

Final Ranking	Division	Department or Program Area	Position	Summary 1	Summary 2
Bucket 1					
High	Enrollment Services	Admissions and Records	Enrollment Services Coordinator	This position serves the entire campus and directly impacts student success and equity. The services are critical to the college and our students. A&R is critically understaffed and needs this position to respond to student needs and the changing demands due to technology and serving students both remotely and in-person.	This position will help A&R track our students which will then feed cohort and retention programs on campus. A foundational position that support programs across campus. This is a position that seems critical to the campus as a whole given the wide ranging impacts. The data provided was literally overwhelming, and while we are requesting a more curated summary, we already feel that the demonstrated need and impact, particularly on equity-focused programs, are robust.
High	PSME	Physics	Lab Technician	This is a critical position to the department's operations and contributes directly to the effectiveness of faculty in doing their jobs and the success of students. The position also provides critical student support for students in physics and looking for transfer to four-year institutions.	This position should be ranked high due to safety issues, collective bargaining issues and the impact this position has on instruction. Lab tech needed – has not been one since budget cuts a few years back Highest rated position from the department over the faculty positions. High ranked by senior staff as well.
High	Social Sciences and Humanities	Anthropology	Faculty	The anthropology department has an exceptionally low FT:PT ratio. Only 15.5% of the courses are taught by FT faculty during the regular terms (not including summer), while slightly more than 80% are taught by PT faculty. The department currently offers an AD-T and has plans to develop two more certificates. The department plans to include more field experience in their curriculum to prepare students for jobs in various venues. While the department has looked at their data, the group felt the department could explore that data more to produce specific teaching and learning strategies for the evolving population of students in their classes.	7 FTEF, 1 FT faculty member. 14% FT load, 8% overload with 84% PT load. Over 3000 students in this program are directly supported by only 1 FT faculty member, who is the default department chair and curriculum facilitator. This is a We would like to see stronger use of the data, but recognize that having only 1 FT faculty member impacts the ability to reflect on data and enact plans for change. This is a popular GE program.
High	Student Services/Student Development	Office of College Life	Leadership Development & Student Activities Coordinator	We appreciated the potential for this position to contribute to the vitality of not only student activities, but to the vitality of campus life in general, and saw this position to be in alignment with college missions. It was less clear how this position would keep abreast of changing learning conditions and student needs.	No one can argue against the value of this position. The decision here is one of funding source. We believe it is inappropriate to put the funding responsibility, and attached decision with regards to defunding it, in the hands of students. The history of funding this position makes clear that this was college funded until 2019 when it was targeted for cuts as the position became vacant due to a retirement. DASG took up funding with the understanding that that arrangement would be temporary, and it is now time to address this issue. DASG has no role in negotiations for salary increases, and those negotiations have a significant impact on their budget allocations as nearly half their budget goes to employee salaries. It is worth restating that leaving the ability to defund employee positions in the hands of student government is a fraught and conflicted position that ill-supports the employees in those positions and the students they serve. As the request points out, it is time to support existing positions before creating new ones.

High	College Operations	Grounds	Grounds Supervisor	<p>Both of these positions meet a critical need in College Operations. They have indicated that the Grounds Supervisor is a priority for the area and appears to be the position with the highest need.</p> <p>Submitted on the older form, did not use the new form, so categories may not match up.</p> <p>Made the connection for why the position is needed, highly understaffed.</p> <p>It is not really clear from the write-up how much staffing they currently have or how many staff they would supervise.</p> <p>I still think it is important to hire at least the grounds supervisor, which is their top priority but would like to know more about the staffing.</p> <p>These positions need to be filled regardless if they fit the criteria developed for this process. The criteria overwhelmingly favors student services and instruction</p>	<p>We noted that, despite their essential function, college operations is unable to provide adequate supervision across shifts at current staffing levels. The request is explicit about which of the two positions is more useful (the grounds supervisor), so we prioritized that one and moved the second request down the list.</p>
Bucket 2					
High	Applied Technologies	Automotive Technology	Faculty		<p>This position replaces Dave Capitolo, who moved into the Director of the Baccalaureate program. The AUTO program is very intensive and requires a lot of attention from faculty, which is more difficult to supply when relying on part-time faculty. This is also supported by the evidence that overload accounts for 28% of the program's load. Several FT faculty are nearing or at max overload, which is not necessarily sustainable. This program is also anticipating an additional vacancy starting at the end of the 23/24 academic year.</p> <p>Additional FT support is also needed to support equity outreach with the aim of diversifying the student population.</p>
High	BHES	Environmental Science	Faculty	<p>Enrollment has declined almost 25% over the past 5 years, and the number of sections have been reduced accordingly (from a high of 79 in 2018-19 to the current 50--a 36.7% drop). Yet the FT/PT ratio has decreased even more precipitously, -49% over the same period. Currently their regular annual load of 3.5 FTEF is limited to .5 FT (14.5%) versus 2.9 PT (82.9%), which is not sustainable. Despite this, the program has sustained success rates in the high 80's% and reduced equity gaps in half between 2021-22 and 2022-23 (down to only -7% now). They refer to continued engagement with Linc, FYI and Umoja, but it's not clear specifically how these programs have influenced (or would continue to influence) their work. Are the courses part of the learning communities, or is it just individual faculty who are involved?</p>	<p>Very low FT load percentage with a demonstrated impact on the number of courses offered/enrollment that can be supported. With such a high percentage of courses being taught by PT faculty it is very difficult to support the current program, never mind develop new initiatives. A department this size needs a second FT faculty member to avoid burning out the one already there and to support the overall health of the program. Program does a lot of work in cohorts and LINC.</p>

