

#16

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, December 13, 2024 12:56:42 PM
Last Modified: Friday, December 13, 2024 3:22:05 PM
Time Spent: 02:25:23
IP Address: 71.143.138.160

Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	Child Development
Position Title	Full Time Tenure Track Faculty

Q2 **Yes**

1a. Did you request a position last year (2023-2024)?

Q3 **Yes**

1b. If yes, and that position was funded, do you want this position ranked as well?

Q4 **No**

1c. Is there dedicated funding for the position that is not unrestricted general fund (i.e. categorical/special funded programs)

Page 2

Q5

2. Why is this position essential to your program and college? Please discuss the potential impact of this position on the department, college, district and/or region (Rubric Criterion 1, 3). (300 words or less)

This position is essential to our program area because it will allow us to provide a more consistent base of faculty who will be more available and able to work on projects that are critical for our students and field. There have been delays in achieving our departmental goals because we are not always able to depend on adjunct faculty to support additional projects without ensuring that we can pay them for the work (which is a fair request on their part). As we move towards more project-based learning assignments, a full-time faculty member would be able to spend time collaborating with various other campus resources (career center, library, etc) to create and display assignments. With the new "mini-lab" in R-111, we need a faculty member who can help split the work of consistently maintaining the space. 5 of our courses will use the mini-lab to complete assignments and offer hands-on learning experiences for the students.

As we are continually trying to eliminate equity gaps, we need an additional faculty member who is willing to work towards improving their technological abilities. Adjunct faculty are not always able or willing to complete the additional professional development opportunities that are offered on campus. It is important to our department to add a faculty member who has a large knowledge base of online teaching experience or someone who is willing to spend time learning.

As I have mentioned in previous requests, adding additional faculty members will allow our department to be more involved in local organizations. We are not able to sit on our Local Planning Council due to the work loads of both faculty members. This council would allow us to be more involved in issues that impact children, teachers and the education of teachers. Our field is very heavily based in industry relationships. There are many events we are not able to participate in. Also, the addition of the position will allow for more CE representation on the various committees that need a CE spot filled.

Q6

3. What are the racial and gender demographics of the faculty within your program? Outline your steps to ensure a recruitment of diverse candidates that reflect the mission, vision and values of the college. These steps could include: professional associations dedicated to the promotion of diversity in your content area (Rubric Criterion 1). (300 words or less)

Our current faculty consists of the following faculty members: two Hispanic, one African- American, and 7 white. All faculty members identify as female. Our department works closely with our EEO officer on hiring committees to help us ensure that we have a diverse pool of applicants. We also post our job announcements with a variety of agencies throughout San Diego County such as the Early Education Newsletter (SDCOE), and CAAEYC (California Association for the Education of Young Children). Since our industry is mostly comprised of female employees, we will work with agencies like NHA (Neighborhood House Association) that support the recruitment of males in our field.

Q7

4. Please describe your planned onboarding process to support the new hires inclusion into community. Please share if there are any resources or collaboration that would assist. (Ex: AFT mentorship, THRIVE, Tenure Review, EMTLI, Communities of Practices, etc.) (Rubric Criterion 4: Support of Strategic Plan) Increase equitable access (enrollment) Eliminate equity gaps in course success (passing grade in class) Increase persistence eliminate equity gaps (re-enrolling the subsequent semester or year) Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring) Increase hiring and retention of diverse employees to reflect the students and communities we serve (300 words or less)

I would plan on doing the following:

1. Providing a day where I can meet with the new faculty member to introduce them to other faculty/staff that they will need to know in the beginning of their time at Cuyamaca (ex: dean, administrative assistant, CD faculty, other CE faculty and staff). This includes a campus tour.
2. Ensure their work environment meets AFT requirements and is comfortable for them. Also, it should be near other CD faculty members.
3. Attend PD events/meetings together (THRIVE, AFT lunches, campus celebrations, etc).
4. Suggest a list of Flex Week meetings that may be of interest/importance or are required.
5. Set time aside for weekly check in meetings.
6. Recommend the enrollment in EMTLI and EPPA when the faculty member feels ready.
7. Share resources that are available to them for additional support: Tenure committee, Mentor Program, etc.

