Mathematics-FD

Faculty Request Form - Fall 2025

Department/Area and Name of Submitter

N/A

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
Mathematics Instructor	Replacement	Retirement ?	Instruction	

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 2020-21 to 2025-26

Fill Rates

Physical Sciences/Math/Engin - Mathematics-FD

	2020-21	2021-22	2022-23	2023-24	2024-25
Enrollments	18,503	15,004	13,788	14,800	15,490
Sections	546	473	419	437	449
Fill Rate	91%	87%	91%	91%	93%

Success and Equity

Physical Sciences/Math/Engin - Mathematics-FD

	2020-21	2021-22	2022-23	2023-24	2024-25
Success Rate	79%	76%	77%	76%	80%
Withdraw Rate	11%	12%	11%	10%	9%
Equity Gaps	-19%	-17%	-20%	-20%	-15%

Faculty Load Ratios

Physical Sciences/Math/Engin - Mathematics-FD

	2020-21	2021-22	2022-23	2023-24	2024-25
Full Time	40%	44%	45%	41%	39%
Part Time	43%	40%	39%	39%	43%
Overload	16%	16%	16%	20%	18%
FTEF (full time only)	23.8	22.3	20.1	19.4	18.9

Awards

Physical Sciences/Math/Engin - Mathematics-FD

	2020-21	2021-22	2022-23	2023-24
Certificates	0	0	0	0
Associate Degrees	274	260	223	192
Associate Degree for Transfer	55	62	67	101

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 Math Department uses student performance data, course evaluations, SLO assessments, and feedback from faculty meetings to continuously improve teaching and learning. This evidence-based approach allows us to adapt instruction to a diverse student body, address equity gaps, and respond to evolving state priorities such as AB 1705. By tailoring pedagogy and curriculum to real student needs, we ensure equitable access to high-quality mathematics education and foster student persistence, retention, and success.

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).

The Mathematics Instructor position is critical to maintaining student-centered instruction and services. With the retirement of a long-serving faculty member who taught between 9–15 classes annually, the department faces an unsustainable reliance on part-time faculty. Recent retirements have already left us short by at least 30 courses, and finding qualified part-timers has become increasingly difficult. Without this replacement, we risk significant disruptions to scheduling, advising, and program continuity. At the same time, AB 1705 requires curriculum redesign across 20+ courses, adding to the department's workload. A full-time replacement will ensure we continue to meet institutional goals, strengthen the MPS program, Summer Bootcamps, and expand Zero Textbook Cost (ZTC) pathways, all of which directly promote equitable student success.

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 directly supports the College's Equity Plan by closing persistent equity gaps in mathematics. A full-time faculty member provides the stability and commitment necessary to implement inclusive pedagogy, mentor historically underrepresented students, and embed equity-minded practices across our curriculum. Through ZTC initiatives and open educational resources, we will lower financial barriers, making math more accessible to students from diverse racial, ethnic, and socioeconomic backgrounds. The presence of a committed full-time instructor is not just about filling a vacancy, it is about ensuring every student feels supported, capable, and positioned for success.

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)

Data-driven strategies only succeed when stable faculty capacity exists to implement them. This replacement ensures continuity of high-quality instruction, ongoing curriculum reform, and student-centered support. Without it, student demand will outpace our ability to deliver, undermining both retention and completion rates.

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)

Mathematics is a cornerstone discipline for transfer, STEM, and general education. This position will allow us to continue offering the breadth of courses required for student progression, while also ensuring stability in

key support programs like MPS and contribution to ZTC. It strengthens institutional effectiveness, retention, and graduation outcomes.

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)

With multiple retirements in recent years, the department has already absorbed significant strain. Our reliance on part-time instructors to cover dozens of sections is unsustainable, particularly as the pool of qualified adjuncts has diminished. The long-term health of our program depends on rebuilding full-time capacity to support instruction, program development, and student success initiatives.

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 unfilled, this vacancy will lead to fewer course offerings, larger class sizes, and reduced availability of student support. This will compromise instructional quality, delay student progression through math pathways, and widen equity gaps. The cumulative effect will be lower student satisfaction, retention, and transfer rates—outcomes directly at odds with the college's mission and state equity goals.

7. Other information, if any.

The Math Department is at a critical juncture. To maintain instructional quality, comply with AB 1705, expand ZTC pathways, and uphold equity commitments, this position must be filled. Without it, the department risks not only operational strain but also long-term harm to student success and institutional effectiveness.

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

This position is intended to replace Lisa Mesh, who retired in the spring. With her departure, Lisa left a significant gap in the department, division, and the campus as a whole. She was an exceptionally active and dedicated member of the department, deeply involved in curriculum development, serving as chair and member of numerous committees, and teaching several MPS (Math Performance Success) classes.

Lisa was also one of our regular Academic Senate representatives and a strong voice in shared governance. She played a leadership role in AB 1705 implementation and related campus retreats, contributing substantially to both policy and pedagogy.

Her absence has created a notable void in departmental leadership, curriculum work, and student-support initiatives. Filling this position is therefore essential to for the department to ensure continuity in these areas and to sustain the high level of engagement and service that Lisa provided to the college community.

This form is completed and ready for acceptance.