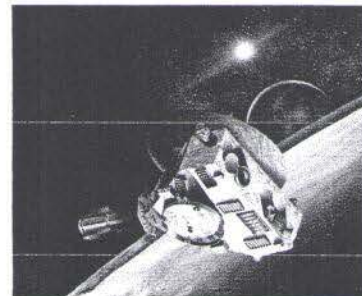


Job Description

- Teach a full load of Astronomy courses in online, hybrid, & face to face formats
- Advise and mentor students majoring in astronomy and astrophysics
- Develop innovative astronomy lab course
- Operate and oversee use of digital planetarium at CCC
- Contribute to program review and SLO assessment processes
- Desirable Qualifications
 - Exemplary teaching skills
 - Desire to sponsor and advise student extracurricular activities and clubs related to Astronomy
 - Meets minimum qualifications for one other discipline in the ESES department
 - Works collaboratively with others; is a team player



Staffing History

- There are currently *no full-time faculty* in the Astronomy program
- The full time Physical Science and full time Physics instructors teach in Astronomy as overload
- The Astronomy program currently has 7 adjuncts who teach the majority of the sections, and adjuncts have always taught the majority of sections offered

Program Review Data

Year	FTES	WSCH	FTEF	Full Time Faculty	Overload	Adjunct Faculty	% Taught by Full Time	Instructional Load	Sections Taught
14-15	65.66	1970	2.0	0.6	0.1	1.3	28%	505	20
13-14	65.40	1962	2.0	0.4	0.1	1.5	20%	490	20
12-13	56.65	1696	1.6	0.1	0.3	1.2	6%	530	16
11-12	56.58	1697	1.7	0.0	0.3	1.4	0%	499	17
10-11	64.41	1932	1.9	0.0	0.2	1.7	0%	508	19
Change 10-15	2%	2%	3%	450%	-50%	-24%	N/A	-1%	5%

Need

- The full-time Physical Science faculty, who teaches a 100% load and leads all Physical Science initiatives, is also tasked with leadership of the Astronomy program
- The percentage of full-time faculty indicated by the program review data does not accurately represent full-time faculty load in the Astronomy program, but rather the amount of astronomy overload full-time faculty from other disciplines are teaching
- A low percentage of courses are being taught by full time faculty; most are taught by adjuncts
- Hiring a full-time faculty in Astronomy will reduce/and or eliminated the need for full-time faculty from other disciplines to conduct program review, student learning outcomes and curriculum updates, adjunct evaluations, and other program/department business
- Staffing difficulties will be minimized with a full-time Astronomy faculty whose primary focus will be astronomy courses at College of the Canyons, in contrast to adjuncts who teach at multiple institutions with multiple schedules

Future Growth

- New Observational Astronomy and Astronomy lab courses are in development
- A portable planetarium is being purchased for CCC

ACADEMIC STAFFING COMMITTEE PRESENTATION

BIOLOGICAL SCIENCES DEPARTMENT, 2 NEW POSITIONS

TITLE OF POSITION: Biological Sciences Instructor

JOB DESCRIPTION: These faculty members will participate actively in all aspects of the existing Biology program including instruction in a variety of courses within the Biology curriculum with an emphasis in the areas of Cell, Molecular and Microbiology (position # 1); AND Anatomy & Physiology (position # 2). Both positions connect to the college Mission of Transfer and Basic Skills.

PROGRAM REVIEW DATA: Current Full Time Instructors: 8 (plus TWO anticipated replacements dating over 8 years ago)

Current Part Time Instructors: 26

	FTES				WSCH			
	11/12	12/13	13/14	14/15	11/12	12/13	13/14	14/15
BIOSCI	517.23	633.58	676.82	693.17	15, 517	19, 007	20, 305	20, 795

ADDITIONAL INFORMATION: These new positions are absolutely necessary to maintain the current load and the future increased pace of the Biological Sciences programs. Starting with the Cell, Molecular, Microbiology area, according to the Labor Data obtained jobs for Biology Technicians; jobs in this field will increase by 40.8% in California and a growth of 14.9% in Los Angeles County as well as the current growth in the biomedical companies in the SCV. With the recent curricular changes, and the creation of the AS-T degree, the introductory A&P courses and Microbiology course will dramatically increase in numbers requiring additional full time faculty to maintain standards, mentor adjunct faculty, and manage SLOs assessment. The department is also looking to start a "PAL" program with several combinations of courses in an 8-week each format as part of a potential grant; as well as participation in learning communities. The Biological Sciences department has a proven record of efficiency, if we consider what it takes to run our department (labs, materials, and classified staff). We are the 4th largest FTES and revenue generating department after English, Math, and Physical Education, and the 3rd highest in Associate degrees awarded after Business and Nursing.

Outreach Participation (partial list): Biology Club, AMSA club, Hands on Earth club, Department of Commerce grant participation, Upward Bound grant participation, Honors Program, Honor society participation, Service Learning participation, Judging Science fairs, Workforce training, Gate program (K - 8) Newhall School District, AAUW Girls Science program, Hart District Biotechnology Outreach program, Study Abroad program participation, Education Alliance participation.

To: Academic Staffing Committee

From: Gina Bogna (Asst. Dean, Internships, Job Development, and Career Center) and Albert Loaiza (Dept. Chair Counseling)

