

Faculty Request Form Year 2009~2010

For Academic Affairs Advisory Group Recommendation	Date(s) Considered:	
	(To be completed by The Vice President of Academic Affairs)	
	<input type="checkbox"/> Recommended to Approve (Indicate Ranking) ➡	
<input type="checkbox"/> Not Recommended to Approve ⤴		
Explanation:		

Directions: Complete a separate request for each position. Forms must be signed by the originating Division Chair/Director and the appropriate supervising administrator. Use additional sheets as needed.

A. General Information

Position Title:	Fashion /Hospitality
Department:	Family and Consumer Science
Division:	Life Science

Check all that apply:	
<input type="checkbox"/>	New Position
<input checked="" type="checkbox"/>	Full Time (100%)
<input checked="" type="checkbox"/>	Replacement: Identical Position
<input type="checkbox"/>	Replacement: Modified Position
Identify faculty being replaced: Mary Nelson	
<input type="checkbox"/>	Consolidation of Existing Adjunct Positions

Review/Approval	Date
Department Chair:	Mary Nelson 11/21/08
Division Chair or Supervising Administrator	Gail Fail 11/21/08
Dean, Academic Affairs or Student Services	Michael Gilmartin 11/24/08
<p style="color: red; font-size: small;">All conflicts/disagreements should be discussed prior to submission of this form. In the event the division chair or dean does not support the position, provide reasons:</p>	

B. Description of the Position/Assignment

1. Describe all aspects of the position, including non-teaching assignments.

This position is one of two current full-time instructors in the Family and Consumer Science Department. Teaching load is primarily in fashion but courses in Human Services and Hospitality are also available. In addition to a full time teaching load, this person, in conjunction with the other full time faculty member, is responsible for hiring and evaluating the nine to twelve adjunct instructors in Family and Consumer Science programs. Maintaining and updating the approximately sixteen (two more just went in today making eighteen) certificates and degrees in Family and Consumer Science, as well as processing requests for department certificates of training, require significant time. See 7b for other tasks expected of this position.

2. Aspects of college's mission being addressed by position:

- Transfer to four-year colleges
- Basic skills instruction
- Vocational instruction
- Student support services

3. Is this position categorically funded?

Yes

No

C. Rationale for the Position

1. Description of need. Please include information on the effects on your division, the college, and the community of filling the position versus not filling it.

Family and Consumer Science includes both CTE and transfer courses and programs. Two, sometimes three, sections of nutrition are offered every semester. Many of the core fashion courses, including Fash 15, Fash 61 and Fash 63 are required for the A.A. degree in Family and Consumer Science. Overseeing and growing these programs is not a job for the faint of heart, or for adjunct faculty. As families and individuals struggle to survive in today's economy, the principles taught in Family and Consumer Science courses and programs are critical. The careers launched through Family and Consumer Science programs range from family and life skills workers to hospitality managers to interior designers.

Family and Consumer Science programs attract lifelong learners as well as students wishing to transition in a new career, thus filling a community need. The college needs to provide diverse course and program offerings in order to attract a diverse student body. Family and Consumer Science fills that role well. The hands-on nature of many of our courses provides an avenue for student success for non-traditional students.

This program began in the early 1950's with one full time instructor and a custom designed building. By the early 1970's a second full time instructor was added. In the 1980's the first instructor retired and was replaced. In the late 1990's, the culinary arts classroom was completely remodeled and the rest of the building was upgraded with new flooring, ceiling and paint. The classrooms were provided with electronic presentation equipment. The community played a major role in providing both design input and funding for this project. As a result, community groups often use the space, as do many college groups who desire a nice meeting space. Being good stewards of this space requires the efforts of full time faculty.

Past experience has shown that qualified adjunct faculty in the fashion field are rare in this area. They make invaluable guest lecturers, but basing this program on the use of adjunct faculty would be next to impossible. In addition, there are many activities sponsored or provided by the Fashion and Hospitality departments that would not be possible with only adjunct faculty. Here is a modified list:

- Offering and coordinating internships
- Hosting special topic workshops and events
- Providing leadership on campus and on state community college committees
- Writing curriculum
- Providing expertise for community events
- Working with student clubs
- Preparing exhibits and attending Monterey County high school career events

When hiring for a career program/transfer position, consideration should be given to more than just FTES production. Having a credible, quality program with the ability to serve and to be connected to the industry is critical. Of the 107 community colleges in California, fewer than forty have fashion certificate and/or degree programs. MPC is the only one among local colleges (Gavilan, Hartnell, Cabrillo). Our students come from all these service areas.

