

Additional Teaching Units and FT Faculty Requests

Behavioral Sciences
Communication
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Drama
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Social Sciences

Faculty Members

Behavioral-Sciences-2014

I. Program Faculty Additional Teaching Unit Requests

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. *Please provide data regarding the length of time this discipline has been without a full time instructor.*

Behavioral Science is the third top area of study for COM students. At 10% of the total units, Behavioral Science ranks just behind Math at 12%, and English at 11%. More students take Behavioral Science than any other area. We serve between 1100 and 1300 students a semester. These data demonstrate the importance of Behavioral Science as a key area for students who transfer to 4-year programs.

Between the years 2000 and 2013 the Behavioral Sciences department experienced the retirement of **12** full-time faculty in the areas of Anthropology, Psychology and Sociology. In 2010 the Behavioral Sciences department hired **1** full-time anthropologist. In Fall 2013 the department hired **4** more full-time instructors (**2** in Psychology, **1** in Sociology and **1** position shared between Psychology and Sociology) as a result of a 2012 program review.

Currently the Behavioral Sciences department has **5** full-time instructors (**1** Anthropologist, **2** Psychologists, **1** Sociologist and **1** position shared between Psychology and Sociology). Though we have doubled our full-time instructors in the last year (**4** full-time positions were filled in 2014) nearly half the classes in psychology and anthropology are taught by part time instructors.

Currently the Anthropology program schedules 63.96 units a year which supports **1** full-time instructor teaching 30 units a year and **2** part-time instructors teaching 16.98 units a year. The anthropology program was given 6 additional units (3 per semester) to schedule for 2015-216 bringing our program units to 69.96 a year. For the 2015-2016 year this will necessitate bringing in a third part-timer or I will have to teach an overload class. I have currently scheduled myself an overload class.

The Psychology program schedules approximately 120 units a year. In Spring 2014, the number of units in PSY supported 4 full-timers teaching between 15 and 18 units and 4 part-timers teaching between 3 and 6 units. At the end of Spring 2014 Dikran Martin retired which opened up 18 units. Due to the loss of Dikran Martin (and the temporary absence of 1 regular part-timer), we had trouble scheduling all the units in psychology for Fall 2014 and Spring 2015. The 18 units that Dikran normally taught were spread between full-timer overload, three part-timers that were maxed out at 9 units apiece, 3 units were reallocate to Sociology and we still had to cancel 3 units.

With the loss of Dikran Martin at the end of Spring 2014, the psychology program has enough units to support 2 more full-time hires.

The Behavioral Science department is requesting 3 full-time positions: 2 full-time Psychology positions and 1 full-time Anthropology position.

2. Non-availability of part-time instructors in a subject area. *Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.*

The Psychology and Anthropology programs do not have a lack of part-time instructors.

Psychology With the retirement of Dikran Martin the psychology program has the units to support 4 part-timers each teaching between 6 and 9 units a semester.

Recently we had trouble staffing units due to the temporary absence of one of our regular part-time instructors for the 2014-2015 academic year. He will be back for the 2015-2016 year. All 4 psychology part-timers will have between 6-9 units.

The **Anthropology** program supports 2 part-time instructors teaching 8.49 units each per semester. And, as I stated above we will receive an extra 3 units per semester in Fall 2015 and Spring 2016 which will need to be covered as either overload by the full-time anthropologist (me) or a third part-time hire.

3. New FT Faculty: *How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.*

As stated above, since 2000, the Behavioral Science department has experienced the retirement of 12 full-time instructors. Between Spring 2010 and Spring 2014 5 new faculty were hired:

Jessica Park: Spring 2010
Marco Gonzalez: Spring 2014
Robert McCoy: Spring 2014
Shawn Purcell: Spring 2014
Susan Rahman: Spring 2014

4. Reduction in department TUs as a result of FT Faculty retirements or other

significant causes? *Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).*

Overall, since 2000 with the loss of **12** full-time instructors there has been a steady reduction in units and classes offered in the Behavioral Science department between all of the programs. The **5** full-time hires between Anthropology (Spring 2010), Psychology, and Sociology (Spring 2014) are currently supported by units since this reduction. Over the past few years we have seen small increases in units in Anthropology since the hiring of one full-time instructor (me) in 2010 and with this, an increase in enrollment in the anthropology program.

Psychology: The psychology program currently offers 22 to 23 sections. Of these, three are cross-listed with SOC, one with PE, one with BIOL and one with BEHS. The psychology program recently experienced **1** full-time retirement. Dikran Martin retired at the end of Spring 2014.

With Dikran's retirement, the psychology program now has only 2 full-time instructors (Robert McCoy and Shawn Purcell) hired at the end of Fall 2013. As I mentioned above, with the loss of Dikran at the end of Spring 2014 and the temporary absence of one of our regular part-time faculty, the behavioral science program had trouble staffing the all of the units in psychology for Fall 2014 and Spring 2015. Full-time instructors had to take overload, 3 psychology units were reallocated to sociology and 3 units were cancelled. Currently 14 of the 23 classes offered for Spring 2015 are covered by full-time instructors. The other 9 classes (27 units) are being taught by 3 part-timers. In the 2015-2016 academic year we will have 4 part-timers in psychology teaching between 6 and 9 units each semester.

Anthropology: As a result of a 2008 program review, the Anthropology program received a full-time

hire in 2010. The unit allotment then was approximately 25.98 units. With the addition of a full-time instructor, there has been more continuity in instruction and consistency in the days and time anthro class are offered. The stability in our offerings has lead many students to enroll in successive Anthropology classes. As a result, we have seen a steady increase in enrollment in Anthropology classes and have added 6 units to the Anthropology program bringing the program to 31.98 units. The additional teaching units have allowed the Anthropology program to offer three more GE classes: (one a core class) an online Anth 101 (Physical Anthropology) offered every semester, Anth 103 (Globalization) and Anth 215 (Native Americans of California) which are offered on a rotational basis.

