

Name:	Email:	Department:	Number of Positions Requesting:
Roosevelt Charles	charlesroosevelt@fhda.edu	Student Services	1
Roosevelt Charles	charlesroosevelt@fhda.edu	Student Services	1
Laura Gamez	gamezlaura@fhda.edu	Language Arts	1

Additional Specifics about the Position:	Equity Goal:	Jeopardize Equity:
General counselor with split assignment time 50/50 for Honors Institute.	The Honors Institute is dedicated to advancing equity in education for all. Starting in the Winter 2019 quarter, prerequisites to the program were removed and access to honors courses opened to all students. Accordingly, our student headcount and enrollment increased, thus making great strides in participation from disproportionately impacted student groups. Retention and course success however with these student groups saw a decrease. With the addition of a designated honors counselor, disproportionately impacted students can be better served with intrusive counseling approaches and individualized support to close the gap in knowledge around academics, college and career, and socio-emotional domains.	The honors program recognizes that racial inequality exists in higher education. We are committed to change this system for disproportionately impacted students by serving them intrusively where traditional counseling practices have not work. The student life cycle from enrollment, creating an optimum learning environment, to seeing them through graduation or transfer can be fraught with barriers and inconsistencies. This unwieldy process can perpetuate the oppressive structures that exist in higher education thus threatening program outcomes for disproportionately impacted students and the college's goal of reducing barriers and facilitating students' ease of access to transfer and degree and certificate completion.
General counselor without split assignment time.	The request to hire a counselor mitigates gaps in services where counselors have made commitments outside the department to develop and implement initiatives that support a variety of equity priorities. For example, counselors regularly teach human and career development classes, they support a wide range of college activities, and they move successful learning communities and programs forward. A new counselor helps to address over-demand of counseling services for impacted programs and certain student groups which cannot begin, continue or meet their educational goals without structured services from a counselor.	Hiring a counselor helps to offset reassigned time given to current counselors involved in supporting learning communities, programs and student groups that often lack support. Recently, Student Services shifted its focus to Equity 2.0, specifically "...outreach with a specific intent to increase access and enrollment of Latinx and African American students...and connect back to a larger strategy to support and retain these populations." Without adding this counselor, the department risks the ability to adequately respond to the critical needs of Black and Latinx students.
Technical Services Librarian	Adding a technical services librarian (TSL) would provide specialized expertise in original and complex cataloging. This increases discoverability and access of materials for students, including, for example, adding alternative subject headings locally to promote inclusiveness and diversity. With another librarian we could also restore reference hours which have been cut and modified.	Not adding this position leaves the library with a gap in specialized knowledge. The library does its best to aid in the equity goals of the college, not having a TSL leaves the library without a full team to aid in these goals

Outside Entity:	Funding Source:	Jeopardize the Program:
<p>To maintain the criteria for UCLA Transfer Alliance Program (TAP) membership, designated counselor(s) for Honors students will need to be knowledgeable about TAP, UCLA and UC transfer admission requirements and will participate in the TAP Council meetings and initiatives and the policy making group.</p> <p><a href="http://tap.ucla.edu/wp-content/uploads/2016/07/APPL_Criteria_131108.pdf">http://tap.ucla.edu/wp-content/uploads/2016/07/APPL_Criteria_131108.pdf</a></p>	<p>No.</p>	<p>It will not immediately jeopardize the viability of the program; however, it will hinder its growth as a fully developed honors program. As a program with open admission, setting expectations for retention and completion of the Honors Scholar program is a desire for all involved with the Honors Institute, especially with counselors. Current designated honors counselors participating are not currently offered reassigned time to work with honors students but contribute immensely to the program in creating education plans and working with students with personal and academic concerns. A counselor dedicated with reassigned time to work with honors students, particularly those disproportionately impacted, will not only offer holistic support, but also offer a sense of belonging and inclusiveness among this community of learners by pushing into the classroom and offering regular workshops with instructional faculty and students.</p>
<p>Yes, this growth position supports the mandated work from CA Community College Chancellor's Office Vision for Success goals and the Student Centered Funding Formula metrics as well as other major state initiatives such as efforts to increase course success, graduation, transfer and workforce readiness rates such as AB705.</p>	<p>This position is being funded by general funds.</p>	<p>Not filling this position will prevent the department from meeting the CA Community College Chancellor's Office Vision for Success goals, the Student Centered Funding Formula metrics and numerous legislative mandates such as AB705.</p>
<p>Title 5 of the California Code of Regulations (§ 58724) contains minimum standards for numbers of library faculty based on student FTES. According to the formula, colleges with FTES between 3001-5000 should employ a minimum of 4 full-time librarians. Currently, our full-time librarian staffing is 3.6 FTE and is below this minimum standard. In addition, starting in Fall 2018, the library's adjunct librarian hours were reduced by 44% and another 37% after the campus went virtual. One of the two adjunct librarians retired last year, and the other plans to at the end of Fall 2020; we do not currently have a sufficient pool of qualified librarians to fill these vacancies. As noted in the library's last Comprehensive Program Review of 2016-17 "... concerns have been raised about whether the library has enough staff to successfully carry out its mission."</p>		<p>The library can continue to function without this faculty position as it has done after losing two faculty positions since 2009, but the smooth, effective operation of the library and our ability to achieve our mission is suffering. Full-time librarians have less time for their primary responsibilities of instruction, collection development, systems management, and participation on governance and college committees. Multiple studies point to the value of academic libraries for student retention and success including this study published in College &amp; Research Libraries, which shows "a change in the ratio of library professional staff to students predicts a statistically significant positive relationship with both retention and graduation rates."</p> <p>Link to study - <a href="https://crl.acrl.org/index.php/crl/article/view/16142">https://crl.acrl.org/index.php/crl/article/view/16142</a></p>

Program Quality:	Program Expansion:
<p>Yes, currently there are 4 designated counselors in the Counseling Division who serve primarily as generalists but also serve the honors population without reassigned time. In addition, other counseling generalists are trained on a regular basis on Honors Institute policies and transfer processes with institutions the Honors Institute has agreements with. Although the current designated honors counselors are well versed in guidance concerning an honors student's immediate course selection, and long-range educational and career plans, attention to student retention and overall student success is critical for a fully developed honors program. Practices in intrusive interventions can support disproportionately impacted students.</p>	<p>We hope to draw more students into to program by offering and creating more courses, recruiting new honors faculty to teach these courses, and increase opportunities for community engagement between and among students in the program. If a full-time counselor is assigned to the program and can follow up with all honors students on a consistent basis, then as directors of the program, we can focus our efforts to expand curriculum, faculty support, and student engagement. This would offer parity with other learning communities and help students connect with each other and to build relationships that go beyond the classroom.</p>
<p>Yes, over 60% of current counselors support two or more learning communities, programs and student groups. Leaving inadequate counseling service delivery for many students. A new counselor helps to offset inadequate service delivery.</p>	<p>Given the extensive amount of support counselors provide to shared governance work, Equity 2.0 Plan, Guided Pathways, Black Lives Matter Plan, Strategic Plan, learning communities and special populations, it is important to view the proposed position as essential in addressing critical equity issues and current gaps in counseling service delivery. As a result, a new full-time position increases the ability of the department to help students who often experience inadequate counseling services and often do not get the full impact of consistent service delivery.</p>
<p>In Spring 2017 PaRC approved hiring a Technical Services Librarian to replace a retiring librarian, but we had a failed search in the summer and have not received approval to try again. A Technical Services Librarian has unique skills in cataloging, subject analysis, classification, authority control, and bibliographic maintenance with an integral role in making library materials accessible to students. With increasing changes in technology and the development of diverse collections, a Technical Services Librarian's leadership role is essential.</p>	<p>The Technical Services Librarian's leadership role is essential to help guide the library as its functions and procedures evolve to meet the changing environment of increasing digital resources. Examples of future projects include the implementation of the new cataloging code, RDA (Resource Description &amp; Access), establishing procedures for authority control within the online library catalog, improving discoverability of streaming videos, and establishing alternative subject headings locally to promote inclusiveness and diversity. In addition, the hiring of a new librarian would allow the other librarians to embark on projects that have been placed on the back burner due to a staffing shortage</p>