2. If this position is new or modified, is it addressed in MPC planning documents, such as the college's Educational Master Plan, the Division's most recent Program Review or Program Review Update, and/or the Department's Action Plan?

Yes (Please cite below.)

No (Please explain below.)

NA

3. Is this position required by external licensure, accreditation, or legal mandates? If so, please explain.

No

4. Is this position recommended by a CTE (Career/Technical Education) advisory group? If so, please explain.

Yes, the Fashion Advisory Board strongly recommends replacement of this position.

5. Program size (To be completed in conjunction with Institutional Research Office):

- a. Enrollment history (FTES Credit and Noncredit) (FACS, FASH, HOSP, HUMS, NUTF)

	FTES (Credit)	FTES (Noncredit)
2005-2006	57.77	
2006-2007	55.48	
2007-2008	63.81	.45

- b. FTE

	Full-time	Adjunct
2005-2006	1.15	2.82
2006-2007	.86	2.89
2007-2008	.70	3.30

6. Program plans for this and future years

Our programs are unique, not found in other nearby institutions, and fill a need for local job markets. Given appropriate **recruitment, retention, and marketing efforts**, there is great opportunity for growth of Family and Consumer Science programs.

Constant **revision and assessment of the curriculum**, adding more design and digital skills, and making **course and program outcomes** clearer to students should benefit the college and the community.

Develop new courses and programs to meet workplace demands. There is high demand for drug and alcohol studies, an area ripe for growth. Nutrition and health are also high interest areas for both workplace and personal growth. The retail industry is robust in this resort area creating a need for employees with merchandising and sales skills, as well as product knowledge.

- 7. First two years' assignment for this position (including Hospitality courses)
 - a. Teaching responsibilities: (a total of twenty-three different preparations, not including Life Management)

Fall	Spring	Fall	Spring
Fash 50	Fash 15	Fash 50	Fash 15
Fash 53*	Fash 65*	Fash 61	Fash 63*
Fash 61	Fash 73*	Fash 68*	Fash 75*
Fash 71*	Fash 81*	Fash 52*	Fash 82
Fash 80*	Fash 82	Fash 186*	Fash 84
Hosp 51	Fash 84	Hosp 51	Fash 136
Hosp 60	Fash 136	Hosp 60	Fash 116 summer
Hosp 66/Hums 60	Hosp 64	Hosp 66/Hums 60	Hosp 64

*can be offered every other year

- b. Other duties and/or programmatic responsibilities (i.e. program/curriculum development, program coordination, facilities oversight, outreach, etc.):

CTE programs require a program review every two years, including employment data and trends. Advisory board meetings for four programs must be organized, implemented, and documented. Meetings with secondary programs whose courses sequence into or articulate with FACS programs must be attended. In addition, annual action plans, program review, department budget oversight are responsibilities. Schedule building, book orders, course and program revisions, upkeep, repair and maintenance of the FACS building and equipment are ongoing outside the classroom duties.

Maintaining and updating the department web page, taking care of and documenting the department historic textiles collection, making presentations to high school classes and career fairs, preparing certificate/degree brochures for each program, supervising the department lab technician, hiring our student worker each semester are a few of the other duties. Making sure the eighty courses in the FACS department all have SLO's and are completing SLO reports each semester is quite time consuming.

- 8. Office/location to be assigned:

LS 209B

- 9. Other related resources needed:

Office computer and program related software, email, voice mail, fax capability

10. Other considerations:

In reference to item 5b, the current instructor has reassigned time as the tech prep coordinator. Consequently, the full time FTE is lower and the adjunct is higher.

FTES/FTE for Fashion and Hospitality:

2005-06 Fashion 17.37, Hospitality 10.91

2006-07 Fashion 16.15, Hospitality 16.37

2007-08 Fashion 19.98, Hospitality 16.90

Employment data show growth potential in both Fashion and Hospitality, assuming a healthy economy. However, in a downturn, hospitality will reduce jobs and hiring at a much faster rate than fashion. The outlook for fashion designers is still robust, showing a 15% increase. Many jobs in fashion are home based businesses or contract work such as custom clothing and alterations, free lance design and patternmaking, costume design, and ready-to-wear collections. These types of positions are seldom included in labor data but many students in the MPC program are doing this kind of work. Also, many fashion students transfer to four-year programs or private design schools.