As a new faculty member that had to experience COVID in my first years, I feel that it is important to provide our new faculty member with a consistent support system that doesn't allow them to feel alone or overwhelmed. In the case when they do feel overwhelmed, these steps will hopefully let the new faculty member know that they are not alone and support is available.

Q8

5. How will this position improve student learning and achievement, and close equity gaps in access and outcomes in your program? What steps are you taking to close equity gaps in access and outcome, for example: (Rubric Criterion 2: Program Student Achievement and Potential Growth) modify curriculum to reflect the college's diverse student population close equity gaps ensuring equitable access to courses that have pre-requisites removing barriers for students, especially those from historically marginalized groups adopt/create no cost/low-cost textbooks and course materials (300 words or less)

This position will improve student learning and achievement by allowing our department to place a greater focus on updating our curriculum to include more options for authentic assessments and include more theorists and important people who are representative of our students and their experiences. After attending a conference, there are many wonderful ideas and concepts that we would like to add to our curriculum.

The CD department has quite a bit going on. We run a grant with SDCOE, are involved with outreach events, maintain our "mini lab", and collaborate with a variety campus resources. We have been able to make some changes, but a new faculty member would allow one of the current faculty members to focus on curriculum updates.

This position will also be able to support our students who need to go into the Child Development Center to complete coursework. Ideally, a new faculty member will allow for a rotation of full-time instructors to provide more one on one support for the students. This would include meeting with students before and after student's present lesson plans. The staff at the CDC are currently evaluating our students lesson plan activities.

A new faculty member would be able to support the work we are doing in adapting our current OER textbooks. It is our goal to edit our textbooks to ensure our students are able to capture the core information in each of their courses in ways that they would be able to understand.

We are also planning on using part of our mini lab as a Child Development student resource center. This is a place where a faculty member would be present during certain hours to answer questions students may have, distribute materials needed to complete activities, offer open office hours , etc. We will currently have to open with limited hours, but a new faculty member will allow for more access.

Q9

6. Has there been or is there evidence to demonstrate that there will be an increase in student demand for your programs and/or services? How are students being adversely impacted without this position? Please discuss supporting data from recent semesters. For example, enrollment trends, waitlist pressures, or wait time for appointments and support services, students served, etc. as they apply to this position. (Rubric Criterion 2)(300 words or less)

The implementation of our mini-lab has brought us students from Grossmont who are interested in a more hands on learning approach. Our continued work with the San Diego County Office of Education has shown us that we will be getting an increase in students. We see an additional 20-25 students enrolling in our courses. They are working towards degree completion or earning their California Child Development Permit. Many of those students have decided to stay and take more courses than they had originally planned. The current grant allows for students who are currently working in the field of Child Development or plan on working in the field of Child Development to receive the benefits of the grant.

Labor market data shows that there is a need for childcare workers in our county. With students on our waitlists, we are not able to serve as many students. This delays their progress and sometimes delays the students abilities to get a job or receive higher pay.

We have several courses with waitlists and not enough faculty to meet the demand without going overload. Currently, we have the following classes with waitlists:

Spring 2025 (tentative waitlists as registration is still in progress as of 12/13/24)

Cd 106-5

CD 115-3

CD 125-5 (across two sections)

CD 130- 6

CD 131- 7

CD 153- 6

Students who find themselves on waitlists are either deciding to push the classes to the next semester, or they are enrolling in the Grossmont equivalent of our courses. We hope to get those students back, but it cannot be guaranteed.

We are also offering a Child Development courses in Mountain Empire and at the La Mesa Spring Valley School District. More faculty are required for us to continue providing courses for our community partners. The community partners are working to either fill an employment need or increase the professional development of staff members.

