

## De Anza Faculty Request Form

## Division &amp; Department

Social Science and Humanities

## Name of Submitter

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 June 30, 2023 (Nicky Yuen); Retirement Date June 30, 2026 (Bob Stockwell)	Instruction		TBD of 4

## 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					
Social Sciences and Humanities - Political Science-FD					
	2019-20	2020-21	2021-22	2022-23	2023-24
Enrollments	2,828	2,507	2,094	1,693	2,183
Sections	74	79	74	64	64
Fill Rate	83%	75%	68%	63%	78%

### Success and Equity

Social Sciences and Humanities - Political Science-FD

	2019-20	2020-21	2021-22	2022-23	2023-24
Success Rate	78%	73%	73%	74%	67%
Withdraw Rate	10%	15%	14%	14%	17%
Equity Gaps	-11%	-16%	-13%	-11%	-7%

### Faculty Load Ratios

Social Sciences and Humanities - Political Science-FD

	2019-20	2020-21	2021-22	2022-23	2023-24
Full Time	17%	35%	26%	40%	42%
Part Time	75%	53%	65%	50%	58%
Overload	8%	12%	9%	11%	0%
FTEF (full time only)	1.4	2.6	1.8	2.4	2.7

### Awards

Social Sciences and Humanities - Political Science-FD

	2019-20	2020-21	2021-22	2022-23	2023-24
Certificates	0	0	0	0	0
Associate Degrees	0	0	0	0	0
Associate Degree for Transfer	30	44	31	34	35

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?

#### Enrollments and Fill Rates

Enrollments rebounded substantially from the COVID downturn. Enrollments jumped from 1,693 in 2022-2023 to 2,183 in 2023-2024, an increase of 28.94%. Furthermore, they continue to climb in 2024-2025!

Fill rates have also increased. Despite the same number of sections in 2022-2023 and 2023-2024 (64), fill rates increased from 63% to 78%, a whopping 15% increase.

#### Success and Equity

While our success rates went down from 2022-2023 to 2023-2024 from 74% to 67%, our equity gaps for the same period decreased from 11% to 7%, our lowest equity gap since 2019-2020. While there is work to do when it comes to success rates, we've made progress closing equity gaps.

#### Faculty Load Ratios

Our faculty load ratios tell an interesting story. The FTEF of 2.7 in 2023-2024 doesn't capture the full picture. Because Jim and Bob receive significant course release (re-assign time) due to FA-related duties (Vice President and Executive Secretary, respectively), this overstates the actual percentage of full time instruction available to the program.

#### Awards

The department's record regarding Associate Degrees for Transfer is one of steady progress.

### Departmental Planning

We continue to pursue enrollment through additional section offerings and program development/new course offerings. For example, we are developing ZTC courses for most of our course offering and adding a new class fall 2025, Poli 20, Political Science Statistics, which we believe will generate significant interest and enrollment. We are engaged in regular discussions on improving success/retention rates and lowering equity gaps. Our hiring process will prioritize equity- and engagement-mindedness, attributes that will fortify our program's strengths and enable us to continue to improve and develop.

### 2. Other information, if any?

## 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).

NA

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?

NA

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

NA

## 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?

### Urgent Need for Full Time Hire

Our last full time hire was in 2013. Nicky Yuen's retirement in 2023 left us with two full time faculty. Our department will be reduced to one full timer when Bob Stockwell retires in 2026. We need an additional full time instructor to maintain the health and vitality of our program.

### Health and Vitality of Program

We most directly advance the mission of De Anza College by training students to become "...socially responsible leaders in their communities, the nation and the world" and we most directly advance the College's institutional core competencies by promoting "(c)ivic capacity for global, cultural, social and environmental justice."