High	Social Sciences and Humanities	Sociology	Faculty	We appreciate the number of instructors in this department has been recently and drastically reduced. We also recognize that equity is foundational to the perspectives taught in this discipline. However, in the personnel request, the connection between this department's work and the college missions, including the equity plan, was not always made explicit to us.	The equity gap is growing and could use more instructor support to address. With two retirements the load carried by FT faculty will decrease significantly in the coming years. This combined with the loss of long-time part-time instructors paints a picture where new faculty are required. The program in general supports the College's educational and equity goals. We feel the first position represents a high priority, while the second requested position is low to moderate in comparison to other college needs at this time.
High	Office of Equity	Faculty Coordinator	Faculty	This position was created to achieve key elements of De Anza's master plan, so we found it strongly aligned with that criterion. We felt that the questions of how the position would adapt to changing needs, and how the position contributed to the health of the program were not as explicit as they could have been, but understood the need for the position.	Equity is a critical goal on campus, and we recognize that this position could have significant impact on attaining those goals. This position works alongside the Dean and Associate Dean to address equity goals on campus. There is a strong desire to have a clearly written job description that defines this faculty member's role on campus and how they are expected to support our equity mission. This position has a lot of potential, and there is a general desire to support filling it in support of IPBT's previous recommitment to achieving equity goals.
Bucket 3					
High	Creative Arts	Visual Arts and Design	Faculty	The department has high and growing enrollment, high fill rate at 102%, high success at 87% and low percentage of full-time faculty at only 34%. The need for this position helps the department to adapt to industry need and evolving technology in 3D. We see the need for this position as high.	Specialization within this field makes additional FT support in the area of 3D design and sculpture important to support student success and access to classes. We would like to see better use of data to support specific statements, but what we see here is sufficient. We overall believe this is a highly needed position. Equity goals are more easily addressed with increased FT faculty participation.
High	Computer and Business	Computer Information Systems	Faculty	Growing enrollment and high fill rate at 96%, but very low FTF ratio at only 25% makes this a high need for at least one FTF. Need further clarification from the dean about the level of need for the three positions.	Enrollment is high at 9,428, sections are super high and fill rate is very high at 96%. Success rate is pretty good at 77% but could be improved. Full time faculty is only 25% while 64% is part time – need a full time position Position clearly aligned with EMP but not much detail on how it is aligned with the equity plan. Tons of certificates and awards Question for dean, what plans does the department have to improve success rates and reduce equity gaps? What are the departments plans to continue to grow certificates and degrees? How are the positions aligned with the equity plan? 2 of these positions should be ranked high due to retirements, high fill rates, 12% increase in enrollment and the large number of sections taught by PT faculty.

