Members Present: Cari Torres, Jonathan Eldridge, Sara McKinnon, Yolanda Bellisimo, Molly Johnson, Michele Martinisi and Kathleen Smyth.

The committee studied the qualitative and quantitative Program Review data submitted by programs requesting faculty full time hires, enrollment data for three falls for each discipline, and unit allocations for three falls and three springs for each. This last included the most recent FT/PT unit allocation.

Criteria included:
- College Mission
- College-wide need
- # of Full timers in discipline
- No Full timers in discipline
- # of PT units available for conversion
- # of current retirements
- State, federal and accreditation requirements
- Health and Safety
- Difficulty in finding PT teachers
- Changes in student demand

12 FT Faculty have retired as of December 2012 and an additional 8 will retire in June. Five more faculty who have not been replaced retired in the last two years: (Michael Brailoff (Psychology), Victoria Coad (BEHS), Victor Minasian (Social Science), Douglas Delany (Music), Emily Lazarre (ART). While COM hired 20 new faculty last year, they were long-time-in-coming replacements for over 35 retirements over the previous 7 years. With another 20 new retirements, this brings us back to where we were before. Therefore, we recommend that the college not go back to years of ignoring FT needs, and hire new FT faculty as soon as feasible. We recognize that this may need to occur in phases.

Four disciplines that lost full-time hires in the past year did not ask for replacements at this time: Computer Information Systems, Business Office Systems, Speech/Communication, and Journalism.

Although in some cases disciplines hope to replace retiring faculty, the committee checked to make sure there are enough PT units available for conversion to FT faculty positions.

The committee has put its recommendations regarding 23 FT requests into four categories:
1) Emergency request to replace recent retirements in student services areas where they fulfill college-wide needs
2) Resubmission of previously recommended hires that were approved by PRAC last year, but the President promised to consider in early Spring 2013
3) 2012-2013 Requests
4) Requests to be revisited fall semester next year

Note: The semester is the date that the FT position would begin work not the hiring semester.
1) Emergency request to replace recent retirements in student services areas where they fulfill college-wide needs.

<table>
<thead>
<tr>
<th>Discipline</th>
<th># of rec positions</th>
<th>Notes:</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library (1 left F13)</td>
<td>2</td>
<td>Replace 2 retiring Librarians</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td>4</td>
<td>Replace 4 retiring Counselors</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DSPS</td>
<td>1</td>
<td>Replace 1 retiring Coordinator</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2) Resubmission of previously recommended hires that have been on hold:

<table>
<thead>
<tr>
<th>Discipline</th>
<th># of rec positions</th>
<th>Notes:</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>1</td>
<td>Complete hiring process started 2011</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>1</td>
<td>Zero Full timer in discipline</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>1</td>
<td>Replace retiring instructor</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>1</td>
<td>PT unit conversion</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3) New Requests Recommended by FTFAC to PRAC:

<table>
<thead>
<tr>
<th>Discipline</th>
<th># of rec positions</th>
<th>Notes:</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art – Sculpture</td>
<td>1</td>
<td>Replace retiring sculpture instructor</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEHS – Sociology</td>
<td>1</td>
<td>Replace retiring instructor &amp; Zero Full timer in discipline</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEHS – Psychology</td>
<td>1</td>
<td>PT unit conversion</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEHS – Soc/Psych</td>
<td>1</td>
<td>PT unit conversion</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Court Reporting</td>
<td>1</td>
<td>Zero Full timer in discipline</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Skills</td>
<td>1</td>
<td>Replace retiring instructor</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math – General Math</td>
<td>1</td>
<td>Replace retiring instructor</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math – Basic Skills Math</td>
<td>1</td>
<td>Replace retiring instructor</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
<td>Replace 1 of 2 resigning Full timers which leaves Zero Full timer in discipline</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics/Astronomy</td>
<td>1</td>
<td>Replace resigning Full timer which leaves Zero Full timer in discipline</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4) Requests to be revisited fall semester next year:

<table>
<thead>
<tr>
<th>Discipline</th>
<th># of rec positions</th>
<th>Notes:</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>1</td>
<td>Outcome of instructor on leave</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE</td>
<td>1</td>
<td>Outcome of repeatability changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The semester is the date that the FT position would begin work not the hiring semester.
Number of Part Time Instruction Units Available for Conversion:
[These are for one semester in which FT load is 15 units.]

