, SLOs, and feedback from faculty meetings to assess teaching effectiveness and identify areas for improvement. This data-driven approach allows us to tailor instruction to meet the diverse needs of our student body, ensuring equitable access to mathematical education and fostering student success in a rapidly changing educational landscape.

## 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

## C. Instructional and Non Instructional Faculty Justifications

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

The Mathematics Instructor position directly support the goals by enhancing student-centered instruction and services. The Mathematics Instructor will be replacing one of the longtime full-time faculty teaching various precalculus and calculus courses. With him retiring, there are between 9-15 classes that he usually taught that will need to be covered with part-time faculty. Our last request for two other retirements in the last round were not rank highly but with this third position, we are at the point of having at the minimum 30 courses not having an instructor. We would need to hire 5+ part-timers, which has been very hard to find recently. Additionally, the department is still adjusting to AB1705 regulations that requires developing new curriculum along with updating our current outlines of 20+ courses. The replacement faculty will contribute to improve student success in mathematics courses, MPS program, and ZTC initiative to ensure equitable access to learning opportunities for all students.

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

These faculty positions align with the College's Equity Plan Re-Imagined by addressing equity gaps in mathematics education. The Mathematics Instructor will implement inclusive teaching practices to support students from diverse racial and ethnic backgrounds, to provide support to historically under-served student populations, thereby advancing racial equity and promoting student success for all. Our department is in the process of adapting ZTC to provide more equitable access to course materials and resources for all students. By embracing Zero Textbook Cost (ZTC) initiatives, we aim to reduce financial barriers to education, ensuring that every student has the opportunity to succeed regardless of economic background. Through the integration of open educational resources (OERs) and

other ZTC materials, we are committed to fostering inclusive learning environments and promoting academic excellence for all members of our college community.

3. How does the program use data to develop, adapt, and improve teaching, learning, and/or support to respond to the needs of students, changing environments, other populations served, and evolving institutional and state priorities? - NOTE, THIS IS A DUPLICATED QUESTION WITH A.1 and B.1, PLEASE DISREGARD THIS QUESTION.

The Math Department leverages data analytics to inform instructional strategies, support services, and programmatic initiatives. By analyzing student performance metrics, demographic trends, and feedback mechanisms, we continuously adapt our approach to meet the evolving needs of our diverse student body and align with institutional and state priorities for educational excellence and equity.

4. How does the position support on-going college operations and/or student success?

Full-time mathematics Instructor position plays critical roles in supporting ongoing college operations and student success. It will help delivering high-quality instruction to fulfill academic requirements and promote student progression, so contributing to overall institutional effectiveness and student retention.

5. Why is the position needed and how would the position contribute to the health, growth, or vitality of the program?

The addition of a Mathematics Instructor is essential to meet the growing demand for math education at De Anza College. This position will enhance the quality and accessibility of mathematics instruction, promote student engagement and success, and strengthen the overall health, growth, and vitality of the Math Department and the college community as a whole.

6. Describe the current staffing and history of staffing in your area and how the current staffing affects the health, growth, or vitality of the program.

The Math Department currently faces staffing challenges due to retirements, resignations, and increased enrollment in upper level classes. The lack of adequate staffing negatively impacts our ability to meet student demand for math courses and support services. The addition of new faculty positions is crucial to address these staffing shortages and ensure the continued health, growth, and vitality of our program.

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

If the requested position is not filled, the Math Department will face increased strain on existing faculty and staff, leading to larger class sizes, reduced availability of support services, and diminished quality of instruction. This could result in lower student satisfaction,

decreased retention rates, and ultimately, compromised student success. It is imperative that these positions be filled to maintain the integrity and effectiveness of our program.

8. Other information, if any.

N/A

**Dean/Manager Comments**

I strongly agree and support the assessment of the department and their dire need for a new full-time math faculty.

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This form is completed and ready for acceptance.