



Faculty Request Justification

Complete One Per Department/Program

Date: 5/10/23

Division: Intercultural and International Studies

Department/Program: Comparative Ethnic Studies and Native American/Indigenous Studies

Number of Faculty Requested: One

| Position | Retirement, Resignation or Growth | Retirement/Resignation Date | Instruction, Non-Instruction, Both | If 'Both', indicate the ratio of instruction to non-instruction |
|--------------------------------|-----------------------------------|-----------------------------|------------------------------------|---|
| Full-time CETH/NAIS instructor | Resignation | December 31, 2022 | Instruction | Click or tap here to enter text. |

Note: Insert additional rows if needed.

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

The following data can be gathered from the departmental [program review data sheet](#).

1. Enrollment data for each for each department in which the position is requested. Insert additional rows if needed.

| Position | Enrollment (#) | | | Sections (#) | | | Fill Rate (%) | | |
|----------|----------------|-------|-------|--------------|-------|-------|---------------|-------|-------|
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| CETH | 1725 | 1584 | 653 | 47 | 48 | 27 | | | 83% |
| NAIS | | | 119 | | | 5 | | | 60% |
| | | | | | | | | | |

Note: Fill rate is the actual enrollment divided by the maximum enrollment per section.
 22/23 CETH enrollment is 713, # of sections is 21 and fill rate is 90%
 22/23 NAIS enrollment is 215, # of sections is 5 and fill rate is 86%.

2. Success and equity data for each department in which the position is requested. Insert additional rows if needed.

| Position | Success Rate (%) | | | Withdraw Rate (%) | | | Equity Gaps (%) | | |
|----------|------------------|-------|-------|-------------------|-------|-------|-----------------|-------|-------|
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| CETH | 74% | 77% | 70% | 14% | 10% | 13% | -11% | -13% | -7% |
| NAIS | | | 71% | | | 14% | | | -7% |
| | | | | | | | | | |

Note: Equity gap subtracts the course success rate of the overall population (Asian, White, Native American, Pacific Islander, and Decline to State) from the course success rate of the population areas of focus (African American, Latinx and Filipinx). A negative equity gap indicates that course outcomes for students from the areas of focus are lower than course outcomes for all other student groups.

3. Faculty ratios for each department in which the position is requested. Insert additional rows if needed.

| Position | Full Time (FT %) | | | Part Time (PT %) | | | Overload (%) | | |
|----------|------------------|-------|-------|------------------|-------|-------|--------------|-------|-------|
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| CETH | 33.8% | 25.5% | 82.4% | 64.2% | 61.7% | 17.6% | 2% | 12.8% | 0 |
| NAIS | | | 0 | | | 100% | | | 0 |
| | | | | | | | | | |

Note: Overload represents full time faculty teaching overloads as well as all summer assignments.
 CETH 22/23: FT% = 69.2%, PT% = 30.8%, 0% overload
 NAIS 22/23: FT% = 0%, PT% = 100%, 0% overload

4. **Awards** for each department in which the position is requested. Insert additional rows if needed.

| Position | Certificates (#) | | | Associate Degrees (#) | | | Assoc. for Transfer (#) | | |
|----------|------------------|-------|-------|-----------------------|-------|-------|-------------------------|-------|-------|
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| CETH | | | 0 | | | 0 | | | 0 |
| NAIS | | | 0 | | | 0 | | | 0 |
| | | | | | | | | | |

CETH and NAIS do not have a certificate or AA degree. The transfer model curriculum (TMC) for the Associate’s degree for transfer in both these areas is currently being developed. The anticipated date for the TMCs is in Summer 2024.

5. 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 uses the data above to determine which courses students take. In particular, Ethnic Studies became a requirement for the CSU GE pattern in 21/22. The enrollment for CETH and NAIS courses that meet the Ethnic Studies GE have grown in demand as witnessed by the increase in enrollment and sections offered from 21/22 to 22/23. According to a compilation of research studies done by Sleeter and Zavala, Ethnic Studies classes have been shown to have a positive impact on course success rates and graduation rates.