<table>
<thead>
<tr>
<th></th>
<th>Full time units Sp 13</th>
<th>Part time units Sp 13</th>
<th>Total Units</th>
<th>% Part time Sp 13</th>
<th>% Part time F 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>40</td>
<td>141</td>
<td>181</td>
<td>78%</td>
<td></td>
</tr>
<tr>
<td>BEHS (not including Anthropology)</td>
<td>15</td>
<td>75.6</td>
<td>90.6</td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>69</td>
<td>101.6</td>
<td>170.6</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>42</td>
<td>54.3</td>
<td>96.3</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>0</td>
<td>22</td>
<td>22</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Court Reporting</td>
<td>0</td>
<td>37</td>
<td>37</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>English Skills</td>
<td>43.5</td>
<td>57.8</td>
<td>101.3</td>
<td>57%</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>*108</td>
<td>92</td>
<td>200</td>
<td>46%</td>
<td>54%</td>
</tr>
<tr>
<td>Music</td>
<td>*15</td>
<td>56.2</td>
<td>71.2</td>
<td>79%</td>
<td>100%</td>
</tr>
<tr>
<td>PE/HED/Athletics</td>
<td>66</td>
<td>70</td>
<td>**136</td>
<td>51%</td>
<td></td>
</tr>
<tr>
<td>Astronomy/Physics</td>
<td>*15</td>
<td>30</td>
<td>45</td>
<td>67%</td>
<td>100%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>30</td>
<td>67</td>
<td>97</td>
<td>69%</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>29</td>
<td>29</td>
<td>58</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>

* Includes 15 FT units, which will move to PT side in June.
**36/45 units per semester are for coaching

Enrollment Data for last three fall semesters:

<table>
<thead>
<tr>
<th>Three Fall Semesters</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unduplicated</td>
<td>Headcount</td>
<td>Credits</td>
<td>Headcount</td>
</tr>
<tr>
<td>Art</td>
<td>951</td>
<td>4428</td>
<td>840</td>
</tr>
<tr>
<td>BEHS (not including Anthropology)</td>
<td>1125</td>
<td>2579</td>
<td>1109</td>
</tr>
<tr>
<td>Biology</td>
<td>886</td>
<td>3506</td>
<td>838</td>
</tr>
<tr>
<td>Chemistry</td>
<td>283</td>
<td>1365</td>
<td>304</td>
</tr>
<tr>
<td>Computer Science</td>
<td>51</td>
<td>210</td>
<td>58</td>
</tr>
<tr>
<td>Court Reporting</td>
<td>71</td>
<td>615</td>
<td>83</td>
</tr>
<tr>
<td>English Skills</td>
<td>435</td>
<td>1589</td>
<td>438</td>
</tr>
<tr>
<td>Math</td>
<td>1209</td>
<td>4051</td>
<td>1308</td>
</tr>
<tr>
<td>Music</td>
<td>478</td>
<td>1082</td>
<td>461</td>
</tr>
<tr>
<td>PE/HED/Athletics</td>
<td>1367</td>
<td>2770</td>
<td>1246</td>
</tr>
<tr>
<td>Astronomy/Physics</td>
<td>238</td>
<td>806</td>
<td>237</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>893</td>
<td>3183</td>
<td>916</td>
</tr>
<tr>
<td>Spanish</td>
<td>299</td>
<td>1452</td>
<td>322</td>
</tr>
</tbody>
</table>
EMERGENCY NEEDS

Library (1 left F13 to cover two libraries and DE needs)
The College of Marin currently has three full time faculty librarians to provide library services across two libraries and support distance education. Title 5 of the California Code of Regulations (§ 58724) contains minimum standards for numbers of library faculty based on student FTES. For the last three years, COM has exceeded 5,000 FTES. Based on Title 5 standards, the library should have TWO additional positions filled. In June 2013, two of the three faculty librarians will be retiring. Due to this, the library should have two full time positions filled in the 2013 fiscal year.

Over the last decade, the library budget and staffing has been severely cut. This has lead to a significant reduction in the quality of services that is offered. 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. More faculty librarians are needed if the goal is to develop library classes for online delivery via Moodle.

Recent WASC recommended that COM provide similar access to services for the IVC campus and online. A bare minimum of three librarians are required to provide similar services across both campuses and online. WASC also identified a lack of services for DE students. More librarians are now needed to support all student populations.