Date: November 17, 2015

Re: Request for 1 New Full-Time Career Counselor

Program Description	In the wake of 3SP, the Career Center (CC) is taking a lead role in helping students' identify their major. The CC shifted its primary focus from preparing students for jobs and careers via resume and interview workshops, to guiding students through critical reflection and self-awareness only delivered by a professional Career Counselor. In addition to one-on-one Career Counseling appointments, the Career Center offers dozens of workshops between How to Choose a Major, My Majors, and Kuder Journey, and educating students on assessment/interest tools (Results to MBTI/iStrong). These workshops are facilitated by a Career Counselor. In 2015, a single Adjunct Career Counselor (23 hours/week) facilitated 109 workshops attended by 537 students and held 256 individual appointments.
Connection to College Mission	The mission of the Career Center is to better prepare students to successfully identify career options to transfer or enter the workforce through advisement, exploration, workshops, and variety of job preparation services. <u>Transfer</u> : We prepare students for transfer to four year colleges and universities by helping students identify their career path and developing SEP surrounding a solid transfer/career goal <u>CTE</u> : We prepare students for the world of work and the attainment of their career goals through career assessments and career exploration strategies.
Title of Positions Requested	Position 1: Career Counselor
Job Description(s)	The full time Career Counselor would provide critical career planning services to all students who fall outside of "special populations" which are the majority of the students. This <u>full-time Career Counselor</u> shall perform all regularly assigned duties that include academic, career, and personal counseling. This assignment also includes components of the Student Success & Support Program and transfer process. Specialized duties include (but not limited to): <ul style="list-style-type: none">• Assisting students with career decisions• Administer and interpret various career assessments/inventories• Teaching career guidance courses• Serving as a liaison to instructional divisions to keep up to date with career trends• Assisting with the development of career counseling related publications• Presenting workshops and conduct follow-up services.
Program Review Data	Since 2005 the Career Center offers a "Career <i>Advisor</i> Internship" for graduate students in their final semester of their Career Counseling programs. For over a decade utilizing an intern was the solution to addressing career exploration, however the interns are limited in knowledge and ability. As a result, a Career Counselor has been requested in program review for the last ten years. This is the first Academic Staffing Request for a full-time Career Counselor to support program review.
Department Staffing History	The College of the Canyons Career Center has never had a FT Faculty member staffed in the office.
Counselor: Student Ratio	As of Fall 2015 the counselor: student ratio is 1:1,541 based on a 16,953 unduplicated student headcount, excluding ISA's, Online, Allied Health and Student-Athletes. Allied Health, Online and Student-Athletes are excluded as they are the only population seen exclusively by their designated Counselor; all other special populations, while having their own designated Counselor(s), are also able to see Generalist Counselors, and do so on a regular basis. This ratio reflects the number of full-time counselors on reduced schedules, as well as adjunct counseling faculty. This student headcount only reflects enrolled students, and does not take into account applicants and potential students. Counselors meet with all students to create student educational plans.
Addresses Regulatory/Legal Compliance Issues	The Student Success Act of 2012 (SB 1456) has impacted the resources of the Counseling Department since implementation began Fall 2015 registration. The Department anticipates that by-products of SB 1456, including reorganized enrollment priorities and mandatory orientation, assessment, and first-semester education plans, will drive new students into the Counseling

Position: Chemistry Instructor (Generalist)

- **Connection to COC Mission:** Transfer
- **Job Description:** College of the Canyons is seeking a faculty leader in the area of Chemistry, preferably also with experience teaching Organic. This is a professional, full-time tenure-track position. Responsibilities include teaching lecture, discussion, and laboratory sections in Preparatory Chemistry, Introductory Chemistry, General Chemistry, Organic Chemistry, and Biological Chemistry, including Honors level courses. Involvement in activities designed to improve teaching and the application of technology to the instructional process is expected. The Chemistry department provides strong academic preparation for students transferring to four-year institutions. The position may include a combination of teaching, department, division, college, and community leadership functions. Assignments may include day, evening, and weekend duties at all District sites and distance learning assignments.

The Numbers:	Since 2010/2011 Chemistry has:	Compared to the College Overall:
	Increased FTES 44%	Increased FTES 9%
	Increased sections 48%	Increased sections 20%
	Increased FT overload 92%	Increased FT overload 88%
	Increased # adjuncts 98%	Increased # adjuncts 47%
	Increased # students served 45%	Increased # students served 9%
	Decreased % FT from 48% → 29%	Decreased %FT from 45% → 31%
	127 students on waitlist Fall 2015	
The Facts:	The History:	The Future:
	Going back even farther, in Spring '05 Chemistry offered only 18 sections with 4 full time faculty	Since '05, we now have grown to 32 sections in the spring, with 6 full time faculty (a 78% growth in offerings, with 50% growth in FT)
	While the # of adjuncts has consistently increased, every semester it is more difficult – we have 1 eligible applicant. Every semester we're forced to <i>split sections</i> (pedagogically highly unfavorable)	Not only can the dept. not entertain the idea of further growth, but we can no longer even guarantee our current offerings can be <i>maintained</i>
	Courses are frequently unstaffed mere days before the semester starts, and some have had to be cancelled due to staffing.	Classes will have to be cut if eligible adjuncts aren't available...and in our discipline, they aren't!
	Since 2010 the dept. has experienced continual growth as evidenced by # sections (40, 44, 51, 56, 59) and waitlists (127 students at start of F'15)	The demand on our dept. is going to increase over the next year, as <i>Chem 201 is now a prereq. to Bio 107</i> and Chem 151 is anticipated to be a requirement for Nursing
	Overload has become essentially a mandatory staple for our entire department (92% increase since 2010), with more than one FT member over 21 TLUs	Expansion to CCC is something we as a dept. want to successfully implement...but currently that is not an option if we can't even support our Valencia campus offerings

Bottom Line: With the anticipated growth over the next year due to changes in other departments/programs, Chemistry will likely be forced to *cancel sections* if left to rely on finding eligible adjuncts.

COMMUNICATION STUDIES
Academic Staffing Committee Presentation
 Submitted by: Michael Leach

TITLE OF POSITION:

Position #1: Communication Studies Instructor with Forensics Specialization

CONNECTION TO THE MISSION OF THE COLLEGE AND DEPARTMENT:

- 1) Preparation for Transfer: COMS is a transfer major. There are two Associate Degrees in the program, including a *General COMS A.A.* and a *Transfer A.A.-T.*
- 2) Providing students with a quality education that prepares students for transfer and the workforce.

JOB DESCRIPTION:

The faculty member will teach public speaking, argumentation, small group communication, oral interpretation, and forensics. Forensics is a highly specialized sub-discipline where trained part-time faculty members are extremely difficult, if almost impossible to secure. **All goals and objectives are, and have been, cited in the past several Program Reviews and the Educational and Facilities Master Plan.**

PROGRAM REVIEW/INSTITUTIONAL DATA FOR PAST FIVE YEARS:

Full-Time Faculty:	<i>Only 3.6</i> because of release time; 1 new faculty member hired for 2015-16 <i>STILL ONLY 1 person with forensics specialization since 2007-08</i>
Part-Time Faculty:	19 in 2014-15; an increase by 6 since 2010-11, e.g. past 5 years
FTES:	↑ 40% in past 5 years, <i>the most in SBS</i> (compared to 9% increase college-wide)
FTEF:	↑ 48% in past 5 years, 13.2 for 2014-15 (compared to 21% increase college-wide)
Headcount:	↑ 29% in past 5 years, 3,097 for 2014-15 (compared to 9% increase college-wide)
Majors:	↑ 49% in past 5 years, 532 for 2014-15
Degrees:	↑ 671% in past 5 years, 54 for 2014-15 (compared to 32% increase college-wide)
Courses Taught by Full-time Faculty:	<i>Only 22%</i> in 2014-15; however, even with new hire in 2015-16, increase would be minimal.
Sections:	↑ 49% in past 5 years, 126 for 2014-15 (compared to 20% increase college-wide)
Instructional Load:	As performance classes have lower cap, <i>5% decrease</i> (compared to 10% decrease college-wide)
Innovation & Competitiveness:	Since 2011-12, <i>Communications Club</i> ; since 2012-13, <i>Sigma Chi Eta</i> ↑ 100% state and national member of <i>Speech Team</i> (forensics) during past 5 years; 55 national and state medals since 2005 –a 233% increase in past 5 years

STAFFING HISTORY:

- 2007-08: Department was awarded a FT position. HR asked us to table it pending budget, and said position would be returned once budget improved. However, enough time passed and staffing resumed with previous priorities erased.
- 2014-15: Staffing again placed COMS on urgent list. Tamera Stokes Rice was hired to fulfill original 2008 position –**all before department grew astronomically.**

BACKGROUND AND OTHER FACTORS:

- A full-time instructor would **improve the adjunct/full time ratio.**
- The addition of new faculty has been **cited in past eleven program reviews and last four educational master plans.**
- **A new full-time faculty member would provide staffing in a discipline where there is a history of difficulty finding adjunct faculty.**
 1. Many qualified adjuncts remain employed in business sector and available only during evening.
 2. Finding qualified adjuncts to teach 200 level courses remains very difficult. Due to lack of qualified instructors, evening sections have been limited and full-time instructors have to prep at least three different courses each semester to rotate curricula.
 3. Staffing large number of sections at CCC remains difficult, especially winter, because adjuncts return to other campuses while our winter session is in progress.

