

De Anza Faculty Request Form

Division

Biological Health and Environmental Sciences

Department/Program

Environmental 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
Environmental Sciences	replacement	death/passing 12/29/24	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

Biol, Health, Env Sc, Wrkfr Ed - Environmental Science-DA

	2018-19	2019-20	2020-21	2021-22	2022-23
Enrollments	2,211	2,352	2,212	1,827	1,668
Sections	79	75	63	52	50
Fill Rate	97%	97%	97%	98%	95%

Average Section Fill Rate over time

Success and Equity

Biol, Health, Env Sc, Wrkfr Ed - Environmental Science-DA

	2018-19	2019-20	2020-21	2021-22	2022-23
Success Rate	90%	89%	86%	85%	87%
Withdraw Rate	5%	6%	5%	4%	4%
Equity Gaps	-8%	-11%	-13%	-14%	-7%

Success and Equity Trends

Faculty Load Ratios

Biol, Health, Env Sc, Wrkfr Ed - Environmental Science-DA

	2018-19	2019-20	2020-21	2021-22	2022-23
Full Time	25%	25%	13%	11%	12%
Part Time	69%	66%	78%	87%	83%
Overload	6%	9%	8%	2%	4%
FTEF (full time only)	1.3	1.4	0.7	0.5	0.5

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 passing of our very valued colleague - Jeff Staudinger - has left the ERMPP - Energy resource management and pollution prevention program in limbo. At this time there is no FT or PT faculty to run the ERMPP - Energy resource management and pollution prevention program which also happens to be a CTE program. Failure to replace the FT faculty position would seriously impact the goals of the program due to lack of participation in the important program sustaining activities.

This past winter, PT faculty from another CTE area were given 48 hours and 72 hours' notice each after the holiday break to get these courses up and running for the students enrolled in Winter quarter classes. There were no other faculty who can teach these courses. We were able to recruit faculty to teach Spring ERMPP classes just one week before the quarter

began and the PT faculty stepped up again as they knew there were students on their way to earning certificates and degrees and more importantly employment opportunities who would be adversely affected if we cancelled classes. The PT faculty are burnt out. They work in the industry and have full time jobs.

Traditionally, study of the environment and environmental issues are one of the more popular sciences courses at De Anza, in large part due to the curriculum, everyday relevance and emerging global climate issues . Students from all disciplines on campus enroll in our general education courses and discover a passion they were not aware of.

Our PT faculty are not able to fill that void and spend the needed time and efforts on campus engaging with students outside of classroom and office hours. It is often this outside interaction and faculty availability that has the most dramatic affect on students.

2. Other information, if any?

This FT faculty would not only teach in the ERMPP - Energy resource management and pollution prevention program but would also be the program lead and would manage the day to day operations of the program including:

- program planning and direction including recruiting students, monitoring and advising them as they progress through the program and pursue CTE certificates and degrees
- continued industry approval through the development, evaluation and revision of program objectives and courses per industry guidelines
- develop and maintain relationships with industry contacts, obtain and oversee students through internship opportunities
- attend college, professional, and community advisory group and agency meetings.
- conduct an annual advisory board meeting to maintain funding and grow and strengthen contacts
- assist in the coordination and execution of program
- budget preparation through requesting, monitoring, and managing Perkins and SWP funding

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 because we have no faculty in the ERMPP - Energy resource management and pollution prevention program. This has seriously impacted our ability to serve students in a field of study that is so important. Many of our students have a growing concern and awareness of the increasing environmental issues worldwide and want to be active participants in the ongoing conversations. We wish to further serve De Anza College's goals as a whole to increase student enrollment. We have a high student success rate in the underserved student populations, especially within the sciences.

We have successfully increased and retained enrollment in the ERMPP program courses even with limited full-time faculty to guide students. The role of curriculum review, serving on committees, submitting program reviews etc fall on the this one FT faculty. With the loss of Jeff Staudinger we are already seeing burn out in our PT faculty and we will no longer see the innovation and collaboration he brought to the program.

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

The ERMPP - Energy resource management and pollution prevention program is committed to creating and fostering the interest of students and we are specifically dedicated to developing student's skills in problem-solving and community and civic engagement. We believe that the hiring of this replacement full-time faculty position is vital to promoting our students' awareness, discussion, and action on current and future environmental issues.