MARINet - Joining the MARINet library consortium in 2013 will require the focus of at least one full time librarian, along with the support of classified staff, administration, and IT. The new library at IVC will also require a dedicated faculty member, if it is to meet the goals and expectations communicated to WASC by our administration. The library at KTD is sorely in need of significant collection development. Finally, the information literacy orientations and reference desk duties needs to be fulfilled by seasoned, experienced faculty. Because two of our three librarians are leaving in June, it is imperative that COM hire two new librarians as soon as possible.
DSPS

DSPS currently has a coordinator who will be retiring at the end of spring term. Technically, he is .5FTE coordination and .5FTE counseling. Regardless, without a coordinator who is intimately familiar with the ADA-A, Education Code, Office of Civil Rights requirements and procedures, and other key laws, policies, and mandates relating to serving students with documented disabilities, the College is at real risk of failure to comply—and thus investigation and sanctions from the OCR.

In addition to the coordinator’s retirement, at least one additional retirement from within DSPS will occur. These departures offer an opportunity to organize DSPS in a manner that better serves (more) students, but a formal plan for any reorganization is still in the conceptual stage. What is certain is the need for a coordinator for the program. Thus the request to replace this position. Specific duties may be slightly different when the position is posted, but the overall function of oversight, compliance, and coordination of the institution’s commitment to students with disabilities remains the same—and mission critical.

Counseling

When the Student Success Act was signed into law it ensured that several things would happen at COM:

- The need to formulate and implement a comprehensive assessment, orientation, and educational plan development process for nearly all incoming students;
- The need to ensure that these students have viable educational pathways to their educational goals in a timely manner; and
- The need to formulate and implement a comprehensive early alert and intervention system for students experiencing difficulty—both academically and otherwise.

The development and implementation of these initiatives will help many more students—and thus the College—be successful. However, to achieve meaningful improvement in student success outcomes, significant resources will need to be marshaled toward this end. There are several ways to achieve efficiencies across all student services areas, thereby creating additional capacity for these efforts. However, efficiencies alone will not be enough. Ultimately, the activities described above require more contact with students and counselors are on the front lines of this work. Fewer counselors will make it impossible to achieve what the State has now mandated. Our success with these endeavors will result from a combination of replenishing positions open due to retirement AND rethinking how those counselors spend their time and energy. We will need to be very intentional about who we hire and the skillsets we need to deliver improved student success. This will be an exciting process, but cannot be accomplished without the appropriate numbers of talented people in place.
PREVIOUSLY RECOMMENDED OR APPROVED POSITIONS NOT FILLED YET

**Biology**  
This Biology position was approved two years ago and went through a hiring process that was not completed. The position remains unfilled. The need for this position has not changed.

**Computer Science**  
We are requesting a FT faculty member for the Computer Science Discipline. We have no full time faculty member in this discipline (about 4 years now). It is nearly impossible to find people to teach these classes. We value the level and rigor of our courses and have a very hard time finding people with both the educational background as well as expertise in the field. In fact we had to cancel our advanced C++ course this semester because we did not have anyone to teach it. This was a major blow to our program as we have been continually building it up since revitalization.

It should also be noted that since revitalization many of our courses that did not previously have lab sections now do. Because of this the course is equal to 5.49TU and so no individual instructor can take two classes further limiting our ability to fill these with competent instructors.

Since revitalization and bringing on a couple of excellent PT instructors the enrollment in the CS program has gone up about 300%. We believe this will only increase if there is a person to lead the program into the new century. Enrollment is up as well as the perception/opinions of students as to the newfound excellence in the program.

We live in the California Bay Area and have had a computer science program that has been nearly dead for more than a decade. Once new life was breathed into it, it began to take off, only to sputter once again for the lack of a full time position. In our opinion this should take the highest priority of all FT hires for the upcoming year!

**Social Sciences**  
We are requesting one full-time faculty member to take a full-time load from these 52 part time units for the following reasons:

1) We have created several new political science courses on pertinent topics, including Women in Politics; The Middle East; the Presidency; the Model UN; Globalization; and a course on Asia. This reworking of the Political Science program requires a permanent full-time faculty member who will advocate for the program, help grow the program, and keep the program vibrant within the college and within the greater community.

2) We lost a full-time faculty member in 2010 to retirement and we are losing another this year - 2012/2013, leaving our department with two full-time faculty. In order to maintain stability and continuity in the program, we need a full-time faculty member to be available to students and other social science faculty on a full-time basis.

