De Anza Faculty Request Form

Division & Department

PSME

Name of Submitter

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 (Lenore Desilets)	March 2024?	Instruction		
Mathematics Faculty	Replacement (George Krestas)	March 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 2019-20 to 2025-26

Fill Rates

Physical Sciences/Math/Engin - Mathematics-FD

	2019-20	2020-21	2021-22	2022-23	2023-24
Enrollments	17,866	18,503	15,004	13,789	14,800
Sections	541	546	473	419	437
Fill Rate	91%	91%	87%	91%	91%

Success and Equity

Physical Sciences/Math/Engin - Mathematics-FD

	2019-20	2020-21	2021-22	2022-23	2023-24
Success Rate	72%	79%	76%	77%	76%
Withdraw Rate	14%	11%	12%	11%	10%
Equity Gaps	-20%	-19%	-17%	-20%	-20%

Faculty Load Ratios

Physical Sciences/Math/Engin - Mathematics-FD

	2019-20	2020-21	2021-22	2022-23	2023-24
Full Time	40%	40%	44%	45%	41%
Part Time	42%	43%	40%	39%	39%
Overload	18%	16%	16%	16%	20%
FTEF (full time only)	23.4	23.8	22.3	20.1	19.4

Awards

Physical Sciences/Math/Engin - Mathematics-FD

	2019-20	2020-21	2021-22	2022-23	2023-24
Certificates	0	0	0	0	0
Associate Degrees	220	274	260	223	192
Associate Degree for Transfer	47	55	62	67	101

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 Mathematics department continuously analyzes Precision Campus data to respond proactively to changing student needs and institutional shifts. While enrollments have not yet returned to pre-pandemic levels, fill rates remain strong at 91%, demonstrating ongoing high demand for our courses. This demand, despite the elimination of developmental math, signals the need for more intensive support structures at the college-level courses where students now begin their math pathway. This data informs how we schedule courses, assess equity efforts, and prioritize hiring. It is especially critical as we redesign our curriculum to reflect AB705 placement reform, integrate culturally responsive teaching, and build embedded support into gateway courses. However, without sufficient full-time faculty, our ability to adapt curriculum, mentor students, and uphold academic excellence is severely limited.

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?

This position is vital to the department's ability to deliver on its academic and equity promises. Over the past five years, we've lost eleven full-time faculty, one of our full time faculty took on the dean position, replacing only five—two of whom have since left, including a key hire dedicated to equity and support instruction (MPS). This staffing shortage is not sustainable. Full-timers are maxed out with instructional duties, leaving little time for essential equity work, support course development, and department leadership. Without strategic reinvestment in our faculty, our ability to support disproportionately impacted students—those most vulnerable to systemic gaps—will erode. This is not just a hiring need; it is an equity emergency.

Additionally, the department is still adjusting to AB1705 regulations that requires developing new curriculum along with revising our current outlines of 20+ courses. The replacement faculty will contribute to improve student success in mathematics courses, MPS program, Nonecredit, and ZTC initiative to ensure equitable access to learning opportunities for all students.

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

Our request directly supports the Master Plan's goals of student-centered instruction, retention, and high-quality education. Adding full-time faculty member enables the department to scale support systems, increase student engagement, and maintain a rigorous, inclusive learning environment.

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

Hiring additional full-time faculty is not just a staffing need—it is a transformative opportunity to elevate student success, close persistent equity gaps, and position De Anza as a leader in inclusive, high-impact math education.

With more full-time instructors, students will receive more than just instruction—they'll gain **meaningful mentorship**, **timely, personalized feedback**, and **critical academic support** both inside and outside the classroom. This kind of sustained engagement builds confidence, deepens learning, and ensures that students—especially those from historically underrepresented backgrounds—know their instructors believe in them and are invested in their long-term success. These relationships matter. They are what prepare students to stand out in transfer applications, thrive in professional programs, and enter STEM careers ready to lead.