Jeopardize Program Quality:	Trends:	Number of Faculty
<p>This position is a request for a non-instructional faculty member and will be involved in one-on-one and group counseling activities. However, there are possibilities of a teaching assignment with CNSL 3H and CNSL 8H in the future.</p>	<p>We lost all part-time counselors to budget cuts over the years and several full-time counselors to retirement.</p>	
<p>This position is a request for a non-instructional faculty member and will be involved in one-on-one and group counseling activities and numerous retention efforts. However, there are possibilities of CNSL and CRLP teaching assignments.</p>	<p>We lost all part-time counselors to budget cuts over the years and several full-time counselors to retirement.</p>	
<p>Foothill library faculty fulfill a unique role within the college's faculty and academic community. They are considered non-instructional faculty as most of their responsibilities exist outside the classroom and balance instructional and educational responsibilities with student service focused activities and administrative duties. The duties of library faculty may consist of any combination of the following: information literacy instruction, outreach, collection development, assessment, electronic resource management, cataloging and technical services, systems management, online learning, and reference work. In addition, a librarian coordinates the daily operations of the library and librarians serve as liaisons to each division. Because library faculty expertise and experience cross multiple disciplines and offer a blend of instruction and student services, they are in a unique position to contribute meaningful input, insights, and guidance in discussions surrounding many areas that require library inclusion in institutional planning, outcomes, and policies including program review and college and program specific accreditation. As tenure-track faculty, librarians participate in shared governance and are evaluated on their contributions to the college, their profession, and for continuous improvement through professional development. The library can continue to function without a new faculty position as it has done since losing two faculty positions since 2009. However, the smooth, effective operation of the library and our ability to achieve our mission through our primary non-instructional duties, participation in college planning and governance, and professional growth is suffering because we are stretched too thin.</p>	<p>As mentioned, the librarians are non-instructional faculty. The data provided is for Library 10: Introduction to College Research, the only class library faculty teach. The statistics below highlight other librarian responsibilities.</p>	

Jeopardize Program Quality Part II:	Additional Information:
Zero (0). There are currently no dedicated counselor(s) with reassigned time to the honors program.	No.
Currently, nineteen counselors are available to engage in the work listed above.	No
Our full-time librarian staffing is 3.6 FTE	2019 - 2020 Academic Year 2872 Reference Transactions 1066 student participants in the following : 33 Course-specific instruction Sessions/Orientations 4 Tours 137 students participants in course-specific online synchronous library instruction 77 Library Guides tailored for specific classes, heritage months, academic disciplines, election guides, anti-racism guides, online resources for faculty and students, financial literacy, and more. 32,802 views

Name:	Email:	Department:	Number of Positions Requesting:
Bruce McLeod	mcleodbruce@foothill.edu	Fine Art/Communication	1
JP Schumacher	schumacherjp@fhda.edu	Student Services	1 (please see Additional Specifics)
JP Schumacher	schumacherjp@fhda.edu	Student Services	1 (see Additional Specifics)
John Fox	foxjohn@fhda.edu	Business/Social Science	1

Additional Specifics about the Position:	Equity Goal:	Jeopardize Equity:
<p>Technical Theatre expertise with ability to teach the following: Theatre Management; Theatre Design - Min 2 of the following- scenic, costumes, lighting, sound; Supervise Theatre Productions; experience teaching on line. Prefer experience in multi-cultural theatre and social justice and directing.</p>	<p>The department needs diverse representation in order to have faculty equity and promote student diversity in the department. This aligns with the College Equity 2.0 plan. As this request is essentially to replace at least one of two retirees, the equity goals align with allowing the department to maintain an effective level of instruction to service students.</p>	<p>Without this position filled, any effort to attract a more diverse student population will not be possible.</p>
<p>The VRC has one counselor dedicated to serving student veterans. However, this counselor's assignment is a 50%/50% split between DRC and VRC. This request is to remove the split assignment, resulting in 3 FTE DRC counselors, and necessitating a new counseling faculty member fully dedicated to the VRC.</p>	<p>On Page 27 of Foothill's Equity 2.0 plan, the authors reference "recent focused outreach with a specific intent to increase access and enrollment of Latinx and African American students" and emphasize the need to "connect back to a larger strategy to support and retain these populations." A dedicated counselor for the VRC would comprise a strategic addition to the VRC team that can provide equity-minded counseling and supportive services to Latinx and African American student veterans.</p>	<p>The 2015 Student Equity Plan indicated disproportionate impact for student veterans in the access metric, citing a percentage point gap of -.4. In 2018, the gap remained. The 2020 Student Services Black Lives Matter plan lists two related action steps: 1) analyze demographics of student veterans being served and assess their satisfaction and 2) research best practices for how VRC's serve black student veterans. Without a full-time VRC counselor, the ability to develop, deliver, and expand racial equity-minded in-reach and retention support services that center Latinx and African American student veterans is lost.</p>
<p>The DRC has 2 FTE counselors with a third FTE counseling assignment split between DRC and VRC, resulting in a total of 2.5 FTE counselors for the DRC. This request is to remove the split assignment and have a total of 3 FTE support the DRC.</p>	<p>On Page 27 of Foothill's Equity 2.0 plan, the authors reference "recent focused outreach with a specific intent to increase access and enrollment of Latinx and African American students" and emphasize the need to "connect back to a larger strategy to support and retain these populations." A third counselor that is fully focused on DRC represents an additional instructor for SPED 8 classes. With additional SPED 8 classes, we increase the access for Latinx and African American students with disabilities to a class designed with their success in mind.</p>	<p>In the same vein as Foothill's Equity 2.0 plan, the Student Services Black Lives Matter Plan specifically names SPED 8 classes as a strategy in increasing Latinx and African American access to Foothill. Without another FTE DRC counselor, the opportunity to develop, deliver, and expand racial equity-minded instruction via SPED 8 is lost. Also lost is the smooth transition for Latinx and African American students to Foothill. Because SPED 8 is taught by counseling faculty, students develop close connections with a counselor and is more likely to seek during their time at Foothill.</p>
<p>Full-time Sociology Instructor who specializes in Race and Ethnicity</p>	<p>We hope to hire a sociologist who specializes in Race and Ethnicity. Because many sociologists in this specialization are people of color, we are very likely to have a diverse pool to hire from, thus diversifying the Foothill faculty. Furthermore, a sociologist specializing in race and ethnicity can do much in improving on a culture of equity at Foothill, showing how individual, cultural, and structural practices intersect—a cornerstone of sociology. Finally, this new professor could contribute to academic programs that embrace equity as a core value, such as Social Justice Studies and Ethnic Studies.</p>	<p>If we do not diversify the faculty we will be left with mostly white faculty teaching sociology classes. Remaining a predominantly white department would be detrimental to the program, since many of our students are people of color. For example, in 2019-2020 21/45 of the A.A.s/A.D.T.s we conferred were to African American or Latinx students. As for enrollment, 40% of our students are African American or Latinx, compared to 31% of Foothill in general. Securing this position would be a strong step toward racially diversifying our faculty and serving our students of color.</p>



