**IPBT questions around ES/ESCI Hiring**

**1)Confirmation that the data on FT and PT is updated and accurate**

The information on the chart is accurate.

**2) How challenging is it to find part time instructors to open up new sections when you have waitlists. How often do you have large waitlists, but no ability to open new sections due to lack of faculty (FT or PT)? *Where relevant, supporting data for justifications they have written (for example, growing demand, number of students who could not take their classes each quarter, number of students who are delayed because of lack of these classes, etc)***

We do not at present have any difficulty with finding PT faculty to cover the classes we offer. We have not had the demand from students to add additional sections.

**3) How long has this position been vacant?**

One year.

**4) What factors contribute to the equity gaps? How do the strategies and activities defined in your Equity Planning and Progress contribute to reducing or eliminating equity gaps?**

**-What additional strategies (intrusive strategies) has the department implemented to serve Black, Latinx, Filipinx students, and other students of color?**

If you come at it from a model of solutions not problems .. the Environmental Science/Studies (ESCI) department has many tools in place to help address inequities that students face .

i)resources such as expensive textbooks and access to computers and wifi

The use of OER is an example, in a presentation at the AS meeting on May 10, 2021 ESCI was identified as one of the 5 leading departments on campus for utilizing OER resources in our classes.

We have an open science resource area (SRC) and dedicated study space which has laptop and desktop computers where students can study as well as reserve materials such as textbooks, bird and other environmental guides.

ii) A large part of the ESCI area of study involves field trips and field study of the region’s vast flora and fauna.

Through the Cheeseman Environmental science area we are able to provide an educational resource for students who might not be able to take part due to inequities in transportation and lack of economic means. The ESA has 12 natural and native California biozone communities, 400 species of plants and many animals that call it home.

iii) lack of FT faculty

One deficit is the lack of FT faculty to commit the time and resources needed to address individual student needs

**3) The 19-20 Program Review update states that "One strategy to improve non‐success rates with all groups (targeted and non‐targeted) would be to hold specific math tutoring sessions to remove the frustration students have mastering basic math skills while attending Environmental Studies and Science classes that require higher levels of proficiency in math. This is a particular challenge in our STEM focused CTE programs."**

**Have you assessed the impact of this strategy for Black, Latinx, and Filipinx students?**

Most ESCI classes do not have a math prerequisite and do not involve testing in math skills. Course evaluation is not based on classic exam formatting - final evaluations are often based on presentations and projects.

In our CTE programs where math skills are a requirement for success, faculty have taken it upon themselves to institute basic math modules into the course lesson plan. This helps build a math knowledge baseline allowing students to be able to comprehend and understand mathematical conversions for heat transfer or energy as an example. As a result of this effort, retention and success rates have improved.

**4) What strategies do you have to try to diversify your applicant pool as much as possible, especially for student groups for which there is an equity gap? For instance, is the Dept. aware of, or has done research on, training/graduate programs and organizations for their disciplines and fields that are known to be welcoming/advocates for diversifying their disciplines and fields?**

The department has several partners in the community that they work with both to find internship/ externship opportunities for our present group of students, work with as partners in environmental issues facing the region, as well as to recruit possible PT and FT faculty. Communities for a Better Environment (Oakland-based): <http://www.cbecal.org/>

California Environmental Justice Alliance - <https://caleja.org/>

Asian-Pacific Environmental Network (Oakland-based) - <https://apen4ej.org/>

Center for Health, Environment and Justice (Lois-Gibbs-founded national group): <http://chej.org/>

SJSU's Environmental Studies Dept offers a BA in ES, Preparation for Teaching, as well as a minor in Environmental Justice - <https://www.sjsu.edu/envs/undergraduate/index.html>

SFSU offers a BA in ES, with an emphasis in Environmental Sustainability and Social Justice - <http://bulletin.sfsu.edu/colleges/health-social-sciences/environmental-studies/ba-environmental-studies/>

Cal State Monterey Bay offers a BA in ES, with a concentration in Environmental Education and Community Outreach - <https://csumb.edu/aes/environmental-studies-ba-concentrations-requirements>

Humboldt State offers a BS in Env Science and Management with a concentration in Environmental Education and Interpretation - <https://environment.humboldt.edu/>

UC Berkeley's Dept of Env Science, Policy and Management offers a BS degree in Society and Environment with a concentration in Justice and Sustainability - [https://nature.berkeley.edu/advising/majors/society-and-environment](https://nature.berkeley.edu/advising/majors/society-and-environment" \t "_blank)

USEPA Office of Environmental Justice - <https://www.epa.gov/environmentaljustice>

Cal/EPA Environmental Justice program: <https://calepa.ca.gov/envjustice/>

5) **Does the department have a Lab technician?**

ESCI department does have one lab technician that supports students through educational, employment and volunteer opportunities in the Cheeseman ESA and SRC.