

# De Anza Faculty Request Form

## Division

Social Sciences and Humanities

## Department/Program

Sociology

## 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 Sociology Instructor	Replacement	May Spring 2023	Instruction		3 of 6
FT Sociology Instructor	Replacement	Sept 5, 2023	Instruction		5 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 - Sociology-FD

	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Enrollments</b>	1,883	1,821	1,926	1,857	1,755
<b>Sections</b>	44	45	47	49	47
<b>Fill Rate</b>	93%	90%	90%	85%	84%

Success and Equity  
Social Sciences and Humanities - Sociology-FD

	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Success Rate</b>	78%	79%	79%	77%	74%
<b>Withdraw Rate</b>	10%	10%	11%	9%	10%
<b>Equity Gaps</b>	-14%	-13%	-15%	-18%	-19%

Faculty Load Ratios  
Social Sciences and Humanities - Sociology-FD

	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Full Time</b>	73%	55%	66%	45%	40%
<b>Part Time</b>	22%	35%	30%	43%	60%
<b>Overload</b>	5%	10%	5%	11%	0%

Awards  
Social Sciences and Humanities - Sociology-FD

	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Certificates</b>	0	0	0	0	0
<b>Associate Degrees</b>	0	0	0	0	0
<b>Associate Degree for Transfer</b>	51	54	66	47	38

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?

As the new Chair of the Sociology department I intend to use the data to be strategic about how sections are assigned to best meet the needs of our working students who often have long hours at their jobs and have little time to do academic meetings and assignments. Scheduling is crucial to closing the equity gaps. Students of color and workingclass students are struggling to make ends meet and the data allows for a closer look at the effects of inequity in the economy. The question for us is, How do we use this data to corroborate the larger trends we see in the socio-economic order and try our best to support our students needs in our capacity as faculty? In our courses we

address these very immediate issues to show our learners that we see their circumstances and we want them to succeed despite these hurdles. The data shows that our equity gap has increased since 2018 therefore, we must double our efforts by listening to student needs more; following up with failing students; creating directly engaging and relevant assignments; connecting them to student (community-building) programs; increase internship opportunities, and hiring faculty of color and faculty interested in equitizing their curriculum for our workingclass students of color.

## 2. Other information, if any?

Our department is uniquely impacted by loss of faculty members as we recently lost two full-time faculty (one retired and one resigned) and two part-time faculty are on the cusp of retiring, leaving only three part-time and one full-time faculty. If our department is to renew itself and grow we need to bring in new ideas and capacity to facilitate this badly needed growth. When we don't have at least two full-time faculty departments do not tend to grow or create the dialogical synergy needed to create a vibrant department flowing with new ideas.

## 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?

We need new faculty for two reasons, to bring in new ideas and perspectives that will invite more students to our courses and we have a demand for our courses that cannot be met with the current number of faculty that plan to continue teaching. The Sociology department provides social theory and methods through an intersectional lens offering De Anza College learners insights into the inequalities that this data reflects. We bring our students into the role of agents of change by inviting them into sometimes difficult conversations about inequity in our communities. In some of our 'Community Engaged' courses we have them practice social change strategies by participating in non-profit organizations who grapple with difficult social issues. We teach with social justice at the core of our reading choices and lessons. As reported in our Master Plan, “[a] majority of students also report their experiences at De Anza contributed – either “somewhat” or “to a great extent” – to their ability to have their views challenged by others.” The Sociology department provides extensive opportunities for civic engagement and could offer more opportunities at multiple levels, whether it’s SOC 1, SOC of Gender, SOC of Marriages, Families and Relationships, or SOC Institutional Racism or SOC 5 Sociology of Globalization and Change. These courses truly confront our most pressing social justice issues.

This request is for two Fulltime Faculty positions with the same focus and mandate to teach the range of sociology courses and engage our struggling students to increase student success across all intersectional identities.

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

The Sociology department provides extensive opportunities for civic engagement at multiple levels, whether it’s SOC 1, SOC of Gender, SOC of Marriages, Families and Relationships, or SOC Institutional Racism or SOC 5 Sociology of Globalization and Change. The material we teach invites students to expand their knowledge of how social systems work and emphasizes areas of inequality and injustice. We invite an empathetic approach to understanding the personal experience of social struggle and how social forces shape those experiences as well as theories and practices that have historically worked in changing the outcomes.

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

The Sociology Department provides concepts and research materials to our students that develop their understanding of intersectional institutional racism and share resources like internships and scholarships that address inequity on the levels of race, ethnicity, gender, sexuality and ability. We understand that we serve a diverse black, Filipinx, Latinx, Native American and Asian American, Pacific Islander and students with various abilities so we incorporate these populations experiences in our teaching materials. As Chair I will encourage inviting local community members to visit our classes to share their life's work focused on marginalized experiences and social change efforts. e must inspire our students while we teach and learn with them. Our department helps them feel connected through empathetic teaching and with a focus on skill building.

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 Sociology Department will potentially only be able to offer about 2/3 of the average number of course offerings.

6. Other information, if any.

We recently lost two full time instructors and two of the 5 regular part time instructors are retiring (Kamau Birago) or are on Article 19 (Mark Pasion). This leaves us only three part time faculty: Tracy DeHaan, Jason DeHaan and Jovanah Arrington (newly hired part-time in Fall 2023 to teach one class per quarter due to the limits of their contract). If our current instructors decide not to teach one quarter, it leaves us very few instructors to cover the regular course sections we offer.

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This form is completed and ready for acceptance.