



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

School: Applied Technology & Business

Department: Cosmetology

Position Title (number of requested positions): 1 x Full-Time Faculty

Number of FT Faculty in Fall 2021: 0 (zero)

Number of PT Faculty teaching in Fall 2021: 5 PT Faculty

Please submit your responses to the prompts below (no more than 800 words) to the Office of Academic Affairs by October 15, 2021 at 5 PM.

1. Potential Load and/or Potential Direct Student Contact: (*FTE, Courses, number of sections, student/counselor ration; no need to submit days/times of teaching schedule at this time*):

1.6 FTEF; 1 section per semester (per current Cosmetology Program delivery structure)

2. Availability of qualified hourly faculty to teach and serve students:

There is good availability of qualified hourly (adjunct) faculty to teach in the Cosmetology Program; however, this is not the point of this request.

3. Why is it important to have a FT faculty in this role?

Unique Program Structure

The Cosmetology Program is a successful CTE course that is cohort driven. The program, comprised of three semester-long classes, requires the completion of clock-hours and supervised laboratory operations in accordance with the California Board of Barbering and Cosmetology. This is a time-intensive program in which students spend an average of 8.5 hours per day (5 days per week) in lectures and labs. Currently as many as 5 adjunct faculty teach various modules within the same class each semester. Currently, students must “clock” 1,600 hours across the program, which is divided between theory, assignments, and practical operations.

Current Challenge – The Problem Statement

Without a FT instructor there is not a permanent voice or substantial enough presence to ensure consistent adherence to the Course Outline of Record, delivery of SLO's, and the myriad program components beyond classroom instruction, including advisory committee engagement, student club activities, retail services to the public, adjunct hiring, departmental purchasing, categorical funding requests and coordination with student services. As a clock hour program, Cosmetology requires additional leadership to ensure all regulatory requirements are met.



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

A FT instructor is imperative to provide consistent leadership but also leverage the tremendous potential for growth within a program that boasts extensive waiting lists each semester, favorable state board pass rates, faster certificate completion rates than other college programs, generation of income from retail sales and external clients, and training and support for some of our most disproportionately impacted students. Just this month Governor Gavin Newsom [signed a bill](#) that significantly cuts the number of hours of training required to be a barber or cosmetologist. When this bill goes into effect in 2022 it will reduce the barriers to access, which could result in an enrolment spike that we want to be able to serve.

4. Areas where additional expertise is needed:

This is a program without any FT faculty since 2018-19. While current adjunct faculty possess an impressive array of industry and professional expertise, what is needed is a FT faculty member to lead this delivery-intensive program that necessitates substantial responsibilities and coordination outside of classroom teaching and learning. With ambitious growth plans, this is also an opportunity to bring in additional expertise in current areas of the industry, including esthetics, nail technology, barbering, etc.

5. What will be the impact (students, program, College, other) if this position is not filled?

There will be a significant impact on the program if the position is not filled. Prior to the 2018-2019 school year, there were two FT faculty in addition to several adjunct instructors. Both FT faculty left the program abruptly; neither position was filled and there has been a vacuum of leadership since with measurable consequences to the health of the program and student success.

The implications for the College are also significant. As a CTE course that regularly fills to capacity, the Cosmetology program is heavily represented by disproportionately impacted populations (first generation, single parents, non-traditional, ethnic minority students, LGBTQ+ students, etc.) and a high number of neuro-diverse students with additional learning needs. The lack of a FT instructor directly impacts the college's ability to serve some of our most marginalized students and address equity gaps as outlined in the Chancellor's Office *Vision for Success* metrics.

It is significant that most students in this program are female, yet the program receives far less institutional and categorical funding support than other CTE programs predominated by male students we are training for male dominated industries. It is also worth noting that other CTE programs with state mandated curriculum and clock-hour requirements mandate a FT faculty member to provide consistent leadership and meet regulatory obligations. The requirements of the Cosmetology Program are no less deserving.



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

Moreover, there is tremendous opportunity that cannot be realized or leveraged without more consistent leadership for this popular, dynamic course. The Cosmetology Program could easily deliver an additional cohort each year, expand the hybrid delivery of online and face-to-face instruction successfully achieved this year, and significantly increase the number of students and enrollment options provided.

Adjunct faculty have recently designed curriculum for two new programs in esthetics and nail technology which will go through the curriculum process this Fall. These short certificates, which require fewer hours than the main program, accelerate the pipeline to employment. As a non-traditional field, there is also great interest in introducing barbering into the program, which could expand the reach to include more students (especially, male students) and further delineate our course as one of the leading programs in the surrounding area.

6. How does this position help fulfill the mission of the college and our commitment to antiracist practices?

The typical cohort offers a snapshot of the college's mission "to educate a culturally and academically diverse student population drawn from our local communities...". More than half the average cohort population is comprised of students of color, with a larger percentage of Black/African American students (20%) served than many other programs on campus. The Cosmetology program excels in offering students a quality experience where they can learn and train with authenticity, and where creative expression and lived experience is acknowledged, honored, and valued. The adjunct faculty team, which is as diverse as the students they teach, works tirelessly to meet students where they are and actively promote an anti-racist framework and challenge the pervasive deficit mindset and biases about Cosmetology students' potential.