Title of Position:

Full-time, Tenure Track Computer Applications and Web Technologies Instructor.

Prioritization of Position:

High priority because the position relates directly to newly developed curricula and future expansion of our department.

Connection of Position to the Mission of the College, (CTE: Career Technical Education):

The focus of the Computer Applications & Web Technologies (CAWT) Department is Career Technical Education (CTE), which offers students the fastest route to a viable career pathway through quality training and retraining opportunities in computer technologies and software applications. Rapid acquisition of technology job skills by prospective employees and returning the jobless back to work quickly is of particular concern. The new position will allow us to offer a greater variety of CTE courses related to the expertise of the new hire, as well as develop innovative curricula in response to recent labor market trends and demands.

Job Description:

The position sought is a generalist and will provide full-time instruction in the core Computer Applications & Web Technologies courses, which includes the Microsoft Office Suite, the Windows Operating System, Web Development (including HTML, CSS, and FTP administration), the Adobe Creative Suite, and medical office administration. Other duties include curriculum development, program review, committee participation, outreach, and other assigned departmental or institutional tasks in support of the Department’s role.

Program Review Data:

The decreases in the *percent change* column below are largely accountable due to the cancellation of sections at the Canyon Country campus and to the loss of instructors due to illness.

Program Review	9/10	10/11	11/12	12/13	13/14	% Change
FTEs	206.01	338.00	249.16	212.43	201.36	-2%
WSCH	6,180	10,140	7,475	6,373	6,041	-2%
FTEF	6.7	7.2	7.5	6.9	6.6	-2%
FULL-TIME FTE	2.8	3.1	2.7	2.5	3.2	13%
OVERLOAD FTE	0.6	0.3	0.9	1.3	0.5	-25%
ADJUNCT FTE	3.3	3.8	3.9	3.1	2.9	-10%
% OF FACULTY FULL-TIME	42%	43%	36%	36%	48%	-
INSTRUCTIONAL LOAD	463	703	496	463	460	0%
SECTIONS TAUGHT	61	66	61	65	59	-3%

Funding Source for Position: Not applicable

Staffing History of Department:

Two full-time positions were lost to retirement in 2007 and need for replacements is imperative due to development of new programs within the Department and the need to remain innovative. Finding qualified instructors in the newly expanded areas of web development and medical office administration has been exceedingly difficult and filling these positions with instructors who have no long-term

vested interest in our department does not provide the consistency, stability, or quality of instruction necessary to assure a successful program.

Additional Information:

Due to the loss of two full-time faculty, three staff are now left to administer a relatively large curriculum with numerous morning, afternoon, and evening sections. Since 2007 there has been tremendous convergence of technology on the Internet and a marked increase in the demand for web-related technology specialists and medical record administrators (growth of 20% and 12%, respectively, projected over the next eight years – BLS). The CAWT Department responded by developing new CTE programs, but now requires the addition of another full-time faculty member to assure that these programs remain current, attract the target participants, and meet the needs of the community and local businesses. Furthermore, it has been exceptionally difficult finding qualified adjuncts to teach web development courses to non-programmers, as most who have applied come from Computer Science backgrounds and have no experience building web sites with an emphasis on front-end processes, best design practices, usability, and accessibility. This difficulty has been compounded by the recent loss of three of our most dependable adjuncts due to catastrophic illness. Many of our students take our classes with the objective of acquiring a specific skill set related to their career and are not necessarily interested in completing an entire program, but should nevertheless be considered successes in terms of their initial goals. As with many similar CTE departments, determining success based exclusively on the number of program completers is misleading and does not necessarily reflect the need for additional full-time instructors possessing concomitant skills necessary to maintain continuity between the needs of our students relative to the future development of our programs.

Executive Summary Supporting the Computer Network Professor Positions

Big Picture: Gartner (2015) predicts that over 6B new devices will be added to the US infrastructure next year. Internet of Things

Corporate Social Responsibility, but has certain and specific legal and regulatory implications for companies "Risk Exposure" (Target: \$365M settlement and will pay up to \$10,000 per customer).

National Picture: Alone: DOD has 35,000 current open positions at the GS level for Cyber Defense.

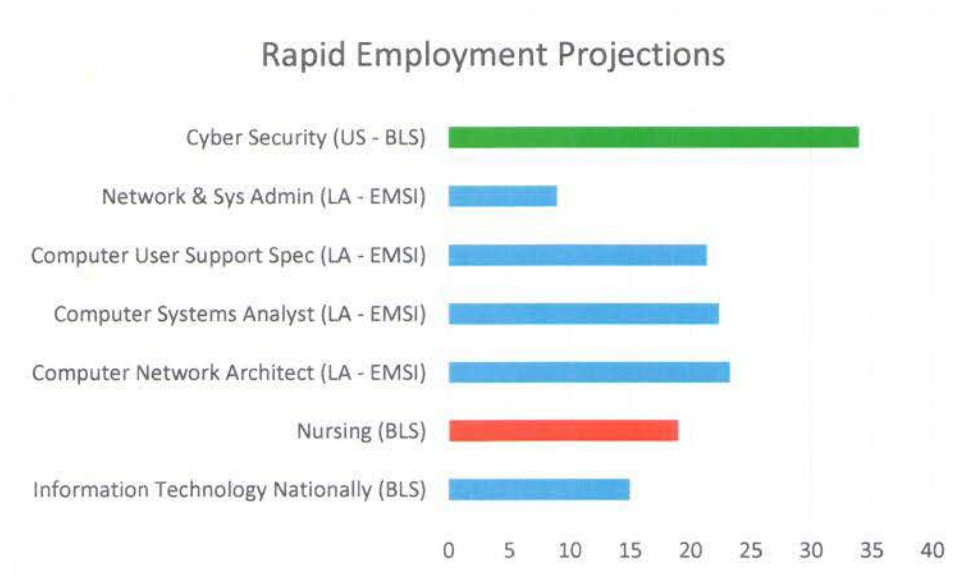
Addressing the rubric scoring and programmatic concerns, additional faculty members will:

