

De Anza Faculty Request Form

Division

BUS/CS

Department/Program

Business

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	Replacement or Growth	Retirement/Resignation Date	Instruction, Non-Instruction, Both	If 'Both', indicate the ratio of instruction to non-instruction	*Area Ranking
Business Instructor	Replacement for M.Karia	Assume Dean position (Acting Summer 23, Perm 11/20/23)	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, please provide information for each of the following areas:

A. Instructional Faculty

Faculty Position Request Data Sheet



Fill Rates
Business/Computer Systems - Business-FD

	2018-19	2019-20	2020-21	2021-22	2022-23
Enrollments	5,713	5,717	5,592	4,681	4,685
Sections	123	134	129	114	116
Fill Rate	93%	86%	86%	83%	82%

Success and Equity
Business/Computer Systems - Business-FD

	2018-19	2019-20	2020-21	2021-22	2022-23
Success Rate	75%	77%	80%	80%	81%
Withdraw Rate	10%	9%	9%	8%	7%
Equity Gaps	-16%	-16%	-14%	-12%	-13%

Faculty Load Ratios
Business/Computer Systems - Business-FD

	2018-19	2019-20	2020-21	2021-22	2022-23
Full Time	35%	35%	32%	39%	37%
Part Time	47%	47%	51%	48%	49%
Overload	17%	18%	18%	13%	13%

Awards
Business/Computer Systems - Business-FD

	2018-19	2019-20	2020-21	2021-22	2022-23
Certificates	52	56	71	63	43
Associate Degrees	276	199	210	190	153
Associate Degree for Transfer	350	312	385	397	321

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?

Faculty Position Request Data Sheet was not functioning when I pressed the button.

Our department has not been able to replace full time faculty for several years. We have two department faculty on Article 18. As a result we have been relying on a higher ratio of part

time faculty. We currently are running a hiring committee to replace the full time instructor who left in 2018.

With Manisha moving to Dean, we are back at ground zero. To satisfy demand for this year, we will have to rely even further on part time faculty. However, recruiting and on-boarding new part time faculty also requires significant effort from the Department Chair and other full time faculty who are already stretched very thin trying to keep up with Curriculum Reviews, SLOs, part time faculty evaluations, equity work, professional development, etc. The full time faculty capacity to keep up with new recruits (full or part time) is limited. At some point, the course offering will be affected.

2. Other information, if any?

I could not submit this request on time with the Program Review because the Dean Search committee was ongoing and Manisha may have returned as department faculty. But now that it is known that she has taken over as Dean, it is essential that we start work on a replacement. There are already serious staffing holes in our Spring 2024 Schedule. Our program review showed that we have an imminent succession crisis in our department, which will have far reaching effects on the college enrollment, and even other programs such as Accounting, Economics, Public Relations, Facilities Management which depend on Business courses and/or students. The new Automotive Management program could also be affected by a lack of availability of Business Faculty.

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).

n/a

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?

n/a

3. How does the position support on-going college operations and/or student success?

n/a

C. Instructional and Non Instructional Faculty Justifications

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

Position is needed to replace Manisha Karia, who has been acting Dean since Summer of 2023. This position will simply keep the Business Department at a maintenance level--it will not increase capacity. Without it, course offerings and enrollment will decline.

2. How does this request align with the goals in the Educational Master Plan?

Having replacement faculty will help us 1) *rebuild after the pandemic and improve course success rates*

Our department is working on a plan to rebuild after the pandemic. Our students' needs have changed and based on the feedback we have received from them through the instructors and by monitoring the course fill-rates, we recognize that we have to continue to offer all a range of instructional mode, online, hybrid, on-campus at a variety of times, for at least some of our foundation courses. Our aim is to make it easy for students to enroll and study in the modality that is working for them in the new normal. Also, offering various modes of instruction for the foundation courses, helps us increase enrollment and provides students the motivation to stay on and get their certificate and/or degrees. We have been trying to utilize our part-time faculty but not all of them are able to come to campus. So our ability to have the option of having more on-campus sections is limited.

2) *continuing our efforts in transfers, degree and certificate attainment and workforce training*

Our department contributes to 20% of the degrees and certifications awarded by De Anza College. Our transfer rates to UCs, CSUs and other colleges is also very high. But the business programs are highly impacted at these universities. If we want to continue supporting our students in their transition to four-year colleges, we will have to dedicate more time to assist them in preparing for their next steps.

3. How does this request align with the College's Equity Plan Re-Imagined?

One of the main principles of the equity framework is the prioritizing student success factors underscoring the college's commitment to *keeping the students on track and helping them succeed*. In line with the college's equity plan, our department wants to actively work to reduce the equity gap, but we are hindered by a continued decline in staffing. Fewer full time faculty are trying to keep the department afloat by sharing the responsibilities. Another replacement instructor will contribute by sharing responsibility so we can maintain our offering of courses and participate in office hours where students can ask questions and get the help they need.

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.

The faculty member should have at least an Masters to be able to demonstrate a strong knowledge of the general functions of a business, consistent with the minimum qualifications for this position.

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

We fully support De Anza's goal of Tops in Transfer and Tops in Career Training. However, by not filling the vacant position, we face limitations in adequately addressing the workload demands and offering a broad range of specialized courses. We would have to reduce the courses offered in the department, beginning Spring 2024.

6. Other information, if any.

We apologize that this request was not submitted with the program review. I hope the explanation for the delay is sufficient. I have discussed this need with our VP of Instruction, and she fully supports allocating a replacement faculty.

This form is completed and ready for acceptance.