Outside Entity:	Funding Source:	Jeopardize the Program:
No	General funds, possibly augmented by CTE funding depending on specific duties and responsibilities.	Yes. Not filling this position would severely hinder the department's ability to fulfill the offerings for the ADT degree, the AA degree, and all career certificates in Theatre. The discipline of theatre arts requires many sophisticated areas of collaboration and expertise. Unlike most other disciplines, the expanse of responsibilities in order to fulfill regular productions goes far beyond teaching, demanding a flexible, focused candidate with a variety of skill sets.
The California Community Colleges Chancellor's Office has released "Veteran Resource Center Minimum Standards" regarding the structure, services, and staffing for VRCs. Under staffing, the CCCCCO recommends "1 full-time equivalent Counselor with veteran specific training."	<p>General funds primarily. As the state provides a small yearly allocation (\$17,699), it is not enough to cover the salary and benefits of VRC Counselor.</p> <p>However, depending on whether the VRC Counselor also meets minimum qualifications for a DRC Counselor, a small portion of this position's salary and benefits can be covered by the annual DSPS allocation (categorical fund) to serve student veterans with disabilities.</p>	As this is a student services counseling faculty position for the VRC, there is no threat to the closure or discontinuance of the VRC should this position be unfilled. However, without a dedicated VRC counselors, the VRC would not be meeting the CCCCCO's VRC Minimum Standards. Further, the College would also not be able to address the access gap identified in the 2015 Student Equity Plan or fulfill its obligations to increase access and success for Latinx and African American student veterans as outlined in the Equity 2.0 Plan and Student Services Black Lives Matter Action Plan.
For the timely rendering of academic accommodations as mandated by the Americans with Disabilities Act and applicable Title 5 regulations, a shift from 2.5 to 3 FTE counselors will increase the availability of counseling intakes and appointments for students.	This position can be funded through categorical funds from the state (DSPS)	As this is a student services counseling faculty position for the DRC, there is no threat to the closure or discontinuance of the DRC should this position be unfilled. However, without an additional FTE counselor, the DRC may not be able to provide the timely rendering of academic accommodations, placing the college at risk for litigation. Further, the College would also not be able to fulfill its obligations to increase access and success for Latinx and African American students with disabilities as outlined in the Equity 2.0 Plan and Student Services Black Lives Matter Action Plan.
No	General Funds	No

Program Quality:	Program Expansion:
<p>Yes. The one remaining full-time Theatre Arts faculty member (also one additional 1/3 time share with Music), being trained in performance, has no expertise in the technical theatre realm. Technical theatre disciplines demand highly-specialized, well-rounded expertise.</p>	<p>Yes. Preference for new faculty with experience with ethnic studies or social justice experience to lead equity efforts in the department.</p>
<p>Over the past five years, Foothill has had an average of 412 active duty Military students and student veterans. However, slightly less than half of that number actually utilize their GI and other educational benefits.</p>	<p>A dedicated FTE VRC counselor allows for increased counseling availability, another vital VRC team member to strategize intentional in- and outreach to African American and Latinx student veterans, development of a counseling orientation course geared toward student veterans, and the opportunity to expand retention tactics specifically designed for Latinx and African American student veterans (ex: student success workshops; targeted interventions during key milestones).</p>
<p>The number of dual enrollment students accessing services through the DRC is growing. Related, more parents/guardians are getting involved in all aspects of their college student's educational experience. With the growing number of dually enrolled students and parents/guardians involved in the educational process, additional counseling faculty can lend their expertise on addressing challenges and gaps such as 1) shorter appointment times with dually enrolled students 2) IEP/intake confusion for dually enrolled students and their parents/guardians 3) "helicopter/bulldozer" parents and guardians.</p>	<p>An additional counselor allows for more intakes, increased access to SPED 8 classes, the opportunity to expand retention tactics specifically designed for Latinx and African American students with disabilities (ex: student success workshops; targeted interventions during key milestones), addressing the aforementioned gaps through developing guidelines for successful shorter appointments with dual enrollments students, finding ways to streamline the IEP/intake process for dual enrollment students, and developing parent/guardian orientation and support programming to center student empowerment and independence in our services.</p>
<p>While all sociology faculty can teach any of the courses we offer, a professor who specializes in the area of race and ethnicity would increase the quality of our sociology program, as well as Social Justice Studies or Ethnic Studies.</p>	<p>The expansion of our related program, Social Justice Studies, can only be accomplished if we have a new hire. For example, a new sociology hire would free Professor Fox to expand on Social Justice Studies, including the new course Introduction to Social Justice. There also may be opportunities to expand our civic engagement by partnering with VIDA at De Ana College.</p>

Jeopardize Program Quality:	Trends:	Number of Faculty
<p>Student recruitment, CTE advisory board, production oversight, budget oversight, purchasing, invoicing, recruiting support personnel, scheduling, patron supervision, fundraising, deadline readiness, volunteer and student supervision as well as active collaboration in all regular department matters and planning.</p>	<p>FT/PT ratio unchanged although much higher in 18-19 Enrollment &amp; FTES +6% after spike in 17-19 Productivity +39% This increase has been accomplished in part through stacked sections of classes that have taken a toll on current faculty. Retirement of one of 2 FT acting faculty has been only partly absorbed through fewer section offerings resulting in higher productivity but fewer opportunities for students to complete requirements and fewer offerings of entry-level courses in acting and Tech and fewer sections of popular specialty classes (Combat, Improv, Makeup) that attract additional enrollment. Assignment of Technical Theatre Instructor to teach Multicultural Theatre has impacted focus on that program to the detriment of student recruitment and program development. Finally, enrollment and productivity for 19-20 was impacted by COVID with lower enrollment in traditional F2F classes in S20 and will probably be worse for 20-21 given the number of courses that can not be taught in a fully virtual world.</p>	
<p>The VRC counselor does not have instructional duties. The majority of the counselor's work is in delivering counseling services. However, the VRC counselor may be asked to develop an orientation class akin to SPED 8 but for student veterans if the need arises.</p>	<p>Despite some minor fluctuations, the fall quarter headcount of active duty Military students and student veterans has stayed the same since the 2015/2016 academic year: Fall 2015: Military (47) / Veteran (364); Fall 2016: 81 / 380 Fall 2017: 65 / 333 Fall 2018: 61 / 337 Fall 2019: 57 / 341</p> <p>In their 2008 Standards of Practice for California Community College Counseling Faculty and Programs, the ASCCC recommended a counselor/student ratio of 1:370. Completion by Design in their Loss/Momentum Framework- the same framework utilized by Guided Pathways- states that the recommended ratio from the American School Counselor Association is 1:250. Thus, a counselor with a .5 FTE assignment to serve VRC students is wholly inadequate.</p>	
<p>While each DRC counseling faculty member has instructional duties via SPED 8- inclusive of planning meetings with on- and off-campus stakeholders in the fall and winter quarters and classroom instruction in the spring- the majority of their work is in delivering counseling services.</p>	<p>Since the 2015/2016 academic year, the number of students served by the DRC has steadily increased: 15/16: 1219; 16/17: 1231; 17/18: 1322; 18/19: 1341; 19/20: 1456. This represents a 19% increase over five years. In their 2008 Standards of Practice for California Community College Counseling Faculty and Programs, the ASCCC recommended a counselor/student ratio of 1:370. Completion by Design in their Loss/Momentum Framework- the same framework utilized by Guided Pathways- states that the recommended ratio from the American School Counselor Association is 1:250. Having three full-time DRC counselors will reduce the counselor to student ratio. Looking at our 19/20 numbers, the ratio would reduce from 1:582 to 1:465.</p>	
<p>As of now, Professors Gibbs and Fox are working on two other degree programs—Global Studies and Social Justice Studies—which takes attention away from the Sociology program. A new hire could develop curriculum in Sociology or Social Justice Studies. Not hiring a full-time faculty would continue to require the current full-time professors to split their attention.</p>	<p>While the college has experienced decreased enrollment in the last five years, Sociology has remained fairly consistent:</p> <ul style="list-style-type: none"> <li>•While the number of sections has decreased in the last five years by 10.4%, enrollment has decreased by less than 1%.</li> <li>•In 2019/2020, 80.1% of our sections are taught by part-time/overload faculty. In the last five years, the number of sections taught by part-time/overload faculty has increased by 12%.</li> <li>•In the last five years we have consistently conferred 45-56 degrees, in spite of decreased sections and more teaching duties left to part-time/overload.</li> </ul>	