1. Improve our Full time / part time ratio
2. Address the job market demand which will be persistent for the years to come
3. Will help us offer more courses and sections improving our WSCH
4. Will allow us to coordinate programs not only in Networking and Cyber security, but with Electronics (which includes Robotics and, in the future, Drone technology)
5. Position will allow us to address the **Grant Compliance issues** and performance issues outlined in the **Pathways grant**. On-going **Pitchess** support will be possible with a Full Time position
6. There is a dramatic **scarcity in hiring adjuncts** since the hourly pay for a network engineer in the job market is far greater than the hourly rate paid to adjunct faculty

Current Department TLU per semester (without Hart District nor Pitchess)

29	Networking Full time
9	Networking Part time
8	Networking Part time
6	Electronic Systems Part time
52 TOTAL	• NO ROOM FOR GROWTH *

Locally, Why are these positions important to COC?



Rapid growth in the SCV area and movement/expansion of companies into the Valley: **Logix, Dimension Data, Honda Performance, ADI, ITT Aerospace, Wesco, AB, Boston, Quest, Avarto, etc.** (Dimension Data: 80% growth per year: Last 3 years)

Support job growth in the Santa Clarita Valley with **our students as the primary and preferred candidates of choice in the region and nationally.**

POSITION: ENGINEERING TECHNOLOGIES - CONSTRUCTION MAGEMENT & CONSTRUCTION TECHNOLOGY FACULTY

Connection to the mission of the college: CTE

JOB DESCRIPTION: Teach a wide variety of construction management and construction technology courses. Utilize various technologies and delivery formats to facilitate and optimize learning. Maintain a student centered focus working with and advising more than 110 students, 2 certificates and 1 degree program. Development and support of the discipline and program including but not limited to new facilities, new courses, dual enrollment, new technologies, advisory board participation, grant participation, outreach, curriculum, SLOs, and internship and industry partnership development.

DEPARTMENT HISTORY: I was hired as Engineering faculty in the Engineering Department. By the end of my first semester here, I had inherited the Construction Program, the Water Program, and at the time, the brand new Land Surveying program. After a short time it became clear that these programs had a completely different student demographic and completely different needs that would be better served in their own department. Ultimately this led to the creation of the Engineering Technologies department. None of the programs in the department have ever had a single full time faculty member. Although I am a full time faculty member, I am required to strategically split my time between programs which significantly limits the progress being made within any given program. I try to dedicate myself to a different program each year.

SINGLE PERSON DEPARTMENT WITH 3 PROGRAMS:

# of F/T Faculty since program inception	0	ADVISORY COMMITTEE: Recommends this position.
# of P/T Faculty 14/15	16	
# of sections to make load	4	
# of sections taught by P/T Faculty	100%	
Full Time Faculty	0	District Funded
Instructional Load (WSCH)	18%	
FTES	18%	

AVAILABILITY OF FACULTY: It is difficult to find and retain qualified faculty. For the 15/16 academic year, I needed to hire at least 3 adjunct faculty with specific discipline expertise. There were no qualified applicants in the pool. Fall 2015 I had 3 adjunct construction faculty decline assignments due to other work obligations. ...

LABOR MARKET DATA: The construction industry is one of the largest industries in the world with \$1.7 trillion of construction in the US alone. The workforce is aging and the demand for construction labor and will increase in the next decade and beyond. Commercial and residential construction are expected to increase over the next decade. Here are some facts about the construction industry:

- 14% increase in construction over the last year
- 13% increase in the need for construction managers in Los Angeles County
- 35% of the top 100 growing jobs are in construction (at least 24% growth)
- 28% increase in jobs for supervisors/estimators
- 34% increase in commercial construction
- Labor shortage predicted for Los Angeles area
- Increase in housing starts projected for Santa Clarita Valley

English Department Replacement (D. Pescarmona) and New (1) Positions [2]

Connection to Mission: Basic Skills and Transfer

Job Description:

Teaches a full load of courses, including both basic skills and transfer level courses, and upholds other typical faculty responsibilities. Desirables include experience leading equity initiatives, serving a diverse student body, and teaching at both transfer and basic skills levels with specialties in composition, critical thinking, and acceleration.

Program Review Data:

English Department enrollments continue to increase: **853 FTES (09/10); 896 FTES (10/11); 957 FTES (11/12); 1,007 (12/13); 1059 (13/14); 1068 (14/15)**. This represents an **increase of 25%**, maintaining an average class size of 32.

Staffing History and Replacement Position Requested:

- The English Department presented to Academic Staffing Committee in Fall 2011 and had **two new positions** recommended, one as urgent and one as highly recommended, but neither of these positions were sent forward for authorization to rehire.
- **Beda's position (vacated in Spring 2012)** was reviewed in Spring 2012 and was not recommended for rehire by the Academic Staffing Committee.
- **Pescarmona's position (vacated in summer 2013)** was recommended for replacement by the Academic Staffing Committee but was not sent forward for authorization for rehire.
- **Cheng-Levine's position (vacated in Spring 2014)** was recommended for replacement by the Academic Staffing Committee but has no replacement to date.
- **Brezina's position (vacated in summer 2012)** was **replaced** in Fall 2015 (George).
- The English Department had two Generalist positions hired in Spring 2013 to **replace** retirees Ayers (Voth) and D'Astoli (Kaiserman). The English Department had two Generalist positions hired in Fall 2015 to **replace** retiree Petersen (Dimakos) and resignee Voth (M. Powell). The English Department had a **new** Generalist position hired in conjunction with the TLC in Fall 2015 (Delaney).
- NOTE: In Fall 2015 the three replacement hires and one joint hire yielded the English Department .5 new FT faculty. The English Department has an urgent need for a **replacement** of Pescarmona's vacated position due to administrative reassignment, as well as a **new position** to off-set staffing shortages (see below) amidst continuing growth.

Additional Information:

- **Improves Adjunct/FT Ratio:** Available data indicates that despite recent replacement (3) and .5 new full-time hiring, in Fall 2015 English full-time faculty teach only 30% of all 165 offered sections – down from 59% in 09/10, 56% in 10/11, 49% in 11/12, 44% in 12/13, and 33% in 13/14.
- **Addresses Staffing Shortages:** Hiring and retaining quality adjuncts has proven to be very difficult, especially recently, due to our relatively large class size and lower pay as compared to neighboring colleges. Additionally, English Department faculty currently staff all Humanities sections (6), including five sections taught by full-time faculty (nullifying the two sections gained by the recent .5 new full-time hire).
- **Meets an Important Employment/Job Market Demand:** The current job market demands employees that have strong communication and writing skills, curiosity and creativity, and the ability to “re-engineer” themselves when needed to adapt to the changing workplace (Forbes Magazine, 2010). English fosters all of these skills and produces graduates that are well-equipped for today's changing job market. In addition, the Department is developing an emphasis in **Professional Writing** that would address needs in CTE programs.
- **Supports Student Success:** According to a Summer 2009 survey conducted by the English Department and Institutional Research, only 57% of the respondent reported feeling confident in their writing skills. Further, research conducted by the Office of Institutional Research in April 2009 illustrates that students have success rates up to **18% higher in basic skills courses taught by full-time faculty** as opposed to those taught by part-time faculty.
- **Assists with Coordination of Programs:** In order to continue to lead and innovate, the English Department needs additional FT members. There is a particular need for additional expertise in specialized areas, such as Rhetoric and Composition and acceleration.