Currently Anthropology schedules 31.98 units a semester. This supports **1** full-time instructor at 15 units a semester and **2** part-time instructors at 8.49 units a piece. Recently the anthropology program was given 6 additional units for the 2015-2016 academic year to add classes to support our Anthropology transfer degree. This brings the total to 34.98 units for Fall 2015 and Spring 2016. The hiring of a full-time instructor in Anthropology has lead to a positive expansion in the Anthropology program. We have seen the addition of classes and increases in enrollment. Furthermore with the completion of the Anthropology AA-T degree, students will now be able to earn a transfer degree in anthropology starting Spring 2015.

The positive growth in anthropology is due to the addition of a full-time hire in this program. Therefore, adding three more positions (1Anth and 2 Psy) in the Behavioral Sciences department will likely yield similar trends strengthening these programs and a department that is vital to our student population (**Behavioral Science is the third top area of study for COM students. At 10% of the total units, Behavioral Science ranks just behind Math at 12%, and English at 11%. More students take Behavioral Science than any other area. We serve between 1100-1300 students a semester!).

5. Other reasons: *Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.*

No the reduction in units experienced by the Behavioral Sciences department is a result the retirement, and lack of replacement of full time faculty (until recently).

6. Changes in Student Demand: *Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.*

Anthropology: As I stated above, since the hiring of one full-time instructor in Anthropology we have seen positive growth in this program. We have added 6 units to the program. This includes one additional section of Anth 101 (an online section) going from 3 sections to 4 every semester. The online class always enrolls beyond the 36 student cap and has a very high completion rate. We also increased our offerings to include an Anth 103 (Globalization)/ Anth 215 (Native Americans of California) on a rotational basis. Both of these classes have been a success, with 24+ students enrolling in these courses. Recently the Anthropology program was given 3 more units for Fall 2015 and Spring 2016 so that we can add more classes to support our AA-T: Anth 204 (Native American Cultures) and Anth 104 (Introduction to Linguistic Anthropology); both fulfill GE and Anthropology AA-T elective requirements and will be offered on a rotational basis. Again, with the increase in class offerings we have seen a steady increase in enrollment.

Psychology: Psychology has not experienced the growth that the Anthropology program has. However, Psychology did not experience the impact that some of our other programs (the BEHS and ANTH) did between 2000-2010. However, Psychology has been and continues to be the largest and highest enrolling program in the Behavioral Sciences department. The unit allotments can support two more full-time hires. And, with new full-time faculty, we are likely to see the same positive trends that we are currently seeing in the Anthropology program.

7. Current of forthcoming changes *that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.*

Anthropology: In order to support the continued growth of the Anthropology program, we need a second full-time instructor. Historically the Anthropology department supported three full-time instructors (it now only has one) and a greater diversity of classes. When I was hired in 2010 the Anthropology program offered only 5 of the 11 courses in our catalog. Due to the loss of full-time instructors through retirement, the anthropology program contracted and offered only the core anthropology courses necessary for transfer: Anth 101, 101L, 102, 110 and one GE elective Anth 208. We are now on track to offer 9 of the 11 courses in our catalog (101, 101L, 102, 103, 110, 204, 208 and 215). Some of

these will be on a rotational basis. We are even adding a new course Anth 104: Introduction to Linguistic Anthropology. Introduction to Linguistic Anthropology is core Anthropology course that students need to achieve a B.A in Anthropology at many 4-year institutions. We are doing this to support the new Anthropology AA-T that will be available to students in Spring 2015. And we are doing this with one full-time instructor (teaching overload) and two part-time instructors.

Anthropology classes are very successful and highly enrolled because many of them are GE courses taken by students to fulfill UC/IGETC/ CSU transfer. As they are also very interesting, many students take them out of interest/life long learning. However, in the last few years there has been increased student demand for a transfer degree. In response to this I, with the help of Cari Torres, I developed and implemented an Anthropology AA-T degree that will be available next semester Spring 2015. Now that we have an AA-T degree we need to be able to provide constant and regular class offerings for students who declare/transfer as an Anthropology majors.

In order to make Anthropology a strong and successful program we need to create strong transfer pattern, not only by offering the classes listed in our AA-T regularly, but also by offering these classes on a variety of days and at different times; making them as widely available as possible to our student body. To do this I would like to offer our core and elective Anthropology classes along two patterns, a day pattern and a late afternoon/evening pattern. As transfer is the main goal for most students who take anthropology courses, making our classes available across a broad array of days and times, will greatly enhance student success and their ability to transfer in a timely manner.

I feel that developing this dual pattern of day and evening Anthropology courses would best be supported by a second full-time hire rather than relying on part-timers. This is not to say that our part-time faculty are not excellent instructors, they are. However, in order to establish a successful day and evening pattern, we need to be able to offer these classes consistently (same days/time from semester to semester), develop a regular schedule students can count on from semester to semester; this kind of schedule is best supported by full-time faculty. The idea is that one full-timer would teach the morning pattern, and the second full-timer would teach the evening pattern with part-timers teaching additional classes in either pattern not covered by the full-timers.

Part-time faculty, due to the nature of the job are often less reliable from semester to semester. Because many part-time faculty teach at more than one institution their schedules can change from semester to semester. Reliance on part-time instruction is not conducive to developing a consistent regular schedule that students can use to plan out their class from year to year. Full-time faculty are generally more stable for long term growth of a program/ department and college as their time is not divided between multiple institutions.

Psychology: In Spring 2014, the psychology program experienced the addition of two full-time faculty and the retirement of one full-time faculty member. The new faculty have expressed an interest in modernizing and possibly growing the existing psychology curriculum. Additionally they have conveyed an interest in developing a peer-counseling program within the Psychology department. This program would offer support and counsel to the general student body. Student volunteers would be trained to advise fellow students under the supervision of our full-time psychology faculty. Our new psychology faculty are trying to bring about positive developments in their program. Adding two new faculty members can only facilitate their progress.