3) Because of increased requirements for SLOs, tracking of student success, maintenance and testing of our Political Science degree, and the obligations of participatory governance, and all other out-of-class work, two full-time faculty is not sufficient for our department to fully participate. It was a struggle with three and will be impossible to keep up with all our obligations now that we are down to two full time faculty.

4) We have gaps in the breadth of expertise within our full-time faculty now that our World History and Western Civilization faculty member has retired. We are scheduled to update these courses through the Curriculum Committee process in 2012 and 2013 and this process should include a full-time instructor associated with the teaching of these classes.
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 IVC. A full-time faculty member would provide us with more flexibility in scheduling courses at times and locations where students need classes.

Because of the increased demand for transfer courses, large numbers of students returning to school, university students returning to the community college, and students who work returning to college, we have diversified the hours we offer classes. We want faculty available to students at all of these times at both campuses. We can't depend upon part-time faculty to be available in the same manner and scope.

We are requesting one full-time faculty member who will be able to teach in History and Political Science and who can teach in areas previously taught by the retiring two full-time faculty members. A full-time faculty member would teach a minimum of five classes (15 units) a semester and serve approximately 450 students a semester. This full-time faculty member would:

1) Improve our ability to serve students at times and places students need classes
2) Provide needed breadth in specific political and history areas
3) Provide support and expertise in designing curriculum, updating the Course Outline of Record for specific classes, working on participatory governance committees and Academic Senate committees, tracking and assessing student learning outcomes, and assisting in the reassessment of our General Education courses.

**Spanish**
(text from 2011 PR – position request was recommended last year, but put on hold)

In recent years the Department has lost units that were used for conversational courses. However we maintain a strong unit allocation in Spanish (65 units average) per semester in order to justify a FT Faculty hiring in Spanish. This FT hire can be achieved by Unit conversion.

The Spanish Discipline has always been the strongest ML Discipline. The number of students that take Spanish is consistent and in the past three years we have had longer wait list sections. This can be attributed to the fact that in today's workforce the demand for bilingual expertise has grown exponentially.

Having a new FT Faculty in the Spanish discipline would help consolidate the responsibility within the discipline. Currently we have several part-time instructors that by contract are not mandated to do any additional task apart from teaching. The three current FTers in Modern Languages teach half their loads in Spanish, meaning that roughly 1.5 FTEF is devoted to Spanish. This new FT Faculty in Spanish would help the other FT Faculty with tasks and the responsibilities such as course outline updates, program review and new course development.
NEW REQUESTS 2012-2013 Approved by FTFAC

Art – Sculpture
There are no F/T faculty currently in Sculpture -- recently two F/T faculty assigned to this area have retired. In the Art Department, the largest on campus, there is a very low number (4) of F/T, the lowest ratio in the college (60 out of 215 units). The last F/T hire in the Art Department was in 1991 (22 years ago). Art Department has maintained consistent enrollment with a high ratio of transfer bound students. All of the sculpture classes are transferable to UC/CSU and they are also options within the AA degree program. Our goal is to continue to serve these students by maintaining a healthy sculpture program.

The Sculpture facility is a complex machine laden area with significant health and safety responsibilities directly related to the curriculum. It is imperative that a F/T faculty member oversees this program in order to ensure the safety of enrolled students. We have been incredibly fortunate to have no major student injury in all these years considering the thousands of students who’ve passed through the program. The primary reason for this accomplishment is due to the assurance that one key F/T faculty person is responsible for overseeing the sculpture facility.

The F/T position in sculpture was absolutely essential for maintaining a safe classroom environment continuously linked to sound educational goals. The sculpture facility is the most extensive and complex within the art department and includes:

1. A main workroom
2. A wax-work area
3. A welding area with oxy-acetylene gas and electric welders
4. A grinding room
5. A fully equipped metal shop
6. A complex wood machine shop
7. A complete bronze-casting foundry
8. An outdoor work area
9. A heavily stocked tool room.

There must be a consistent leader in the sculpture area to set guidelines and to ensure that the facility is in-line with the curriculum, including an intensive equipment safety training program, proper ventilation and diligent, consistent supervision. The classified staff in the art department is also crucial for maintaining a safe and functional facility; however, the connection between the facility and the educational focus of the sculpture classes must be guided by a F/T instructor. A full-time sculpture/3-D position is indispensable in order to provide continuity year-to-year, and to make decisions, which prioritize student learning and ensure safe working conditions.

