CSM Academic Senate Full-time faculty requests: Criteria for consideration

Note: Academic Senate voted to approve the following criteria on 11/12/24.

The 2026 ad-hoc prioritization workgroup agreed to keep the same criteria, but to highlight retirements and equity goals as particularly relevant. We agreed that these are recommended criteria only: how to rank positions is ultimately up to each individual faculty member.

- **Retirements**
    - **Recent retirements that haven't been replaced**
    - **Consider enrollment trends since retirement(s)**
- **Addressing equity gaps**
    - **Diversify faculty**
    - **Student achievement gaps demonstrated through Program Review**

Other priorities to consider:

- Compliance: health/safety/accreditation
- Division priorities
- Enrollment
    - Large increases
    - Long-term vs. short-term increase (is this increase sustainable?)
- FT / PT ratio
    - Enough units every semester to warrant FT?
    - Job duties outside of instruction (i.e. Program Review, curriculum review, evaluations, etc.)
- Supporting College/District/State initiatives
    - Alignment with EMP and college/district priorities
    - Coastside: Can a campus position support work Coastside rather than hiring a faculty member specifically for Coastside?
- Avoid duplication of duties
- Cal-GETC & Curriculum Changes (i.e. Communications added to Cal-GETC)

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Position requested	Rationale summary (see below the chart for the full request)	Notes	Ranking
Biology faculty, generalist with specialty in anatomy and physiology	The Biology and Health Sciences Department currently has 6 full-time faculty members and 4 adjunct faculty members. The number of faculty is down one full-time and down one adjunct from 2024.		
Full-Time Communication Studies Faculty	Communication Studies requests one full-time, tenure-track faculty position. COMM is a Golden Four discipline that nearly every transfer student must take. Its 2025–26 LOAD of 309.7 sits at the middle of the division and has held steady for three years, and it serves about 1,150 students with two tenured full-time faculty.		
Full-time Aquatics Coach (Water Polo & Swim Coach)	Our Aquatics program is the only sport program in our department without a full time instructor. We currently have a part time instructor teaching the Men's Water Polo, Women's Water Polo, and Men's and Women's Swim programs. The amount of hours required to coach these programs far exceed what one adjunct instructor can provide. The student-athletes in these programs are adversely effected without a full-time coach. Providing a full time coach for these programs would positively benefit two female sport programs, supporting Title IX efforts.		
English: Full-time faculty position	We are not requesting a new position; this is a replacement for a position already in CSM's budget. The English Department has recently had three full-time faculty retirements–in 2021, 2023, and spring 2025. Given that we've only made one full-time, tenure-track hire since 2018, we are still down two full-time, tenure-track positions from our baseline in 2021. over the same period. :		

CSM Academic Senate Full-time faculty requests: Criteria for consideration

FULL POSITION REQUESTS

Clarifications from PRIE and division deans are at the bottom of the request

BIOLOGY

The Biology and Health Sciences Department currently has 6 full-time faculty members and 4 adjunct faculty members. The number of faculty is down one full-time and down one adjunct from 2024. This requested position will help the Department fulfill its mission and goal in academics, diversity, equity, accessibility, and inclusion.

The department strongly needs a full-time General Biology position with another specialty and the desperate need to open new sections of anatomy and physiology. To best meet our institutional objectives, Biology faculty agree that BIOL 250 and 260 are specialty courses that currently are underserved and should be taught and coordinated by full-time faculty to the greatest extent possible. During the Fall 2026 term (and the past several years) the waitlists for BIOL250 and BIOL260 were extensive. Anatomy with a waitlist of 82 students across 4 sections and Physiology with a waitlist of 44 across two sections. As we anticipate enrollment growing in the coming years, this position will have a critical role in the Department to maintaining consistent quality in our teaching.

The biology department is committed to further increasing student success through socially just teaching practices and sound academics that address diversity, equity, accessibility, and inclusion and a new full-time faculty in Biology with a specialty in anatomy and physiology is essential to meet and contribute to this goal. BIOL110 serves many roles in our program being a gateway for Health careers, an introductory course for Biology major transfer sequences and a GE course for transfer for non-biology majors. BIOL 110 represents the largest student cohort in the department and serves the diverse goals and needs of our students taking the General Biology course. BIOL250 and 260 are two of three major courses load for students entering into the allied health fields.