Annual Job Openings by Occupation				
SOC Code	Occupation Title (Linked to "Occupation Profile")	2004 Employment	Annual Job Openings ¹	Hourly Mean
516092	Fabric and Apparel Patternmakers	2,000	50	\$23.55
271022	Fashion Designers	5,300	190	\$36.64
131022	Wholesale and Retail Buyers, Except Farm Products	22,000	550	\$26.59
	Total	29,300	790	\$28.92

<http://www.labormarketinfo.edd.ca.gov/CommColleges/Projections.asp>

The fashion program maintains an Historic Textiles collection using a data program funded by the Monterey Peninsula College Foundation. This collection is available to students in various courses or students who are doing special projects. There is also an extensive teaching collection to make it possible for students to be exposed to a variety of techniques, quality indicators, and design styles.

Local organizations such as the Monterey Quilt Guild and the American Sewing Guild assist the fashion program with resources and funds for new equipment. Local field trips and guest speakers add considerably to the quality of the courses and to students' exposure to the fashion industry. The fashion department takes a field trip to San Francisco each fall to visit some aspect of the industry such as manufacturing, wholesale market, design, or retail businesses. Local hospitality industry representatives are frequent guest speakers in hospitality courses. The faculty participates in the Monterey County Hospitality Association in order to provide students with connections to jobs and to understand the education and training needs of the local industry.

Both hospitality and fashion have active student clubs, requiring the oversight of a full time instructor.

No other local colleges offer a fashion program so MPC's program draws a diverse pool of students from Monterey, San Benito, and Santa Cruz counties. MPC offers one of 26 community college programs in fashion.

Fashion is one of the largest well-established industries in California. Thus, an

education in Fashion serves the individual by providing background necessary for this career throughout California, the United States and worldwide. Fashion programs and courses in California community colleges provide education to meet the needs of this vast industry. The curriculum addresses industry's needs and has been delineated into the career areas of Fashion Merchandising, Fashion Design, Fashion Production and Textiles with certificates and associate degrees with the potential of transferring to baccalaureate institutions. Fashion programs provide an environment that promotes critical thinking, creativity, multicultural awareness and understanding of social, organizational and technological systems.

The goals of the Fashion program are to:

- Identify and respond to educational needs of the community/industry.
- Provide educational opportunities in the field of fashion for career employment, advanced study, professional development and lifelong learning.
- Develop programs to meet the emerging trends, needs and technological advances of the fashion industry.
- Provide education in fashion specializations leading to certificates and degrees.
- Furnish opportunities for career specialization in Fashion: Merchandising, Design, Production, and Textiles.
- Create an environment that promotes critical thinking, creativity, multicultural and global awareness and understanding of social, organizational and technological systems.
- Provide educational opportunities and program delivery systems to students requiring nontraditional scheduling.
- Strengthen partnerships between Fashion programs, secondary/post secondary education segments, the business community, other academic disciplines, professional associations and policy makers.
- Recruit and nurture a faculty with strong academic, industry and technical skills and abilities.
- Strengthen alumni and industry contacts for program support.
- Integrate information technology competencies into the fashion curriculum for utilization of resources to interface with a global economy.

Fashion Design prepares students for entry level positions in apparel design, fashion design, or free lance design. The program emphasizes basic principles of design, knowledge of the fashion business, presentation techniques, and computer aided design.

Learning Outcomes: Upon successful completion of the program, Fashion Design students will be able to:

- Sketch an original design, create a pattern, select appropriate fabric and construct a garment using professional techniques.
- Develop portfolio quality design work using sound fundamentals and appropriate technology.

Fashion Merchandising includes merchandising of fashion and related articles in retail and wholesale establishments and prepares students to enter the retail or wholesale fashion business and progress toward buying, sales or merchandising positions. Fashion product knowledge, career pathways, and business operations are stressed in the program.

Learning Outcomes: Upon successful completion of the program, Fashion Merchandising students will be able to:

- Describe knowledge, skills and abilities pertinent to careers in fashion merchandising and produce examples of those skills such as a buying plan or a marketing plan.

- Communicate effective customer service strategies, sales techniques, and general business and marketing practices, including apparel fabrication and quality indicators.

Fashion Production is a skills based program designed to prepare students to enter the retail or wholesale fashion business with the ability to produce salable, quality soft goods merchandise or services. Custom design and production, as well as the business aspects of working from home as an entrepreneur, are included in the program.

Learning Outcomes: Upon successful completion of the program, Fashion Production students will be able to:

- Demonstrate intermediate to advanced soft goods fitting, fabrication, construction, and entrepreneurship skills.
- Set up and maintain a home based, web based or small business using appropriate business and marketing practices and salable, high quality merchandise.

Costuming is an interdisciplinary program in fashion, drama and art designed to provide students with design and sewing skills applied to costuming for the stage, film and television, period or theme parks. Students will experience actual costume design and production for the MPC Theater.