At the beginning of the year in the fall quarter, the department analyzed the data deeply to see exactly where the equity gaps were happening. What we noticed was that the equity gap for both in-person and online classes was decreasing, but the equity gap for online classes was still larger than for in-person classes. We noticed that some of the strongest course success rates for these courses came when they were taught in a learning community. These classes in CETH and NAIS were taught with the Impact AAPI learning community, which serves Asian Americans, Native Hawaiians and Pacific Islander students. To respond to the equity gap in our online courses, we invited Dawn Lee, Mae Lee and James Capurso to attend IIS division meetings to talk about how we assess students and best teaching practices to use in online classes.

6. Other information, if any?

CETH and NAIS are newly formed departments starting the 21/22 academic year. These courses were formerly under the ICS prefix. The enrollments took a sharp drop that year for a number of reasons including students not knowing about the name change and two FT faculty teaching reduced loads (Article 18 and 19). The data is showing an upward trend in enrollment and fill rate for the 22/23 academic year which have been included in the data section of this document. This increase can be attributed to students knowing about the new prefixes and the increased demand for ethnic studies courses due to the new CSU GE Area F requirement. Anecdotally, the dean has heard from other community colleges and adjunct faculty who teach at other community colleges all up and down the state that colleges are experiencing huge demand for Ethnic Studies courses. De Anza is also seeing this demand.

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

C. Justifications for EACH requested position. Please limit each response below to no more than 300 words.

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

This position is needed since there is no FT faculty overseeing the Comparative Ethnic Studies (CETH) and NAIS (Native American/Indigenous Studies) departments. Although PT faculty do a great job teaching the courses, the department is in need of someone who can write new curriculum and grow the department

especially since Ethnic Studies will become a GE requirement not only for the CSU's but also for the UC's starting in 2025. In addition, C-ID is anticipated to put out the transfer model curriculum for the transfer degree in Native American/Indigenous Studies some time in 2024. Given that AB 928 will require students who declare transfer as their goal to choose a transfer degree, we will need FT faculty to put together a proposal for the degree to be offered at De Anza. Since the SCFF formula which will happen in 2025/26 relies on completion rates of degrees, it would be advantageous to De Anza to have this transfer degree made available to our students, especially to our students of color. Not only would students of color be able to take courses that are affirming and validating their place in higher education, but they would have programs that are affirming and validating.

Ethnic Studies will soon become a requirement for high school students. Local high schools have already approached the division requesting Ethnic Studies courses be offered in dual enrollment. To meet this demand, we will need to have FT faculty be present to teach these courses. It has been difficult to find PT faculty who are available to teach in-person. The demand for Ethnic Studies is so high in the state of CA that PT Ethnic Studies faculty are teaching at 3 or more institutions are opting for online assignments instead of in-person ones.

2. How does this request align with the goals in the [Educational Master Plan](#)?

The Educational Master Plan lists that 82% of students identify as nonwhite. Furthermore, course success rates and sense of belonging at the college were lowest for several populations, including Native American students. CETH and NAIS classes are Ethnic Studies courses designed to help students feel a sense of belonging and empowerment. In Christine Sleeter and Miguel Zavala's book, *Transformative Ethnic Studies in Schools: Curriculum, Pedagogy and Research*, the authors analyzed research in Ethnic Studies. Most studies found a positive link between Ethnic Studies courses and students' ethnic identity development and a sense of empowerment. Furthermore, most studies showed a positive link between Ethnic Studies courses and academic learning and outcomes.

Four of the goals in the Educational Master Plan is to increase the sense of belonging, the course success rates, degree attainment and civic capacity for community and social change for Black, Latinx Native American and Pacific Islander students. NAIS and CETH courses serve these goals directly. Additionally, some of these classes have been used with the Impact AAPI learning community, which includes students who identify as Pacific Islanders.