8. Program Review Findings: *Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.*

As a result of a 2008 program review I was hired as the sole full-time anthropology instructor in 2010. Since that time I have worked with my department and the college to revitalize not only my program (anthropology) but the Behavioral Sciences department as well.

As the sole full-time instructor in Anthropology I have worked to grow our offerings. So far we have seen slow but positive growth in the number and diversity of classes we now offer (see sections 6 and 7). This expansion has led to the ability to support another full-time faculty member in Anthropology.

Additionally, due to the severe lack of full-time faculty in the Behavioral Sciences department when I was hired, I expressed a dire need for full-time faculty in my 2012 program review. At that time (Fall 2012) there were 3 full-time faculty and 13+ part-time faculty supporting a department that serves anywhere between 1100-1300 students a semester. Again, a healthy and successful department and its programs needs the support of full-time faculty. As a result of that program review, the Behavioral Sciences department received 4 full-time hires (2 PSY, 1

SOC, and 1 PSY/SOC). This brings our total full time faculty in the Behavioral Sciences department to five.

Our four new hires have only been at COM full-time for a year, but already have made an impact on their programs and department. This semester we focused on curriculum revision and development of new courses within our respective disciplines, as our programs and offerings have been static for quite some time.

We hope this will create a positive impact on our students. We have not had enough time to see positive growth, in PSY and SOC yet, but with the addition of these four new faculty, we are likely to see similar trends in PSY and SOC as we have seen in ANTH.

Not only do we have the need, and units to support more full-time hires in psychology and anthropology, as I have demonstrated above, by bringing in more full-time instructors we can continue to revitalize, expand and strengthen a department that between its programs serves between 1100 and 1300 students each semester. As I have stated multiple times already, Behavioral Science is the third top area of study for COM students. At 10% of the total units, Behavioral Science ranks just behind Math at 12%, and English at 11%. More students take Behavioral Science than any other area. Therefore it is vital that we do what we can to support the students taking courses in this area. One way to do this is provide more stability in our course offerings which is really only possible with full-time instructors. Eventually, we in the behavioral sciences would like to develop a master schedule of our classes we can align with the larger COM mater schedule for English and Math.

Hiring more full-time instructors in Behavioral Science department, *1* in anthropology and *2* in psychology can only have longterm positive impacts for these programs, the department and college as a whole!

9. Other considerations: *Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.*

Right now we are dependent on part-time faculty to cover nearly half the class offerings in Anthropology and Psychology. Though this is generally not an issue, there are times when our offerings are impacted by the inability of a par-time instructor to teach on particular days/times. The volatility of part-time teaching schedules can make it difficult to offer classes with a regularity that

would benefit our students. Class days/time change regularly each semester. This does not allow students to plan out a long-term schedule. With full-time instructors we can offer classes with more regularity, same days and times from semester to semester. Hiring two more psychologists and one anthropologist would help us achieve long-term stability in our programs.

10. Shared Resources: *If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.*

N/A

Editing and Digital Journalism Production

- Mac (PC if Macs are not feasible) editing stations Final Cut Pro, Avid or Premiere
- Networking

The cost of the equipment can vary. The key factors are:

- Brands and manufacture of equipment
- Vendor bids
- Vendor discounts and deals
- Availability of used and refurbished items
- Flexibility of the organization purchasing the equipment

We are submitting four equipment cost lists ranging from what is needed for a first-rate to what is needed for a basic, bare-bones facility (see attachments after the Sources page at the end of the document). Finally, we can purchase the equipment in phase to spread the cost over two or three years.

Faculty and Staff

Three Full-Time Faculty

The following faculty and staff is necessary to operate the new program:

1. Coordinator/Media Production and Studies--Frank Crosby
2. Digital Journalism, Media Production and Studies
 - a. Rehire of currently unfilled Journalism Faculty position
3. Media Production and Media Engineer--New Hire

Staff Full-Time Position

1. Facilities and Equipment Engineer--New Hire

Faculty Members

COUR-2014

I. Program Faculty Additional Teaching Unit Requests

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. *Please provide data regarding the length of time this discipline has been without a full time instructor.*

We do have one full-time faculty position. We have typically had **five** additional part-time instructors in addition to the full-timer.

2. Non-availability of part-time instructors in a subject area. *Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.*

We have been actively seeking new part-time instructors to replace retired and soon-to-retire faculty. We have yet to find any applicants that meet our criteria although the pool has been open for almost a year. Our Fall 15 and Spring 16 schedules have been submitted with approximately 7 and 5 units, respectively, assigned to "staff."

3. New FT Faculty: *How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.*

There has been one full-time hire in the last ten years. Kristin Acredolo was hired full-time in January of 2014.

4. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? *Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).*

We have not experienced reduction in teaching units directly and solely due to faculty retirements. However, the fact that several part-time instructors (Laurel Jimenez, Emagene Boero and Oak Dowling) have retired or are retiring soon has had an effect on the new curriculum that we have designed and that will become effective in Fall 2015. For instance, in past fall semesters, we have been allocated 40.36 units. In Fall 2015, we will only be using 37.8. Similarly, our typical spring allocation has been 37.10 units. In Spring 2016, we will be using 35.78. Some of these changes were necessitated by the unavailability of staff. We had to look for new ways of delivering the content necessary for our program's continued approval and recognition by the Court Reporters Board of California. This means that we could potentially conduct our program with two full-time instructors and one part-time instructor, as opposed to one full-timer and five part-timers. This would most likely result in significant cost savings for the College.

5. Other reasons: *Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.*

As stated above, we have redesigned our curriculum to streamline the program and make it more effective, while still meeting the requirements of the Court Reporters Board.