Jeopardize Program Quality Part II:	Additional Information:
<p>None. Some of these duties are the responsibility of the faculty member assigned as the director of a production, but the bulk of them fall to the faculty member assigned to the technical production classes. Sometimes faculty are assigned both in the same term, meaning the duties would become their exclusive responsibility.</p>	<p>Being able to produce live theatre performances is not only the pinnacle of the department's training missions, but also our productions function as a centerpiece for a campus liaison for the community, historically attracting 7-10 thousand visitors to the campus annually. Regularly producing shows promotes students' success and community enrichment. Not replacing this vital position would make the prospect of producing our project-based, service-learning shows untenable and functionally impossible. Not filling this position would be severely detrimental to the department's ability to recruit and serve students in their chosen fields with a reduction in degree targets, transfer goals and career preparation.</p>
	<p>2 Is there any additional information you would like to add? Although we have diversity in our Sociology teaching faculty now and have had more racial diversity in the past, we don't currently have it and so we'd like to increase it if possible. We did hire tenure track Sociologists of color in the past – but none stayed and none developed the course work we'd like to see that is reflective of POCI experiences. In addition to developing Social Justice Studies, supporting Ethnic Studies, and expanding the Sociology curriculum, we hope to have the opportunity to become more engaged in the campus, district, and community.</p>

Name:	Email:	Department:	Number of Positions Requesting:
Jeff Schinske	schinskejeff@fhda.edu	Bio Health	1
David Marasco	marascodavid@foothill.edu	Equity	1
Ben Stefonik	stefonikbenjamin@fhda.edu	Business/Social Science	1
Bill Ziegenhorn	ziegenhornbill@fhda.edu	History	1

Additional Specifics about the Position:	Equity Goal:	Jeopardize Equity:
<p>For going on three years, the Biology Department has been short two full-time instructors due to a retirement (Kathleen Duncan) and the earlier transfer of a faculty member to a different campus role (Carolyn Holcroft). At the same time, even in years of college-wide enrollment decline, our department has experienced high demand for our classes. This growth has been particularly robust in our Anatomy &amp; Physiology series where part-time faculty handle an increasing number of course sections. We request a full-time instructor to support our department's growth in this critical course sequence that serves future nurses and allied health professionals.</p>	<p>A key component of Foothill's Draft Equity Plan 2.0 is to "Increase the racial diversity of our faculty, staff, and administrators." This goal resonates very strongly in the Biology Department, where all current full-time instructors identify as white. Our department serves a highly diverse student body with racial diversity matching the college at large, and higher concentrations of Latinx and Black students in our Anatomy &amp; Physiology courses. A critical mission of our Anatomy &amp; Physiology program is to prepare and empower racially diverse students to enter health careers and address racial health disparities in our community.</p>	<p>The Biology Department remains deeply concerned about mismatches between the racial diversity of our Biology students (particularly our Anatomy &amp; Physiology students) and the racial identities of the faculty serving them. The full-time instructors in our department are universally dedicated to equity, inclusion, and anti-racism. However, no amount of action or effort internally within the department can change the racial make up of the full-time faculty. Only the opportunity to hire new colleagues provides the potential to make progress on this objective. Without this position, our ability to address this critical goal from the Equity Plan would be jeopardized.</p>
<p>We wish to hire a FT instructor for Ethnic Studies. As no such department currently exists, we provide no data for questions 9-12.</p>	<p>Foothill's Equity Plan 2.0 notes an equity gap in success rates between racial groups and asks the campus to explicitly center race in eliminating inequities for all groups. Ethnic studies is the interdisciplinary study of race, ethnicity and indigeneity with a focus and perspective of people of color within the United States. The research review of The Academic and Social Value of Ethnic Studies states there is considerable research evidence that well-designed and well-taught ethnic studies curricula have positive academic and social outcomes for students.</p> <p>This position allows Foothill to teach ethnic studies classes.</p>	<p>For several years, various faculty have asked the college to offer ethnic studies classes at Foothill. The Academic Senate passed a resolution in June 2020 supporting the creation with the goal of hiring at-least one full-time faculty member. To deny a position for Ethnic Studies is to undermine a specific and concrete effort to bring coursework to students and faculty who are asking for more representation and critical literacy about race and equity in the context of academia. Ranking this as low priority can potentially send a conflicting message about the institution's commitment to equity and innovation.</p>
<p>Full-time Faculty</p>	<p>By adding a full-time position, we have the opportunity to further diversify the faculty within our department. Hiring a faculty member with expertise in ethnic studies or cultural psychology could help the department develop new courses that aligned with ethnic studies classes and would provide depth of knowledge in efforts to diversify existing curriculum in the department. A full-time instructor who is integrated into the fabric of the Foothill community will expand our capacity to offer high-touch experiences to students, such as participating in club activities and developing service leadership and research projects.</p>	<p>The department, presently, would lack the expertise to offer ethnic studies and cultural psychology classes.</p>
<p>expertise in teaching world history, history of regions outside of Europe, and ethnic American history</p>	<p>The department currently has two full-time Americanists and one reassigned Europeanist. We need an expert in other world regions, particularly Africa, to add diversity to our approach to world history and to help develop and teach a wider variety of courses that better reflect the heritage of our student body.</p>	<p>The department has no representation from the BIPOC community in either the full or part-time faculty. Even when race and gender issues are covered in our courses, the lack of diversity in faculty unintentionally underscores the importance of some voices over others.</p>

Outside Entity:	Funding Source:	Jeopardize the Program:
This position is not required by an outside entity.	This position would be supported by general funds.	This program would not likely be threatened for closure without this position.
While not at the level of an accreditation mandate, under AB 1460, Foothill's CSU transfer students will need to fulfill an Ethnic Studies requirement. According to <a href="https://foothill.edu/irp/2021/FH-2021-Q1-Report-AY19Transfers.pdf">https://foothill.edu/irp/2021/FH-2021-Q1-Report-AY19Transfers.pdf</a> , in recent years approximately 400 students transfer from Foothill to CSUs. This alone would support 8 fifty-person sections a year.	General.	As this is a fledgling department, it is imperative that a FT faculty member be hired to guide the program through its infancy.
N/A	General Funds	The psychology program would not be in threat of discontinuance if the position is not granted.
No	General funds	No

Program Quality:	Program Expansion:
<p>Given the enrollment demand we have observed in our Anatomy &amp; Physiology offerings for many years now, we are in an excellent position to both grow our Anatomy &amp; Physiology program and to explore innovative offerings of the series not available elsewhere in our region. For example, we are currently piloting an accelerated "institute" version of the series that allows students to finish the entire year's worth of courses in only 18 weeks. However, offering more sections to meet demand and sustaining innovative programs requires additional human resources and expertise in this specialized area of teaching.</p>	<p>As mentioned above, we are already piloting innovative program formats in Anatomy &amp; Physiology that promise to draw in new groups of students. However, programs like this put a strain on instructor load and cannot be managed by part-time instructors. Further, in the last year our department began offering a new Certificate in Bio-Health Diversity &amp; Inclusion Leadership. This certificate has already received a high level of interest, particularly among pre-health students. Additional full-time faculty would provide capacity to support this and other service leadership/equity-related programs.</p>
<p>As there are no current FT Ethnic Studies instructors, by definition this would fill gaps in content expertise.</p>	<p>While it is possible to build this department on the backs of compensated PT instructors and others, it is in the best interests of both the department and the college to put the development of curricula into the hands of a FT instructor</p>
<p>An individual who has expertise in ethnic studies or cultural psychology would be able to increase the program quality by contributing to the diversification of existing and newly developed curriculum. In addition, a new full-time faculty member would contribute to our ability to offer student clubs and research and service leadership experiences that focus on diversity and equity. An additional full-time instructor would also expand our ability to contribute to college-wide programs, such as the RSL Symposium and the Honors Scholars, Puente, Umoja, and STEM learning communities.</p>	<p>A faculty member with expertise in ethnic studies or cultural psychology would be instrumental in developing classes that combine psychology and ethnic studies, such as The Psychology of the Black Family. In addition, a full-time faculty member would greatly expand our ability to create new research opportunities, including the continuation of students presenting at the Western Psychological Association conference as well as programs that encourage the development of original research projects. Moreover, a new faculty member could help expand current programs, such as the Research Experience Program and Social Science Internship Program partnerships, that offer students a pipeline to be placed in research labs at Stanford University.</p>
<p>There is currently no full-time professor with expertise in teaching world history or American history with an ethnic identity focus. The world history courses are necessary for several ADTs. American history with an ethnic focus would also be an essential part of the proposed ethnic studies program.</p>	<p>A new hire with expertise in BIPOC history in America and other regions could expand the department offerings and attract more students from the BIPOC community. They could also be depended on to teach the world history courses every quarter instead of once a year.</p>