Although the department currently has two full time faculty members, we are still not able to meet the enrollment demands. Delays in enrollment impacts the students degree completion dates.

Q10

7. Which program review goal(s) is this request supporting? Please state how the position will help advance the specific goal(s). Please explain how this position would support historically marginalized groups? (Rubric Criterion 3: Critical Need - Critical to the Program/and Institution) Examples may include the following: Issues with Federal or State Mandates Replacement for Recent Retirement or Vacancy Specialty Areas within Discipline/Service Area results in difficulty in finding part-time faculty Required for Program, Courses, or Specific Service to Continue Ranking within division (per division dean feedback) Supporting students (300 words or less)

Previous Goal 1: The faculty member will be able to look through course content to be able to adapt our current OER. Current OER textbooks will contain course content, activities and notes pages that will support their successful completion of our program and their final work experience courses. This information will be valuable to them as they continue on in their career and educational journeys.

Previous Goal 2: The faculty member will create an observation video library for faculty to use in their courses, specifically for CD 106- Practicum: Observation and Experience. This video library will allow more flexibility for students to take this course without having to adjust work schedules, or make changes to family needs. We will also be able to add a more sections of this course as there is always a waitlist of 7-15 students a semester.

New Goal 1: Start a Child Development Club. Faculty member will support students in addressing and discussing issues in the field, learning about advocacy opportunities, hosting employer and currently employed panels, etc.

New Goal 2: Create a resource for Child Development faculty with authentic assessments for students. Faculty will work with other faculty members to curate a collection of authentic assessments that supports students content implementation

New Goal 3: Create a Child Development Orientation for students.

The new faculty member will be an integral part of creating and leading our new goals. They will lead the charge in helping us be able to reach out and support our marginalized students. The goals listed above will have a direct impact on our students feeling welcomed and supported throughout their time at the college. The faculty member will allow us to continue working towards finding ways that meet the students where they are at.

Q11

8. Is this position new or a replacement? Please explain. (Rubric Criterion 3)(100 words or less)

This is a new position. There were previously 3 faculty members in Child Development about 10-15 years ago. We are not sure where this position went.

Q12

9. Which strategic priority/priorities is this request supporting? Please state how the position will help advance the specific priority/priorities and the College's mission, vision and values. Note: the more goals addressed the stronger the request. (Rubric Criterion 4: Support of Strategic Plan) Increase equitable access (enrollment) Eliminate equity gaps in course success (passing grade in class) Increase persistence eliminate equity gaps (re-enrolling the subsequent semester or year) Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring) Increase hiring and retention of diverse employees to reflect the students and communities we serve (300 words or less)

Priority 1: Increase course offerings for courses that historically have a waitlist. This position will allow more students to come through our program and graduate within 2 years.

Priority 2: With the adaptation of our OER textbooks, students will be able to keep important course content that can be used in various CD courses. This will scaffold their learning as they move from course to course. Many of our students are second language learners, and this textbook would be a valuable resource to them as they move towards completion. It will also allow students who need to work during the day and are unable to attend observation hours during CDC hours to have the opportunity to complete the course without missing work.

Priority 4 As we have seen the need for Child Care workers, we would like to continue having students working towards earning their AAs and transferring to a 4 year institution. With the implementation of Universal TK, it is going to be important to add an additional faculty member that can support and understand the changing requirements from the State of California.

Priority 5: A new faculty member will support our department's desire to provide students with more faculty members that reflect our current student population and their needs.

Q13

Yes, I have discussed this position request with the Division Dean

10. Please confirm that you have discussed this faculty position request with the Division Dean and that you understand that Division Deans will be providing feedback to help inform the prioritization process.

Q14

If you would like to attach data to support your request in light of the rubric criteria, please upload a PDF, Word, or image file using the button below.

Sp24-FR-CD-Needs.pdf (1.4MB)