6. Changes in Student Demand: *Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.*

Student demand is not a factor in this request, but we do anticipate program growth. A recent nationwide study has pointed to a coming shortage of court reporters, especially in large states like California. The study is available online at <http://www.ncra.org/News/newsdetail.cfm?ItemNumber=15391>.

7. Current of forthcoming changes *that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.*

The court reporting industry is increasingly a high-tech field, focused on captioning, realtime translation, information management and litigation support. Faculty must be able to train students in the use of sophisticated court-reporting-specific technology, both software and hardware, in order to prepare them to succeed in the workplace. If we hope to attract and retain an instructor who is skilled in these areas, we have to be able to offer qualified candidates the opportunity for a full-time job.

8. Program Review Findings: *Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.*

Our prior program review reflects the complex nature of the work for which we are preparing our students. A great deal of energy and focus is required of each student in this program, and each student's coursework requires a great deal of energy, focus and detailed attention from the faculty. Each class meeting requires several hours of preparation on the part of the instructor, as course materials must be updated constantly. In order to meet our students' needs, in order to support students in a way that allows them to complete the program in a timely manner and succeed in passing the state licensing exam, we need another full-time faculty member who can focus his/her professional life on the program and the students. Again, my impression is that the College would also actually reap some cost savings by reducing the number of part-time positions in favor of a full-time position.

9. Other considerations: *Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.*

Because many students must commute long distances to attend our classes, we are designing a number of online courses that will allow our students more schedule flexibility. The workload of designing and implementing this online curriculum is far above and beyond what can be expected of part-time faculty who for the most part must hold other jobs. A new full-time position in addition to our existing full-time position would mean that a team of two people would be fully committed to the growth, evolution and success of the program. We have a real opportunity at this moment to grow. We are one of the most affordable court reporting programs in the state, if not the entire country. Many private court reporting schools charge tuition of \$1,000 per month. Our students' tuition is about \$1,000 per **year!** Yet over and over we discover that many potential students do not know that we are here. I have had transfer students in my office on a number of occasions saying that they wished they'd started with us instead of amassing debt while attending a private school. We need to get our message out, which means in part that we must update and redesign

our web presence. We must continually adapt our curriculum to a rapidly changing industry. We must continually update our course materials. This translates to a need for a second fully committed, fully invested faculty member in our program. Bringing the College of Marin's court reporting program to its full potential is really much more than one person can do!

10. Shared Resources: *If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.*

n/a

Faculty Members

DRAM-2014

I. Program Faculty Additional Teaching Unit Requests

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. *Please provide data regarding the length of time this discipline has been without a full time instructor.*

I am requesting a replacement of a full-time faculty member who is leaving in the spring of 2015. The new full-time position would begin in the Fall of 2016.

2. Non-availability of part-time instructors in a subject area. *Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.*

It is very difficult to keep a rotation of part-time faculty in a drama program while maintaining the consistency of training needed for the student's proper development in the craft.

A job posting was advertised in the fall of 2014 for an emergency hire and a very short list of qualified candidates applied for the part-time position.

3. New FT Faculty: *How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.*

Lisa Morse was hired in the fall of 2012.

4. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? *Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).*

The faculty member has not yet retired so the data requested is not available.

5. Other reasons: *Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.*

There has not been a cause for a reduction of units.

6. Changes in Student Demand: *Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.*

There has not been a growth change regarding this position. However, we have added a new AA_T degree in theatre Arts which has increased the demand for production units thereby increasing the number of units for the program.

7. Current of forthcoming changes that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

With the addition of the transfer degree, we anticipate attracting more students to the drama program.

8. Program Review Findings: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

It is too soon to demonstrate increases related to the additional degree.

9. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

10. Shared Resources: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

Faculty Members

Library-2014

I. Program Faculty

Additional Teaching Unit Requests

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. *Please provide data regarding the length of time this discipline has been without a full time instructor.*

n/a. The library currently has three full-time faculty members.

2. Non-availability of part-time instructors in a subject area. *Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.*

Part-time, hourly librarians are valued however full-time librarians better fulfill the needs of the COM library, the college, and our community. The benefit of using a full-time librarian versus an hourly librarian cannot be understated when it comes to knowledge of the collection, knowledge of the curriculum, knowledge of the needs of the COM student, and investment in student success. COM full-time librarians play a pivotal role in shared governance, technology committees, accreditation, flex week, new faculty orientation, FIGS, MARINet working groups, and new initiatives. Without additional support, librarians will need to curtail their robust participation in campus committees and contributions outside of the library.

3. New FT Faculty: *How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.*

Title 5 of the California Code of Regulations (Â§ 58724) contains minimum standards for numbers of library faculty based on student FTES. For the last three years, COM has averaged approximately 5,000 FTES. Based on Title 5 standards, the library should have two additional librarians. Additionally, Title 5 states that libraries open to serve students shall be under the supervision of academic personnel (Ã§ 78103) which is interpreted in the California Community Colleges as a librarian assigned to reference services or in the library building every open hour. Reference hours at each campus are:

- KTD: 53.5 reference hours during 56 total weekly operating hours (96% coverage)
- IVC: 16 reference hours during 36 total weekly operating hours (44% coverage)

In order to meet compliance, especially at the IVC library, an additional librarian is needed. The current faculty is stretched very thin and instructional workload has increased. The library collections are woefully inadequate and librarians need additional time to manage and develop titles to support the curriculum. Furthermore, the library has not offered their credit classes for several years now, due to severe staffing shortages in the library.

Comparison of Librarian FTE to other California Community Colleges of similar size

Institution	FTES	Librarians (2012)	Number of Branches
Folsom Lake	2623	4.6	1
Alameda	1539	3.6	0
Cuyamaca	2394	3.5	0

Contra Costa	2583	3.05	0
College of Marin	1897	3	1
Canada	2024	2.8	0
Berkeley City College	1898	2.6	0

Although the College of Marin has lower student FTEs compared to these other colleges, we require additional staffing to support two libraries. Folsom Lake College is the only other community college similar to our size that has a branch library and has 4.6 librarians compared to COM's 3.0 librarians. It is not possible for COM librarians to adequately staff reference services and teach high-quality and customized information literacy classes at two libraries without additional support.

