

De Anza Faculty Request Form

Division

Intercultural and International Studies

Department/Program

Comparative Ethnic Studies

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
FT Comparative Ethnic Studies	Replacement	Dec 2022	Instruction		1

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

Intercultural/Internation Stu - Comparative Ethnic Studies

	2021-22	2022-23
Enrollments	652	713
Sections	27	25
Fill Rate	83%	90%

Average Section Fill Rate over time

Success and Equity

Intercultural/Internation Stu - Comparative Ethnic Studies

	2021-22	2022-23	2023-24
Success Rate	70%	70%	72%
Withdraw Rate	13%	15%	10%
Equity Gaps	-13%	-8%	-10%

Success and Equity Trends

Faculty Load Ratios

Intercultural/Internation Stu - Comparative Ethnic Studies

	2021-22	2022-23	2023-24
Full Time	82%	63%	60%
Part Time	18%	38%	40%
Overload	0%	0%	0%
FTEF (full time only)	1.4	1.0	0.3

Faculty Load Ratios

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 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 courses that meet the Ethnic Studies GE has increased as witnessed by the increase in enrollment from 21/22 to 22/23 even though fewer sections were offered. Fewer sections were offered because one FT faculty is on Article 18 and has decreased their teaching load to 50% last year. This instructor also splits their load between IIS and Creative Arts. Three PT instructors who taught CETH courses have retired and some of the CETH load went to the AFAM, CHLX and NAIS departments where there were PT faculty who could teach Ethnic Studies courses in those areas. Two CETH courses, CETH 10 and CETH 29, meet the new CSU GE Area F: Ethnic Studies. These two sections fill quickly after registration

begins and there is no doubt these classes would fill if there was enough load to offer more of these sections. There is huge demand for these courses, but we aren't able to offer more classes due to limited FTEF available in the division. The fill rate is very high at 90% (especially since all the courses in CETH have a max seat count of 50) and the equity gap has decreased from 15% to 8%.

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. 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. We also recognize the need for faculty to teach these courses in-person, but it has been a challenge to get PT instructors to teach in-person. With a dedicated FT instructor in this department, we would be able to offer more in-person classes.

2. Other information, if any?

The department does not have a single FT instructor dedicated to providing a vision and consistent staffing of these classes. The lone FT instructor who teaches these classes is split between IIS and Creative Arts and is on reduced load (50%). Additionally, other FT faculty occasionally teach in this department but their main department is not CETH. The department desperately needs someone to oversee it and provide guidance on where it is going especially with the new requirements to fulfill the Ethnic Studies GE requirement in the CSU's, UC's and community college. The CSU requirement started about 2 years ago and the IGETC requirement started just this year. The community college requirement will start in Fall '25. There is a statewide effort to create a new transfer model curriculum for Comparative Ethnic Studies and this FT instructor would be overseeing that program. Although other courses in AFAM and ASAM can fulfill the new GE requirement, often students prefer to take a comparative Ethnic Studies course so that they can learn about all four racialized groups, rather than focus on one group.

The data shows an upward trend in enrollment and fill rate for the 22/23 academic year. This trend is due to 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. Up and down the state, community colleges are experiencing huge growth in demand for Ethnic Studies courses. With the UC's and community colleges requiring Ethnic Studies as well for their degrees starting Fall '24, the demand will continue to increase. De Anza needs to be ready for this new 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).

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 needed since there is no FT faculty overseeing the Comparative Ethnic Studies (CETH) department. 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 and community colleges starting in Fall 2024. In addition, C-ID is anticipated to put out the transfer model curriculum for the transfer degree in Comparative Ethnic Studies in spring 2025. Given that AB 928 will not only require Ethnic Studies for both CSU's and UC's but will also require students to choose a transfer degree if they plan to transfer, it would be in De Anza's best interest to create an Associate's degree for transfer in Comparative Ethnic Studies. We need FT faculty to put together a proposal for the degree to be offered at De Anza. The new funding formula for funding community colleges, will start in 2025/26 and relies on completion rates of degrees. As such, 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 available to them.

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 that our PT Ethnic Studies faculty are teaching at 3 or more institutions and 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 82% of De Anza students identify as nonwhite. Course success rates and a sense of belonging at the college were lowest for several populations. CETH 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. CETH courses serve these goals directly, and more importantly, the discipline focuses on centering people of color in the curriculum so that that students of color can identify with classes the college offers. They see themselves in the curriculum and the curriculum is relevant to them. This is affirming to our students of color. Additionally, some of these classes have been taught with the learning communities, which serves some of our most marginalized student populations.

3. 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 developing intersectional understanding of the ways in which institutional racism shapes success for disproportionately affected students". The curriculum and teaching pedagogy in CETH 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. 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 to 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.

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.

There is no special regulation governing the need for FT faculty. However, there has been a lot of legislative changes for Ethnic Studies including Title 5 change, AB 1460. These are listed below.

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. This requirement is reflected in the CSU GE pattern that De Anza has posted on its GE webpage. Students who plan to transfer to a CSU need this course to fulfill the CSU GE Area F: Ethnic Studies requirement.

IGETC, which governs the GE requirements for UC's and CSU's, now requires one Ethnic Studies course to satisfy Area 7. This requirement started in Fall '23. De Anza has posted the new IGETC requirements on its website already. The reader can confirm the new requirement by looking at the different in IGETC requirement for 22/23 and 23/24.

CA Title 5 §55063(e)(3) requires the completion of one Ethnic Studies courses for all associate's degrees. This will start Fall '24.

Due to these new regulations, the demand for Ethnic Studies courses will continue to grow. Hence, the need for a replacement FT CETH instructor is warranted. While courses in African American Studies, Asian American Studies, Chicanx/Latinx and Native American/Indigenous Studies meet the Ethnic Studies requirements as well, the division needs a FT CETH faculty to oversee the CETH department and provide vision and guidance in this area. C-ID, the state agency, that oversees course articulation agreements between community colleges and CSU's and the development of transfer model curriculum, recognizes both individual Ethnic Studies departments and the other more specific departments to the point where it is creating transfer model curriculum for Ethnic Studies alone, as well as the other 4 disciplines under Ethnic Studies. The division has only one FT in AFAM and one FT in ASAM. With so many legislated changes and curriculum changes in Ethnic Studies, we sorely need more FT instructors to help prevent burnout in this division.

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

The lone FT faculty member dedicated to CETH resigned in December, 2022. 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 department would have to find a PT faculty member who could write curriculum and degree proposal for CETH. This division is heavy with PT faculty and relies on the goodwill of these instructors to pick up extra work. However, with additional tasks comes the need for additional pay which the division doesn't necessarily have. Since the b-budget in IIS is extremely small, there is not much discretionary funds available to pay PT faculty to do curriculum work especially with the negotiated increases in pay starting the 23/24 academic

year. But, the work done by PT instructors are not necessarily consistent with each other and it would be helpful to have one person oversee the curriculum.

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 Comparative Ethnic 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.

The dean requested and was granted load to open a couple of new CETH 10 courses in the spring '24 quarter. The dean opened 3 new sections, which all filled within 3 days and before the end of priority registration. This is the amount of load one FT instructor would teach for the quarter. If the dean had requested and been granted more load, it would have been highly likely that those sections would have also filled quickly. This vignette shows just how much these classes are in demand. The division is torn about opening more sections since they want to ensure that quality teaching is also taking place. Having a dedicated FT instructor would not only help with providing guidance the department needs, but also help ensure the teaching quality.

This form is completed and ready for acceptance.