Jeopardize Program Quality:	Trends:	Number of Faculty
<p>We are very proud that Biology Department faculty serve numerous, high-profile leadership roles at the college. Three department faculty are in the FA leadership, with department faculty also serving on the Scheduling Taskforce, Revenue &amp; Resources Council, College Advisory Council, and Curriculum Committee. Another faculty member has managed numerous federal grant projects for the district. While we are excited to serve the college through these important roles, many of them come with reassigned time that diverts instructors from classroom work. This makes additional full-time instructor assistance all the more critical for our department.</p>	<p>Our data showcase a large proportion of load handled by part-time instructors. Though budgetary constraints have prevented us from adding sections to meet demand (i.e., same number of sections last year as five years ago), we have nonetheless observed a trend of increased enrollment and productivity. Of particular note is that the data for Question 12 do not include more recent data following the introduction of our Certificate in Bio-Health Diversity &amp; Inclusion Leadership. Counselors report that many students already earned that certificate and it continues to receive a high level of interest as something unavailable at any other colleges.</p>	
<p>There will be a good deal of work involved in getting a new department off of the ground. As this will most likely be a one-person department at the start, the faculty member will face the same outside-the-classroom struggles of other faculty in one-person departments. Additionally, it is a reasonable expectation that due to the nature of this department, the faculty member who is hired would pay a very high person of color tax in the form of additional committee and outreach work.</p>		
<p>If this position is not filled, we would not foresee an appreciable jeopardization of access to non-instructional duties by FT faculty.</p>	<p>Over the past five years, the percentage of our courses taught by FT instructors has averaged about 30%. We maintain a high level of productivity, averaging about 575 across over the last five years. In the past two years, our course sections and enrollment declines are consistent with the college's goals to reduce sections and commensurate with other departments in BSS, including Sociology, History, and Accounting.</p>	
<p>Curriculum creation and continued articulation for transfer and local degree programs including History (ADT), Social Justice (ADT), Global Studies (ADT), Elementary Education (ADT) and Ethnic Studies  Regular evaluations of part-time faculty  Program review  Scheduling  Service learning: History club, work with heritage month committees, liaison with community organizations and institutions</p>	<p>The full-time to part-time faculty load ration has dropped 66% in the last 5 years, and enrollment is down about 34%. Although our part-time faculty are good, we cannot depend on them to be available to teach the same selection of courses each quarter nor are they available to do the foundation work of course and program creation that would attract and retain interested students.</p>	

Jeopardize Program Quality Part II:	Additional Information:
<p>We presently have seven full-time faculty available for the roles above, though one full-time colleague will be on leave working at another institution for the next 1-2 years.</p>	<p>The Biology Department at Foothill is working diligently to become a national leader in equity, inclusion, and anti-racism in STEM education. Our track record over recent years demonstrates substantial progress toward this goal, with the introduction of one-of-a-kind and nationally recognized equity initiatives. The increased capacity – and hopefully increased faculty diversity – provided by additional full-time faculty will be critical to our next steps, including expanding our leadership nationally and responding more fully to students' important anti-racism petitions locally.</p>
<p>Zero. There are currently three FT faculty from other departments who are closely involved in the creation of the Ethnic Studies department, but they should not shoulder the work that would be the responsibility of a FT hire.</p>	
<p>The availability of full-time faculty to engage in programic or college-wide duties varies from year-to-year, depending on the idiosyncratic demands of each academic year.</p>	<p>There will be two full-time faculty who will be taking professional development leaves in the upcoming years.</p>
	<p>2 A full-time faculty hire in History was a college priority in 2016 but a suitable candidate could not be agreed upon. The vacancy remains unfilled.</p>

Name:	Email:	Department:	Number of Positions Requesting:
Bitia Mazloom	mazloombita@fhda.edu	PSME	1 of 2
Falk Cammin	camminfalk@foothill.edu	Business/Social Science	1
Laurence C Lew	lewlaurence@fhda.edu	Business/Social Science	0

Additional Specifics about the Position:	Equity Goal:	Jeopardize Equity:
Information Technology in Computer Science	<p>Improving the diversification of our students in terms of race, gender, and background. Our goal is to diversify students we reach. To do this we need faculty who are committed to developing and maintaining programs addressed to the needs of under-represented students.</p> <p>We need to recruit students in under-represented groups in Computer Science by:</p> <ul style="list-style-type: none"> <li>•increasing representation via dual-enrollment,</li> <li>•improving equity by offering programs such TechCore,</li> <li>•supporting programs such as TIDE Academy,</li> <li>•actively recruiting female students and students from under-represented racial groups</li> </ul> <p>As we grow our department in terms of course offerings and number of students taking CS courses, our goal of reaching a more diverse students also meet the college's goal.</p>	<p>By completing a certificate or degree (or transferring) from CS, a student would have access to jobs availability in several areas such as networking, AWS cloud, IT support, app development, software development.</p> <p>With Information Technology (IT) skills students can get jobs right out of high school or with an AS degree. With dual-enrollment the student can learn the skills taught in Foothill College IT classes such as IT Support Technician, virtualization, cybersecurity, cloud, Enterprise Networking.</p>
This position of for a full-time position in Humanities	<p>The work of the department aligns with the colleges equity goals in that our courses unlike other academic programs engage students in interdisciplinary exploration that values the diversities of cultures, thought, perspectives, literatures and languages of humanity. It allows students to cultivate critical thinking, engage in team work and problem-solving skills which require identifying complex issues/problems and analyzing multiple dimensions of human identity and experience.</p>	<p>Having only one full-time instructor working at 50% limits the innovation and ground-breaking work that the department is engaged in.</p>
After conferring with the BUSI faculty, BUSI has decided that we will delay any faculty requests to a later date to allow staffing resources to go to other BSS departments with more urgent needs.		

