Faculty Request Form - Fall 2025
Department/Area and Name of Submitter

FOR FALL 2025 - Business Department - Michele Fritz.

Details on Faculty Positions Requested

* if requesting more than one position within the same area, please provide the area's priority ranking for each position to help inform RAPP of the priority preferences as determined by the area.

Position Name	Replacement or Growth	Retirement/Resignation Date	Instruction, Non-Instruction, Both	If Both, indicate the ratio	*Area Ranking
FT Bus Fac 1	Replacement	Dan Salah retiring 6/2025	Instruction	n/a	1
FT Bus Fac 2	Replacement	Byron Lilly retiring 6/2025	Instruction	n/a	2
FT Bus Fac3	Replacement	Emily Garbe retiring 6/2025	Instruction	n/a	3

Guiding Principles

De Anza College's mission and Educational Master Plan serve as guiding principles for programs to facilitate continuous development, implementation, assessment and evaluation of their program effectiveness as part of ongoing planning efforts.

De Anza identified the following areas within its Educational Master Plan:

- Outreach, Retention, Student-Centered Instruction and Services, Civic Capacity for Community and Social Change

Through its Equity Plan Re-Imagined, it identified the following framework to work towards narrowing long-standing equity gaps:

- Racial Equity: Faculty members, classified professionals and administrators should: recognize the realities of race and ethnicity for students of color. Develop intersectional understanding of the ways in which institutional racism shapes educational access, opportunity and success for Black, Filipinx, Latinx, Native American, Pacific Islander and other disproportionately affected students.
- Student Success Factors: The College should ensure students: Feel connected to the college; Have a goal and know what to do to achieve it; Actively participate in class and extracurricular activities; Stay on track – keeping their eyes on the prize; Feel somebody wants them to succeed and helps them succeed; Have opportunities to contribute on campus and feel their contributions are appreciated.

Based upon these guiding principles, please provide information for each of the following areas:

A. Instructional Faculty

Faculty Position Request Data Sheet

Limits: From 2020-21 to 2025-26

Fill Rates
Business/Computer Systems - Business-FD

	2020-21	2021-22	2022-23	2023-24	2024-25
Enrollments	5,592	4,681	4,685	5,018	5,136
Sections	129	114	116	125	126
Fill Rate	86%	83%	82%	82%	82%

Success and Equity
Business/Computer Systems - Business-FD

	2020-21	2021-22	2022-23	2023-24	2024-25
Success Rate	80%	80%	81%	77%	82%
Withdraw Rate	9%	8%	7%	11%	7%
Equity Gaps	-14%	-12%	-13%	-6%	-8%

Faculty Load Ratios
Business/Computer Systems - Business-FD

	2020-21	2021-22	2022-23	2023-24	2024-25
Full Time	32%	39%	37%	33%	33%
Part Time	51%	48%	49%	50%	47%
Overload	18%	13%	13%	17%	20%
FTEF (full time only)	4.9	5.4	5.2	4.9	4.9

Awards
Business/Computer Systems - Business-FD

	2020-21	2021-22	2022-23	2023-24
Certificates	71	63	43	42
Associate Degrees	210	190	153	130
Associate Degree for Transfer	385	397	321	334

Data is for the academic year, including summer term and early summer/second spring terms for Foothill College. Enrollments include students who are counted for apportionment for the report years (i.e., Apprenticeship, noncredit and other students who do not necessarily have a reported grade). Cross-listed courses are included in the home department. Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

1. How does the department use the data listed above to develop, adapt, and improve teaching and learning to respond to the needs of changing environments, populations served, and evolving institutional and state priorities?

Our faculty are committed to student-centered instruction and adapting to change. Some actions we have taken:

- Implementing low cost and OER materials and negotiating significant price breaks on publisher materials to improve affordability and equity.
- Developing simulations and interactive videos to engage kinesthetic learners.

- Leadership and participation in the Innovation Center and Business & Finance village events to connect students to the college.
- A "De Anza Resources" page added to all Canvas shells to direct online students to support services like the food pantry and psychological services to enhance persistence.
- Introducing new credit and non-credit curriculum to prepare students for the needs of the changing Business environment, such as Digital Marketing, Data Analytics, and AI in Business.
- Developing interdisciplinary advanced CTE programs in Product Management, in cooperation with CIS, ENGR, and DMT departments.
- Developing non-credit programs to reach new populations of professionals in non-profit organizations or to prepare existing students with an interest in the non-profit sector.