Learning Outcomes: Upon successful completion of the program, costuming students will be able to:

- Identify period costumes and design and construct costumes for a play or historic venue using accurate period representation.
- Relate the roles of lighting, stage sets, color and costume design in the production of a show by working as a member of a team for a production or event.

Cabrillo offers a culinary arts program but MPC is the only local college offering Hospitality Operations and Restaurant Management. MPC is one of 28 community college programs in Restaurant Management and one of 18 programs in Hospitality.

The Hospitality and Tourism industry is the largest employer globally. Hospitality education programs offer opportunities to gain knowledge of diverse careers within the industry. The Hospitality arena provides specialization and employment in a variety of careers in the operations and management of: Food and Beverage, Housekeeping, Front Office, Event Planning, Travel and Related Services, Conventions, Resorts, Clubs and Destination Management with an emphasis in Sales and Customer Service, Security and Loss, and Human Resources.

Hospitality education in California community colleges provides education and training leading to vocational certificates, AA or AS degrees, certification or transfer to upper division institutions. In addition, programs are designed so that performance standards meet employer expectations enhancing the employability of students.

The goals of the Hospitality program are to:

- Provide a curriculum to prepare students for employment in the private and public sector.
- Provide sequential articulated core courses to facilitate student transfer from and to other educational institutions.
- Ensure equal access to program areas for all students especially those who are underrepresented: academically and economically disadvantaged, limited English proficient, diverse and/or disabled.
- Increase the development of relevant work skills in students that address SCANS competencies and lead to job placement.
- Provide experiences that are consistent with current industry standards.
- Provide lifelong learning, continuing and adult education for career advancement, consumer information

and to update hospitality employees and professionals.

- Provide educational opportunities and program delivery systems to students requiring nontraditional scheduling.
- Provide an environment that promotes critical thinking, creativity and understanding of social, organization and technological systems.
- Provide educational opportunities for retraining individuals for re-entry into the job market, utilizing their abilities and identifying transferable skills.
- Enhance the partnership between the Hospitality program and the business community.

FOOD SERVICE MANAGEMENT (Certificate of Completion offered by the Hospitality Department)

The **Food Service Management** program recognizes that food service is one of the world's largest industries. The industry includes all establishments that supply, prepare and serve food outside the home or food to deliver to the home. Whether on a large or small scale, employment is available in hospitals, schools, retirement homes, restaurants, caterers and hotels/resorts.

Learning Outcomes: Upon successful completion of the program, Food Service Management students will be able to:

- Demonstrate knowledge of management and operational aspects of the restaurant/food service industry.

RESTAURANT MANAGEMENT (Associate in Science Degree)

The **Restaurant Management** program recognizes that food service is one of the world's largest industries. The industry includes all establishments that supply, prepare and serve food outside the home or food to deliver to the home. Whether on a large or small scale, employment is available in hospitals, schools, retirement homes, restaurants, caterers and hotels/resorts.

Learning Outcomes: Upon successful completion of the program, Food Service/Restaurant Management students will be able to:

- Design a food and/or beverage operation using cost analysis and acceptable business and safety practices.
- Apply interpersonal skills to collaborate with staff to help meet customer needs and expectations, arrange schedules, complete work assignments, and deal effectively with conflict.

The department also offers fast track programs in Baking/Pastry Arts and Cooking. These are five unit programs designed to prepare students for entry level jobs.

HOSPITALITY OPERATIONS

(Certificate of Achievement and Associate in Science Degree)

The **Hospitality** program is designed to qualify graduates for entry-level positions in the operation and management of commercial, residential and resort facilities.

Learning Outcomes: Upon successful completion of the program, Hospitality students will be able to:

- Perform activities associated with setting up, monitoring, controlling, marketing and improving hospitality services to meet industry requirements; demonstrate understanding of the operations performed within the hospitality industry
- Apply problem-solving and critical-thinking skills to provide customer service, to improve interpersonal skills, and to resolve workplace conflict.
- Effectively change plans, goals, actions, or priorities to deal with changing situations.

Fast Track: Hospitality Supervision

(Certificate of Completion offered by the Hospitality Department)

The **Hospitality Supervision** program is designed to prepare students/employees to become successful supervisors in a hospitality-related business environment.

Upon successful completion of the program, students will be able to:

- Assess a situation and make and communicate decisions or solve problems to result in a positive outcome.
- Handle personal stress, organizational change, work and personal life balance, and maintain self confidence in the face of criticism.
- Value diversity and create trust and respect in interpersonal relationships.