Outside Entity:	Funding Source:	Jeopardize the Program:
No	This position would be suitable for Strong Workforce funding.	<p>While the department will continue, half of the courses cannot be taught without the expertise and dedication that can only be achieved from a full time faculty. Many of courses may not be offered due to lack of staffing. For example:</p> <ul style="list-style-type: none"> <li>•The series of AWS courses are offered by one full time faculty and one adjunct. If one of the instructors were to leave we cannot offer these courses.</li> <li>•Students are having difficulty obtaining our Enterprise Networking AS Degree because of limited course offering due to lack of qualified instructors.</li> <li>•Several of our course outlines of record are out of date. In the past we have recruited part-time instructors to do course development and program development. However, they were not able to continue the work beyond a few months due to their other commitments.</li> </ul> <p>We have been relying on part-time instructors to teach many of the courses in our program. For example we have not been able to staff the App development course. This course was a major attraction for dual-enrollment students. We lost student enthusiasm after for the second time we were not able to offer this course. We tried various routes such as offering an alternate course that high school students could take after their class. A survey of the student population showed that a significant number were unable to come to the campus after their high school class.</p> <p>We cannot expect from part-time instructors the passion to develop material. On the other hand our full time faculty have shown a dedication to reinvent themselves in different topics as the industry changes such as:</p> <ul style="list-style-type: none"> <li>•developing new programs such as our Cloud computing,</li> <li>•learning new programming language and tools which have gained popularity in tech industry,</li> <li>•updating course content and outlines to meet recommendations by advisory board,</li> <li>•and last but not least being awarded Master's degree and industry certifications which brought new knowledge of concepts into our department.</li> </ul> <p>Adding a full time position will allow us to develop and champion programs in CS such as outreach programs especially through dual enrollment, TechCore and Work Force students. These programs require dedicated faculty to expand our programs to under-represented groups. In this way we ensure that spots are open to first-in-family students who do not know how to play the registration game. In the past we have been able to offer more seats, and this reduction in seats threatens the equity gains we have made.</p>
N/A	General Funds	N/A

Program Quality:	Program Expansion:
<p>We currently only have one FT Faculty Member teaching Networking, Cloud, Virtualization, IT Support, and CyberSecurity,. Relying on one full time faculty is not practical and sustainable. Our single data science course is part of the new and popular business analytics certificate, and the course fills within a few days of registration opening. Our reliance on a single adjunct to teach this course makes this program fragile. Further, we are losing ground against other institutions because we are not able to develop and staff additional courses in the fast growing fields of data science/AI/Machine Learning. We know that our students are interested in these topics as they have formed clubs such as the Deep Learning club, the AI (Artificial Intelligence) club, and others. We have not been able to launch our program in mobile platforms because of our lack of content expertise. The demand for these courses is clear, and a big miss for our college.</p> <p>In addition, we have a gap in our ability to offer dual-enrollment courses, which should be an area of significant growth for the department and the college. Offering a course at a high school means finding an instructor who can teach on a remote campus 4-5 days per week, a difficult schedule for an adjunct who has responsibilities in industry or to another college. In the past we had to cancel offering the third section of a dual-enrollment class as we were not able to find an adjunct available during the day. Hiring current high school instructors to teach college classes does not meet the goal of exposing students early to a college experience.</p>	<p>In the past year, we created 5 new Certificates of Achievement. For example the Certificate in Cloud Computing AWS was mandated by employer demand. There is more such need from industry for CyberSecurity, Data Analytics and Mobile Computing. Our dean is approached frequently by community member(s) who have requested that a course be offered. However we cannot meet the demands because of lack of faculty.</p>
<p>Yes. The Program could greatly benefit from a full-time faculty member with particular expertise in African, Asian and/or Latin American Studies to further diversify the reach of the curriculum.</p>	<p>Yes. The Humanities Department increased WSCH and FTES by 186% over the last five years. The program did so despite limitations on how many sections the department was allowed to add. The Humanities Department at De Anza College (run by 2.5 full-time faculty) is one of the largest in the Social Sciences and Humanities Division providing evidence for the growth potential and demand.</p>

Jeopardize Program Quality:	Trends:	Number of Faculty
<p>Our current FT faculty are involved in several activities outside of instruction such as creating certificates, campus governance, course development and maintenance, program management and marketing, campus committees.</p> <p>Our faculty have been engaged in several programs and committees. Meeting the demands of additional volunteer time has become increasingly challenging. For example the COOL committee has recently expanded their request for assistance to meet the demands of the changing environment of teaching online. As the demands for teaching Computer Science in online and hybrid mode has grown in the past, engagement is critical. Active engagement in dual-enrollment offerings while still being available on campus has been oftentimes been at conflict with each other. We have had to compromise which demands we can participate in. For example teaching dual-enrollment requires time outside of instruction such as providing our FT faculty additional training to meet the demands and requirements of teaching at a high school.</p>	<p>It is difficult to find industry people who can teach! Even when we are able to find an instructor our attempts to do so has over and over again resulted in either the cancellation of the course when the adjunct dropped out due to other commitments or a scramble to find a replacement in short notice. Both approaches impact the quality of instruction to our students. An instructor dedicating to developing and improving course content is important especially as we want to not only reach under-represented students but also improve retention.</p>	
<p>Class Scheduling, SLO &amp; Curriculum maintenance, on-boarding of part-time faculty, department meeting organization, Program Review, web page management, collaboration with the Humanities Mellon Scholars Program, participation in college committee work.</p>	<p>Almost 90% of all courses in the Humanities Department are taught by part-time instructors. This severely limits the representation of Humanities Department faculty on college and district wide governance committees.</p>	

Jeopardize Program Quality Part II:	Additional Information:
<p>There are more specialized programs and clubs than we have faculty for. For example teaching a dual-enrollment class and regularly attending COOL committee meetings was not feasible due to scheduling conflicts. As the number of offering of CS courses in the online environment is significant, not having a voice in COOL was unsupportable. We have expanded the representation of our department in COOL, but that means we have less bandwidth for our FT to partake in other campus activities. Below are a brief list of activities our FT are involved in:            Bitu Mazloom: chair responsibilities, COOL committee, COOL task force, club advisor, TRC, participating in dual-enrollment, STEM Core, Women in STEM, Preparing Future Professors            Mike Murphy: developing multiple IT certificates, COOL committee, COOL task force, ETAC, TIDE Academy, revising course outlines to more closely match state CIDs            Eric Reed: FA, TechCore, Summer bridge, revising course outlines to more closely match state CIDs, TRC chair            Baba Kofi Weusijana, creating web development certificate, teaching a course for the Umoja and Puente learning communities, COOL Tools sub-committee coordinator            Anand Venkataraman, Curriculum Committee</p>	<p>Please note that with the recent retirement of a female faculty within our department hiring of faculty to allow our department to meet the demands of students is even more urgent.</p>
<p>One full-time faculty member working at 50% (the other 50% is assigned to running the Humanities Mellon Scholars Program at both De Anza College and Foothill College).</p>	<p>The courses offered in the Humanities Department foster the development of global citizenship, critical thinking skills, a creative problem-solving approach, equity-mindedness, social responsibility, and a moral compass to prepare students to contribute meaningfully to contemporary society. Furthermore, the Foothill Humanities Department acknowledges the need to advance racial equity and social justice. We need additional full-time leadership to actualize the full potential of this department.</p>



Name:	Email:	Department:	Number of Positions Requesting:
Richard Daley	daleyrichard@fhda.edu	PSME	1
Lisa Eshman	eshmanlisa@fhda.edu	Bio Health	1

Additional Specifics about the Position:	Equity Goal:	Jeopardize Equity:
<p>Full-time tenure track chemistry instructor. The department will be having three retirees over the next two plus years. We would like to bring new staff on before these more experienced faculty retire.</p>	<p>We would be looking to hire a more diverse candidate than our current full-time chemistry staff. We have seen significant increases in African American and Latinx student populations over the past five years.</p>	<p>No. We can probably meet the Colleges equity goals without the addition of a new instructor.</p>
<p>We are requesting a full time instructor in Veterinary Technology to replace Dr. Maureen MacDougall, who retired summer 2020.</p>	<p>Our current instructor profile is 88% female (7/8) and 88% white (7/8). Our student profile is likewise primarily female (95%), but with more racial diversity. We lost a full-time instructor of many years, Dr. MacDougall, to retirement this summer. To make up for the loss, we had to hire a temporary full-time instructor. Hiring a new instructor will be an opportunity to increase diversity in our faculty and replace the expertise lost with Dr. Mac's retirement. As instructors retire, we can seek out talented instructors who represent a wider swath of the population and address the whiteness of veterinary medicine.</p>	<p>Our cohort model builds community between students and instructors. A more diverse population of experienced instructors will inspire a more diverse population of students. Veterinary medicine has a recognized problem with being too white. According to the Association of American Veterinary Medical Colleges' (AAVMC) website, "contrary to societal trends, veterinary medicine remains one of the least diverse professions in the United States." We have a responsibility to our college and our chosen field. We need more men and more non-white role models to increase diversity in veterinary medicine.</p>

Outside Entity:	Funding Source:	Jeopardize the Program:
No.	No.	No. We have adequate staffing now, but as stated would like to bring a new hire in before the more experienced faculty retire.
No.	This position should be funded by something that is stable. It will be a tenure track position, and the instructor will be expected to remain with the program long term.	The work placed on current full time instructors is unsustainable. We requested an emergency full time position this year because we could not teach the required number of laboratories in our program with the remaining staff when our full-time instructor left. Each student completes 38 lab hours over the course of their education, and lab sizes are limited by our accreditor. We do not have enough part time faculty to continue to fill these classes over the long term. The value of full time instructors who are always present and support our students' success can not be overstated.