By hiring a new full-time generalist Biology position with one other specialty, we will be able to maintain and increase student success through the coordination and leadership across all annual sections of BIOL 110, thus helping the department maintain the high quality of our biology program. General Biology courses have enacted many initiatives to promote student success and retention, including providing the faculty-staffed ISC and open laboratory for extra-supervised study hours.

PRIE: No clarifications to this request

Dean Chris Walker: This is a growth request rather than a replacement

COMMUNICATIONS STUDIES

Communication Studies — Full-Time Faculty Position Request 2026

Summary of the request

Communication Studies requests one full-time, tenure-track faculty position. COMM is a Golden Four discipline that nearly every transfer student must take. Its 2025–26 LOAD of 309.7 sits at the middle of the division and has held steady for three years, and it serves about 1,150 students with two tenured full-time faculty.

CSM Academic Senate Full-time faculty requests: Criteria for consideration

Our previously approved second position went unfilled after a failed 2025–26 search. The reopened search began in Fall 2026, and the Board of Trustees halted it on October 15, 2026, for further review. That leaves the college's demand for oral communication, which Cal-GETC has now made universal for transfer, resting on a full-time core that is too thin to sustain it.

This request is Goal 1 of our 2025–26 Program Review: complete the second tenure-track hire and secure an additional position beyond that allocation. That Program Review, covering activity through Spring 2026, was submitted before the Board's October 2026 hold, so this request follows the department's documented planning rather than reacting to it.

Faculty workload

Two tenured full-time faculty carry the full workload of a Golden Four department, with no reassigned time. The previously approved second position remains unfilled: its 2025–26 search failed, and the Board halted the reopened Fall 2026 search on October 15, 2026. Its future is uncertain. Our third full-time colleague, Alex Mata, is in year 2 of the four-year tenure process and will be in year 3 in 2027–28, when this position would begin. Alex is appropriately focused on teaching and tenure review rather than department-wide service, and the tenured faculty serve on that tenure committee throughout.

Those two faculty members are responsible for:

- All department faculty evaluations, including review of online Canvas shells
- Two program reviews (One for the department and one for the COMM Lab)
- Tenure committee service, including Fermin chairing two full-time tenure committees, one at CSM and one at Cañada College
- Overseeing the operations of the Communication Studies Center (COMM Lab)
- SLO assessment for every course on a three-year cycle
- Coordinating with Project Change, Mana, and Dual Enrollment.
- Curriculum development, Cal-GETC submissions, and articulation
- Class scheduling
- Full teaching loads

It's challenging for two tenured faculty to carry this workload and still serve consistently on college-wide committees. As a result, COMM lacks a consistent place at the college-wide table where decisions are made and policy is shaped. Those conversations are often led by larger departments with the faculty numbers to sustain committee service and influence policies and procedures. A Golden Four discipline that serves nearly every transfer student needs a steady voice in them.

Cal-GETC and transfer demand

Cal-GETC has replaced IGETC as the single general education pattern for transfer to both the UC and CSU systems. Oral Communication (Area 1C) is a required part of that pattern, so every CSM student transferring to a UC or CSU now needs a COMM course. Under IGETC, UC-bound students did not. Demand for COMM is built into every transfer pathway at CSM, independent of enrollment swings. Keeping that pathway open takes sustained full-time faculty work, and the transition is still underway:

Course Cal-GETC status Next step

COMM C-1000 Public Speaking Certified, Area 1C, effective Fall 2025 Maintain articulation standards

COMM C-1004 Interpersonal Communication Revised, not approved on first attempt Resubmit for Area

CSM Academic Senate Full-time faculty requests: Criteria for consideration

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COMM 115 Survey of Human Communication In revision Join C-1000 in Area 1C

COMM 140 Small Group Communication In revision Join C-1000 in Area 1C

COMM 150 Intercultural Communication Revised, not approved on first attempt Resubmit for Area 4

New: COMM 160 Gender Communication New course submission Area 4

New: COMM 180 Theory of Communication New course submission Area 1C

Our priority is bringing COMM 115 and COMM 140 into Area 1C alongside C-1000, which gives transfer students more ways to meet the oral communication requirement. Four of our five existing courses still need revision and resubmission, and two new courses are being submitted, each aligned with Common Course Numbering. This is multi-year curriculum work that only tenure-track faculty can lead.

