Faculty Request Form - Fall 2024
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	*Area Ranking

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:
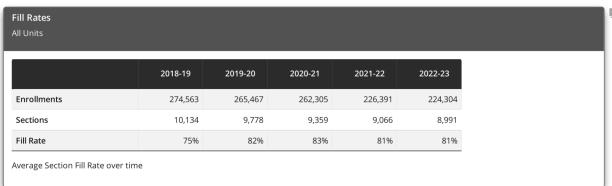
- Racial Equity: Faculty members, classified professionals and administrators should: recognize the realities of race and ethnicity for students of color. Develop intersectional understanding of the ways in which institutional racism shapes educational access, opportunity and success for Black, Filipinx, 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 2023-24

Fill Rates
All Units

	2018-19	2019-20	2020-21	2021-22	2022-23
Enrollments	274,563	265,467	262,305	226,391	224,304
Sections	10,134	9,778	9,359	9,066	8,991
Fill Rate	75%	82%	83%	81%	81%

Average Section Fill Rate over time

Success and Equity
All Units

	2018-19	2019-20	2020-21	2021-22	2022-23
Success Rate	79%	80%	80%	80%	81%
Withdraw Rate	9%	10%	10%	10%	8%
Equity Gaps	-12%	-12%	-11%	-10%	-10%

Success and Equity Trends

Faculty Load Ratios
All Units

	2018-19	2019-20	2020-21	2021-22	2022-23
Full Time	40%	36%	36%	38%	37%
Part Time	47%	50%	50%	48%	48%
Overload	14%	14%	14%	14%	14%
FTEF (full time only)	319.1	281.2	283.1	273.9	262.4

Faculty Load Ratios

Awards
All Units

	2018-19	2019-20	2020-21	2021-22	2022-23
Certificates	1,606	1,531	2,016	2,217	2,022
Associate Degrees	1,929	1,507	1,718	1,511	1,228
Associate Degree for Transfer	1,443	1,545	1,906	1,717	1,555

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? Be sure to refer back to your Comprehensive Program Review form to inform your response.

N/A

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).

> N/A

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)

> N/A

4. 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)

> N/A

5. 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)

> N/A

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. (refer back to the comprehensive program review area: Staffing Needs)

> N/A

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

> N/A

8. Other information, if any.

> N/A

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

> N/A

This form is not yet ready.