Behavioral Sciences
Asking for one in Sociology , one in Psychology and one shared position between PSY/SOC/BEHS. This full-time instructor would potentially teach classes between two or more of these disciplines

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. These data demonstrate the importance of Behavioral Science as a key component for students who transfer to 4-year programs.

Currently our department has 3 full-time instructors and 13 part-time instructors. For the past 12 years the Behavioral Sciences department has experienced the retirement of 10 full-time faculty while the number of part-time faculty have steadily increased. This trend will continue with the retirement of the last full-time instructor in Sociology, Paul Christensen, at then end of the fall 2012 semester. This will leave the
Behavioral Science department with only two full-time faculty, one in Anthropology, Jessica Park and one in Psychology, Dikran Martin.

Due the loss of so many full-time faculty over the years and an increase in the number of part-timers (13 currently teaching--and likely to go up in the spring), the Behavioral Science department is requesting 3 full-time positions: 1 full-time Psychology position, 1 full-time Sociology position and 1 combined PSY/SOC/BEHS full-time position.

Currently there is no lack of part-time faculty. As stated above, Behavioral Sciences has 13 part-time instructors teaching classes at COM. Our part-time instructors are hardworking and do their jobs well, but part-time instructors do not tend to be as invested in the college as a full-time instructor because they spread their time between multiple colleges. Furthermore, part-time instructors do not generally participate in the participatory governance system. In order to be a successful discipline and overall contribute to a successful college, we must put students first. Student success, retention, access and satisfaction as well as the overall health of the program all depend on full-time instructors.

As stated above, since 2000, the Behavioral Science department has experienced the retirement of 10 full-time faculty. The only new full-time hire in Behavioral Sciences in the last 10 years was Jessica Park, an Anthropology instructor, hired in Spring 2010. Psychology, Sociology and Behavioral Sciences have not had any new full-time hires in the last 10 (20+) years.

**BEHAVIORAL SCIENCE:** The number of behavioral science sections has greatly diminished since fall 2002 due to the retirement of full-time faculty in this inter-disciplinary program (PSY, SOC, ANTH). In 2002-2003 11 sections were offered in the fall, 12 sections during the spring semester. Since 2002 there has been a steady decline to 5 sections offered in fall 2007 and 4 in spring 2008. As of spring 2013, we still only offer 4 full-time sections (BEHS 103, 118 and 252). BEHS 252 is a cross-listed course with PSY 252 which as higher enrollment. As a consequence, enrollment in behavioral science has declined from 428 students in Spring 2008 to 152 students in Fall 2012. As an interdisciplinary program and major, behavioral science has been severely affected by the loss of full-time faculty positions in psychology and sociology and anthropology. Enrollment and course offerings can only expand by hiring full-time faculty. Currently there is no full-time faculty member in behavioral science. Though BEHS FTEF only fluctuates between 1.11 and .6 (from fall 2010 to fall 2012), the one full-time position BEHS is requesting, could be split between psychology, sociology and behavioral science.

**SOCIOLOGY:** Due to loss of full-time faculty, only the core courses in Sociology are now offered each semester or in alternate semesters. Sections offered, have grown from 6 in fall 2010 to 9 in fall 2012 with an increase in enrollment from 199 to 263 students. Three of the 9 sections offered in fall 2012 (SOC 140, SOC 205 and SOC 230) cross-listed with PSYCH. The increase in sections is likely due to the addition of part-time faculty. SOC FTEF is currently 1.6. Furthermore, at the end of the current semester, fall 2012, the last full-time sociology instructor will retire, leaving no full-time faculty in this discipline. Given that sociology has grown to offer 9 sections, the current FTEF is 1.6 and the last full-time instructor is retiring, this justifies the hiring of 1 full-time instructor to replace current retiring instructor. The program can support 1 full-time faculty member and one part-time instructor.

**PSYCHOLOGY:** Psychology currently offers 22 to 23 sections. Of these, three are cross-listed with SOC, 1 with PE, 1 with BIOL and 1 with BEHS. Psychology currently has 1 full-time instructor, Dikran Martin who teaches 6 of the 23 psychology sections. All other classes are spread between 9 PSY part-timers, the current full-time SOC instructor (who will retire in at the end of the fall 2012 semester) and a PE instructor. This discipline could support 2 more full-time instructors. The current FTEF (3.6), the number of sections, and load, justify hiring one full-time instructor.
No current program review has been done for Behavioral Science. The last program review was 2008. However, the 2008 program review demonstrated similar trends that we, the Behavioral Sciences department are currently experiencing across all of our programs such as a reduction in and need for full-time faculty and a loss in teaching units. Though BEHS has shrunk as a department over the last 12 years, we have been experiencing an increase in enrollment since 2008, highlighting the importance of the behavioral science department and classes to transfer students at COM encompassing 10% of the total enrolled units behind Math and English.