High	Intercultural Studies	Comparative Ethnic Studies	Faculty	<p>There is not a single dedicated FT faculty member for this program and especially with the new state requirements, this becomes a high need position. Enrollment is growing and the fill rate is high as well.</p>	<p>This position should be ranked high because ethnic studies courses are now required for all community college students in CA</p> <p>Data only for two years, as a somewhat new program, but were IIS courses prior. The fill rate has improved to 90%, but could improve more.</p> <p>Success rates are rather low at 70% - college wide success rates are 80%</p> <p>Equity gaps are getting smaller, at 8% currently.</p> <p>They still have 63% full time load with 38% part time load, is not as high-demand need as other programs, especially since this is a small program – not as high a priority for me</p> <p>No degrees or certificates listed</p> <p>No full time faculty member – split between CETH and Arts and is on 50% load</p> <p>May be needed for ethnic studies requirements</p> <p>EMP and equity sections done very well.</p>
High	PSME	Chemistry	Faculty	<p>One (1) Position should be ranked high because of the low number of FT faculty, the large equity gap and the high section fill rates. I ranked the second position as moderate.</p> <p>EMP and equity questions answered very well – talk about a focus on narrowing equity gaps through embedded tutors, community of practice, and LinC courses.</p> <p>Both positions are for growth, but enrollment has been declining – full time load is low at only 30%</p> <p>Fill rates are high at 89%</p> <p>Success rates are high at 77%</p> <p>Equity gaps are very high at 21%</p> <p>What are the departments' plans to offer an ADT for Transfer to UC? Or an associate degrees?</p>	<p>While the request provided good alignment with the EMP and Equity Plan, the group was unclear with the department's strategies and plans to improve teaching and learning. We did notice that there was a low FT:PT ratio but are cognizant that there may be reassigned time allotted to chemistry faculty at this time thereby driving the ratio to be lower. Nevertheless, the low ratio contributed to the moderate prioritization for the 1st request. Given that the department acknowledged the equity gap that exists in introductory chemistry courses and that institutional racism exists in the physical sciences, we were unclear as to why there was a difference for the first and 2nd faculty requests in terms of bridging equity gaps (i.e., the reason listed for the 1st FT request was to support current volume of the program while the 2nd FT request was to work towards applying evidence-based to build equity gaps.) The pandemic may have allowed for growth due to online sections, but now that we are no longer in pandemic mode, there was a concern about whether there would be space to grow the department, especially if articulation agreements require in-person lab classes and there is not sufficient support staff for additional classes.</p> <p>Given the lower FT:PT ratios we see from other departments requesting FT faculty, the group ranked the 1st request as moderate and the 2nd request as low.</p>

High	Social Sciences and Humanities	Humanities	Faculty	<p>Yet another department with a disproportionately high disparity between FT and PT employees. Their regular year load is 8.1, with 2.2 (27.5%) FT and 4.5 (56.1%) PT, which means the remaining 16.4% is overloads taught by FT employees. Now, with the movement of one FT employee (who taught a fair number of those overloads) into the role of Faculty Director of Organizational and Professional Development, they will be down precariously further (to 1.2 FT due to campus release time and reduced contract needs). Their enrollment has been stable with high fill rates, and the Dept. is part of the Mellon scholars program.</p>	<p>We recognize the student-centered character of the Humanities department's work, including the Mellon Scholars program, and we recognize Humanities' role as a driver of enrollment for SSH. It was sometimes difficult to draw definite connections between the language in the personnel request and the language of the college missions, including the equity plan. We noted that while the Humanities department is mindful of the data about student success, we didn't see any engagement with the data, and we noted no plan for reducing equity gaps.</p>
High	College Operations	Custodial	Custodial Supervisor	<p>Both of these positions meet a critical need in College Operations. They have indicated that the Grounds Supervisor is a priority for the area and appears to be the position with the highest need.</p> <p>Submitted on the older form, did not use the new form, so categories may not match up.</p> <p>Made the connection for why the position is needed, highly understaffed.</p> <p>It is not really clear from the write-up how much staffing they currently have or how many staff they would supervise.</p> <p>I still think it is important to hire at least the grounds supervisor, which is their top priority but would like to know more about the staffing.</p> <p>These positions need to be filled regardless if they fit the criteria developed for this process. The criteria overwhelmingly favors student services and instruction</p>	<p>We noted that, despite their essential function, college operations is unable to provide adequate supervision across shifts at current staffing levels. The request is explicit about which of the two positions is more needful (the grounds supervisor), so we prioritized that one and moved the second request down the list.</p>

High	Creative Arts	Music	Faculty	<p>The personnel request form is not thorough and lacks detailed information to justify the position. The fill rate is at 83%, so there is still room for improvement. They have a low FTF ratio at 33%, so there is a need but not high. Alignment with the Ed master plan and Equity were not very well articulated.</p>	<p>Upon review of the data, the program has 1,071 enrollments, which is down from pre Covid but up from the past year. Their fill rate is 83%, which is also up from 68% the prior year, but has consistently been at around 80%. Success rate is high at 82% and has improved a lot, withdraw rates are at 10% similar to the college, while equity gaps are at 15% and have been reducing.</p> <p>Full time load is only at 33% with no overload, down from 53% in 2018-19. They have an associate degree where 3 were awarded in the last year, down from 9 in 2018-19. They indicate in their form that they had 6 FTF 8 years ago but in the past five years they have only had 2.5 FTF.</p> <p>They speak to the data in that they survey students, understand how many students declare the major and how many complete the AA degree. They also look at their fill rates.</p> <p>There were sections that could have been flushed out to provide additional information for the request. For example, the educational master plan section indicated: An additional full-time music faculty member would increase the number of community performances and increase the department's capacity to identify and support students with different musicianship levels. This seems like an incomplete answer, how will this be achieved? How are they addressing other areas of importance including outreach, retention, student-centered instruction and services, civic capacity for community and social change?</p> <p>Additionally, in the question that asks about the position justification and</p>
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