Student outcomes

COMM's full-time-led equity work is producing measurable gains. Success rates for two historically underserved groups rose substantially through our UMOJA, MANA, and Katipunan learning-community partnership:

Student group Earlier success rate Current success rate Gain

Pacific Islander 47.5% 58.3% +10.8 points

Black/African American 64.1% 70.8% +6.7 points

This work depends on full-time faculty: cohort course design, a Fall 2026 blended UMOJA/MANA/Project Change course, and Summer Learning Institute training.

Instructional quality is consistent across the curriculum. All eight SLO assessments from Fall 2023 through Spring 2026 met or exceeded the department's 3.0 threshold, with scores from 3.00 to 3.50. Face-to-face sections succeed at 71.1%, compared with 57.9% online. Program Review Goal 4 shifts sections toward face-to-face instruction, which requires faculty available to teach on campus. A full-time hire makes that shift possible.

Curriculum growth

COMM is expanding its curriculum while understaffed. A new full-time hire would lead and sustain this work:

• Cal-GETC approval: submitting our courses for approval and aligning them with Common Course Numbering

• Gender Communication: COMM 160, a new Area 4 course that broadens our offerings and supports the college's equity goals

• Theory of Communication: COMM 180, a new Area 1C course that adds another way for transfer students to meet the oral communication requirement

• Cañada College collaboration: partnering with our sister college's faculty on curriculum development across the district

Curriculum development is a core duty of tenure-track faculty, not part-time instructors. Without another full-timer, this work competes with evaluations, tenure committees, and lab management for the same two people.

Reach across the college

COMM serves about 1,150 students and extends well beyond the main campus. Most of these commitments depend on full-time faculty availability.

CSM Academic Senate Full-time faculty requests: Criteria for consideration

Commitment What COMM provides
Dual Enrollment at Hillsdale High School COMM courses taught on site for the past 5 years
San Mateo Union High School District Ongoing high school partnerships
Half Moon Bay campus Taught most recently in Spring 2025; working with the Dean and site coordinator to restore offerings under CSM's Coastside initiative
Learning communities Umoja, Mana, mentoring Honors, Promise, Project Change, Dual Enrollment
Hillcrest Juvenile Hall (Project Change) Instruction for students without traditional access to higher education
CSM Football COMM Lab academic support for student-athletes, modeled on the college's Writing in the Endzone program, currently unfunded
Communication Studies Center (COMM Lab) Day to day operations of the lab- scheduling, evaluating staff. Recording and performance-critique facilities and one-on-one tutoring for all COMM students
LOAD within the division

CSM LOAD data by program, 2023–24 and 2025–26
COMM's 2025–26 LOAD of 309.7 is the median of the division's five programs. It has stayed within 1.4% of its 2023–24 level, one of the steadiest records in the division. Only Film (515.2) exceeds the college's LOAD goal of 480; the other four programs run between 280 and 358. A completely full COMM section generates a maximum LOAD of about 435, which is below the college goal.
LOAD therefore tells only part of the story. Most COMM sections fill to capacity, and some enroll over capacity. Our LOAD should be read alongside the faculty workload, Cal-GETC transfer demand, and student outcomes described above.
With 133.5 FTES and two tenured full-time faculty, COMM generates about 67 FTES per full-time faculty member. The 2025–26 FTES decline reflects sections CSM cut for budget reasons, not falling student demand. Those sections moved to our sister colleges in the district, where students continued to enroll in them.
Alignment with institutional goals
A new COMM hire advances specific goals in the CSM Education Master Plan. COMM speaks directly to CSM's Institutional Priority of Effective Communication, and our Intercultural and Small Group courses support the Antiracism/Equity priority.
• Equity and antiracism: COMM teaches in UMOJA, MANA, Katipunan, Puente, and Project Change, and the new Gender Communication course extends that work. This directly supports CSM as a Hispanic-Serving and AANAPISI institution.
• Student success: full-time faculty are more available for advising, office hours, and lab support, and stable faculty lead to better student outcomes.
• Full-time faculty ratio: another full-timer moves COMM toward the state's 75/25 full-time instruction goal.
• Shared governance and professional development: another full-timer frees capacity for committee service and professional growth, which our current loads make impossible.
• Institutional effectiveness: full-timers carry the long-term curriculum, assessment, and articulation work that keeps programs current and transferable.