In addition to carrying out the normal functions of full time faculty (ZTC grant/OER course development, scheduling, curriculum, assessment/program review, etc.), our full time instructors are heavily involved in service and shared governance (e.g., FA, FA-PAC, Rising Scholars, Police Advisory Committee, FACCC, etc.) at the campus, district, and state levels, work closely with VIDA to offer Civic Engagement classes, mentor internship programs (including the Public Policy School and the FA-PAC Internship Program), advise student clubs, and facilitate student internships in local, state, and federal political offices as well as non-profit

organizations throughout the region. We need an additional full time faculty member to carry out our program's core functions and to advance the College's civic engagement commitment.

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

**Civic Capacity for Community and Social Change**

Our program supports many parts of the Educational Master Plan, including outreach, retention, and student-centered instruction and services, but its most profound impact is on civic capacity for community and social change.

We offer and support engagement opportunities through our Poli 1 "E" classes to hundreds of students every year. Working in collaboration with VIDA, students engage with a wide array of community organizations throughout the south bay region, including organizations like Sacred Heart Community Services, Second Harvest, and Sunnyvale Community Services. They also engage with campus programs like DASG, HEFAS, the Pride Center, the California History Center, and the Kirsch Center.

We mentor two districtwide internship programs, the Public Policy School and the FA-PAC Internship program. These paid internships give students hands-on experience in community organizing, advocacy, and campaigns/elections. Through our Poli 64 Political Science Internship we facilitate placement of students into internships in State Assembly and State Senate district offices, city councils and boards of supervisors, and with US House and Senate representatives. In addition, we advise student clubs (e.g., the Ukrainian Association, Model UN, and International Relations) on campus.

All of this work is vital to the goals of the Educational Master Plan.

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

**Racial Equity and Student Success**

We are committed to racial equity and student success. We engage in regular discussions about the realities of race and ethnicity for students of color in order to deepen our understanding of how institutional racism shapes educational access, opportunity and success for Black, Filipinx, Latinx, Native American, Pacific Islander and other disproportionately affected students. We continue to share and refine best practices for closing equity gaps and advancing student success.

We understand the importance of students feeling connected to the college, having goals and efficacy, actively participating in class and in community life, staying on track, knowing that we want them to succeed and are here to help, and feeling that they are contributing to the campus and that their contributions are valued.

Our department advances these student success factors through instruction and programs. Through our classes and the various programs we offer, we foster connectedness, community engagement, goal-setting and efficacy, participation, commitment, care, support, and recognition.

When seeking a replacement hire, we will be looking for someone with a demonstrated commitment equity, student success, and community engagement, all of which are essential to the future development of our program and our ability to advance the Equity Plan Re-Imagined.

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.

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

**Urgent Need for Full Time Hire**

If we are unable to hire, we will be down to one full time faculty member as of June 2026. This will mean reduced program capacity. Of course, the program will continue to carry out its core functions and responsibilities, but inevitably it will have to reduce its range of program offerings, including service commitments, mentorship to internship programs, advising to student clubs, and facilitation of internships. This will have a detrimental impact on the college mission to promote civic engagement at a time when that mission is more vital than ever.

6. Other information, if any.

Dean's Comments

The Political Science department urgently needs a full-time faculty hire in 2025-26. Without it, we will be reduced to just one full-timer, with the rest of our courses staffed by part-time instructors. This would severely impact our ability to meet growing enrollment demands and support students pursuing the Political Science Associate Degree for Transfer (ADT). Full-time faculty are essential for providing stability, mentoring, curriculum leadership, and support for transfer and degree completion—roles that part-time faculty, who often work across multiple campuses, cannot fully fulfill.

Political Science is a core discipline for transfer and civic engagement, and a strong full-time presence is critical to maintain program quality, innovate course offerings, and uphold student success and equity goals. Approving this hire will ensure we continue serving our students effectively, sustain transfer pathways, and meet the college’s broader mission. Without it, we risk undermining both the department's strength and our students' ability to achieve their academic and career goals. Thanks for your consideration.

This form is completed and ready for acceptance.