4. Reduction in department TUs as a result of FT Faculty retirements or other significant causes?

Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

Credit classes in library skills have been suspended until staffing can be increased in order to redevelop these courses through the Curriculum approval process and implement updated versions using various instructional modalities to meet the needs of all students, at KTD, at IVC, and online. With sufficient staffing, the librarians will develop a new set of library information literacy classes, both in-person and for online delivery via Moodle through an integrated model that partners with other faculty.

5. Other reasons:

Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

6. Changes in Student Demand:

Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

In a recent WASC visit, the committee recommended that COM provide similar access to services for the IVC campus and online. More than three librarians are required to provide similar services across both campuses and online. WASC also identified a lack of services for distance education students. As previously mentioned, an additional librarian would support collaboration with the Online Writing Center and allow the library to provide 24/7 online research help to students. In total, at least four librarians are needed to support student populations at Kentfield, Indian Valley, and our Distance Education students who access our services online.

Library instruction has dramatically increased in the last two years. The library offers an exemplary library instruction program that crosses all disciplines and departments, credit and non-credit. Instructional faculty bring students to the library for information literacy instruction, focusing on search strategies and using various information tools including electronic research databases and MARINet. Librarians provided library instruction to 80 classes in 2011/2012 and to 136 classes in 2013/2014, a 41% increase in a two-year period with the addition of librarians David Patterson and Sarah Frye. These numbers continue to rapidly grow and in fall 2014 semester, the librarians have already taught a total of 86 information literacy

sessions, which is more than most sessions taught annually in the past.

Even with this increase in direct student interaction, there is much more we could do. For example, if we review the number of sections offered in ENGL 120 and ENGL 150, we only taught in 53% of the total sections in the fall 2014 semester. With an additional librarian, the library can target information literacy in core classes and offer live online research help for just-in-time support that students need on and off-campus.

7. Current of forthcoming changes *that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.*

Through the accreditation process, the KTD and IVC libraries have been previously identified as needing significant improvements in library services, facilities, and collections. The KTD library collection is woefully out-of-date with the majority of print holdings over 40 years old. The library needs to create and implement an information literacy plan across the curriculum under the soon-to-be adopted Association of College and Research Libraries (ACRL) Framework for Information Literacy in Higher Education (<http://www.ala.org/acrl/standards/informationliteracycompetency>). The KTD physical library spaces need much transformation to become a dynamic, productive, and collaborative place for students.

8. Program Review Findings: *Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.*

In the last few program reviews, we identified the same needs for faculty. The library only has three full-time librarians to support two campus libraries. This remains a significant barrier to supporting students and faculty as recommended by WASC. The library is essential to the college-wide information literacy student learning outcome. The library plays a vital role in all five components of the college mission, especially in preparing students to transfer to four-year institutions, intellectual development, lifelong learning, and cultural enrichment.

9. Other considerations: *Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.*

A new, fourth librarian would bring us up to full staffing and allow the librarians to develop an integrated instructional program that promotes campus-wide SLOs for Information Literacy under the new ACRL guidelines. Additional staffing would increase the library's ability to improve current physical space and plan for the future. Furthermore, the library is increasing efforts to outreach to underserved and special populations by working with bridge programs, Puente, Umoja, LGBTQ, Veterans, IEP, basic skills, etc. With an additional librarian, we could increase collaboration with the Online Writing Center and other learning resources/labs. Additionally, the library would like to increase community partnerships by collaborating with feeder high school librarians, Marin Promise, and partnering with ESCOM and the Alumni Association to develop a speaker series and other events.

10. Shared Resources: *If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.*

Faculty Members

MATH-2014

I. Program Faculty Additional Teaching Unit Requests

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. *Please provide data regarding the length of time this discipline has been without a full time instructor.*

2. Non-availability of part-time instructors in a subject area. *Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.*

3. New FT Faculty: *How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.*

4. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? *Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).*

5. Other reasons: *Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.*

6. Changes in Student Demand: *Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.*

7. Current of forthcoming changes that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

8. Program Review Findings: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

Moving Math 85 and Math 95 out of credit program

In consultation with the President's Task Force, the Mathematics Department has agreed to move Math 85 and Math 95 out of the credit program and into the non-credit program in College Skills. Our sequence as it now stands is not working. Only a minuscule percentage of students who begin in either of these courses moves on to complete Math 103 so that they can either take a transfer level course or receive their AA degree. Moving these courses out of the credit program will allow for more flexibility for the students and could allow people with only BA or BS degrees to act as instructors.

One possibility is to allow the students in a non-credit program to repeat classes until they really master the material, which is not often the case when they receive a C in a credit course. Students could study at this level until they are ready to pass the placement exam for math 101. Moving to the threshold of algebra with a solid arithmetic and pre-algebra foundation should be the exit goal of the non credit program.

With the planned adoption of new algebra (and geometry) courses in line with the Common Core standards (Fall 2016), the threshold for entrance into Algebra 1 will be significantly higher than it currently is for Elementary Algebra. It is thus of the utmost importance for our students to have sufficient time to prepare and to hone their skills for entrance to these courses. Such preparation is simply not possible in the current framework, which limits students to at most two semesters of instruction.

The first step is to delete Math 85 and 95 from the credit program. Accordingly, the Mathematics Dept will be submitting course revision forms to Curriculum Committee at the first opportunity to delete these courses, effective Fall of 2016.

9. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

10. Shared Resources: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

Faculty Members

Music-2014

I. Program Faculty

Additional Teaching Unit Requests

II. Additional Unit requests for NEW classes or extra sections (requests for returned units has different process).

Specialty:	Units/Class	Number of Sections/Year	Existing or New Course
MUS 102	3	1	Existing Course

To meet Program requirements for the following:

- Health/Safety
 Scheduling
 Title 5/Ed.Code
 Waitlists

Other:

If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?

