

Faculty Request Form - Fall 2024

Department/Area and Name of Submitter

Administration of Justice / Ramona L. Gabriel

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
Full time Faculty	Replacement	June 2024	Instruction		High

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 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 2018-19 to 2025-26

Fill Rates						
Social Sciences and Humanities - Administration of Justice-DA						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Enrollments	1,177	1,306	1,689	1,255	1,043	1,188
Sections	64	76	89	84	69	77
Fill Rate	83%	85%	92%	76%	77%	79%

Success and Equity

Social Sciences and Humanities - Administration of Justice-DA

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Success Rate	79%	78%	73%	72%	69%	70%
Withdraw Rate	7%	8%	11%	11%	10%	11%
Equity Gaps	-6%	-10%	6%	-8%	-9%	7%

Faculty Load Ratios

Social Sciences and Humanities - Administration of Justice-DA

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Full Time	36%	28%	23%	22%	36%	54%
Part Time	61%	70%	75%	75%	64%	46%
Overload	3%	3%	2%	3%	0%	0%
FTEF (full time only)	1.2	1.0	1.0	0.9	1.2	2.0

Awards

Social Sciences and Humanities - Administration of Justice-DA

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Certificates	2	4	3	11	4	5
Associate Degrees	19	17	14	19	7	9
Associate Degree for Transfer	53	51	57	61	46	35

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 to inform your response.

Student success and retention are paramount, necessitating leaders who can implement evidence-based practices, leverage data analytics, and foster a student-centered culture that also supports the unique needs of continuing adult students. As our programs continue to attract more women, it becomes even more critical to develop tailored support systems that address their career and personal goals. Institutions also grapple with demands for greater diversity, equity, and inclusion, calling for faculty leaders who can advance these goals through inclusive policies, practices, and initiatives that reflect the needs of a diverse student body. By creating an environment that champions equity and inclusivity, we can better support the success of all students. We are exploring the development of a Bachelor's degree in Administration of Justice, which will serve as a crucial step toward meeting the educational and workforce demands within our community. To ensure the program's success and alignment with the State's mandates, we are committed to securing a dedicated, full-time faculty member with expertise in this field. This faculty leader will play a pivotal role in designing a comprehensive curriculum that not only adheres to state requirements but also incorporates best practices in justice administration. By offering this program, we aim to provide students with robust educational pathways that support career readiness in critical public service sectors.

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).

Currently, the AJ department has one full-time faculty member. In an effort to teach across a broad spectrum and to reach the needs of the students, another full-time member is needed. This will allow more classes to be taught at various days and times, which should accommodate many of the students' schedules. There are current no instructional faculty in the program.

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).

De Anza College strives to be a leader in innovation, not only in technology and curriculum design but also in fostering diversity among its students and faculty. Our Administration of Justice program exemplifies this commitment. As the program grows, it becomes increasingly important to equip students with the skills and knowledge they need to navigate the complexities of the modern criminal justice system. The curriculum must be dynamic, evolving in tandem with current legal standards, ethical practices, and advancements in public safety to ensure that students are fully prepared for the demands of today's workforce.

To uphold this standard, faculty must prioritize the continuous enhancement of course content, moving away from outdated materials that fail to meet the realities of today's criminal justice landscape. A bachelor's degree in Administration of Justice would enable De Anza College to fill a significant educational gap, offering students a clear pathway to advanced opportunities in public service careers. To develop a high-quality program that meets state mandates, we seek to bring on a full-time faculty member with deep expertise in justice administration. This role will be critical in shaping a curriculum that not only aligns with state requirements but also incorporates innovative, evidence-based practices. By expanding this program, De Anza College can continue to attract and support a diverse student body and contribute meaningfully to the future of criminal justice in our community.

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)

Applications will be open to individuals of all races, ethnicities, and cultures, reflecting our commitment to fostering a diverse and inclusive academic environment. By actively seeking diverse candidates, we not only ensure a broader representation across all employment classifications but also support the needs of our student body, which comes from a wide range of backgrounds and life experiences. This commitment aligns directly with De Anza College's Equity Plan Reimagined, an initiative dedicated to enhancing student equity by addressing systemic gaps and creating opportunities for all students to succeed.

Bringing in new faculty members who reflect the diversity of our students is essential to creating a learning environment where students feel seen, valued, and supported. Representation among faculty helps build trust and connections, particularly for students who may be the first in their families to pursue higher education or who seek mentors that understand their unique challenges and aspirations. Diverse faculty can also introduce varied perspectives and experiences that enrich the curriculum, fostering critical thinking and cultural competence among all students.

This approach is essential for De Anza College to continue as a leader in inclusive education, ensuring that every student has access to supportive role models and equitable learning opportunities. By actively pursuing diverse faculty candidates, we are not only building a stronger, more representative community at De Anza but also reinforcing our commitment to equity, empathy, and excellence in education.

