

| Name: | E mail: | 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 |



| 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 accesss p</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</p> | | |
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| Jeopardize Program Quality Part II: | Additional Information: |
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| 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: | E mail: | Department | Number of Positions Requesting: |
|-------|---------|------------|---------------------------------|
|-------|---------|------------|---------------------------------|

| 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> |
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| Outside Entity: | Funding Source: | Jeopardize the Program: |
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| 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 performs other</p> | also mrefar |
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| Program Quality: | Program Expansion: |
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| <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 & 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 (G i)</p> | <p>:3h of Practesq sd</p> | <p>OOi esouner s d p</p> |

Jeopardize Program Quality Part II:

Additional Information:

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

| Additional Specifics about the Position: | Equity Goal: | Jeopardize Equity: |
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| <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 & 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 & Physiology courses. A critical mission of our Anatomy & 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 & 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</p> | |
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| Jeopardize Program Quality: | Trends: | Number of Faculty |
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| Jeopardize Program Quality Part II: | Additional Information: |
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| <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: | E mail: | Department | Number of Positions Requesting: |
|----------------|-------------------------|-------------------------|---------------------------------|
| Bita 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"> •increasing representation via dual-enrollment, •improving equity by offering programs such TechCore, •supporting programs such as TIDE Academy, •actively recruiting female students and students from under-represented racial groups <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: |
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| 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"> •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. •Students are having difficulty obtaining our Enterprise Networking AS Degree because of limited course offering due to lack of qualified instructors. •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. <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"> •developing new programs such as our Cloud computing, •learning new programming language and tools which have gained popularity in tech industry, •updating course content and outlines to meet recommendations by advisory board, •and last but not least being awarded Master's degree and industry certifications which brought new knowledge of concepts into our department. <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 |
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| Program Quality: | Program Expansion: |
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| <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> |
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| Jeopardize Program Quality: | Trends: | Number of Faculty |
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| <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 & 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> | |
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| Jeopardize Program Quality Part II: | Additional Information: |
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| <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:</p> <p>Bitu Mazloom: chair responsibilities, COOL committee, COOL task force, club advisor, TRC, participating in dual-enrollment, STEM Core, Women in STEM, Preparing Future Professors</p> <p>Mike Murphy: developing multiple IT certificates, COOL committee, COOL task force, ETAC, TIDE Academy, revising course outlines to more closely match state CIDs</p> <p>Eric Reed: FA, TechCore, Summer bridge, revising course outlines to more closely match state CIDs, TRC chair</p> <p>Baba Kofi Weusijana, creating web development certificate, teaching a course for the Umoja and Puente learning communities, COOL Tools sub-committee coordinator</p> <p>Anand Venkataraman, Curriculum Committee</p> | <p>Please note that with the recent retirement</p> |
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| Name: | E mail: | 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. Him Vet</p> | <p>sttruc male (959595 n V us m</p> |

Outside Entity:

| Program Quality: | Program Expansion: |
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| <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,</p> | |

| Jeopardize Program Quality: | Trends: | Number of Faculty |
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| <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"> 1. Faculty scheduling 2. Animal selection and acquisition 3. Animal husbandry: managing program daily animal health and welfare, addressing medical issues 24/7. This work continues into summer. 4. Facility maintenance and oversight 5. Drug and supply ordering 6. Controlled substances | | <p>d 1</p> |





| 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 & 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> |



| Program Quality: | Program Expansion: |
|------------------|--------------------|
| | |
| | |

| 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:</p> <ol style="list-style-type: none"> 1. Students <ul style="list-style-type: none"> o Student background check o Student drug testing o Basic life support certification o Vaccinations o Physical exam o N95 fit test 2. Faculty <ol style="list-style-type: none"> 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 <p>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 & 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: | E mail: | 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. |
| | | |

| 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. | |
| | |