CSM Academic Senate Full-time faculty requests: Criteria for consideration

Impact if not funded
Without an additional full-time hire, COMM will have to scale back commitments the college relies on:
• Dual Enrollment at Hillsdale cannot continue, and restoring courses at Half Moon Bay under the Coastside initiative will not be possible.
• The learning-community work behind our Pacific Islander and Black student gains, Project Change at Hillcrest, and athlete support become unsustainable.
• Cal-GETC and Common Course Numbering work slows, putting a required transfer course at risk for every CSM transfer student.
• COMM continues without a consistent seat in college-wide decision-making and policy development.
Communication Studies is productive, required for transfer, and growing its curriculum. One full-time position protects all of that for the roughly 1,150 students we serve.

PRIE Clarification: From the Comm Program Review Data Pacific Islander success rates remained flat from 23-24 to 25-26 (53.8% vs 53.1%). This was true for Black students as well (61.9% vs 61.1%). These numbers are department wide and not for specific cohort restricted sections. To the best of my knowledge COMM courses are not capped at 29 enrollments (435 LOAD) in the contract.

Dean Chiara Ojeda: LAD ranked the Comm studies request over the English request, though both are important.

KAD—Full Time Aquatics Instructor

Our Aquatics program is the only sport program in our department without a full time instructor. We currently have a part time instructor teaching the Men's Water Polo, Women's Water Polo, and Men's and Women's Swim programs. The amount of hours required to coach these programs far exceed what one adjunct instructor can provide. The student-athletes in these programs are adversely effected without a full-time coach. Providing a full time coach for these programs would positively benefit two female sport programs, supporting Title IX efforts.

No clarifications to this request from PRIE or division dean

ENGLISH—Full-Time Faculty Request

We are not requesting a new position; this is a replacement for a position already in CSM's budget. The English Department has recently had three full-time faculty retirements–in 2021, 2023, and spring 2025. Given that we've only made one full-time, tenure-track hire since 2018, we are still down two full-time, tenure-track positions from our baseline in 2021.
Enrollment Gains in English:

Unduplicated headcount in English has risen 32.6% from 21-22 (2,572) to 24-25 (3,410). This outpaces college headcount, up 25% over the same period.

CSM Academic Senate Full-time faculty requests: Criteria for consideration

Coastside and Learning Community Support:

If we are to "reduce the barriers facing Coastside student access to CSM" (CSM 2023-2028 Education Master Plan, 12), we need to ensure a strong, consistent, engaged, resourced, and supported presence in one of the core general education sequences, English reading and composition. With a full-time faculty advocate, we could better facilitate collaboration with our Dean of Language Arts, the Dean of SPWD, and the Coastside community to design predictable scheduling–and that predictability in turn would help students complete their educational plans more efficiently. Even better, students will be able to move through the sequence in a cohorted community. And while all of these courses could technically be staffed in an ad hoc manner, as they are currently, it would strongly benefit students if the English Department and College could collaborate on a deliberate staffing strategy to make those full curricular offerings possible, ideally with night class options.

Full-time faculty at Coastside would be keyed into learning communities and initiatives on the main CSM campus, and benefit from the stability of employment, professional development, and mentoring networks that enable excellent teaching over the long term. Contingent faculty assignments equate to contingent academic progress for students. If we are to create a durable Coastside academic program, recruiting not just students but families who entrust their education to CSM and persist in their educational plans, we ought to invest in core academic programing and put full support behind the faculty teaching there.