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)

Hiring candidates with the right skills and expertise is essential to building a well-rounded faculty that can distribute tasks effectively and manage workloads efficiently. By bringing on qualified full-time faculty, we can ensure that our department is well-equipped to meet the needs of our growing Administration of Justice program without diverting resources from other areas. This approach strengthens our team's capacity, allowing us to focus on core responsibilities and program development without overextending existing staff.

A strong faculty presence ensures we can effectively support students as they navigate the criminal justice landscape, equipping them with the skills, ethical understanding, and practical knowledge they need to succeed. By investing in full-time faculty for this program, we can expand our impact in the community and become a vital resource for the next generation of criminal justice professionals.

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)

Currently, there is only one full-time faculty member. Having two full-time faculty members can significantly help students by providing increased availability for advising, mentorship, personalized attention, and a wider range of expertise within a subject area, allowing for more tailored learning experiences and better support throughout their academic journey.

As the demand for skilled professionals in the criminal justice field continues to grow, so does the need for comprehensive training programs that prepare students for this dynamic career path. Full-time faculty dedicated to the Administration of Justice program will play a pivotal role in reaching prospective students and expanding our community partnerships. With their leadership, we can increase outreach to local high schools, encouraging more young students to explore criminal justice careers. Additionally, we can strengthen connections with nearby police academies, creating pathways for advanced training and hands-on experience. These partnerships not only enhance our curriculum but also provide our students with real-world insights and professional opportunities.

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)

The Administration of Justice (AJ) department currently has one full-time faculty member and eight part-time faculty. However, two part-time faculty are unavailable to teach this term due to personal circumstances. This staffing limitation has placed considerable strain on our department, forcing us to cancel several courses, some of which are essential for students pursuing an Associate of Arts degree in Administration of Justice or planning to transfer to a four-year institution. The lack of available courses can disrupt students' educational progress, potentially delaying their career and academic goals.

Historically, the AJ department has operated with limited full-time faculty. Despite the addition of a new full-time faculty member in recent years, a recent retirement has again left the department understaffed. This history of minimal full-time faculty has impacted our ability to offer a consistent and robust schedule of courses, hindering the growth and development of the program. With only one full-time faculty member, it is challenging to provide the stability and comprehensive support that the program requires, especially as demand for criminal justice professionals continues to grow.

Increasing full-time staffing in the AJ department would significantly enhance our program's health and vitality. It would allow us to expand course offerings, attract and retain students, and strengthen partnerships with local high schools and nearby police academies. By building a stronger faculty base, we

can ensure the program's growth, meet workforce demands, and position our students for success in the field of criminal justice.

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

If this full-time faculty position remains unfilled, our only current full-time faculty member will bear the increased workload, and additional class cancellations may be inevitable. This not only limits the availability of essential courses but also restricts students' options, delaying their progress toward degree completion or transfer. Without sufficient faculty support, our department faces substantial challenges in achieving its strategic goals and expanding program offerings to meet evolving student and industry needs.

A fully staffed AJ department is crucial to advancing our dual enrollment initiatives, an area we are actively working to grow to engage high school students and provide early exposure to criminal justice careers. Additionally, one of our long-term objectives is to establish a forensic crime lab, which would enhance our curriculum by offering students hands-on experience and specialized skills. Without adequate staffing, however, these plans will be delayed indefinitely.

Furthermore, filling this position is essential as we explore the potential of introducing a Bachelor's degree in Administration of Justice. This program would meet a significant need in our community by providing a seamless pathway for students aiming for higher qualifications in the criminal justice field. In short, adding another full-time faculty member is not only necessary for sustaining current operations but also for driving growth and innovation within the AJ department. Expanding our faculty team would enable us to provide a richer educational experience and position the program as a leader in preparing students for impactful careers in justice administration.

7. Other information, if any.

N/A

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

The Administration of Justice (AJ) position is essential to our division and department, addressing a critical vacancy and advancing key objectives for this Career and Technical Education (CTE) program. With increasing demand for skilled professionals in criminal justice, we have set ambitious goals to expand and enhance our program, and filling this position is crucial to realizing these plans. This role will be a driving force behind our three main priorities, each essential for the program's growth and relevance.

First, we aim to expand our dual enrollment program by teaching criminal justice courses directly in local high schools, providing students with early exposure to the field and encouraging a seamless transition into higher education. Second, we are working toward building a forensic crime lab, which would offer students specialized, hands-on learning opportunities in forensic analysis. This will involve hiring a forensic expert, creating an invaluable resource for student training.

Lastly, we are exploring the development of a bachelor's degree in Administration of Justice, which would provide a pathway for students seeking advanced qualifications. This position is a top priority for the division, as it will be instrumental in establishing these initiatives, thereby strengthening our program's impact and visibility in the community.

This form is completed and ready for acceptance.