Justification for new units:

1. Why do you feel this is an important addition to your overall curriculum and/or number of offerings?
2. Is it or will it be required for a degree or certificate?
3. Is it a new state law requirement?
4. How will this improve access, student learning outcomes and success?
5. Do you have evidence to support the need for your request? If so, please explain and/or attach.

Music has currently been offering MUS 102 Masterworks once every two years, even though it is a required course for the AA in Music at COM.

By offering MUS 102 at least once a year and at best every semester, music majors seeking the AA and transfer students can complete their studies in a timely manner.

Furthermore, as more non-music majors hear about the course, Music can expect more students enrolling in MUS 102 to fulfill their general ed Humanities requirements.

Shared Resources: *If you have requested additional units that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.*

II. Additional Unit requests for NEW classes or extra sections (requests for returned units has different process).

Specialty:	Units/Class	Number of Sections/Year	Existing or New Course
MUS 108	3	1	New Course

To meet Program requirements for the following:

Health/Safety Scheduling Title 5/Ed.Code Waitlists

Other:

In order to bring COM's Music AA into line with the other 21st century CSU schools, we need to change the degree to include general education courses other than our current requirements.

If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?

The course outline has been submitted, been approved by Curriculum, UDWC, and the Board.

Justification for new units:

1. Why do you feel this is an important addition to your overall curriculum and/or number of offerings?
2. Is it or will it be required for a degree or certificate?
3. Is it a new state law requirement?
4. How will this improve access, student learning outcomes and success?
5. Do you have evidence to support the need for your request? If so, please explain and/or attach.

MUS 108 World Music will serve various purposes in the program.

~ It will allow us to change the AA degree requirements to include alternatives to the current MUS 102 Masterworks, a course whose course outline makes participation impossible for all but upper-level classically trained musicians and music majors. The AA needs to have a variety of general education elective possibilities to serve our diverse student body and not focus solely on a music conservatory bound student paradigm.

~ It will attract more general ed seeking non-majors to take music courses to fulfill their Humanities requirement.

~ By accomplishing #3 above, it will encourage more of the existing COM students to consider other COM music classes, perhaps joining our ensembles or even becoming music majors. We would like to attract more students from on campus instead of relying entirely on word-of-mouth in the community and also recruiting efforts in the county's high schools.

~ As the Music Department's mission expands to include teaching critical thinking and research, courses like MUS 108 will be used to teach students how to use COM research resources like the library. Learning music from a single source, such as a musical score, is essential for the music student in her study of the art. But learning from multiple print, audio, and video sources (like when writing a research paper) is essential for the College of Marin student in general for use in her academic life and beyond.

~ World Music has become a staple of the CSU and UC music major's catalogue choices. Offering MUS 108 gives COM's transfer students one more course to take with them when they move on to the four-year schools of their choice.

~ A quick look at the major requirements for just about any CSU music program shows World Music or something parallel to it.

Shared Resources: *If you have requested additional units that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.*

II. Additional Unit requests for NEW classes or extra sections (requests for returned units has different process).

Specialty:	Units/Class	Number of Sections/Year	Existing or New Course
MUS 151	1	3	New Course

To meet Program requirements for the following:

Health/Safety
 Scheduling
 Title 5/Ed.Code
 Waitlists

Other:

Transfer degree

If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?

Yes.

Justification for new units:

1. Why do you feel this is an important addition to your overall curriculum and/or number of offerings?
2. Is it or will it be required for a degree or certificate?
3. Is it a new state law requirement?
4. How will this improve access, student learning outcomes and success?
5. Do you have evidence to support the need for your request? If so, please explain and/or attach.

As the department begins to offer transfer degrees, we are required to give individual instrumental/voice instruction. Currently we offer none but MUS 151 was submitted and approved and is ready to be implemented.

Shared Resources: *If you have requested additional units that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.*

II. Additional Unit requests for NEW classes or extra sections (requests for returned units has different process).

Specialty:	Units/Class	Number of Sections/Year	Existing or New Course
MUS 168: summer section	2.91	1	Existing Course

To meet Program requirements for the following:

Health/Safety
 Scheduling
 Title 5/Ed.Code
 Waitlists

Other:

If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?

Justification for new units:

1. *Why do you feel this is an important addition to your overall curriculum and/or number of offerings?*
2. *Is it or will it be required for a degree or certificate?*
3. *Is it a new state law requirement?*
4. *How will this improve access, student learning outcomes and success?*
5. *Do you have evidence to support the need for your request? If so, please explain and/or attach.*

Currently and due to unit reductions from a few years ago, there is no performing ensemble offered during the summer semester.

Historically, the summer section of MUS 168 Symphonic Band (a.k.a. "Summer Band") has attracted many community members who cannot enroll in the fall and spring semester course due to scheduling conflicts with other ensembles in Marin (during the regular year there are multiple groups* rehearsing on nearly every week night but most take a break over the summer: see below).

The Summer Band had a long history of successful public performances such as annual appearances at the Marin County Fair, outdoor concerts in San Rafael and Fairfax (among many others), and keeps the College of Marin Music Department clearly in view in the community.

Regarding access and student learning outcomes and success, re-offering the summer section of MUS 168 will allow transfer and AA students the opportunity to meet their large ensemble requirements during a time when they likely have a much lighter workload with other college courses, as opposed to trying to do everything all at once (a typical music major is enrolled in core music classes five days a week including music theory, ear training, and piano). The time commitment is huge and what is represented here does not include personal practice time, spent on improving technique, learning the repertoire, or practicing music for performance either with a performing ensemble or for a recital.

