



## Faculty Request Justification

### Complete One Per Department/Program

Date: May 15, 2023

Division: BHES

Department/Program: Environmental Studies/Environmental Science

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 |
|----------------------------------|-----------------------------------|----------------------------------|------------------------------------|---|
| <b>Environmental Science</b>     | X                                 | August 7, 2020                   | 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 |
| <b>ESCI Instructor</b> | 2352           | 2212  | 1827  | 79           | 75    | 63    | 97 %          | 97 %  | 98 %  |
|                        |                |       |       |              |       |       |               |       |       |
|                        |                |       |       |              |       |       |               |       |       |

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 |
| <b>ESCI Instructor</b> | 89%              | 86%   | 85%   | 6%                | 5%    | 4%    | 8%              | 8%    | 8%    |
|                        |                  |       |       |                   |       |       |                 |       |       |
|                        |                  |       |       |                   |       |       |                 |       |       |

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 |
| <b>ESCI Instructor</b> | 25.3%            | 13.1% | 11.3% | 65.9%            | 78.4% | 86.7% | 8.8%         | 8.5%  | 2%    |
|                        |                  |       |       |                  |       |       |              |       |       |
|                        |                  |       |       |                  |       |       |              |       |       |

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 |
| <b>ESCI Instructor</b> | 22               | 26    | 25    | 12                    | 9     | 13    | -n/a                    | -n/a  | -n/a  |
|                        |                  |       |       |                       |       |       |                         |       |       |
|                        |                  |       |       |                       |       |       |                         |       |       |

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|

- 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 department meets regularly to collaborate on how to grow and adapt to changing trends. This work is seriously handicapped by having only 3 full time faculty, two of the faculty lead highly dedicated and time consuming CTE programs - Energy and Facilities Management and Energy Resource Management and Pollution Prevention that deal with building and facilities science, sustainability, resource management and pollution prevention. This leaves one faculty for the non-CTE Environmental Science and Environmental Studies courses. Despite this the department has worked hard to maintain our equity goals, recruit new students, and grow retention and success rates. To further these goals, we need the commitment and passion of a FT faculty. Some of the myriad of tools the department uses to grow the retention and success rates of our students, are a variety of teaching methods including field trips, science labs that give real life experiences through experimentation and demonstrations, hybrid classes, tutoring opportunities, hands-on experiences in our science resource center and the Environmental Study area. Through these alternate approaches to traditional education we have seen strong success rates, fewer withdrawals and maintained our equity gaps. The hiring of a FT faculty could go a long way to further diminishing equity gaps. Unfortunately the one area that has been impacted has been enrollment numbers, without a full time faculty to commit time and effort it will continue to be hard to slow the trend of dropping enrollment in this essential science.**

- Other information, if any?

**B. Non-Instructional Faculty**

- 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).
- 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?
- 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.**

- Why is the position needed and how would the position contribute to the health, growth, or vitality of the program?

**The ES/ESCI department has 3 FT faculty at this time; two of whom run successful CTE programs and the other who splits time between ES( Environmental Studies) and ESCI ( Environmental Science). With the loss of one of our ESCI faculty in 2020, we lost our only full time Environmental Science faculty. This has seriously impacted enrollment in this area and more importantly has cost us years of fostering passionate and knowledgeable environmental science stewards within our student population. In order to**

be successful in our program our students need faculty who are familiar with, committed to, and who can provide consistent application of skills, knowledge and standards of practice. The department has developed robust partnerships with external agencies including open space management agencies, environmental education organizations, and local, regional, and state non-profit organizations. Relationships with these organizations are essential in teaching environmental science and preparing students for the outreach and field work they will experience in their career pathways. Full time faculty are needed to maintain and grow these partnerships and to maintain De Anza's reputation as a dynamic participant in the environmental stewardship landscape.

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

The Environmental Science Department 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. The department 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.

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 targeted student populations, especially within the sciences. The Department continues to work to increase student enrollment in all its certificate/degree programs

This position is absolutely critical and will help us to grow our two-year/four-year transfer program with CSU/UC's ( including SJSU and UC Santa Cruz)for students interested in the natural and environmental sciences—one of few of its kind in the CCC system. The response by students to our programs has been outstanding and many students who have transferred to science programs at 4 -year institutions are well-prepared for undergraduate and graduate work - we provide extensive field experience and apply environmental science topics to local case studies.

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

The most urgent need to be addressed in the ES/ESCI Department is the lack of sufficient full time faculty. The high number of part time faculty fragments the goals and functions of the department due to lack of participation in department, division and college functions. At this time almost 90% of teaching in the ESCI discipline is taught by PT faculty. In our community and beyond there is high student demand for De Anza's ESCI classes due to the highly favorable reputation of the faculty, the department and our facilities.

The department has worked hard to maintain our equity goals but to further diminish them we need the commitment and passion of a FT faculty. Someone who has the time and commitment to work with partners across the campus – counselors, financial aid, recruitment, affinity groups – to better serve our students and create strong stewards for our planet's well-being. In order to continue to grow the retention and success rates of our students, the department uses a variety of teaching methods including hybrid classes, field trips, tutoring opportunities, clubs, and hands-on experience in our science resource center and environmental spaces. This requires the dedication and time commitment of a FT faculty.

Failure to fill this position would result in: the equity gap remaining open and affect further growth in numbers of students served by the department. This is especially alarming given the global and political climate we live in. Full time faculty are needed in the ESCI Department to address the problems of

**student retention, success and equity and this cannot be met by the reduction in a Full-time faculty ranks.**

**Student demand for our courses remains 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.

**Unfortunately as depicted by our fill rates, many students will be turned away from our classes and from learning about the immediacy of our global climate crisis. With the loss and failure to hire a FT faculty the department is losing morale and vitality. We need to educate our students and bring in a new generation of De Anza climate stewards. We need to be the sentinel in the climate crisis that faces the local and global environment.**

**The BHES division respectfully requests the hiring of a full-time faculty member in Environmental Science for the 2023-2024 Academic Year to serve the enumerated and critical needs and goals.**

6. Other information, if any.