Relatedly, we note an "emerging priority" of CSM's Education Master Plan: "To recruit and retain passionate, highly qualified faculty who reflect the diversity of our student body" (20). A more diverse English faculty would enhance teaching and learning, and this would be a top priority of recruitment efforts for the new position. We also currently have part-time faculty teaching or training in the Mana, Katipunan, and Umoja learning communities. Hiring full-time faculty as teachers and leaders in these programs would strengthen our student cohorts, who move through the two-semester composition sequence together and benefit from culturally responsive pedagogy and curriculum that reflects their own lives. Full-time presence in these programs allows learning community faculty to maintain a consistent, daily presence on campus. Using a caseload model, learning community coordinators meet regularly to review students' academic progress and develop individually tailored interventions for those who are struggling. In addition, LC coordinators collaborate on curriculum design, aligning the learning outcomes of standard CSM English composition courses with topics and issues that resonate with students, resulting in coursework that is both culturally relevant and rigorous. While adjunct faculty can certainly contribute to this work, learning communities are most effective and efficient when staffed by full time faculty, whose consistent campus presence allows for greater continuity, collaboration, and coordination in supporting students. These communities are worthy of institutional, permanent support, which is reflective of all the EMP 2025 Mid-Cycle goals: antiracism and equity; accessible student-focused support; transformative community partnerships; and innovative, responsive teaching and learning.

CSM Academic Senate Full-time faculty requests: Criteria for consideration

Load, Efficiency, and Effectiveness

This semester, English load is 300; Summer 2026 was 269; Spring 2026 was 249. The maximum load possible is between 390 and 401. Load for our English Department is complex, affected by the length of the term, how many minutes the class meets, and our contractual limit of 26 students per Composition section. While we may not be reaching the college load target, we nevertheless contribute to improving the overall load of the college. As a department, we know that internal efficiency affects how we help students achieve their educational goals. Our efforts include proactive, student-centered enrollment/waitlist management, coordinated documentation of student enrollment needs, and consistent cancellation procedures and communication. But most importantly, we note that load is not the only measure of our effectiveness. We are united in our commitment to delivering a liberatory education, and most of the innovative, effective things we do to that end are enhanced by the availability of collaborative FT faculty: expert conferencing in the Writing Center with continual cycles of feedback between students and instructors throughout the week; community building and celebration; caseload-style support within and beyond learning communities; advising and transfer support systems; academic mentoring of students post-transfer; English classes as "homeroom," where we can create liaisons between campus resources and responsive curriculum (for example, a crossover writing lesson with CSM's Mental Health Peer Educators). Because English is a general education discipline that reaches virtually every student at CSM, a higher ratio of FT English faculty ensures that more students benefit from this intensive, wraparound support.

FT/PT Ratio:

Our English Department FT/PT instructional ratio is behind the 75/25 Faculty Obligation Number, specified in AB1725:

Semester % Teaching Units taught by CSM Full-Time English Faculty
Fall 2026 54%
Spring 2026 71%
Fall 2025 50%
Spring 2025 51%
Fall 2024 49%

The legislature recognized, in 1989, that "because the quality, quantity, and composition of full-time faculty have the most immediate and direct impact on the quality of instruction, overall reform cannot succeed without sufficient members of full-time faculty with sufficient opportunities for continued staff development, and with sufficient opportunity for participation in institutional governance." The subsequent mandate became chaptered as Education Code Section 87482.6: "[t]he Legislature wishes to recognize and make efforts to address longstanding policy of the board of governors that at least 75 percent of the hours of credit instruction in the California Community Colleges, as a system, should be

taught by full-time instructors."

Our FT/PT ratio is not optimized for sustained collaboration, learning community support, nor departmental participation in college-level leadership.

PRIE clarification: With regards to load, the annual average load has decreased from 303 in 23-24 to 280 in 25-26. When looking at Full-Time faculty proportion it is important to consider how much reassigned time is allocated to faculty within the department. With 1.4 FTEF of reassigned time coming from Academic Senate leadership positions alone, this number is artificially depressed.

Dean Chiara Ojeda Clarification:. I believe that after two years, unfilled positions are no longer part of the budget. So, their request is accurate as it relates to Madeleine's position, but not the other unfilled positions in English.