Program Quality:	Program Expansion:
<p>No. We have a very academically diverse full-time staff that can cover all out offered courses.</p>	<p>No. Program expansion will be on the back of the part-time faculty. This is planned for winter and spring quarters of next year, 2021. Future expansion could also occur using our part-time faculty pool.</p>
<p>Our students are most in demand for anesthesiology, surgery and emergency medicine. The faculty wish list for a full-time instructor, based on current expertise and needs of the community, follows:</p> <ul style="list-style-type: none"> <li>•Experienced teacher willing to work with new populations to develop our dual enrollment program, prison education veterinary assisting program, and further our outreach to increase program diversity.</li> <li>•Teaching expertise in team-based learning and/or flipped classrooms</li> <li>•Organizational skills: willing to start a teaching clinic</li> <li>•Someone who is not a white female</li> <li>•Surgical expertise</li> </ul> <p>The new instructor can be a DVM or RVT, there are many tasks and courses to cover.</p>	<p>Yes. We have often wished to add summer courses as electives. We would like to have a teaching clinic that would support our Foothill community and give students the opportunity to work in a slow-paced practice with Foothill instructors to apply what they are learning in class. The Veterinary Assisting Certificate program could be better marketed and used as outreach to communities of color to get more students into Vet Tech. We want to offer evening classes to alumni as continuing education opportunities. We can do more with our Veterinary Assisting courses if we have a new full-time instructor.</p>

Jeopardize Program Quality:	Trends:	Number of Faculty
<p>Most outside duties for the full-time faculty involve time maintaining the lab curriculum and instrumentation and coordinating with the part-time faculty that teach about 55% of the course load.</p>	<p>As stated, chemistry anticipates continued growth in enrollment as long as the College is fully online. Once we reenter the classroom curriculum changes are being planned to retain these new online students. We are only at 45% teaching load for full-time instruction as of 2019-20.</p>	
<p>There are many duties outside of classroom instruction for the full-time instructors. The program complies with several oversight bodies: USDA-APHIS, AVMA-CVTEA, California Veterinary Medical Board, and the Drug Enforcement Agency. Here is a list, including those tasks devoted to oversight:</p> <ol style="list-style-type: none"> <li>1. Faculty scheduling</li> <li>2. Animal selection and acquisition</li> <li>3. Animal husbandry: managing program daily animal health and welfare, addressing medical issues 24/7. This work continues into summer.</li> <li>4. Facility maintenance and oversight</li> <li>5. Drug and supply ordering</li> <li>6. Controlled drug ordering, disposition and compliance</li> <li>7. Work with purchasing and accounts receivable to pay for our equipment and supplies</li> <li>8. USDA Animal Welfare Act compliance (Institutional Animal Care and Use Committee): Planning meetings, keeping minutes, writing and tracking protocols, writing and monitoring Standard Operating Procedures, implementing protocols, writing reports, responding to site visits, and more. This work continues into summer.</li> <li>9. AVMA-CVTEA accreditation compliance. This work continues into summer.</li> <li>10. California Veterinary Medical Board compliance and accreditation</li> <li>11. Advisory Board meeting: agenda, invitation, meetings, follow up</li> <li>12. Annual surveys of graduates and employers as required by accreditor</li> <li>13. Outreach and recruitment</li> <li>14. Integration with dual enrollment and articulation programs</li> <li>15. Student club SCNAVTA</li> <li>16. Creation of the Covid-19 safety program</li> <li>17. Essential skills assessment. We do not have time during class time to assess skills.</li> </ol>	<p>The two full-time faculty are overworked. One of us serves as the program director. As program director, a third of this person's job includes direct and indirect responsibility for the many tasks listed in question seven. The program director is a classroom instructor for the remaining 67% of her time. The two FT faculty contribute to an FTEF of 1.67 annually. Full time faculty loads this year are 1.12 and 1.105. The emergency full time instructor is loaded at 0.932. Our laboratory classes are mandated by our accreditor to have a student:teacher ratio of 1:8 for labs with animals present, and 1:12 if no animals are present. In our entire curriculum for a cohort of students, we have 38 laboratory hours. This creates a huge staffing burden. The min quals for PT instructors is an RVT. There are not an unlimited number of qualified persons available to teach these classes. The compensation for PT work is not competitive. Therefore, we need a FT person.</p>	

Jeopardize Program Quality Part II:	Additional Information:
<p>We have eight full-time faculty. Although a couple faculty have College reassign time to work in other areas with a ≈ 0.500 reassign load combined.</p>	<p>Chemistry would greatly benefit by a more ethnically diverse full-time instructor given our four year trend in student population growth for traditionally under represented students: African American +42% and Latinx +26%.</p>
<p>Two. By necessity, some part-time instructors participate in some of the tasks listed in part a, above. Specifically, our SCNAVTA advisor is a part-time instructor. All FT and PT instructors assess essential skills. Not filling this position puts an increased burden on the current full time faculty.</p>	<p>This is an opportunity to add someone exciting to a proven program and take it to new heights. The continuing success of this program is critical to veterinary medicine in the Bay Area. We are the only community college that is AVMA-CVTEA accredited to teach Veterinary Technology. We have a devoted staff and a lot of ideas for growth of the program. Our cohort model mirrors the successful learning communities at Foothill, and we are reaching out to them to increase diversity in our program. As part of the Allied Health Programs at Foothill, we represent one of the reasons that many students attend Foothill College.</p>

Name:	Email:	Department:	Number of Positions Requesting:
Patti Chan	chanpatti@fhda.edu	PSME	1
Katy Ripp	rippkaty@foothill.edu	Kinesiology	1

Additional Specifics about the Position:	Equity Goal:	Jeopardize Equity:
<p>First year dental hygiene clinic coordinator. He/She would manage and coordinate clinical and didactic courses, as well as foundational knowledge and basic skills &amp; instrumentation development for the first year dental hygiene students.</p>	<p>Adding this position will increase retention of disproportionately impacted students enrolled in the program by allowing the full time first year coordinator to focus fully on instruction, skill development, encouragement and motivation of students without other outside employment commitments. The first year is a critical time for students to adapt to the program and historically this is usually when we see the most attrition. The program contributes directly to the college's equity goals by offering an affordable bachelor's degree in a high demand workforce profession which is available to all students.</p>	<p>According to Foothill College Equity 2.0, the program excels in course completions compared to the general student population. Students who complete the program pass the National and Regional Exams and are job ready. Our strategy for educational and clinical success transcends barriers of race, economics and language. In 2019-20, our college's course completion rate was 81%. The entry level program had a course completion rate of 96% for the last two cohorts. Not adding this position would jeopardize our accomplishments of continued student success and outreach to under-represented groups.</p>
<p>50% teaching 50% coaching</p>	<p>The position will serve as a women's sport coach and instructor of kinesiology and PE. The position will support female student athletes from underserved populations in academics as well as athletics. Success rates for students of color are 98% which is well above the college average.</p>	<p>If our school is committed to improving both gender and racial equity then the athletic department needs support by hiring another full time faculty to continue the work they have been doing to improve both gender and racial equity at our college and department.</p>