A new hire will also make it possible to sustain and grow our most equity-driven programs, including MPS and MESA, which are nationally recognized for their support of students of color in STEM. With more full-time capacity, we can finally act on long-standing equity goals that remain out of reach due to time constraints:

Launching Zero Textbook Cost (ZTC) and Noncredit math courses

Implementing embedded tutoring in high-attrition gateway courses

Creating LinC cohorts for commonly co-enrolled sequences

Connecting students to current scientific and technological advances

These are not aspirational extras—they are essential interventions for reducing equity gaps and ensuring all students have access to a rigorous and empowering math education.

A second hire would be a game-changer for faculty development—especially for our part-time instructors, who teach a significant share of our students. We've long envisioned a structured, equity-minded professional development model that provides new part-time faculty with intentional onboarding, ongoing mentoring, and access to communities of practice focused on race-conscious, equity-centered pedagogy. With more full-time leadership, we can finally make that vision a reality—building a department that not only supports diverse learners but also recruits and retains a diverse, equity-driven teaching faculty.

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.

None, but the position is critical to maintaining progress under AB705 and ensuring students receive the support they need in transfer-level math.

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

If this position goes unfilled, our capacity to offer key courses and support equity initiatives will continue to shrink. Faculty burnout will worsen, leading to turnover and further instability. Student success and retention will suffer—especially for underrepresented populations.

We've had to temporarily convert four part-timers into full-time instructors just to stay afloat. This is a stopgap, not a solution.

6. Other information, if any.

The Math Department has experienced a net loss of eight full-time faculty over the past five years due to retirements and departures, including an equity-focused hire in our MPS program. While enrollment has dipped, this is largely due to the elimination of developmental math. Students are now placed directly into higher-level courses, including calculus, increasing the need for academic support and intervention—particularly for disproportionately impacted students. We are operating at a bare minimum, with just enough full-time faculty to cover classes, but not enough to lead essential equity-driven work like curriculum reform, embedded tutoring, and the development of corequisite support courses. These efforts are central to closing persistent equity gaps and improving student success—but they are impossible to implement without sufficient staffing.

In recent quarters, we've had to convert four part-time faculty into temporary full-time roles just to meet course demand. Meanwhile, our fall enrollment shows an upward trend, underscoring the need to rebuild and expand full-time capacity. We have the vision, the commitment, and the expertise to implement transformative changes: Zero Textbook Cost (ZTC) pathways, Noncredit course offerings, LinC learning communities, and race-conscious math curriculum that affirms the experiences and contributions of underrepresented students. We are also committed to strengthening support for part-time instructors

through mentoring and equity-focused professional development. But progress on all of these initiatives is stalled without full-time faculty to lead them. Hiring additional full-time faculty is not just about covering sections—it is about ensuring that all students, especially those historically underserved, have access to high-quality, inclusive, and empowering math education. This is a matter of capacity, equity, and institutional responsibility.

Dean's Comments

Over the past five years, the Mathematics Department has declined from 33 full-time faculty members to significantly fewer, despite no comparable drop in enrollment. During this time, the department has also been implementing major initiatives, including compliance with AB 705 and AB 1705 placement reforms and providing Zero Textbook Cost (ZTC) courses to students.

Although enrollment initially dipped, similar to campus-wide trends, math enrollment has steadily increased. Most sections are now full with waitlists. Supporting students has become increasingly difficult, as our part-time hiring has not kept pace with demand. Many of our part-time instructors reach their workload limits by winter and are unavailable to teach in spring, when student demand remains high.

An adequately staffed full-time faculty is essential to offering the courses students need consistently. With the new funding formula, ensuring enough sections of calculus is critical for students to complete key courses within their first year. Many certificate programs across other departments require mathematics courses; without sufficient math sections, students are delayed in completing certificates and transferring, which directly impacts campus funding.

The department also needs faculty leadership to develop summer bridge programs and student support modules. However, most full-time faculty are already at capacity with regular and overload assignments.

The positions requested are not for program growth but to maintain basic functionality and meet essential student needs. Additionally, it is important to recognize that students who begin their calculus sequence at De Anza typically stay through the full four-course sequence. Without enough sections of the initial course, we risk losing students to neighboring colleges, along with their enrollment in science and general education courses, creating further negative impacts on campus enrollment and funding.

This form is completed and ready for acceptance.