

# Faculty Request Form - Spring 2024

## Department/Area and Name of Submitter

Business Department - Michele Fritz

### 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
FT Bus Fac 1	Replacement	Manisha Karia became dean 7/2023	Instruction	n/a	1
FT Bus Fac 2	Replacement	Dan Salah retiring 12/2024	Instruction	n/a	2
FT Bus Fac3	Replacement	Byron Lilly retiring 6/2025 - He teaches 1.63 load annually	Instruction	n/a	3

### 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

Limits: From 2018-19 to 2023-24



### 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%

Average Section Fill Rate over time

### 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%

Success and Equity Trends

### 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%
FTEF (full time only)	5.2	5.7	4.9	5.4	5.2

Faculty Load Ratios

### 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

Awards

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?**

Our faculty is committed to ensuring students feel supported and engaged. We have experimented relentlessly with pedagogy to support students: low cost and OER materials, developing simulations to engage kinesthetic learners, support and creation of Business & Finance village events, and creation of the Innovation Center. Just this quarter, all our faculty received a "De Anza Resources page" to add to all Canvas shells to direct students to support services on campus like the food pantry and psychological services. But our full time faculty (and most part time faculty) are all at retirement age and replacements aren't coming fast enough to keep up.

The Business department has been making strides in improving performance from 2018-19 to 2022-23, with an increase in the success rate from 75% to 81%, and a declining equity gap from 16% to 13%. Our enrollments have fallen slightly because of the campus's emphasis in on-campus sections, which are less popular than our fully online sections.

Unfortunately, as you can see from 2018-19 to 2022-23, the proportion of load undertaken by part-time faculty has risen in our department from 47% to 49%, while full-time load has fallen from 52% (regular + overload) to 50%. And this will worsen as full-time faculty begin retiring at the end of this calendar year (Dec 24). Since part-time faculty don't normally work on curriculum, our full-time faculty are challenged maintaining and updating our broad curriculum (22 courses, 4 degrees, 6 certificates), as well as supporting students taught by full and part-time 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

## C. Instructional and Non Instructional Faculty Justifications

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

[object Object]

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

Business programs are very important to working adults, single parents, and Latino students, in particular. Life in the Bay Area is expensive, and those students are already working to support a family or to contribute to their families. In some cases, they want to start their own business but need guidance. Non-traditional students take classes like Management and Leadership because they want to be promoted to supervisor in their current jobs, but they aren't given a chance without that certificate or AA degree from De Anza. Even veterans use our classes to transition back to a commercial position after their service is complete.

Our equity gap has declined and success rates have improved (as mentioned above), and our faculty have been learning best practices through professional development and conferences. Often, our part time faculty (who are working at multiple colleges) don't have bandwidth to participate in these opportunities. But our full time faculty share in meetings and by email, like the page that was developed and shared with all faculty to add "De Anza Resources" to all Canvas course shells. But retirements will have a negative effect on these efforts going forward.

3. How does the program use data to develop, adapt, and improve teaching, learning, and/or support to respond to the needs of students, changing environments, other populations served, and evolving institutional and state priorities? - NOTE, THIS IS A DUPLICATED QUESTION WITH A.1 and B.1, PLEASE DISREGARD THIS QUESTION.

We use the program review data to refine our course offerings. Student Learning Outcome Assessments are used to refine teaching techniques. Faculty keep up to date about developments in the rapidly changing field of business through conference attendance and professional development. We always support other institutional priorities, such as the Automotive Bachelors program. Our faculty dropped other work to prepare two new GE courses for this program. Because of student interest in the emerging field of Data Analytics, we recently rushed through curriculum to add this course. Our faculty our running an Innovation center with Industry Speakers on AI and how it is being used in multiple job functions. These types of activities on campus are supported mostly by full time faculty.

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

Full-time faculty have a presence on campus; they participate in committees, write student recommendations, organize guest speakers for the village, write curriculum, advise students on courses and career options, and advise college clubs. Part time faculty are here for class and office hours only. Most of our part-time faculty have retired outside the Bay Area and do not come to campus. Thus the full-time faculty are essential to student engagement and success.

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

As mentioned previously, the health of the Business Department has far-reaching effects into other programs across the campus. Without adequate staffing for Business programs, business students will seek degrees from neighboring colleges. This will cause reductions in Accounting course demand (70% of students taught by Accounting are business students), and similarly ECON demand. There will be a ripple effect in other programs across campus, like Facilities Management, Public Relations, Liberal Arts, Leadership in Social Justice who rely on Business programs.

The position would contribute towards making our programs relevant to Silicon Valley where we operate. We need to continue to stay relevant with technological change, like the

adoption of Business Analytics, Non Profit Management, and AI. Students become interested in Social Enterprise startups in our Innovation Center. But this work needs staffing to survive.

6. 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.

We currently have 6 Full Time instructors. Two are on article 18. One will *start* his tenure process in Fall 2024, so still needs a lot of guidance.

One retires in December 2024. Down to 5. One retires in June 2025. Down to 4, with one still on article 18. Three of the 4 remaining are all eligible and discussing retirement. (The fourth is starting his tenure process in Fall 2024.) This is a cry for help.

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

It is likely we will have to hire additional part time faculty. Some elective classes will not be offered as frequently, resulting in enrollment declines, since our classes fill with 50 students. New course curriculum will decline in lieu of maintenance. The Innovation Center will close. Full time faculty will no longer be able to act as club advisors, or find guest speakers for the Business & Finance village.

8. Other information, if any.

We have been sounding the alarm for some time. Now, with upcoming retirements, the impacts will be felt, college-wide. The Business department offerings are utilized in programs throughout the college. Succession-planning is a critical aspect of the long term health of any organization,.

## Dean/Manager Comments

I support the department's request. It is essential that we remain proactive in meeting the needs of our students and equipping them with the skills that the industry demands. The replacement of full-time faculty will not only allow us to continue to offer a wide variety of courses but also provide more personalized attention and mentorship to our students. This is especially crucial as we strive to stay ahead of emerging trends such as data analytics, sustainability and AI, ensuring that our curriculum remains relevant and competitive. The department is leading in the number of degrees and certificates offered. Furthermore, this department supports certificates and offerings of other departments and we want to ensure that students can also complete their chosen certificates/degrees in a timely manner.

This form is completed and ready for acceptance.