7. Other compelling factors not identified in responses 1-7 above:

Since joining the division in 2019, the current Dean has spent additional hours supporting the Cosmetology program in the absence of consistent leadership, which depletes the amount of time available to support other programs and faculty. In addition, an adjunct faculty member is trying to fill the vacuum of leadership to the best of their ability, working numerous hours above and beyond their workload without the benefit of a corresponding salary or benefits. Neither of these scenarios is tenable or sustainable, and the students are underserved as a result.

It is also noteworthy, that while market data for Cosmetology lists salaries below other CTE programs, this field is recession-resistant and shows growth over the coming years. One of the reasons for lower salaries is partly due to [underreporting by professionals](#) working as independent contractors in the field, and there is also data to suggest a wage discrepancy and how underreporting may [disproportionately impact marginalized communities](#).



FACULTY STAFFING REQUEST FORM

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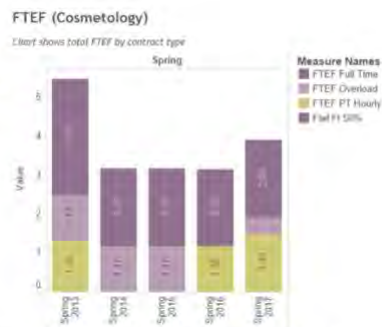
The position was identified in a previous program review: **Yes**

Excerpts from [Cosmetology Program Review 2018](#)

Human Resources Goals	Planned Action (s)	Status
Add/replace full time position	Replacement of our fulltime Faculty	Continues to be a concern, but position remains unfilled; see Section 6.1, Human Resources
Add/replace/change staff position	Replacement of our fulltime Classified	Position is temporarily filled but not replaced with a full-time permanent position
Add/replace/change staff position	Receptionist Program-Partime-20 hours a week (someone at front desk)	Continues to be a concern, but position remains unfilled; see Section 6.1, Human Resources

RESOURCES

6.1 Human Resources. Describe the adequacy of current staffing levels and a rationale for any proposed changes in staffing (FTEF, full-time/part-time ratio, retirements, etc.). Address how current staffing levels impact the program and any future goals related to human resources. (Limit to 1-2 paragraphs)



The main problem with staffing is consistency. Having adjunct faculty support and conform to the expected course of record (COR) material, assessment tools, and syllabi remains a challenge.

Full-time faculty continue to teach overload, in order to offer classes that students need to complete the program. At this point, the enrollment numbers do not support the addition of another full-time faculty member; however, the department would like another full-time position in order to maintain the COR, consistency of instruction and expand the program back to previous robust enrollment numbers.

The department strongly recommends the hiring of a part-time staff member to maintain the front reception desk and client appointment books. While these skills are important for students to learn, having students perform all these tasks takes them away from their required skill-building in the classroom. Students can learn reception tasks in a short period of time, and should have their time freed to pursue their practical studies in the classroom.



FACULTY STAFFING REQUEST FORM

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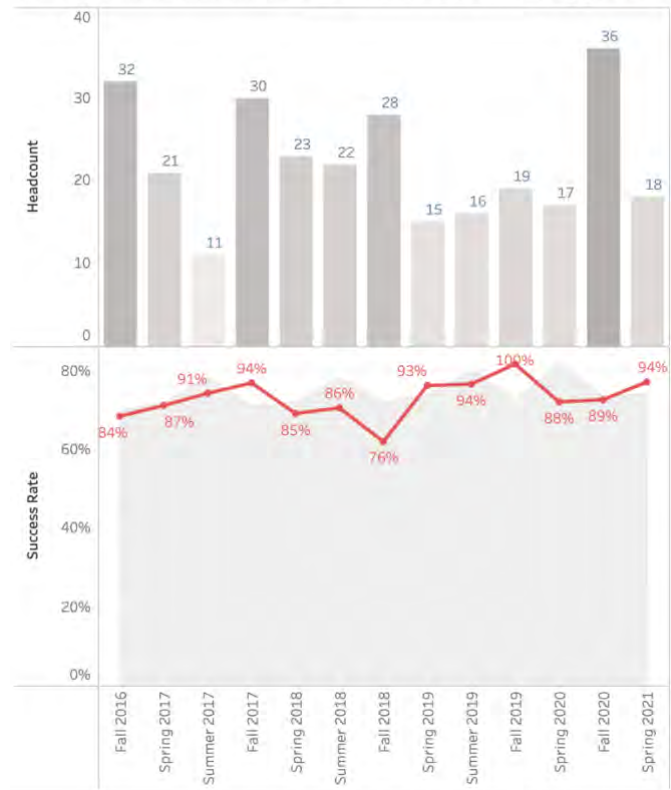
Cosmetology Occupational Profile

California EDD

Student Success Data (2016 – 2021)

Success Rates

Shows student headcount and success rate. Multiple filters are available to view different populations.



Awards

