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COMPLETE

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## Page 1: Full-Time Faculty Position Form

## Q1

Please enter the following:

Department	Child Development
Position Title	Full Time Tenure Track Faculty

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## Q2

1. 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)(300 words or less)

This request is supporting New Goal 1, Previous Goal 2 and Previous Goal 3.

New Goal 1: New faculty member will support designing the mini lab along with the upkeep and collection of materials. Students will be able to have a more accessible space to try lesson plans and classroom design ideas. This lab will also allow students to learn how to set up a space that is culturally diverse and representative of the children they will serve. This will also give students access to materials they will need in a classroom without having to purchase them with their own money.

Previous Goal 2: The faculty member will be able to look through course content to create a "textbook" that the students will use throughout their time in our program. The textbook will contain course content that will support their 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 3: 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 more sections of this course as there is always a waitlist of 7-15 students a semester.

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### Q3

2. 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) 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)

This position is supporting the following strategic priorities:

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 addition of a Child Development "textbook" 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 3

Our hope is that with the addition of a faculty member, we can continue to make our program robust and exciting. The goals that we are trying to meet are in hopes that our students will continually choose to re-enroll in our program because we have found innovative ways to meet their needs.

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 or create a transfer pathway into a 4 year institution.

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### Q4

3. 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)- 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)

We are working towards making our courses more accessible for students who need to work and cannot always attend courses at the times they are offered. For example, CD 106 is completed during the day when the CDC is open. If a student is already working, they may decide not to continue on in our program because they cannot afford to miss work. We would also like for students to have access to materials that they can use for assignments that they do not have to purchase. Although teachers are known for having to purchase their own materials, we know it is a burden for many of our students when they have to complete 4 curriculum courses and present a total of 12 different activities.

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**Q5**

4. 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)

Labor market data has shown that there is a high need for childcare workers in our county. With the implementation of a mini-lab, video library and comprehensive textbook, we can anticipate that our program will be in high-demand because it will be going the extra mile to ensure our students are ready to enter the workforce. We have several courses with waitlists and not enough faculty to meet the demand without going over load. We are only able to offer one section of CD 106 and CD 132 every semester. When students are not able to get into these courses, it delays their completion date. Currently, we have 7 students on the waitlist for CD 106 and 12 students for CD 132. We have had many students have to wait 2-3 additional semesters before they can get into those courses.

**Q6**

5. What are the racial and gender demographics of the faculty within your program? What steps will your program take to ensure this position will promote faculty diversity to reflect the students the college serves, for example: (Rubric Criterion 1)- Participating in professional development related to equity and diversity in hiring- Participating in professional development related to equal employment opportunity (EEO)- Completing EEO Representative Training- Employing strategies to recruit diverse applicants(300 words or less)

We currently have 3 faculty who identify as Hispanic, 1 Black, 8 White. We will advertise to areas throughout San Diego County to ensure we are casting a wide net. We will also work closely with our EEO representative to look at our pool of applicants to determine if it is diverse enough to potentially reflect our community. Lastly, we will attend trainings that will increase our knowledge around equity and diversity in hiring.

**Q7**

6. Describe why this position is essential to your program and/or service area. How has the lack of this position impacted your program and/or service area? What will be the impact to the program and/or service area if this position is not filled? (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. We have not been able to complete or further some of our goals. We have wonderful adjunct faculty, but it is not fair for me to consistently have to reach out to them for support.

Also, our field is continually changing and growing. Not having the additional faculty member does not allow me to spend time connecting or participating in local organizations that could bring growth and programs to our students.

**Q8**

7. Is this a new position, replacement for a retirement/upcoming retirement or replacement for internal promotion (faculty to administrator), or replacement for other circumstances? Please explain. (Rubric Criterion 3)(100 words or less)

No

**Q9**

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

8. 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. Note: The Division Dean will be providing feedback to help inform the prioritization process

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**Q10**

**Respondent skipped this question**

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.

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