- * Typical weekly performing ensembles in Marin that take summer breaks
- Monday: COM Symphony Orchestra; Las Galinas Valley Sanitary District Non-Marching Band ("The Sewer Band"); Milestones of Novato
 - Tuesday: Corte Madera Town Band; German Band; COM Jazz Ensemble
 - Wednesday: Mill Valley Philharmonic Orchestra; Ray Simpson Big Band
 - Thursday: Banda Italia; Golden Gate Brass Band; COM Jazz Ensemble (one concert per month on 2nd Thursday)
 - Friday: nothing, and no community players ever attend rehearsals on Fridays!

Shared Resources: *If you have requested additional units that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.*

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. *Please provide data regarding the length of time this discipline has been without a full time instructor.*

2. Non-availability of part-time instructors in a subject area. *Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.*

Music's core classes meet two or three times per week (mostly mornings and mid-day) and music teachers need to be able to fill up their daily schedules, either with individual lessons at their homes or studios, or other kinds of "normal hours/week"

work, in addition to their teaching time at the College
It is has been impossible to find part time teachers willing dedicate multiple days per week to coming in for only an hour or two at a time, as all of them have other full- or part-time jobs.

Music needs to have at least three FT faculty on staff to share the day-to-day running of the department and its core curriculum. Ideally four with one faculty member to cover each of the large areas: strings/orchestra; winds/band; singing/choruses; piano

3. New FT Faculty: *How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.*

One FT faculty has been hired in the past 10 years:
Trevor Bjorklund was hired part-time for fall 2012, hired full time beginning fall 2014. Hired as a designated winds/band specialist who teaches core classes (music theory, ear training, gen-ed).

During last 10 years all four previous FT faculty retired (Stan Krazeck: 2005, Doug Delaney: 2012, Paul Smith: 2013, Tara Flandreau: 2014).

4. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? *Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).*

Music has experienced the same reductions over the last few years as the rest of the college as a whole.

5. Other reasons: *Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.*

None.

6. Changes in Student Demand: *Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.*

Student demand has begun to change in the last year as we are beginning to re-experience growth in our core classes and large ensembles, specifically Symphonic Band and Jazz Ensemble, which are seeing new students in better numbers than any time over the last 10 years.

Music only has on FT faculty member running its large ensembles and general education classes, encouraging ensemble members and gen-ed students to add other music courses or consider the AA in music.

That said, we have begun a recruiting campaign (all part time faculty involved are voluntary, of course) and have brought on fresh faces to lead some of our large ensembles. We expect to see some population growth in those groups as well as in our gen-ed courses (we are expanding our offerings) and expect growth in those areas to effect growth in our core classes and AA population.

7. Current of forthcoming changes *that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.*

Having only one FT faculty member means that there is very little continuity for the students from one course to another. It means that there aren't enough faculty members required to attend faculty meetings. It means that if Trevor Bjorklund is unavailable, there is no faculty member to take up the extra duties not required of part timers including managing our monthly recitals or committee work. It means that if Trevor Bjorklund is unavailable, there is no faculty member to whom the students can turn as an authority in the department. We need a minimum of three full time faculty members to balance the department and provide support for our part timers. We are currently engaged in a FT faculty search for one person but we really need two more.

8. Program Review Findings: *Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.*

9. Other considerations: *Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.*

10. Shared Resources: *If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.*

N/A

Faculty Members

Social-Sciences-2014

I. Program Faculty

Additional Teaching Unit Requests

II. Additional Unit requests for NEW classes or extra sections (requests for returned units has different process).

Specialty:	Units/Class	Number of Sections/Year	Existing or New Course
Ethnic Studies (IVC) 110, 111, 112, 121, or 151 (IVC and COM)	3 unit	2	Existing Course

To meet Program requirements for the following:

Health/Safety
 Scheduling
 Title 5/Ed.Code
 Waitlists

Other:

If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?

New course - Economics of Development (not approved yet)

Justification for new units:

1. Why do you feel this is an important addition to your overall curriculum and/or number of offerings?
2. Is it or will it be required for a degree or certificate?
3. Is it a new state law requirement?
4. How will this improve access, student learning outcomes and success?
5. Do you have evidence to support the need for your request? If so, please explain and/or attach.

~ The Social Sciences Department is currently expanding Economic course offerings. We will be offering 21 units of Economics in the Fall 2015 and Spring 2016. All of the Economic courses have strong enrollment and are often waitlisted. We want to continue to grow the program in Social Sciences and seek collaborative efforts in the Behavioral Sciences.

~ Economics of Development is a new course offering will compliment the current Social Sciences offerings in International Affairs and Ethnic Studies. We currently offer the following courses: History 238-History of Africa, History 216-History of Mexico, History 214-History of Latin America, History/Political Science 212-History and Politics of Modern Asia, Political Science 104-International Relations, Political Science 117-The Middle East, Political Science 201-Understanding Globalization, Political Science 220-American Foreign Policy, Political Science 210-War, Peace, and the United Nations.

~ We will be offering a new course in Environmental Economics for Fall 2015 and Spring 2016. This course was developed with the assistance of several disciplines at the College of Marin and represents new trends in economics course.

~ The Global Studies/International Affairs offering at the College of Marin are unique among California Community Colleges for their diversity and the quality of instructional staff.

~ The Social Science Department has been a part of the Model United Nations for a number of years. The Model UN project includes students at middle school, high school, and college and university levels. We are currently working with COM outreach staff to involve high schools whose campuses have expressed an interest in the Model UN and Global Affairs in general.

~ Ethnic studies courses are being utilized as part of a cohort model for programs such as Puentes and UMOJA. The cohort model involves pairing of students in English/Math sequences with courses in the Social Sciences that meet Social Sciences graduation and transfer guidelines.

~ Social Sciences needs an additional three units to offer a day course at Indian Valley Colleges. We have offered Ethnic Studies 151-Native American History and Ethnic Studies 154-Native American Literature at Indian Valley Colleges. Both of these course offerings have done very well in terms of enrollment. We currently offer evening sections of Ethnic Studies courses at IVC and need to establish a regular day course.

