



Faculty Request Justification

Complete One Per Department/Program

Date: 5/10/23

Division: Social Sciences and Humanities

Department/Program: GEOGRAPHY

Number of Faculty Requested: 1 full-time faculty

| Position | Retirement, Resignation or Growth | Retirement/Resignation Date | Instruction, Non-Instruction, Both | If 'Both', indicate the ratio of instruction to non-instruction |
|----------------------------------|-----------------------------------|----------------------------------|------------------------------------|---|
| Full-time Faculty | Growth | Click or tap here to enter text. | Instruction | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | 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 |
| 1 Full-time | 1,308 | 1,362 | 1,179 | 28 | 28 | 27 | 93% | 97% | 87% |
| | | | | | | | | | |
| | | | | | | | | | |

Note: Fill rate is the actual enrollment divided by the maximum enrollment per section.

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 |
| 1 Full-time | 86% | 89% | 88% | 8% | 7% | 6% | -21% | -11% | -13% |
| | | | | | | | | | |
| | | | | | | | | | |

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 |
| 1 Full-time | 28.1% | 28.5% | 29.6% | 71.9% | 71.4% | 70.4% | 0 | 0 | 0 |
| | | | | | | | | | |
| | | | | | | | | | |

Note: Overload represents full time faculty teaching overloads as well as all summer assignments.

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 |
| 1 Full-time | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | | | | | | | |
| | | | | | | | | | |

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?

Geography faculty remain **committed to student success, retention and student equity**. We are mindful of the equity gap and continue our efforts to reduce this equity gap through our participation in campus wide activities and equity focused professional growth opportunities.

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 student survey responses in 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 weblinks to accommodate varied learning styles and needs so that all students

6. 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).
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?

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. 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.

None.