

Faculty Request Justification

Complete One Per Department/Program

Date: May 11, 2023

Division: Social Sciences and Humanities

Department/Program: Anthropology

Number of Faculty Requested: 1

Position	Retirement, Resignation or Growth	Retirement/Resignation Date	Instruction, Non-Instruction, Both	If 'Both', indicate the ratio of instruction to non-instruction
Anthropology Faculty	Resignation	Sept 2018	Instruction	Click or tap here to enter text.
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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
	3091	3391	3119	79	87	78	92	96	93

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
	82%	81%	82%	7%	8%	7%	-14%	-13%	-12%

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
	8.7%	13.6%	13.9%	86.8%	80.5%	78.5%	4.5%	5.9%	7.7%

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
							5	8	7

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?

- *Workshops to get our first generation students connected with high ranking professionals in the Valley to access scholarships / internships and build social capital.*
- *Book Vouchers, Book Loans program for students.*
- *Anthropology has used Exhibits, guest speakers, diverse teaching strategies, meaningful activities/projects - to enhance success and retention.*
- *Our team has participated in equity efforts whole heartedly and we plan to continue them. We participate in Conversation, Application and Reflection (CAR) discussions within the department on equity readings and issues faced in the classroom.*
- *Revamped anthropology website and Facebook page to increase awareness, application and employment in anthropology.*
- *As a department we also plan to hold a student voices for anthropology faculty with students from our classes*

We are also requesting

- *More professional development with engaging students in online classes*
- *More opportunities for sharing best practices with in the division and college.*
- *Enhanced support for our student in large classes (50 students) such as tutors, reading and writing coaches.*

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?

We lost a FT faculty position five years ago. After a leave of absence, the FT faculty resigned, and the position has not been filled since. Our once stable adjunct pool has also gone through a major flux with many experienced faculty either retiring or moving on to other colleges or companies. We are fairly a large program, serving over 3000 students and offering about 70 sections each year. About 80 % of our offerings are being taught by adjunct faculty. The above statistics surely deserves another full-time position

Anthropology offers popular GE, UC and CSU transferrable courses that bring in large student enrollment.

Our classes pack at 50 students, the fill rate is over 93% and the success rate of 88%. The content of anthropology is multicultural and relevant in today's globalized world. The courses develop a "tool kit" which is valuable and meaningful for the students in whichever major they pursue. In addition to offering transferrable introductory courses, anthropology prepares students to be more engaged citizens with contemporary issues both locally and globally.

To provide the breadth and the changing nature of the field, we are requesting an Applied / Cultural anthropologist to provide current applications of anthropology in the field of medicine, business, and development. A faculty hire in Applied /Cultural anthropology will be able to strengthen the applied aspect of the program.

2. How does this request align with the goals in the [Educational Master Plan](#)?

With the new faculty we will be able to offer courses in Applied Anthropology such as Anthropology of globalization, medical anthropology, Anthropology of food, Museum Anthropology and more. These courses will better prepare our students for jobs in industry, health, education, and the government.

We have an ADT in Anthropology and would like to develop and offer two certificates - one in Forensic and the other in Applied Anthropology. The SLO and PLO data both support a need for an experiential curriculum to achieve equity and student success for e.g., internships and certificates in Forensic and Applied Anthropology.

3. How does this request align with the College's [Equity Plan Re-Imagined](#)?

The enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage in Anthropology closely matches the campus-wide percentages. However, we have 3% more Latinx in our classes and 1% more Native American students compared to college wide data. Anthropology is multicultural, relevant and very meaningful to its students so both targeted and non-targeted groups are interested in the discipline and not intimidated by the material. The teaching strategies used are diverse and curriculum is multicultural. Hence, we attract and retain students. The success rate and retention of the targeted group is also high.

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.

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

Without the support of another FT faculty the work will be accomplished at a much slower rate and student learning will not be optimum.

6. Other information, if any.