Despite the overall need for full-time hires in the Behavioral Science department, as a result of the 2008 program review, the Anthropology program received a full-time hire as well as 3 additional teaching units. As a result, there has been a steady increase in enrollment in Anthropology classes. Adding three more positions in the Behavioral Sciences department will likely yield similar trends and strengthen a program that is vital to our student population.

**Court Reporting**

Our program has been without a full time faculty member since Tom Holub retired after Spring 2010. Due to the highly specialized nature of court reporting, it is difficult to find qualified instructors. The last hiring process, which occurred just prior to Fall 2010, resulted in identifying two candidates for two openings, one of whom declined the position, forcing our existing staff to scramble to cover classes.

Our program did experience reduction in units due to college-wide cutbacks. We consolidated some classes to eliminate 4.25 units Fall/Spring, and reduced our summer program by 10 units. Despite these reductions, we have been able to find innovative ways to continue to meet Court Reporters Board of California requirements.

There are fewer than half the court reporting program options in California than there were ten years ago. Private schools are prohibitively expensive for many students. As a result, we have seen an increase in prospective student inquiries and students transferring in from private schools.

Although the program receives 3 coordinator units per semester, the responsibilities associated with coordinating the program far exceed the hours represented by the 3 units. It is absolutely impossible for a part-time faculty member to adequately meet the needs of the students and the requirements of the Court Reporters Board within the allotted contractual hours of a part-time instructor. Therefore, in order to keep the program viable, the coordinator must put in many, many hours in excess of what would normally be expected of a part-time employee. Important work which would enhance growth and success of the program -- such as creating an updated Web presence for the program or developing a distance learning component -- goes undone, as there is a limit to what a part-time faculty member should be expected to do without adequate compensation.

The following is a list of Court Reporting Coordinator responsibilities prepared by Tom Holub before he retired:

**For College of Marin:**

1. Consult with Court Reporting Program instructors regarding curriculum development
2. Assist Human Resources with new part-time hires
3. Ensure substitutes are available for Court Reporting classes when needed
4. Orient new Court Reporting instructors/staff to Program policies
5. Liaison for the Court Reporting Instructional Specialist position
6. Update part-time instructors with changes in State Board requirements
7. Consult with Court Reporting Program instructors on the best times to schedules
8. Spring, Fall, and Summer semesters (classes, staff, and rooms) and provide the information to the department chair
9. Project class scheduling needs (2-year blueprint) and provide recommendations to department chair
10. Communicate physical classroom needs
11. Submit COM budget requests to department chair through Program Review
12. Submit COM purchase order and requisition requests to department chair
13. Prepare and submit VTEA budget requests
14. Prepare and submit VTEA requisition requests
15. Prepare and submit VTEA quarterly reports
16. Prepare and submit VTEA end-of-year reports
17. Respond to inquiries about the Court Reporting Program
18. Meet with prospective students
19. Prepare informational flyers and brochures
20. Market Court Reporting Program (High Schools in 8 North Bay Counties)
21. Attend Career Fairs
22. Conduct orientation sessions for new and transfer students
23. Attend the Certified Shorthand Reporter licensing examination 3 times each year
24. Communicate equipment needs to Media Services
25. Maintain inventory of equipment:
   a. audiotape recorders/player
   b. digital audio recorders/players
   c. videotape players
   d. computer-compatible stenotype machines
   e. computers
   f. printers
26. Maintain software:
   a. digital audio files
   b. digital video files
   c. practice DVDs
   d. computer programs
27. Communicate computer lab needs to Lab Tech and other disciplines sharing computer lab
28. Maintain Court Reporting Program Web site
29. Prepare and submit periodic WASC accreditation materials
30. Prepare Program Review forms
31. Prepare Curriculum Review forms
32. Participate in various court reporting association conventions, conferences, and seminars
33. Maintain awareness of court reporting challenges, changes, and trends
34. Prepare and conduct Court Reporting Program meetings
35. Schedule court reporting vendor demonstrations
36. Participate in the Reporting Association of Public Schools (RAPS)
37. Track career trends in court reporting
38. Liaison with Department Chair and Dean
39. Liaison with English and Medical Assisting programs
40. Oversee Court Reporting Program standards and policies
41. Hold Court Reporting Advisory Committee meetings twice per year
42. Communicate reference needs to COM Library
43. Advise students regarding suggestions, concerns, and complaints about the Court
44. Ensure that all court reporting students are registered for the appropriate 8 units of skill-building classes each semester as required by the Court Reporters Board of California
45. Maintain a thorough understanding of the Business and Professions Code and California Code of Regulations governing court reporting programs in California
46. Maintain a thorough understanding of the recommendations of the National Court Reporters Association regarding best practices for court reporting programs