Job Description

- Teach a full load of human geography, regional geography, physical geography, weather, and GIS courses in online, hybrid, and face to face formats.
- Sponsor and advise student extracurricular activities and clubs related to Geography and GIS.
- Advise and mentor students majoring in geography or geospatial technologies.
- Create opportunities and curriculum for field studies
- Develop and coordinate a GIS certificate and/or transfer program
- Desirable Qualifications
 - Meets minimum qualifications for one other discipline in the ESES department (Geology, Environment, Astronomy, or Physical Science)

Staffing History

- The Geography program currently only has one full time faculty and 8 part time faculty

Program Review Data

Year	FTES	WSCH	FTEF	Full Time Faculty	Overload	Adjunct Faculty	% Taught by Full Time	Instructional Load	Sections Taught
14-15	94.84	2845	3.0	0.6	0.4	2.1	19%	476	32
13-14	91.11	2733	3.0	1.1	0.1	1.9	35%	456	32
12-13	81.05	2431	2.5	1.0	0.2	1.3	40%	496	27
11-12	80.32	2410	2.3	1.0	0.2	1.2	41%	517	25
10-11	87.16	2615	2.4	1.2	0.2	1.1	47%	539	26
Change 10-15	9%	9%	23%	-50%	147%	82%	-59%	-12%	23%

- **Only 19% of geography courses are taught by full time**
- Of transfer programs that did not get a new full time position last year only geology, theater, paralegal, and engineering have a lower percent of their courses taught by full time.

Need

- The Geography program only **has one full time faculty**
- Low percentage of courses being taught by full time faculty
- No full time faculty with expertise in GIS
- **18% FTES growth** since 11-12 academic year
- A second full time faculty will help ease the workload conducting program review, student learning outcomes and curriculum updates on 7 unique courses, 8 adjunct evaluations, and other program/department business
- Second full time faculty would be especially useful when the only full time geography faculty is also the ESES department chair
- Staffing difficulties: **Only two to three people** meeting the minimum qualifications for geography apply to the adjunct pool each year. GIS is particularly difficult to staff.
- Retention of qualified adjuncts is difficult due several receiving FT positions at other colleges or in industry and adjuncts leaving for other colleges with higher pay rates.
- The only Full Time Geography faculty is overloaded at 133% due to staffing difficulties and chair duties
- Last year we had an adjunct instructor overloaded for due to staffing difficulties as result of a part time faculty loss at the last minute

Future Growth

- AS-T degree in Geography started up in Fall 2013
- New Geographic Information System GIS Certificate and/or transfer program is in development

Job Description

- Teach a full load of geology courses in online, hybrid, and face to face formats.
- Sponsor and advise student extracurricular activities and clubs in the geosciences.
- Serve as a mentor and advisor to students seeking an education and career in the geosciences.
- Develop field study opportunities and curriculum.
- Desirable Qualifications:
 - Meets minimum qualifications for one other discipline in the ESES department in addition to Geology/Earth Science (Geography, GIS, Environment, Astronomy, or Physical Science)

Staffing History

- The Geology program currently only has one full time faculty and 6 part time faculty
- ASC placed the geology position on the recommended list in Fall 2013
- After a representation in Fall 2014, the ASC placed the geology position near top of strongly recommended list, but position was not hired for the 15-16 academic year.
- Representing the new geology position this year for higher ranking than last year due to rapid growth

Program Review Data

Year	FTES	WSCH	FTEF	Full Time Faculty	Overload	Adjunct Faculty	% Taught by Full Time	Instructional Load	Sections Taught
14-15	109.65	3289	3.7	0.4	0.7	2.6	10%	444	36
13-14	97.96	2939	3.1	0.5	0.3	2.3	16%	469	31
12-13	84.35	2530	2.5	0.4	0.1	2.0	17%	506	25
11-12	71.19	2136	2.3	0.4	0.2	1.7	19%	472	22
10-11	64.98	1949	2.1	0.8	0.3	1.0	39%	470	21
Change 10-15	69%	69%	78%	-53%	133%	170%	-74%	-5%	71%

- **Only 10% of the instruction in geology is taught by full time faculty.**
- This is the **lowest percent taught by full time at COC of any program** (excluding CTE)
- In the last five years Geology FTES, WSCH, and Sections Taught have grown by **69%, 69%, and 71%** respectively.
- Growth has continued in the current 15-16 academic year with 40 sections, up 4 from 14-15 academic year.

Need

- Extreme program growth! **(70% growth in the 5 years since 2010)**
- The Geology program only has one full time faculty.
- Hiring a second full time faculty will help ease the workload on conducting program review, student learning outcomes and curriculum updates on 9 unique courses, six adjunct evaluations, and other program/department business.
- Staffing difficulties: **Only two people** meeting the minimum qualifications for geology have applied to the Geology Adjunct Pool in the past year.
- Difficult to recruit new faculty due to high earnings in the private sector for geotechnical jobs.
- The Full Time Faculty Geologist is overloaded at 140% due to staffing difficulties and rapid program growth.
- Last year we had an adjunct instructor overloaded for same reasons as above.

Future Growth

- AS-T degree in Geology started up in Fall 2014
- Newly mandated Earth Science Lab Course starting in Fall 2016 (For Elementary Education Transfer AA-T)
- New Dinosaurs Life Science GE course starting in Fall 2015 (This will help ease the 400 plus student waitlists for Biology 100 and Anthropology 101 each semester).

- I. **Head Women's Soccer Coach/KPE Instructor**
School of Kinesiology, Physical Education & Athletics

- II. The College of the Canyons athletics considers itself to be an integral part of the College Community. As such, Intercollegiate Athletics will strive for excellence and provide exemplary leadership, appropriate facilities, and support services to allow our student-athletes to compete at the highest level and to reach their educational and academic progress objectives. It is our challenge to represent COC with character while providing the student-athlete with a rewarding experience both academically and athletically. Our Athletic program is committed to fair and equitable opportunities and treatment for all our students and staff.

