

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).

Dance faculty position with expertise in Kinesiology CTE programs, i.e. Yoga Teacher Training, Pilates, Group Exercise, Personal Training

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.

The full-time dance position was vacated four years ago and has yet to be replaced. If it gets replaced, the program can look forward to a vibrant A.A. degree which is currently in development (many of our students matriculate to study dance at the university level); continued inclusion of multi-cultural dance forms for our diverse student body, which adheres to our diversity statement; the dance concerts reinstated at a greater level (previously the dance concerts were formal and held to three consecutive sold-out performances in the theater); and a greater community exposure to our institution. The position will also allow us to solidify three of our certificate programs currently taught by adjunct faculty. The certificate programs were developed in response to aligning the division with workforce development opportunities in which students graduating can obtain jobs making \$40,000-\$60,000 and aligns with the Board Core Values of transfer, basic skills, and CTE. Additionally, the certificate programs adhere to Institutional Priorities and 5 in 5 Strategies. We now offer 4 CTE programs that prepare students to enter the workforce upon completion of their certificate. These programs have been developed to utilize the Fitness Center as a resource for workforce training in which students can gain valuable, practical experience working in the field as interns prior to entering the job market. As a result of this symbiotic relationship, the model we have created has been termed a "Teaching Health Club" which captures the benefits of having a Fitness Center on campus, as well as our certificate programs working within the Fitness Center. This relationship and the strides we have made hang on a shoestring and require institutional support by which we can continue to promote, offer and prepare students for workforce opportunities. If not granted, the program will continue to be reduced to a fraction of what it once was. Students will pursue these career and multi-cultural awareness opportunities at nearby institutions that have dance programs and full-time faculty, and the comprehensive curriculum that the college embraces reduced and minimized to cater to a smaller group. There are no other programs in the California Community College system that is comparable with CTE programs we offer, therefore the skill set is extremely limited.

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

It will be difficult to continue to promote and offer the recently developed certificate programs in Yoga, Pilates, and Group Exercise should one of these adjunct instructors separate from the institution. Teaching these certificate programs requires specialized training, all acquired through Professional Development funding. Losing one of our instructors will jeopardize our ability to offer these programs, thus jeopardizing our attempt at achieving the Board Core Values, Institutional Priorities, and the 5 in 5 Strategies. These programs have been developed to utilize the Fitness Center as a resource for workforce training in which students can gain valuable, practical experience working in the field as interns prior to entering the job market. If not granted, the program will continue to be reduced to a fraction of what it once was and we will have to start from scratch by having an adjunct faculty member seek professional development opportunities to gain the skills necessary to teach these courses. This could delay our

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certificate program offerings for up to one year until the instructor has gained the necessary skills by which to teach the program.

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: Include discussion of articulated pathways (e.g., UC, CSU, IGETC, SB 1440 transfer degrees, collaborative agreements with other community colleges and/or four-year transfer institutions).
 - o Career and Technical Education (CTE): Include evidence of a demand for the next five years (e.g., EMSI data available from the dean, data indicating healthy employment demand, other available environmental scans)
 - o Capacity to move students from basics skills or ESL to transfer or CTE.

The Dance/CTE position has been morphed and approved by the division by which to address two issues – transfer and CTE. Currently, an AA-T does not exist in dance, so the faculty have developed an AA degree currently being proposed to COI. Environmental scans have shown that there is a 17% increase in demand in the workforce regarding CTE programs in the fitness industry.

5. Identify number of students served by the department.

FALL 2011	PRODUCTIVITY						
		ACTUAL	CENSUS	FTE	FTEs	WSCH	LOAD
KINE	120	27	32	0.07	0.91	27.43	411
KINE	122	22	23	0.15	2.30	69.00	460
KINE	124	21	22	0.15	2.20	66.00	440
KINE	301	30	31	0.20	4.13	124.00	620

Spring 2012	PRODUCTIVITY	ACTUAL	CENSUS	FTE	FTEs	WSCH	LOAD
KINE	124	9	10	0.15	1.00	30.00	200
KINE	201	24	25	0.2	2.50	75.00	375
KINE	202	23	24	0.15	2.40	72.00	480
KINE	301	20	22	0.2	2.93	88.00	440

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.)

See chart above

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

- Full-time and part-time faculty in the department or discipline
- 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)
 - No full-time faculty currently in the department
 - Headcount = 6 adjunct faculty

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.

Because the department is headless, many initiatives important to the division remain difficult to address. Most full-time faculty are assigned coaching duties, and as such, serving on committees becomes difficult. This position will allow us to have better representation on committees. Normally, committees meet after 2:00 in the afternoon when athletic programs are practicing, so involvement from our division is limited. Additionally, as mentioned earlier, the CTE programs hang in the balance because of limited institutional support for a full-time position. The division has prioritized this position as #1 for over 4 years now. It has morphed to include the recently developed CTE positions, so the position better supports many Institutional Priorities and strategies. It also becomes difficult to promote these programs within the community. The current adjunct staff does a tremendous amount of work in keeping the programs active and engaged however, much more could be done with the commitment to hire the position full-time.

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

One faculty member assigned to dance full-time separated from the district in 2007 to pursue a full-time job at University of Montana.

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).

As mentioned earlier, College of San Mateo can boast as the only community college in the state to offer these four certificate programs. Many do offer a Personal Training Certificate, but because of our adjunct faculty connections with Body Balance, Yoga Alliance, American Council on Exercise, and National Council on Strength and Fitness, they have carved our partnerships for certification purposes that are extremely unique. They continually seek professional development opportunities to not only enhance the learning experiences of their students, but have also developed an Advisory Committee made up of many industry experts in the area to advise us as to employable skills they

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are seeking. Curricular modifications occur regularly through SLO assessment, as well as understanding employer needs. For example, our Pilates certificate program recently went from a Certificate of Specialization, to a Certificate of Achievement based on the needs of students and employer feedback. Students now have the opportunity to gain additional knowledge through coursework covering marketing, accounting, etc. by which to become small business owners.

11. Discuss any mandates and regulations affecting the position.

N/A

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).

The division had the unique opportunity this past fall to present to the Board exactly how our program has collaborated and works with SMAC. This symbiotic, mutually beneficial relationship has solidified their decision to direct resources into the Fitness Center, and quelled the public perception of misappropriation of Bond dollars. The "Teaching Health Club" concept is unique to the state and has enticed many CEO's throughout the state to visit our campus and understand how our model works. Structurally, the coexistence of our instructional program working with a membership driven entity is one thing – more importantly however, is what exactly occurs within the structure and how the academic program has flourished with this model. CSM offers the certificate programs, SMAC offers CEC's. Our student's intern at SMAC to gain real world experiences while studying and pursuing their certificates, and SMAC employees enroll in our programs to gain more skills. This relationship allows our students to be extremely marketable and employable when they finish their certificates, and many gain dutiful employment upon completion of the program. Institutional support for a full-time faculty member would provide the division with a more secure and stable CTE program that not only has been developed to cater to displaced workers, but adhere to Board Core Values.