Our faculty collaborated with the district in the consolidation of all district energy sources into a single student energy database to be used in all CTE lab classes for students to learn about energy production, waste and its cost, greenhouse gas emissions, and their contribution to global climate change, and how to make our global footprint more sustainable and energy efficient. This was made available for students to use remotely with data protection in place during the pandemic. This caused the program too flourish and continue to thrive as an alternative for our working students who may not be able to participate in the traditional classroom. Our faculty have also engaged with LinC, FYE and Umoja. We need to hire a replacement to continue this classroom, campus wide and community engagement.

We would like to once again see more collaboration and engagement with other areas of the campus to better serve our students.

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

The ERMPP - Energy resource management and pollution prevention program is committed to meeting student demand for high quality curriculum and closing the equity gap in retention and success within a fast growing science field. It has attempted to respond effectively to the institutional goals for our underserved student populations. In order to maintain and more importantly continue to grow the retention and success rates of our students, the ES Department uses a variety of teaching methods such as hybrid classes and hands-on activities in lab classes. There are tutoring opportunities, clubs and special project opportunities available to students as well as office hour interactions with their instructor. These would be affected by the failure to increase the FT faculty position. When students are at risk of failing, the full time faculty coordinate support activities for the students to facilitate their retention and success. Most part time faculty do not have the time to spend more than the required classroom and office hours with students.

Our success rates have been impacted with the previous loss of 50% of our FT faculty teaching load: overall student success rates falling from a high of 90% to 87%. With the greatest impact effecting our under-served student populations. Black, Latinx and Filipino students show an increasing equity gap (negative difference in success) of 6%, 5%, and 4% respectively as compared to the overall all student success rate. Our low income students and veteran students also show equity gaps of 10% and 7%. These slowly emerging gaps need to be addressed as soon as possible so that they do not continue to increase.

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.

As this is a CTE program which needs industry partnership and approval the following essential functions needed to get industry approval and funding would be impacted

- continued industry approval through the development, evaluation and revision of program objectives and courses per industry guidelines
- develop and maintain relationships with industry contacts, obtain and oversee students through internship opportunities
- attend college, professional, and community advisory group and agency meetings.
- conduct an annual advisory board meeting to maintain funding and grow and strengthen contacts
- assist in the coordination and execution of program
- budget preparation through requesting, monitoring, and managing Perkins and SWP funding
- program planning and direction including recruiting students, monitoring and advising them as they progress through the program and pursue CTE certificates and degrees

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

Failure to fill this position would most likely result in very adverse outcomes to the program and this will have a devastating impact on enrollment and tragically on students who might have taken courses and learnt about the effects, policies, advocacies of and for our precious global environment will not do so and the immediacy of the need for solutions will be lost..

Based on the duties associated with the position including

- program planning and direction including recruiting students, monitoring and advising them as they progress through the program and pursue CTE certificates and degrees
- continued industry approval through the development, evaluation and revision of program objectives and courses per industry guidelines
- develop and maintain relationships with industry contacts, obtain and oversee students through internship opportunities
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failure to fill this position would make it very difficult to sustain the program. Short-term staffing options would not work in this case, we cannot use recent college graduates as a recruiting pool. The program needs established professionals in industry who have contacts and are aware of industry regulations and requirements, CTE processes etc and are willing to put the time and effort into successfully running and growing this important program given the demand for workers in this vitally crucial area. We have to grow and nurture the emerging workforce to work towards smart solutions for real world climate problems. Full time faculty are needed in the program to address the problems of student retention, success and equity and cannot be met by the reduction in a full time faculty position. Student demand for our courses remains high.

6. Other information, if any.

In order to sustain the program and more importantly continue to grow the retention and success of the students, the program will need to continue to use innovative and varied methodologies and tools to engage students. This might include offering of online, hybrid classes, and on campus classes. Offering field trips, hands-on activities, tutoring and employment opportunities, clubs and special project courses. These would be severely impacted by the failure to replace the FT faculty position.

There is an urgency to replace the FT faculty we lost so tragically, to death, at the end of Fall quarter. The duties and opportunities offered by this position in ERMPP program can only be met by a FT faculty. Most part time faculty do not have the time to spend more than the required classroom and office hours with students.

Failure to fill this position would result in the possible beginning of the end of this important environmental program Full time faculty are needed in the program to not only address the problems of student retention, success and equity but to also lead this program and all the opportunities it can provide our students.

This form is completed and ready for acceptance.