- III. The Head Women's Soccer Coach will serve as a lecturer in the Department of Kinesiology and Physical Education. The coach will manage the daily operations including planning, coaching, recruiting, scheduling and directing the soccer program within the CCCAA & WSC rules and regulations. The Head Coach will report to, and work with, the Dean and Director of Athletics to further the institutional goals of the College.

- IV. Program review data:

Category	Fall	Spring
Current number of FT faculty	10	10
FTEF	19.3	19.7
Current number of PT faculty	16	16
FTES	323.49	312.19
Number of sections (WSCH/FTE)	98	100
Number of sections FT faculty <i>typically</i> teach to make load	6	6

- V. Our section number have increased slightly and our FTES and WSCH have decreased slightly. Our overall student count has grown to 3,707 which we anticipate to continue with the modification of our major and new curriculum. Also, CSUN's department is now impacted. Our student success rate is at 84% and our retention rate is 93%.

- VI. Over the last 10 years, we have lost 3 positions which have been replaced. We have added a FT Women's Softball Coach in an attempt to meet the recommendations to become compliant with Title IX.

- VII. New positions recommended to CEO for hire that were not hired: The F/T Women's Soccer position was on the recommended list for the last 2 years but there was no movement on it.

Title IX compliance is assessed through a total program comparison. In other words, the entire men's program is compared to the entire women's program, not just one men's team to the women's team in the same sport. Males and females can participate in different sports according to their respective interests and abilities. Thus, broad variations in the type and number of sports opportunities offered to each gender are permitted. Otherwise, male and female student-athletes must receive equitable "treatment" and "benefits."

Mathematics Department: Five (5) Mathematics Generalists and One (1) Statistics Specialist

Connection to mission statement: Basic Skills, Transfer, and CTE support

Brief Job Description: The faculty members will participate actively in all aspects of the mathematics program including instruction of the full range of courses offered (generalists) or courses in pre-statistics and statistics (statistics specialist).

Program Review Data (2014/2015):

Full-time faculty	19	FTEF	106.3
Part-time faculty	60	Instruction load	1052
FTES	1863.94	# sections	325
WSCH	55,909	Degrees awarded	50

[Notes]

- The Math Department generates 16% of the total FTES (1863.94) but only 10% of the FT faculty.
- Full-time faculty account for only 35.9% of FTEF (even with FT overload).
- The Department awarded 50 degrees, which is 35% more than the year earlier.

Enrollment Trends:

- The Department's FTES: 1686.23 (2012/13); 1768.37 (2013/14); and 1863.94 (2014/15).
- This trend (5.3% per year) is expected to continue as every associate program requires Math 070 or 075.
- Nearly all of the Department's 170 sections are waitlisted every semester.

Staffing History:

- Over the last ten years, the Department has lost eight full-time faculty members and hired eight.
- The full-time faculty has not grown while, just in the last two years alone, the FTES grew by 10.5%.

Adjunct/Full-Time Ratio:

- The percentage of full-time faculty (FTEF): 42% (2010/11); 31% now (2014/15).
- During the same four-year period, the full-time FTE dropped 19% while the overload FTE increased by 61%.
- About 8 FT faculty take on overloads every semester to ensure that all sections have instructors.
- During the current semester, we have 5 adjuncts exceeding 67%, some of them by more than 5 units.
- But, even with these overloads, some sections had to be cancelled due to a lack of instructors.

Scarcity of Adjuncts in Mathematics:

- Adjuncts are teaching 68% (116 out of 170) of math sections in Fall, 2015.
- The Department has difficulty locating and keeping enough adjuncts; some withdraw for various reasons.
- We cancelled 7 sections in July, 2015; even then, we still had 11 unstaffed sections.

Department Growth and innovation:

- The statistics pathway grew from 35 sections to 102 in 4 years, requiring at least one specialist.
- We are also offering more transfer-level STEM classes, requiring highly qualified mathematics generalists.

Addresses access, equity, retention issues:

- The Department has made significant changes to improve student success, including the development of a non-STEM statistics pathway, moving arithmetic to non-credit, implementing placement reform, and expanding PAL offerings. These steps have dramatically improved access, equity, and retention rates, especially among those student subpopulations traditionally affected by disproportionate impacts.

**ACADEMIC STAFFING COMMITTEE PRESENTATION
NURSING DEPARTMENT**

TITLE OF POSITIONS: Nursing Faculty

Requested Positions: Requesting 4 Nursing Positions- Priority is as follows:

1. Medical Surgical Nurse
2. Medical Surgical/Peds/OB: Medical Surgical/Psychiatric x 2
3. Medical Surgical Nurse
- 4.

CONNECTION OF POSITION TO MISSION OF COLLEGE: The Nursing faculty prepare students for CTE and provide transfer education by co-enrolling as many as 50% of students in a BSN program. 88% of all nursing program graduates are employed within one year.

JOB DESCRIPTION: The faculty members will actively participate in all aspects of the existing Nursing program, including teaching (lecture, clinical, lab coordination), with an emphasis on medical-surgical and gerontological nursing, as well as other requisite faculty duties.

JUSTIFICATION FOR CHANGES: **1. Compliance** The BRN requires **greater than 50%** of faculty be Full time. The BRN configures percentage by # of FT/# of FT + # of adjuncts. Currently we are at 30% with 13 full time faculty (Diane Baker is Director/non instructional) and 30 adjuncts. Currently 4 full time and 2 adjuncts are on overload. **2. Program Viability** The viability of the program is at risk as we struggle with a shortage of faculty which leads to inadequate learning environments. We also risk losing both regional and national accreditation as we operate amidst a national nursing faculty shortage and competition with hospitals for qualified staff. If the nursing program is unable to maintain viability, the ripple effects many classes on campus, the school as a whole, and the community. This is evidenced by 1 of every 5 students is a nursing major which feeds other classes on campus and the 28 students hired by Henry Mayo in August with starting salaries of approximately \$60,000.00.

PROGRAM REVIEW DATA

Current Full Time Instructors: 13 (Diane Baker is Nursing Program Director and non-instructional)

Current Part Time Instructors: 30 (would increase as it takes 3 adjuncts to meet the load of one full time instructor)

FTES						WSCH						FTEF					
10/11	11/12	12/13	13/14	14/15	Change	10/11	11/12	12/13	13/14	14/15	Change	10/11	11/12	12/13	13/14	14/15	Change
329.20	240.53	266.10	273.27	274.38	-17%	12,416	7,216	7,983	8,198	8,232	-17%	20.3	17.6	19.1	13.8	12.5	-39%

*Decrease in FTES is based on new attendance manual requiring nursing classes to use Positive Attendance. There was no decrease in the size of the program.

FUNDING SOURCE: Position 1 not funded and needs District funding.
Position 2 not funded and needs District funding.
Position 3 not funded and needs District funding.
Position 4 not funded and needs District funding.

STAFFING HISTORY: Position 1 vacated by Lori Browns retirement.
Position 2 is to replace Diane Baker who is Program Director and non-instructional.
Position 3 vacated by Pam Borelli's retirement.
Position 4 not funded but mandated by requirements of Board of Registered Nursing.