B. Non Instructional Faculty

1. Describe the data used to develop, adapt, and improve teaching, learning, and/or support to enable this position to respond to the needs of changing environments, populations served, and evolving institutional and state priorities (this may include a description of the population served, student needs and experiences from surveys or focus groups, or ratios related to the number of students served relative to current occupational standards).

n/a

C. Instructional and Non Instructional Faculty Justifications

1. How does this request align with the goals in the Educational Master Plan?

The Business department is facing a critical staffing shortfall next year that will affect its ability to contribute towards the Educational Master Plan.

- Part-time Faculty have taken over an increasing load (from 47% to 50%) over the 5 year period, and this will worsen significantly as **50%** of the remaining full-time faculty retire at the end of this year.
- Full-time faculty load has decreased over the same period (from 53% to 50%), with a higher proportion of **overloads**.
- Part-time faculty are not required and do not normally participate in curriculum, J1 observations, committee work, hiring, outreach, and other activities crucial to the college Educational Master plan.
- For academic year 2025-26, **2 of the 3** remaining full-time faculty are planning retirement. One is on article 18 and has submitted a formal notice to retire in June 2028.

The Business Department contributes significantly to De Anza College and its programs are in demand.

- Business Administration, although a small department, is one of the most popular majors at De Anza College (includes related concentrations Marketing, Management, Entrepreneurship, MIS). Of the 25,000 students listed in the **Primary Majors 23-24** report, 3380 students or **14%** declared themselves a Business major.
- For 2023-24, **334 Business AST degrees** were awarded, which represents **28% of transfer degrees awarded** by De Anza College.
- In that same year, **506 Business degrees and certificates** were awarded, which represents **17% of all programs** awarded by De Anza College.

The Business department supports interdisciplinary programs.

- Many other departments rely on Business courses in their programs, including **Accounting**, **Economics**, **Facilities Management**, **Leadership in Social Justice**, **Liberal Arts**, **Public Relations**, and the new Bachelors Program in **Automotive Management**.
- Interdisciplinary non-credit CTE programs being developed, such as the **AI in Business** certificate and **Product Management** Certificate will rely on Business courses.
- These are beyond the need for Business courses by students who are already business majors.

- Full-time faculty are spread dangerously thin supporting our broad Business curriculum (currently 25 courses, 4 degrees, 7 certificates).

In an environment of corporate overreach in our country, the Business department is uniquely positioned to influence De Anza's civic capacity for social change. In fact, De Anza Business faculty:

- Show students how businesses can be led with integrity and social responsibility.
- Demonstrate that emotional intelligence is critical to leadership.
- Help students learn rational data-based decision-making over impulsive reactions.
- Reveal that strong performance comes from empowered, engaged, diverse teams, not fear tactics.
- Provide examples of social enterprises and diverse leaders.

The Business department is in a critical staffing situation that will curtail its ability to meet the most basic level of De Anza's educational master plan.

- If we cannot staff all our 50-person classes, we could suffer declines in enrollment.
- New course and program development could stop, and some smaller programs might need to be shut down.
- The remaining faculty may need to focus on 5-year reviews for existing curriculum only.
- Outreach and dual-enrollment participation would decline further.
- Department representation on college committees would cease because existing faculty would be focused on tenure review and the honors program.
- Participation in the De Anza Innovation Center and the Business and Finance Village would be curtailed.

2. How does this request align with the College's Equity Plan Re-Imagined?

Business programs are very important to working adults, single parents, and Latino students, in particular. Life in the Bay Area is expensive, and many of those students are already working to support a family or to contribute to their families. In some cases, they want to start their own business but need guidance. Non-traditional students take classes like Management and Leadership because they want to be promoted to supervisor in their current jobs, but they aren't given a chance without that certificate or AA degree from De Anza. Even veterans use our classes to transition back to a commercial position after their service is complete.

Business Department faculty are committed to racial equity and student success as outlined in the Equity Plan Re-Imagined:

- Our equity gap has **dropped significantly** in 2023-24, from a high of -16% to a new low of **-6%!** Efforts of our department faculty have resulted in significant gains, even before RSI training was implemented.
- Our success rates have consistently remained between 77% and 81%, similar to the De Anza success rate of 78.6%

Our equity gap has declined (as mentioned above), and **all** our faculty have been participating in RSI training and conferences. But retirements may have a negative effect on these efforts going forward, particularly if courses aren't staffed, programs need to be pulled back, or faculty are spread too thin to support students.

