

# De Anza Faculty Request Form

## Division

Social Sciences and Humanities

## Department/Program

Geography

## 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 faculty	Growth		Instruction		2 of 6

## 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



Fill Rates  
Social Sciences and Humanities - Geography-DA

	2018-19	2019-20	2020-21	2021-22	2022-23
Enrollments	1,250	1,308	1,362	1,179	1,123
Sections	29	28	28	27	26
Fill Rate	86%	93%	97%	87%	86%

Success and Equity  
Social Sciences and Humanities - Geography-DA

	2018-19	2019-20	2020-21	2021-22	2022-23
Success Rate	88%	86%	89%	88%	89%
Withdraw Rate	6%	8%	7%	6%	4%
Equity Gaps	-15%	-20%	-10%	-13%	-14%

Faculty Load Ratios  
Social Sciences and Humanities - Geography-DA

	2018-19	2019-20	2020-21	2021-22	2022-23
Full Time	35%	28%	29%	30%	27%
Part Time	65%	72%	71%	70%	73%
Overload	0%	0%	0%	0%	0%

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?

Geography faculty remain **committed to student success, retention and student equity**. We are mindful of the 14% equity gap in 2022-23 and continue our efforts to reduce this equity gap through our participation in campus wide activities, best teaching and learning practices and equity focused professional growth opportunities.

The department enrollment has decreased from 1,250 in 2018-19 to 1,123 in 2022-23 with the **section count decreasing** from 29 to 23, the fill rate went from 86% in 2018-19 to 97% in 20-21 (Covid bump in online enrollment) back to 86% in 22-23. Between 2018-2023, **full-time faculty load has reduced** from 35% to 27% resulting in a corresponding increase in part-time faculty load from 65% to 73%. But success rates have remained high 86-89% while the withdrawal rate is low 4-8%.

Through Covid, our faculty switched from offering fully on-campus and online classes to multiple modalities including synchronous and asynchronous online and hybrid formats. We pay attention to **SSH Resilience and Adaptation Student Survey responses in our class scheduling and class modalities** to better serve our student population needs. We have adapted our teaching techniques and include lecture recordings, comprehensive online content with visualizations and web links to accommodate varied learning styles and needs so that all students are better positioned to succeed.

## 2. Other information, if any?

[object Object]

## 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?

In 2009, the Geography department had one full-time faculty member (Purba Fernandez), one former full-time faculty member, Mick Sullivan, who was on Article 19, and adjunct faculty members. Since 2010, when Mick Sullivan retired, Purba Fernandez (on reduced load) has been **the only full-time faculty member** in the department.

**As we have stated in Program Reviews for the past several years**, the Geography department would like to expand our curricular offerings with **computer based Geographic Information Science (GIS) classes and classes on mapping** so that we can offer a **Geography 'major'** in our discipline. De Anza students cannot elect Geography as their major (Transfer Model Curriculum) at present, since we do not offer *any* classes on mapping or GIS which is a requirement for a major in Geography. Our department would like to hire a GIS specialist/ (Geographic Information Science)/Geographer to develop curricula in these areas of the discipline and teach those classes. This would be an investment in the future of De Anza students as we seek to educate and train the next generation of tech-savvy critical thinkers for our workforce.

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

Geography departments in community colleges across California (including Foothill College), offer GIS classes or certificates, since there are increasing job opportunities for students with this skill-set. Projected job growth in the fields of geospatial technologies, urban and regional planning, climate and environmental technologies, cartography (map-making) and remote sensing is much faster than average (between 7-10% in the coming years according to the American Association of Geographers). The job market in the field of GIS is strong and students who have course work in these areas would have a highly desirable and marketable skill set in Silicon Valley. We need to make this commitment to stay competitive amongst educational institutions in the Bay Area.

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

As I have noted in response to the previous question, job opportunities and career prospects are bright for all students in the GIS field, even more so for historically underrepresented student groups as the tech industry in the Bay area and beyond, seeks to diversify their work force. This would provide educational opportunity and skills that will continue to be in demand for the foreseeable future.

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.

N/A

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

If the position is not filled, the work would have to be distributed amongst the existing faculty and the pace would be slow because the existing faculty already have plenty of commitments and tasks. Adjunct faculty are stretched thin since they work on multiple campuses so the task of writing new curricula and shepherding those through the curriculum approval process would be an undue burden. Hence the

urgency of need to allocate this faculty position to help expand the department so that Geography can better meet student needs now and in the years to come.

6. Other information, if any.

N/A

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This form is completed and ready for acceptance.