ADDITIONAL INFORMATION:

Improvement of adjunct/full time ratio: All positions would improve the existing full time-to-adjunct faculty ratio. Not doing so jeopardizes BRN approval and National Accreditation. Without BRN approval, our graduates cannot take the licensure exam.

Job Market/CTE: According to the U.S Bureau of Labor Statistics, employment of registered nurses is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations. There will be an increased need for 1.2 million RNs due to growth and replacement by 2020. (<http://bls.gov/news.release/ecopro.t06.htm>) According to the American Journal of Medical Quality, California tops the nation with the most nursing job openings. (<http://ajm.sagepub.com>) Our students fulfill the job market need for RNs.

Historically low WSCH/FTE: Nursing historically receives four to six times the number of applicants than space allows. 1 in every 5 6 students list nursing as their major. It is imperative to keep this funded unfilled position as well as fill three unfunded positions.

Coordination of Programs: Having a FT faculty as opposed to a PT faculty is a benefit to the students for many reasons. There is an extraordinary amount of preparation and oversight required. It takes 3-4 adjuncts to fill one full time position.

Regulation and compliance: The BRN statement on faculty indicate that "the majority of the faculty should be full time." (CCR Sections 1424g and 1425.1)

Competitiveness: Employer surveys indicate that COC's nursing graduates are outstanding nurses. Maintaining community/employer perspectives improves competitiveness in the local and broader communities. Both positions will allow for the faculty member to have a part of their load as skills lab coordination to help advance our existing lab facilities into ones which are more innovative. A **notable lack of clinical sites** requires that some patient care experiences be simulated in the skills lab. It is essential that we have adequate, knowledgeable faculty in order to facilitate those experiences.

Adjunct Scarcity: there is a scarcity of MSN-prepared nurses willing and able to take on adjunct faculty roles. The majority of adjuncts hold full time positions in the hospital. ACEN accreditation requires a >50% MSN to BSN ratio. Having additional full time faculty with MSN degrees (or above) will also improve this ratio to make us compliant with the BRN.

Dept. Growth: these positions will ensure compliance with regulatory bodies and maintain the quality of College of the Canyon's nursing program.

Philosophy Department New Hire Presentation 2015
Academic Staffing Committee

Title of Position: Philosophy Instructor

Relation to the College's Mission: College of the Canyons' mission statement emphasizes (i) preparing students for transfer, (ii) developing academic skill, (iii) embracing diversity, (iv) engaging the students in scholarly inquiry, and (v) the general application of knowledge. The Philosophy A.A. Degree (and the AT-T Degree) emphasizes, and is directed toward, all of these things. Especially important is the transfer piece; courses in philosophy play an important role in Humanities GE, and in the Critical Thinking category for CSU-GE, as well as in the Language and Rationality II for the AA/AS degrees. An additional full-time instructor would enable the department to do all the above better, with higher quality, more consistency and continuity, bringing greater student satisfaction.

Job Description: The candidate selected for this position will teach a variety of classes from a curriculum that emphasizes Introduction to Philosophy, Introduction to Ethics, and Critical Reasoning, but which also includes Symbolic Logic, Applied Ethics, History of Philosophy, Philosophy of Religion, Social and Political Philosophy, Eastern Philosophy, and Comparative World Religions. The Philosophy Department provides strong academic preparation for students transferring to 4-year institutions.

Justification: Our last FT hire was Spring 2007. Philosophy is a department of 2 FT faculty at present. Since that time we have added **two new degrees**, and have 57 majors. **In 2013 the department was on the strongly recommended list.**

Program Review/Institutional Data for the Past Five Years:

	10-11	11-12	12-13	13-14	14-15	% change
Total section	56	63	65	72	75	+ 34%
% by FT	30%	25%	27%	30%	20%	-26%
Transfers	28	27	55	66	In progress	+ 136%
Majors	n/a	23	44	No data	57	+ 147%
FTEF	5.6	6.3	6.5	7.1	7.4	+ 32%
Headcount	1745	1831	1840	1983	1912	+ 9.5%

The Philosophy Department had expanded its course offerings and had grown significantly in 2007, when we hired our second FT faculty member. Since that time, the department has continued to grow. Our courses are useful, popular, full, and interesting. We now have an A. A. degree, the AT-T Degree, and the Philosophy Club has been popular with students. In the past two years, we have offered two new courses – PHILOS 101 Honors and PHILOS 130/Social and Political Philosophy. Our numbers are up almost across the board.

Academic Staffing Presentation Summary – Political Science - November 17, 2015

REQUESTED POSITION: Full-Time Tenure-Track Political Science Instructor
(Vacated Spring, 2008 by Erik Long – Currently Unfunded.)

JOB DESCRIPTION: Duties include teaching a full-time load of 5 sections each in the fall and spring semesters, to include introductory courses in Political Theory, Gender and Ethnic Studies and American Government. Instructor will serve as the Department's liaison to the ongoing Civic Engagement initiative currently being implemented on campus and will be expected to share departmental duties as assigned by the Chair of the department as well as assigned by her or his tenure committee. The instructor will be expected to assume significant portions of the SLO workload for the Department and will conduct community outreach with local high schools to increase our student learning outcomes as well as integrate our civic engagement efforts with local high schools. Involvement in campus wide committees and support is expected.

PROGRAM REVIEW DATA:

- Full Time Faculty – 3 - The Department is supposed to be at 4 full-time instructors.
- Part Time Faculty – 13 (Soon to be 12.)
- FTEF – 7.5% (Spring, 2015) Down from 8.3% in Fall, 2014
- FTES – 117.73 (Spring, 2015) Down from 133.41 in Fall, 2014
- WSCH – 7534 for 2014/15.

NARRATIVE:

Increasing and Ongoing Dependence on Adjuncts

The Department's adjunct pool size has remained steady at 12. We are currently at 13 for the first time in many years. However, an adjunct faculty resignation/retirement for the upcoming spring, 2016 semester will soon put us back at 12 next semester. An estimated ratio of qualified applicants versus hires is likely 20 to 1; And that is being generous because the department has recently hired instructors that it would normally not risk in terms of potential. Needless to say, it is difficult to find qualified instructors.

Recruitment

The department has essentially relied on the same 12 adjuncts for the last 5 to 7 years. It relies on one adjunct in particular for the department to successfully offer two of its core degree transferrable courses. Our attempts to add to our existing pool of qualified adjunct instructors has been limited at best. Applicants tend to have little or no experience in teaching. The department is very open to providing opportunities for new hires to gain teaching experience. However, their overall performance during interviews, as a general rule, does not warrant hiring them. And the instructors that do have experience generally do not come in for an interview when called, or reject the opportunity to teach based on two reasons: low adjunct pay relative to other colleges and the undesirable drive time needed to reach COC in the northern part of Los Angeles County. Thus, our ability to hire qualified part-time faculty at a moment's notice is totally unreliable. Whether this problem is particular to the discipline of political science remains to be seen.