~ There is an increasing interest in ensuring that the discipline of Ethnic Studies is a required course for students at elementary school, high school, and university and college level. The University of California at Los Angeles has established a course in Ethnic Studies as a graduation requirement. The school districts of both Los Angeles and San Francisco are in the process of instituting Ethnic Studies course requirements. Our student population is increasingly diverse and would benefit from an additional day offering at IVC.

~ Ethnic Studies courses are the principle avenue through which COM students meet the Cross Cultural requirement for graduation. Our department crafted this requirement many years ago and its importance is becoming increasingly clear as the diversity of California and of the United States changes.

~ We would like to offer the additional courses each semester and are requesting an additional 6 units per semester. 3 units for Ethnic Studies at IVC and 3 units for new economics course.

Shared Resources: *If you have requested additional units that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.*

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. *Please provide data regarding the length of time this discipline has been without a full time instructor.*

We are requesting a full-time Professor in Economics. The department has grown and needs a discipline specific faculty person.

As of Fall 2014 the Social Sciences Department has 3 full-time staff. One full-time Professor in History, one in in Ethnic Studies and one in Political Sciences. The three full-time faculty in Social Sciences do not teach exclusively in any of our disciplines. We currently have NO full-time Professor of Economics. Our economics offerings are shared between on full-time Professor who also teaches business and 4 adjuncts. We are scheduled to hire a full-time Ethnic Studies and History faculty member in Spring 2015.

2. Non-availability of part-time instructors in a subject area. *Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.*

We have a pool for Political Sciences and are developing a pool for History and Ethnic Studies. We have part-time faculty who have been with our program for over six years but they teach at other schools and are not always available at the times and days we need them. Additionally, some of them are teaching at or near maximum units.

3. New FT Faculty: *How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.*

We have hired one full-time faculty member in the past ten years and that was this semester to begin spring 2014. The remaining two full-time hires include Yolanda Bellissimo hired full-time in 2001 and Walter Turner hired in 1978.

4. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? *Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).*

We have been able to maintain our complement of teaching units, not counting the 50% loss of units from summer 2011, 2012, and 2013, using part-time faculty to teach classes after full-time faculty retirements in the 1980s and 1990s. The most recent retirements in 2011 and 2012 forced us to shift more units to part-time faculty.

5. Other reasons: *Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.*

No

6. Changes in Student Demand: *Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.*

Our enrollment has remained fairly constant. However, our transfer courses are often over-enrolled and we have added sections of transfer courses by reducing the number of electives offered by our department. A new full-time Economics faculty member would allow us to consolidate existing adjunct units and offer courses throughout the program grid at both campuses. We have expanded our transfer course offering to include contemporary issues around women in politics, the Middle East, Asia, and foreign policy challenges in response to community/student demand.

Our Economic courses show strong enrollment and this holds true for the Economic courses that we offer at IVC.

7. Current of forthcoming changes *that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.*

We currently offer 21 units in Economics. Six of these units are taught by a full-time Business/Economics Professor and the other 15 units are taught by adjuncts. We are interested in converting the adjunct units into a full-time position.

We have an excellent department staff that is hard working and innovative in responding to student/community needs. We have created several new courses in our department that would be enhanced by having a full-time faculty person with a focus on Economics. The reworking of our Economics discipline requires a full-time staff person.

There are increased opportunities to build our Global Studies focus via the Model United Nations on both our campuses and in collaboration with high schools in the Marin County area. We have been working with Behavioral Sciences to develop a speakers program that would bring more exposure to our department and to the campus.

A full-time economics staff person would allow Social Sciences to have one staff person dedicated to the discipline of Economics. This full-time staff person would maintain SLO requirements, track of student success, participate in on campus governance, and enhance the profile of the discipline in the community.

8. Program Review Findings: *Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.*

Meeting the degree and transfer needs of students is a college-wide and department mission. The COM emphasis on access and success has led our department to develop a blueprint that provides classes students need in order to transfer and/or receive an AA degree. These classes are offered at days and times that students need them both at Kentfield and Indian Valley Campuses. A full-time faculty member in Economics would provide us with more flexibility in scheduling courses at times and locations where students need classes. A full-time faculty member with expertise in Economics would help us update our program and keep it relevant for students.

All community colleges have begun to emphasize access, success, and equity. The Social Sciences Department has developed a blueprint that provides classes that students need to transfer and/or receive an AA degree. Our blueprint affords us the opportunity to offer courses on both campuses during the evening and the day. A full-time Economics professor would provide maximum flexibility in scheduling courses at times and locations where students need them most.

9. Other considerations: *Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.*

The profile of junior college students is changing. Many students are those returning to school after working in the job market, returning to the junior college from a university, or students who work full-time and are going back to school for new careers and job advancement. Many of our students are first generation college students who are enrolled in Basic Skills Programs, the Puente Program, or the UMOJA Program. We want faculty available to students at all times on both campuses. We can not depend on adjuncts to be available for these courses.

The College of Marin has received Equity and Student Success grants specifically to institute measures to increase student access, success, and equity. The Social Sciences Department is a key "gateway" for students who need to plan for transfer, graduation, and/or certificate completion. All students who transfer are required to take a Social Sciences course that meets the American Institutions requirements. Several of the Social Sciences courses fulfill this requirement.

10. Shared Resources: *If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.*

We are requesting one full-time faculty member who will be able to teach in Economics. This staff person will broaden the program and be responsible for monitoring and planning the discipline. A full-time faculty member would teach a minimum of 5 classes (15 units) per semester.

This FT staff person would:

Serve more than 250 students per semester

Provide a full-time person for the discipline

Provide support and expertise in designing curriculum, updating the course outline of record, participate in governance committees, and the Academic Senate, track and assess student learning outcomes, and provide vision for the discipline.