Outside Entity:	Funding Source:	Jeopardize the Program:
<p>Although it is not mandated by our accreditation body (Commission on Dental Accreditation) it is strongly recommended. At our next CODA accreditation site visit, a full time position will most likely be mandated because of changes to the CODA Dental Hygiene Standards requiring additional clinic hours for the first year students.</p>	<p>It will be funded through the usual sources for compensating full time faculty.</p>	<p>Since the retirement of the previous full time first year clinic coordinator (P. Spragge), the program has experienced a rise in attrition within the first year students which jeopardizes the viability of the BS DH program as we need to report successful outcomes and meet enrollment and graduation targets to the state legislature. Having the full-time position would help to ensure the success and viability of students in the program and contribute to the institutionalization of the state baccalaureate pilot program.</p>
<p>No</p>	<p>General</p>	<p>The viability of our women's sport programs are in jeopardy. We have 3 full time faculty members coaching women's sports with 3 programs coached by part timers. The number of female athletes has steadily declined over the past three years. Part time coaches do not have the same time to recruit and support students athletes as full time coaches do. We believe that adding another full time women's coach will help increase the numbers of female athletes.</p>

Program Quality:	Program Expansion:
<p>In order to maintain the quality of our existing bachelor degree programs, the new hire would significantly contribute to the ongoing successful outcomes to date by increasing student retention with focusing attention on the basic skills development and academic needs of the first year students enabling them to succeed.</p>	<p>Yes. The hiring of a full-time faculty member will allow the expansion of the program's continuing education course offerings and will support the baccalaureate program by providing necessary licensure requirements that include infection control, California Dental Practice Act and other required courses.</p>
<p>An addition of another full time women's coach will grow our female student athlete population. Our coaches are the only faculty on campus who actively recruit students to attend Foothill College on full time basis. This position would continue to recruit student athletes in underserved areas and help towards the college's mission of equity.</p>	<p>There are opportunities to grow in our department in the areas of sport management/marketing, meditation, and stress management. The new instructor would be responsible for creating curriculum to grow our kinesiology and physical education offerings.</p>

Jeopardize Program Quality:	Trends:	Number of Faculty
<p>Coordinating and calibrating the faculty (first year and second year)            Preparing clinic rotation schedules            Organizing instrument kits            Continuing education coordinator            ADHA (American Dental Hygiene Association) student chapter faculty mentor and liaison            Marketing and recruitment for the program            Scholarship reviewer (Foothill/DeAnza Scholarships)            Dental Hygiene Admissions committee            AFSC OBD faculty adviser            Clinic and equipment maintenance            Radiology lab and equipment maintenance            Dental waterline maintenance            Sterilization weekly spore test monitor            Hazmat Inspectors for the program            OSHA compliance officer            Federal and state compliance officer (I.e. Radiation Safety, EPA, Palo Alto regional water district, etc.)            Respiratory protection plan manager            COVID pandemic dental task force            N95 fit testing administrator            PPE and clinic supply ordering            Maintain records for:            1.Students              oStudent background check              oStudent drug testing              oBasic life support certification              oVaccinations              oPhysical exam              oN95 fit test            2.Faculty              a.Current dental license              b.Continuing education              c.Teaching methodology              d.CODA and DHBC bio sketch              e.CPR certification              f.DEA certification (DDS)              g.Flu vaccination              h.N95 fit test            Annual ADA (American Dental Association) Survey of dental hygiene programs            Coordination of faculty assignments and yearly academic schedule for the program            Part time Peer Faculty Evaluations for re-employment preference            Tenure and hiring committees            Academic Senate &amp; other governance committees            Bachelor Degree Pilot Program Steering committee meetings            Attend ADEA clinic coordinator meetings            Accreditation Self Study and Site Visits for CODA, DHBC, and ACC-JC            Overseeing the AS-BS DH completion track program and mentoring the program coordinator</p>	<p>Currently 36% of the classes are being taught by full-time faculty. With the majority of first year courses being taught by adjunct faculty, this can have a negative impact on the success of the students in their first year. Adjunct faculty also work as dental hygienists in dental offices in addition to their teaching load and are unavailable to students who may need help. According to the online Program Review Data Tool, the dental hygiene program success rates for disproportionately affected students are on average 20% higher than the college when three full time faculty were employed. The course success rates for the program were consistently above 95% between 2016-2018. From 2019-2020 the rate dropped to 93% coinciding with the retirement of a full-time faculty.</p>	
<p>Recruiting in underserved areas, increasing the number of female athletes, marketing our programs on social media, outreach to community programs, and increasing involvement in service learning programs,</p>	<p>The trend in the past 3 years is that our female student athlete population has steadily decreased. One reason for this may be that half of our female teams are coached by part time coaches who do not have the same interaction with their student athletes during the off season. The addition of another full time women's coach will increase the number of female student athletes and help in retention of current athletes.</p>	

Jeopardize Program Quality Part II:	Additional Information:
<p>Since the retirement of P. Spragge (full time position) in 2019, the responsibilities are managed by two full-time faculty but the amount of effort and workload is not sustainable for two faculty.</p>	<p>Both Entry level and Completion track students are paying higher fees for their BS DH upper division courses which generates an additional \$150,000 per year for the college. In order to continue generating these additional funds for the college, the hiring of a full-time faculty for the program is essential for continued success.</p>
<p>There are 3 full time women's coaches running their respective programs performing all of the items listed above outside of their normal duties. There are a total of 6 women's programs and with an addition of another full time coach these duties can be extended to these other 3 programs.</p>	

Name:	Email:	Department:	Number of Positions Requesting:
Katy Ripp	rippkaty@foothill.edu	Kinesiology	1

Additional Specifics about the Position:	Equity Goal:	Jeopardize Equity:
<p>50% Teaching 50% Coaching</p>	<p>The position will serve as the football assistant coach and instructor of Kinesiology and PE classes. The position will support students of color who as of 2020 make up 71% of their current roster. The football student athletes support the Umoja Learning Community and high percentage of the program. The Foothill football team has been a leader on our campus for serving and modeling equity for underserved students.</p>	<p>If our school is committed to improving racial equity then this program needs support by hiring another full time faculty to continue the work they have been doing to improve the racial diversity at Foothill College. The football student athletes are heavily involved in the Umoja Learning community.</p>

Outside Entity:	Funding Source:	Jeopardize the Program:
No.	General funds	The viability of the program is in jeopardy because one full time coach cannot adequately recruit, manage, and sustain a program of 85 individuals. A football program needs marketing on social media, recruiting to replace 35-40 student athletes a year, manage strength training, and train for a football season. Successful two year schools employ two full time coaches.

Program Quality:	Program Expansion:
<p>The new full time position will be recruiting in underserved communities for our Foothill football team. They will help develop our students academically, socially, and physically. The new coach will be supporting the program by increasing marketing through social media. With increased exposure through social media and a wider recruiting presence in areas of underserved communities. The new coach will specifically target Black and African American communities for recruitment of student athletes.</p>	<p>The new coaching position will help to grow and retain football athletes each year. If we continue to have only one coach it will be difficult to retain and grow the program successfully.</p>



Jeopardize Program Quality:	Trends:	Number of Faculty
Recruiting in underserved areas, social media presence, and develop fundraising opportunities.	Enrollment trends for our football team have remained stable. Having another full time position will increase our enrollment.	

Jeopardize Program Quality Part II:	Additional Information:
There is one full time coaching position in this program.	