DEPARTMENT/PROGRAMMATIC GROWTH and CIVIC ENGAGEMENT:

Until the 2014/15 academic year, there was a continual increase in its FTES, student contact hours and overall measurements of load and efficiency. Program review data indicates that the increased workload, combined with the long-term reduction in full-time department members, has finally caught up to the department. If a 4th full-time faculty member were hired, it would be able to better allocate workload in the department. Doing so would allow members to work on the many proposed and existing initiatives within the department and on campus. Current departmental members are busy working on a multitude of collegial consultation committees as well as addressing increased local and statewide administrative demands. Having a full-time instructor that specializes in Political Theory and Gender and Ethnic Politics will also allow the department to expand its extra curricular efforts and teachings in those areas and present to students a more complete academic instructional unit. There is great opportunity to collaborate with other departments that teach courses with overlapping themes and content. And very importantly, the Department is front and center in the District's Civic Engagement initiative. This initiative has, and will continue to place a significant increase in workload on the Department. Without a 4th full-time instructor, the department has no feasible way in which to meet this demand or grow other areas of its departmental planning agenda without adversely impacting the quality of teaching by its faculty members; as well as the quality of its involvement in other campus obligations and outreach on campus and beyond.

Sociology Department Staffing Presentation, November 3, 2015

1. Full-Time Sociology Professor, Canyon Country
2. Full-Time Sociology Professor, Generalist (Research Methods and Statistics)

These positions will fulfill the transfer mission of the college.

Brief job description: Teach a variety of sociology classes and 1. be the main contact for students at CCC, 2. specialize in methods and statistics. Applicants will have a demonstrated ability to teach a variety of sociology classes, as well as stats and methods, demonstrated ability to connect with students and advise clubs.

Current full-time faculty =4; current part-time faculty=27; FTEF=14.3 (we now have 4 FT faculty); FTES=414.50; WCSH=12435; instructional load=436; sections 144
Enrollment increase over the last five years=16%; WSCH and FTES=19% increase over last five years.

- One position was lost several years ago and not replaced. Four positions were on the ASC list last spring, 1 was hired.
- 14% of the faculty in Sociology are full-time (including our one new hire).
- Two new hires would help us increase our efficiency and efforts to recruit students, especially at the Canyon Country campus.
- Over the last five years, sections have increased from 99 to 144, an increase of 45%.
- The ability to offer more sections of our consistently waitlisted Soci102 will allow students to complete their degrees in a more timely manner.
- In terms of sections offered last year, Sociology is the 6th largest in the entire college.
- In terms of FTES, Sociology is the 7th largest in the entire college.
- In terms of percent taught by full-time faculty, Sociology is tied for 6th lowest for the entire college; all departments that have a lower percentage have less than half of the number of sections of Sociology; the seven departments with immediately higher percentages all have less sections than Sociology.
- When looking at these data last fall, Dr. Gribbons stated in the Program Review training that Sociology needed three new hires to bring us up to par for the campus.

The Canyon Country campus does not have adequate full-time representation of faculty. As a result, students do not have guidance with regard to the major. Clubs that meet at Canyon Country are also nonexistent. The addition of a dedicated CCC faculty member will satisfy this demand.

We regularly are challenged with finding qualified instructors to teach research methods and statistics. The hire of a full-time faculty member who is qualified to teach these will ease that burden and allow us to offer more sections to students.

Academic Staffing Committee - Theater Department Proposal

- **Request for Full-time Theatre Generalist**
- **Request the Technical Theatre position be moved higher on the priority list**

The department has hired a full-time production coordinator, a full-time scenic designer and a full-time theatre generalist. The scenic designer and the production coordinator were transferred out of the academic department and into the Performing Arts Center, where their responsibilities lie with rentals, community programming and college needs, rather than departmental needs. Filling this vacant position has been recommended by ASC but has not been approved by the board. This left the department with only one full-time faculty member. A full time theatre generalist was hired to take the lead in the department. This faculty member was promoted to Dean of Behavioral and Social Sciences, leaving the department shorthanded, once again.

Historically the Technical Theatre position has been in line for hiring since 2007. A technical theatre faculty position has long been identified as needed since 2002. After the PAC opened in 2004, then faculty member (Brodie Steele) moved to staff. ASC recommended rehire, and the Chancellor supported the staffing committee recommendation. As the department was rewriting the job description, all faculty hiring was stopped. The momentum was never regained. The ASC has recommended a full time position in technical theatre twice (2007, 2015).

In addition to the technical theatre faculty member, a department Chair/lead faculty is needed for the department. The department is currently led by an interim Chair. This new position would:

- strengthen the programmatic and administrative leadership for the department
- bring cohesiveness and consistency to continually developing programs
- foster relationships with the local high schools and community
- help the department serve as an effective bridge to the community
- provide leadership in continuing the growth of the department
- expand program offerings/meet expanded student demands
- increase efficiency and streamline production
- take the lead in producing
- serve as liaison to PAC personnel with regard to department productions
- teach capstone classes (Thirteen classes are available to be taught by a new faculty member.)

The APR sites the department as having 2 full-time faculty members and 17 % load. The department is now down to one full-time faculty member so the low load percentage is actually lower than 17%. Even with two full time members, 17% is a very low number.

Our FTES has been lower for two reasons. FTES across the division is lower because of the inability for students to repeat classes. This has made a huge difference in Theatre's FTES. Also, our performance courses had caps of 50. It is nearly impossible to find shows with casts of 50, much less be able to cast them. The caps have now been lowered to show our efficiency more accurately. New curriculum is helping to close the gap.

Each class has a lab component that directly links to the performance component of the production classes. We have reached critical mass in our ability to efficiently prepare our students for capstone performance experiences. There is a small pipeline of technical theater and advanced acting students being developed to participate in capstone projects. This is in part due to the lack of two full-time faculty members to oversee and coordinate the preparation for each public performance. The department now pays for the support positions that are typically done by technical theater students: stage manager, lighting designer, sound designer, sound board operator, light board operator. The situation reaches critical mass at the culmination of every production course when there is no single faculty member dedicated to guide the students through the final segment of capstone performances. There is NO FACULTY MEMBER with discipline expertise to have leadership in the segment of technical theater education or to create certificates in technical theatre. With certificates completed, COC would be the only college with a technical theater certificate in a 30 mile radius.

Both faculty positions would allow for more effective coordination and collaboration with the Performing Arts Center and production. Currently instructional and production quality suffers and student safety is compromised due to the PAC directors' lack of time to oversee all design elements of theater productions. More faculty are needed to oversee student work in the labs. Finally the department, the college, and the students need a lead faculty if the program is to grow and compete regionally in the next 3 to 10 years.