

Faculty Request Form - Spring 2025

Department/Area and Name of Submitter

Comparative Ethnic Studies & Native American Indigenous Studies - Debbie Lee, Dean of IIS

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 Name	Replacement or Growth	Retirement/Resignation Date	Instruction, Non-Instruction, Both	If Both, indicate the ratio	*Area Ranking
CETH/NAIS	Both	Catie Cadge-Moore*	Instruction		1

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 above, please refer back to the comprehensive program review and annual program review update to inform your response below (see the following areas in the comprehensive program review: Reflect on Enrollment Trends, CTE Programs - Statewide and Regional Labor Market Trends, Exploring Course Success Rate Trends, Exploring Gaps in Successful Course Completion by Ethnicity, Teaching and Learning Strategies, Trends in Awards and Staffing Needs).

A. Instructional Faculty

Faculty Position Request Data Sheet

Limits: From 2019-20 to 2025-26

Fill Rates			
Intercultural/Internation Stu - Comparative Ethnic Studies			
	2021-22	2022-23	2023-24
Enrollments	652	713	845
Sections	27	25	25
Fill Rate	83%	90%	94%

Success and Equity

Intercultural/Internation Stu - Comparative Ethnic Studies

	2021-22	2022-23	2023-24
Success Rate	70%	70%	79%
Withdraw Rate	13%	15%	8%
Equity Gaps	-13%	-8%	-13%

Faculty Load Ratios

Intercultural/Internation Stu - Comparative Ethnic Studies

	2021-22	2022-23	2023-24
Full Time	82%	63%	33%
Part Time	18%	38%	67%
Overload	0%	0%	0%
FTEF (full time only)	1.4	1.0	0.6

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? Be sure to refer back to your Comprehensive Program Review form and Annual Program Review Udpate form to inform your response.

The department utilizes both **enrollment** and **student success data** to improve instructional offerings and meet evolving student and institutional needs. The enrollment in Comparative Ethnic Studies (CETH) and Native American Indigenous Studies (NAIS) has increased significantly since 2021–22 due to the Ethnic Studies general education requirement now required for all CSU and UC transfer students. Enrollment is up 94% and 74% in CETH and NAIS this spring, respectively compared to last spring. To respond to this increased demand, the division expanded course offerings in both areas (NAIS data included in OTHER section), yet student demand still outpaces the offerings. Newly opened sections fill within days, with hundreds of students on waitlists.

Beyond enrollment, the department also closely analyzes student success data. Since 2021–22, success rates in both CETH and NAIS courses have improved notably. For instance, CETH success rates rose from 70% to 82%, and NAIS success from 71% to 89%. However, equity gaps persist—especially for Black and Latinx students, despite some improvements. To further understand and address these gaps, the department has disaggregated data by teaching modality, which shows that while success in online courses is improving, there are success gaps between online and in-person modalities.

In response, the department is exploring how to offer more in-person courses, particularly to better support disproportionately impacted students. However, we are challenged by the limited availability of our part-time faculty, many of whom live outside of Santa Clara County, and are unable to commit to in-person instruction. Simultaneously, faculty are taking proactive steps to improve online pedagogy through professional development, including the District’s Regular and Substantive Interaction (RSI) training and by taking classes on online pedagogy through @One, which is supported by the State Chancellor's office. They are also using open source textbooks to help reduce financial barriers for all students.

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, be sure to refer back to the program review where applicable).

N/A

C. Instructional and Non Instructional Faculty Justifications

1. How does this request align with the goals in the Educational Master Plan? (refer back to the comprehensive program review areas: Mission and Program Goals and annual program review questions 2-4).

De Anza’s Educational Master Plan emphasizes outreach, retention, student-centered instruction, and civic capacity for community and social change. This request aligns closely with these goals:

Outreach & Retention: Offering more courses in Native American Studies responds to the needs of Native and Pacific Islander students. Both of these groups are identified as target groups in the Educational Master Plan. Ethnic Studies courses, in general, are designed to be inclusive and empowering to students, especially those from marginalized groups. By having more courses in NAIS and CETH be available, the college is demonstrating it cares about our marginalized groups and having these groups be centered and represented in the curriculum it offers in addition to serving student demand for Ethnic Studies classes that meet their GE requirements to transfer.

Student-Centered Instruction and Achieving Success: Research shows that relevant curriculum increases student engagement and success. Ethnic Studies pedagogy is designed to center and empower students in the curriculum. The curriculum is culturally relevant for our students. A FT faculty member can ensure that NAIS and CETH courses remain responsive, inclusive, and rigorous by overseeing the development and revision of the curriculum. Having students see themselves centered in the curriculum allows them to feel a sense of belonging to the college, which contributes to their overall success, not just in their Ethnic Studies classes.

