

FULL-TIME FACULTY POSITION REQUEST FORM

Submission Date: 2013-2014

(Based on Criteria for Full-Time Faculty Requests agreed on at the Instructional Administrators Council, with the Dean of Counseling and the Academic Senate President present, 9/25/12)

1. Describe the position being requested (e.g., biology faculty with expertise in anatomy).

Accounting Faculty. We need to hire three new faculty in the next ten years due to retirements of existing faculty.

2. Explain how the position supports one or more Board of Trustees Core Values, the College of San Mateo Mission and Diversity Statements, the College of San Mateo Institutional Priorities, and college initiatives.

Faculty will teach transfer and CTE courses. All of our courses meet the core mission of the college. In addition, all courses are part of either our Accounting degree program or one of our six Certificates of Specialization: Accounting Assistant, CPA Exam Preparation: Financial Accounting and Auditing, CPA Exam Preparation: Business Environment and Regulations, Enrolled Agent Exam Preparation, Tax Preparer I, and Tax Preparer II.

3. Discuss how the position will help the department and/or division meet goals and support student learning as described in program review.

The accounting program could be expanded to offer additional courses and more sections in a variety of formats (face2face, hybrid, online). However, the accounting program cannot be expanded without an increase in the number of full-time faculty from four to five members (fourth tax faculty will be hired for 2013/14 year). Accounting classes have high enrollments, and full time accounting faculty members have an additional heavy workload due to committee assignments and compliance reporting requirements (i.e. program review, SLO creation and assessment, peer evaluations). Furthermore, the full-time faculty members must support the large number of part time accounting faculty members. With these large demands it is not possible to complete all required work within our contract time.

Additional faculty are needed to assist with course development and community outreach.

4. Explain how the position will promote increased student success as described in program review in one or more of the following areas:

- o Transfer: New Faculty will teach transfer level courses (e.g., UC, CSU, IGETC, SB). We have developed relationships with the Accounting Educators Group (Consortium of Accounting faculty from CSM, Canada, Menlo College, Notre de Namur University and Skyline). New Faculty member will be a part of this group.

FULL-TIME FACULTY POSITION REQUEST FORM

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- Career and Technical Education (CTE): *We currently offer six CTE tracks. Demand for Accounting professionals is high. The majority of our students are able to find work on completion of our program.*
- Capacity to move students from basics skills or ESL to transfer or CTE.

We offer six CTE tracks. In addition we offer transfer level courses to meet demand for Accounting graduates. The Wall Street Journal ranked Business Management, General Business and Accounting as the three most popular majors at colleges and universities..

5. Identify number of students served by the department.

We currently serve 2,266 students. If we were able to increase the number of courses offered enrollments would increase.

6. Discuss LOAD (The definition of LOAD is provided in the Educational Master Plan. The Budget Planning Committee sets College of San Mateo's target college-wide LOAD. Contact administration for current LOAD target.)

Load has decreased from 652 in 2010 to 594 in 2012. The ACTG Load exceeds the college average, 532, by 13%. The target Load is 525; therefore the accounting program has exceeded the target in 2010 by 24% and in 2012 by 13%. The accounting program has set a goal to exceed the target load by no more than 15% in future years.

We believe increasing the number of CTE courses will increase enrollment while keeping our load, which is currently 594, high. Specifically, we would like to create new CTE courses including CPA exam preparation courses, taxation courses, personal financial planning, and accounting software courses. In addition, we would like to offer an online section of every ACTG course.

[Note: Hours by arrangement for all ACTG courses were discontinued in Fall 2009. Therefore comparison of current WSCH, load, and other statistics which rely upon class hours are not comparable to periods prior to Fall 2009. When considering comparisons with previous years please refer to enrollment, which is comparable.]

7. Describe the impact of the following full-time / part-time faculty issues.

- Full-time and part-time faculty in the department or discipline

FULL-TIME FACULTY POSITION REQUEST FORM

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- Ratio of full-time FTEF (full-time equivalent faculty) to hourly FTEF
- Headcount of full-time faculty
- Headcount of part-time faculty
- Headcount of overload faculty (full-time faculty teaching an overload)

Full-time equivalent faculty (FTEF) has increased from 10.9 in 2010 to 11.5 in 2012. During this time full-time faculty have provided 59% of total FTEF. This is broken down by 6.3 full time FTEF, 4.7 adjunct FTEF and .5 overload full time FTEF.

8. Discuss impact (positive and negative) of full-time to part-time faculty ratio on the program's goals, targets, and program student learning outcomes.

Given the increasing administrative duties (i.e. committee assignments, peer review, SLO's and program review additional full time faculty are needed. It is increasingly difficult for the current FT faculty to meet obligations within their contract time.

9. Recount number of faculty retirements for the past six years

There have been no faculty retirements in the last six years. However, in the next ten years all current full time faculty will retire.

10. Discuss the vitality of the program (e.g., curriculum innovation, involvement in teaching and learning initiatives, faculty participation on committees, faculty participation in professional development).

We have developed a number of new programs in the last five years primarily in the area of tax and online course development. Faculty participate or have participated on the following committees: Governing Council, Accreditation, Budget Planning Committee, Peer Evaluation Committee, multiple hiring committees, IPC Task Force, Perkins 4/VTEA Committee. Faculty are engaged in Continuing Education and research in Accounting education.

11. Discuss any mandates and regulations affecting the position.

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12. Provide any additional reasons for filling this position as determined by the department or discipline and the division including need and impact on the community at large (beyond CSM).

To ensure the long term viability of our program we need to hire additional faculty.