**For Court Reporters Board of California (CRBC):**

47. Attend the Certified Shorthand Reporter licensing examination 3 times each year
48. Ensure that the Court Reporting Program meets all State Board regulations and requirements
49. Update part-time instructors and students with changes in State Board regulations
50. Distribute information from the State Board to students and staff
51. Maintain folders with students' transcripts, records, and evidence of State Board regulation compliance (required by State Board)
52. Schedule court reporters to address students quarterly (required by State Board)
53. Maintain record of high school completion or equivalent (required by State Board)
54. Maintain students' actual attendance hours for all required classes (required by State Board)
55. Communicate attendance record requirements to other disciplines
56. Maintain students' stenotype-skills-progress record (tests passed, required by State Board)
57. Advise students re Court Reporting Program and State Board minimum requirements
58. Maintain record of annual advising sessions with students
59. Submit curriculum revisions to Court Reporters Board
60. Submit staff changes to Court Reporters Board
61. Submit College catalog to Court Reporters Board
62. Prepare and submit periodic reports to Court Reporters Board
63. Certify students as "qualified" to take the Certified Shorthand Reporters Examination
64. Prepare and submit an annual letter of compliance with regulations to the State Board
65. Prepare paperwork and host the periodic Court Reporters Board Review Committee in order to maintain our recognition and document compliance with the Court Reporters Board of California

As noted in prior program reviews, court reporting continues to be identified as a growth industry. The Bureau of Labor Statistics predicts that demand will increase in the coming decade. Some of this growth is due to ADA requirements for equal communication access for the Deaf and hard-of-hearing communities. It is important to both the legal community and the Deaf community that well-trained reporters continue to enter the field. While we have been able to maintain our service to the students and to the public for the last approximately three years without a full-time faculty member, it is uncertain whether we can continue to be effective without at least some increase in compensated hours for the coordinator position. We have been working with Counseling to ensure that students eligible for certificates and degrees actually apply for them, and are seeing an increase in certificates and degrees granted. Court Reporting actually represents a fairly large percentage of student units within Career Education, per the Data Dashboard.

The earning potential of our graduates is significantly higher than that of the graduates of most other career education programs. We traditionally serve many single parents, minorities and re-entry students, giving these statistically economically disadvantaged students the opportunity to compete in this high cost-of-living area. One of the reasons court reporters are well-compensated is that it is a complex and difficult skill that takes a great deal of energy, focus and time to acquire -- energy, focus and time on the part of the staff as well as the students. On average, fewer than 150 new court reporters are licensed each year in the entire state of California. Our ability to serve our students and provide them with every opportunity to succeed is compromised by the lack of a full-time faculty member.
**English Skills**

In the past 10 years, 2 of our 3 full-time faculty members in this department left because one retired and the other died. For several years, we had only 1 full-time faculty member who taught only in our department. In 2011, Alicia Pasquel and Karen Koenig were hired as new full-time faculty, bringing our number back up to 3. Now that Michael Timmel (the longest-serving full time faculty member still teaching exclusively in this department) will be retiring, our number of full-time instructors devoted entirely to our department is back to 2. It is very important to the continued development of this essential department that we hire a new full-time instructor who will teach entirely in this department.

In recent semesters, English 62 has experienced waitlist totals equal to the number of students for an additional section. This is the course that Michael Timmel has been teaching for many years. In addition, English 92 has recently seen significant waitlists of students who cannot be accommodated. Further, some of the students who have registered or been waitlisted in English 92 actually belonged in English 62 but could not be referred there because there was no space for them. Our department desperately needs a full-time instructor to take the place of our retiring full-timer. Michael Timmel also managed our GED preparation program in our lab for many years. Not only do we need to have a new full-time instructor fill that gap, but we have seen a tremendous influx of new GED students as a result of the new laws requiring GED for financial aid and immigration status.