Civic Capacity for Community and Social Change: Ethnic Studies curriculum fosters critical thinking and prepares students to engage with issues of race, power, and justice, which are core to civic and social change. In today's political climate and ethical issues associated with generative AI, it is imperative that students understand the issues taught in Ethnic Studies so they can think critically about issues such as bias, truth and power in these arenas.

2. How does this request align with the College’s Equity Plan Re-Imagined? (refer back to the comprehensive program review areas: Exploring Gaps in Successful Course Completion by Ethnicity and Teaching and Learning Strategies)

This position addresses long-standing equity gaps by teaching curriculum that centers marginalized students and offers culturally relevant curriculum and pedagogy.

CETH success rate increased from 70% to 82% since 2021–22.

NAIS success rate improved from 71% to 89%.

For Black, Latinx, and Filipinx students in CETH, success improved from 63% to 75%, and in NAIS from 64% to 85%.

Further disaggregation of the data shows that success gaps are much greater for our Black and Latinx students in online classes, whereas the success gaps are much smaller for in-person classes.

The Partners in Learning series has offered students a platform to voice teaching strategies that work for them. Some of these strategies include flexibility, compassion, student agency and voice in the classroom, and having community. The faculty in IIS are sharing with each other their teaching strategies that address these concerns students have raised.

In response, the division has begun applying principles from the ASCCC's "DEI in Curriculum: Model Principles and Practices," including the use of equitable grading strategies such as contract grading, usage of inclusive, welcoming language in syllabi, and employing collaborative classroom activities. Faculty use open source textbooks and materials to reduce financial barriers for students. The faculty have participated in RSI (Regular and Substantive Interaction) training for online courses offered through the district as well as attending De Anza's Partners in Learning series.

A dedicated full-time faculty member will help further embed these practices into NAIS and CETH course offerings and lead curriculum development aligned with the Transfer Model Curriculum for the upcoming Associate Degree for Transfer in Native American Studies. The division has already written and submitted a certificate in Ethnic Studies, which is waiting for state approval.

3. How does the position support on-going college operations and/or student success? (refer back to the comprehensive program review areas: Exploring Course Success Rate Trends, Exploring Gaps in Successful Course Completion by Ethnicity, Teaching and Learning Strategies)

Student success rates for marginalized groups such as Black and Latinx students are inconsistent in our CETH and NAIS courses. Currently, the majority of these courses are taught by PT faculty, who are committed, but can often be overextended by needing to take on assignments in several different institutions to afford living in the Bay Area. Teaching at different institutions means needing to navigate different cultures such as quarter vs. semester system, different student learning outcomes, different curriculum since none of the CETH or NAIS classes have C-ID descriptors yet. Many of the PT faculty do not live near De Anza and hence, they opt to teach online classes, which is the modality that is by far the most in demand by students. While online courses offer students flexibility, this means that PT faculty can feel isolated teaching and not part of the De Anza family.

By having a full-time faculty member, the division will be able to effectively sustain growth in NAIS or continue to meet student demand in CETH. A full-time hire will:

- Teach courses in both NAIS and CETH, with a primary focus on NAIS.
- Teach courses in-person.
- Write and revise curriculum to align with C-ID descriptors for NAIS courses at the state level thereby having our courses articulate with other CC's, CSU's and UC's.
- Create the Associate's Degree for Transfer in Native American Studies upon the degree's finalization by the state, which is anticipated to take place in Spring 2025.
- Provide consistent faculty leadership, including community and a sense of belonging, in an area that has a high number of PT faculty.

This directly supports the college's equity, transfer, and student success initiatives as listed in the Educational Master Plan.

4. Why is the position needed and how would the position contribute to the health, growth, or vitality of the program? (refer back to the comprehensive program review area: Staffing Needs and annual program review questions 5 & 6)

The new FT faculty member will likely be involved in the **First-Year Experience (FYE) learning community**, which serves many students from disproportionately impacted backgrounds. Recently, the program lost a valuable instructor when they secured a FT position elsewhere and could no longer teach in person. A dedicated FT faculty member would provide continuity and strengthen the learning community by serving as a consistent presence, mentor, and culturally responsive educator.

NAIS previously had a FT faculty member who retired and was never replaced. Currently, one PT faculty member teaches NAIS courses while holding a FT job elsewhere. This limits the college's ability to offer NAIS classes since the maximum load a PT instructor can teach is 6 classes for the academic year. The scarcity of qualified PT NAIS faculty in the Bay Area makes program growth unsustainable without a dedicated FT hire.

Additionally, it is FT responsibility to oversee curriculum. This includes revising curriculum as mandated by Title 5, in addition to writing curriculum that will meet the C-ID descriptors so that our courses can not only meet general education requirements but also articulation requirements for majors. Meeting C-ID descriptors is crucial to development of the transfer degrees.