3. How does the program use data to develop, adapt, and improve teaching, learning, and/or support to respond to the needs of students, changing environments, other populations served, and evolving institutional and state priorities? - NOTE, THIS IS A DUPLICATED QUESTION WITH A.1 and B.1, PLEASE DISREGARD THIS QUESTION.

n/a (as directed)

4. How does the position support on-going college operations and/or student success?

We always support other institutional priorities, such as the Automotive Management Bachelors program. Our faculty dropped other work to prepare two new GE courses for this program. Because of student interest in the emerging field of Artificial Intelligence, we recently rushed through curriculum and a non-credit certificate to complement our Data Analytics course. Our faculty have been running the De Anza Innovation center with industry speakers. These types of activities on campus are supported mostly by full-time faculty.

We also have an impact on business professionals in the community who come to take our courses. In the area of Management in particular, we are helping students advance their careers into leadership roles where they work. We also help people to start and grow small businesses in the community through the speaker series and our Entrepreneurship certificate.

5. Why is the position needed and how would the position contribute to the health, growth, or vitality of the program?

As mentioned previously, the health of the Business Department has far-reaching effects into other programs across the campus. Without adequate replacement staffing, the Business program will shrink. Students will seek degrees from neighboring colleges. This will cause reductions in **Accounting** course demand (70% of students taught by Accounting are business students), and similarly **Economics** demand. There will be a ripple effect in other programs across campus, like the **Automotive Management Baccalaureate**, **Facilities Management**, **Public Relations**, **Liberal Arts**, and **Leadership in Social Justice** who rely on Business programs.

The position would contribute towards making our programs relevant to Silicon Valley where we operate. We need to continue to stay relevant with industry change, like the adoption of Product Management, Non-Profit Management, and AI. Students become interested in Social Enterprise startups in our Innovation Center. But this work needs staffing to survive.

6. Describe the current staffing and history of staffing in your area and how the current staffing affects the health, growth, or vitality of the program.

We previously had 8 full-time faculty in the Business Department. When Manny Cappello left for West Valley College in 2018, we didn't get a replacement until 2024. We are thankful that we received this replacement as John Francis is now an active member of the department.

Almost 2 years ago, Manisha Karia took over as Dean of the BCAT division, bringing our full-time faculty down to 6. We have a hiring committee to replace Manisha Karia, who took over as Dean of the BCAT division, but there are no guarantees that this committe will be successful by the start of 2025-26.

After 3 full-time faculty retire in June 2025, we will have **3** full-time instructors, including one on Article 18 (reduced workload).

The Business department has a historically had many part-time faculty working in industry. We currently have 12 long-term part-time faculty. Most of our part-time faculty have retired outside the Bay Area and do not come to campus. As chair I have been working to recruit and on-board new part-time faculty for Summer 2025.

Full-time faculty have a presence on campus; they participate in committees, write student recommendations, organize guest speakers for the village, write curriculum, advise students on courses and career options, and advise college clubs. Part time faculty are here for class and office hours only. Thus the full-time faculty are essential to student engagement and success.

7. Explain how the work will be accomplished if the position is not filled.

Some classes will not be offered as frequently, resulting in enrollment declines, since our classes fill with 50 students. New course curriculum will stop in lieu of maintenance. The Innovation Center will close. Full time faculty will no longer be able to act as club advisors, or find guest speakers for the Business & Finance village. Students would take longer to complete their programs.

8. Other information, if any.

We have been sounding the alarm for some time. Now with retirements, the impacts will be felt, college-wide. The Business department offerings are utilized in programs throughout the college.

Dean/Manager Comments

I support the department's request. It is essential that we remain proactive in meeting the needs of our students and equipping them with the skills that the industry demands. The replacement of full-time faculty will not only allow us to continue to offer a wide variety of courses but also provide more personalized attention and mentorship to our students. This is especially crucial as we strive to stay ahead of emerging trends such as data analytics, sustainability and AI, ensuring that our curriculum remains relevant and competitive. The department is leading in the number of degrees and certificates offered and catering to students majoring in Business, Economics, Finance, and Accounting. I am proud of our faculty who not only serve the department and division, but also the college in central roles such as representing the division on the Curriculum Committee and as the Honors Program Coordinator. Furthermore, this department supports certificates and offerings of other departments, and we want to ensure that students can also complete their chosen certificates/degrees in a timely manner.

This form is completed and ready for acceptance.