4. How does this request align with the College's [Equity Plan Re-Imagined](#)?

De Anza's Equity Framework includes two aspects, racial equity and student success factors, which put together produce equity. Racial equity includes "recognizing the realities of race and ethnicity for students of color and develop intersectional understanding of the ways in which institutional racism shapes success for disproportionately affected students" including Native American and Pacific Islander students. The curriculum and teaching pedagogy in CETH and NAIS is in total alignment with this aspect of the equity framework. These courses, which are intended to teach about racism and how people of color have been impacted by this racism, need a FT faculty to take ownership of these classes and provide consistency to the offerings in CETH and NAIS. The teaching pedagogy behind these courses include having students feel connected to their community and to be validated so that they can succeed not only in Ethnic Studies courses but their other courses as well. A FT faculty member is needed to be dedicated to the college and help create this sense of community at the college. Relying solely on PT faculty makes it difficult to develop this sense of community.

The Equity Plan asks the college show financial commitment and investment in all equity work. Ethnic Studies is equity work. Rebecca Pringle, president of National Education Association, summarized Christine Sleeter's and Miguel Zavala's "What the Research Says About Ethnic Studies". Pringle states Ethnic Studies "help foster cross-cultural understanding among both students of color and white students and aids students in valuing their own cultural identify while appreciating the differences around them" and "students who participate in ethnic

studies are more academically engaged, develop a strong sense of self-efficacy and personal empowerment, perform better academically and graduate at higher rates.” The request for a FT faculty member to teach these classes is in total alignment with the college’s equity plan.

5. Are there any special regulations such as law, Title 5, Education Code, student success initiative or accreditation standards, etc. for the position? Provide documentation.

[AB 1460](#), which was signed into law by Governor Newsom in August 2020, requires all students entering a CSU starting in fall 2021, take at least one Ethnic Studies course for graduation. The CSU’s responded to this legislation by creating Area F: Ethnic Studies as part of the lower division CSU GE requirements. As such, many students are taking Ethnic Studies classes to meet this new requirement.

In summer ’21, the CA Board of Governors approved [Title 5 regulations](#) to require a course in Ethnic Studies for the associate degree.

[AB 928](#), which goes into effect the 25/26 academic year, created a one GE pathway, called the CalGETC. The impact of this law requires all students transferring to a CSU or UC to take at least one Ethnic Studies course as part of the lower division GE requirements. We expect that student demand for Ethnic Studies courses will increase due to this legislation.

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

The lone FT faculty member in these departments resigned in December, 2022. There is no FT faculty teaching classes in NAIS at all. Staffing the classes for learning communities have been especially difficult since it has been hard to find PT faculty committed to teaching in-person. Learning communities such as FYE and Impact AAPI have these classes as part of the program. It is crucial that these students from historically marginalized communities learn about their cultures and histories since studies have shown that when students see themselves in the curriculum, they tend to be more successful with their coursework.

If there is no FT faculty member, the college might not be able to include courses from these departments be part of the learning communities since it has been difficult to find PT faculty who can commit to teaching in-person. The NAIS course that has been routinely offered to the Impact AAPI learning community was taught by a PT faculty who is no longer available to teach that class. If the division can not find another person, then it is most likely that class would be canceled.

The department would have to find a PT faculty member who could write curriculum and degree proposal for NAIS. Since the b-budget in IIS is low, there is not much discretionary funds available to pay PT faculty to do curriculum work. This division is heavy with PT faculty and as such relies on the goodwill of PT faculty to pick up extra work. However, with additional tasks comes the need for additional pay which the division doesn’t necessarily have. If the division does not have a PT faculty member who can do these tasks, then the college probably will not be able to offer the transfer degrees in Ethnic Studies or Native American/Indigenous Studies. These degrees would probably be most attractive to Native American, Pacific Islander, Black, Filipinx and Latinx students and one of the goals listed in the Educational Master Plan is to increase degree attainment these groups.

6. Other information, if any.

In preparation for the Ethnic Studies requirement, the division created new prefixes for Ethnic Studies classes. Some of the CETH and NAIS classes were formerly under the ICS prefix. Ethnic Studies is the broad umbrella term used to describe the recognized disciplines of African American Studies, Asian American Studies, Chican/x and Latin/x Studies, and Native American/Indigenous Studies. The new prefixes

came into existence in the 21/22 academic year. The data used for the 19/20 and 20/21 years were compiled manually in Program Review and may not necessarily be a one-to-one correspondence to the data in 21/22. Please see response for Question #6 in the previous section.