Lastly, PT faculty are not required to attend department or division meetings. Some PT faculty want to participate but are unable to since meetings occur when they are teaching at another institution. These meetings are invaluable as they offer faculty the time and space to discuss issues in their disciplines, both content and pedagogy. Robust conversations have been taking place with regards to student learning outcome, effective teaching practices and ideas, and dealing with sensitive issues such as integrity and ethics with AI. It is hard to have these conversations if there is no FT faculty overseeing the department.

5. Describe the current staffing and history of staffing in your area and how the current staffing affects the health, growth, or vitality of the program. (refer back to the comprehensive program review area: Staffing Needs and annual program review update questions 5 &6)

While CETH was granted a replacement hire, anticipated to start in Fall 2025, the growth has been impressive. As mentioned earlier, the enrollment in CETH has nearly doubled this spring compared to last year, and for NAIS, the enrollment has increased by 74% in the same time frame. It has been difficult to keep up with the demand. This year, the department hired 5 new PT faculty to teach CETH courses after maxing out load for the other PT faculty. The division has been intentional with not hiring too many new PT faculty to ensure that the new faculty receive support with their teaching and that we are offering high quality courses. All up and down the state, there has been a huge demand for Ethnic Studies faculty.

The department has been granted additional load to open up new sections (usually one section at a time) in the winter and spring quarters of 2024/25. Every single section has filled within several days, including the wait lists.

Even with one new FT faculty in CETH, approximately 75% of the sections would still be taught by PT faculty (and this is only if there are no new sections offered next year) and no FT faculty dedicated to the NAIS program.

Catie Cadge-Moore, who taught for many years in the IIS Division, was somehow categorized as Creative Arts faculty, despite serving on Academic Senate to represent IIS and the IIS Dean signing off her leaves, assigning her classes, and more. She was on Article 18 teaching 50% load in IIS and finished teaching as a DA FT faculty in winter '25. Given the nebulous state of where Catie belonged, this position was categorized as both a growth and replacement position.

6. Explain how the work will be accomplished if the position is not filled. (refer back to the comprehensive program review areas: Staffing Needs and annual program review update questions 5 & 6)

If the position is not filled:

The division will continue to rely on a single PT instructor for NAIS, preventing expansion of course offerings and ability to offer a transfer degree, which would require students being able to take the core courses required of the degree.

The college will not be able to offer in-person NAIS courses for students who need or learn better in this modality. The current PT faculty do not live in Santa Clara county, so it is nearly impossible for them to drive to De Anza to teach in-person.

Curriculum development and revision required for the new AD-T in NAIS would be outsourced to PT faculty, at additional cost to the college.

The dean will continue acting as department chair. This means the dean writes up the program reviews. However, since curriculum is faculty purview, the dean could not revise or write curriculum, put together a degree or certificate, lead discussions on students learning outcomes or teaching pedagogy and strategies.

The college will struggle to meet student demand, which could hinder overall student success, enrollment growth, and transfer rates, which are part of the goals in the Educational Master Plan.

7. Other information, if any.

This hire is critical to restoring instructional vitality and honoring the college’s commitment to equity and inclusive curriculum. With an ADT in Native American Studies on the horizon, De Anza can be a leader in this field, but it cannot do so without FT faculty. This position will serve the academic needs of historically marginalized student populations and advance the mission of the college through curriculum development, teaching excellence, and community engagement. While the college is trying to create a village for Native students, we should be able to offer courses that our Native students could take. The interest in NAIS classes is strong, as enrollment has more than doubled in the last 2 years, despite the number of sections slightly increasing. The fill rate for these course is over 100%.

Here is the NAIS data for reference (taken from the NAIS Program Review data):

Fill Rates:

	21/22	22/23	23/24
Enrollments	119	215	302
Sections	5	6	7
Fill Rates	60%	86%	101%

Success and Equity:

	21/22	22/23	23/24
Success Rate	71%	67%	69%
Withdraw Rate	14%	16%	12%
Equity Gaps	-13%	-15%	-18%

Faculty Load Ratios:

	21/22	22/23	23/24
Full Time	0%	0%	0%
Part Time	100%	100%	100%
Overload	0%	0%	0%
FTEF (full-time only)	0	0	0

Furthermore, the Student Centered Funding Formula takes into consideration students who complete certificates and degrees. With new transfer degrees being created at the state level, De Anza has the opportunity to create these new degrees that will center students in the curriculum and contribute to students attaining degrees by having these degrees be available.

Dean/Manager Comments (Deans, please review the form for completeness and clarity and provide additional details as needed)

Since the dean (in the role of department chair) completed this request, it would be inappropriate for the dean to provide additional comments and details on the form. However, the dean would be happy to answer questions from RAPP and/or the President.

This form is completed and ready for acceptance.