Not only have we seen increased demand for English 62 and GED, but also we have experienced longer waitlists for our English 92 and 98 sections, particularly since the economic downturn has pushed more people out of work and into college. In addition, since English 98 has become part of the English Skills Department, we have more units, more students, and a greater need for a new full-time instructor in this department. Because our department is striving to improve student persistence across a better-aligned English sequence for more success, it is vital that we hire a new full-time instructor to provide the expertise and continuity that only full-time scheduling can provide.

An increasing number of students need English 62, creating a matriculation need that is not being met because there is only one section available and a waitlist long enough to constitute an additional section. Also, waitlists for English 92 have been longer this year, as a result of growth in student demand because of unemployment and underemployment in the community. In response to immigration legislation and in response to financial aid rules changes, far more students than ever before are registering for our GED program. All these increases in demand are impacting our department at the same time that our full-time faculty member with the greatest expertise in English 62 and GED is retiring. Therefore, we need to hire a new full-time instructor to provide that seamless support for the most academically needy students.

**MATH**

There have been no new FT faculty hired in past 10 years. Two FT instructors have retired, one more will retire after the Spring 2013 term. One more FT faculty member will be going into a phased-in retirement. We need to fill those vacancies with experienced instructors that will help the department teach the courses and be available full-time to provide mentoring and counseling to the students. Their help is also needed in dealing with an increasing volume of strategic planning and reporting (Program Reviews, SLOs, etc.).

Mathematics is a fundamental discipline essential for the entire student body of the College of Marin. We need full-time instructors to do the job, not part-time instructors juggling several colleges.

The student demand for math classes continues to grow, a lot of our classes (Math 85, Math 95, Math 103, Math 109, Math 115) are routinely heavily waitlisted. We need to replace the retired instructors to satisfy the students’ needs. The trend has remained the same - demand exceeds supply. A lot of students cannot fulfill their math requirements and move on because they cannot get the classes they need. Every semester we have ask for extra units to open new sections of the above mentioned classes. And even then we have to turn down a lot of students.
Music
With the recent retirement of Doug Delaney in Spring 2012, and Paul Smith in December 2012, and the upcoming retirement of Tara Flandreau in June 2012, the music department will have no remaining full time faculty. No new FT faculty have been hired in the past ten years. Our student demand is fairly constant. It is the staff that is being decreased. We are not asking for additional faculty. We are seeking to regain a portion of what has been lost.

Music classes tend to be highly specialized in many areas. It is difficult to fill a temp pool with candidates that can cover multiple specialties within the discipline. We were lucky to find several qualified candidates for our recent pool this past summer, but did not anticipate at that time the departure of two more FT faculty. We can staff most everything from the pool we have now, but may need to consider opening another pool foe Fall 2013 or 2014.

We do not anticipate ANY reduction in teaching units because of retirements. We have already been reduced to the bare minimum of units in our program. Our department usually offers around 72 units per semester. Out of this, 45 units, or 62.5% have been taught by FT faculty. By next fall, we will have 0% of our units taught by FT faculty. This represents a monumental shift in the character of our department. For the first time in our history, we will be staffed entirely by PT instructors.

Our degree program includes a comprehensive program of music theory, ear training, music history, piano, and performance. The five major performance ensembles as well as many other smaller groups, all present dozens of performances per year. To have a program of this scope without the consistency and presence of a single FT faculty member is not a formula for the success and support of our students.

The major problem is that students are coming to us with less and less adequate preparation. We are seeing the need for more remedial classes or tutorials to bring them up to speed.

Physics/Astronomy
We are in need of a full time faculty member in physics. Our new full time instructor, hired for the 2012-2013 academic year has informed the Dean of Math and Sciences of his intention to resign at the end of this year. This comes as a major blow given that he was a stellar recruit and has very positive evaluations from his students, strong enrollment, attendance and success rates. We hope to find a replacement that can do as well.

It is BRUTAL trying to find qualified instructors with minimum qualifications in physics. We have had multiple instances where we have had to scramble to find people to take these classes.

Three have resigned their positions for various reasons:
Rob Chavez 2007-2009
Colleen Marlow 2010-2011
Ben Jose 2012. Set to resign at the end of spring 2013