

**DOCUMENTATION FOR REQUESTED TENURE-TRACK ACADEMIC POSITION BRIEF
PROGRAM DESCRIPTION:**

Anthropology is the holistic study of all that it means to be human. The Anthropology Program offers UC and CSU articulated transfer-level courses in 3 of the 4 main subfields of anthropology: Cultural Anthropology (ANTHR2), Biological Anthropology lecture and lab (ANTHR1 and ANTHR1L) and Archaeology (ANTHR3). These courses are required for majors and fulfill the natural science and science lab requirements (ANTHR1 and 1L) and the multicultural studies requirement (ANTHR2) for general education. ANTHR2 also fulfills a requirement for nursing school applicants. There are online versions of ANTHR1, ANTHR1L, and ANTHR2 that allow students to finish an AA degree entirely online and Honors Program versions of ANTHR1 and 2 that aid in transfer to UCLA and other top schools. ANTHR1, 1L, and 2 are taught at the Watsonville Campus which enables students to complete transfer degrees entirely on that campus.

The department consists of two full time faculty members (Kristin Wilson and Dusty McKenzie) and ten adjunct instructors, most of whom are teaching at the maximum number of units allowed or at the limit of their availability. The program currently offers 63 course sections per year, virtually all of which consistently fill to capacity (24 student cap in ANTHR1L, 45 student cap in most other courses).

EXPLANATION OF THE NEED FOR THE POSITION AND WHY IT IS CRITICAL TO THE PROGRAM AND THE COLLEGE.

In June 2011, Chuck Smith, Program Chair and instructor, and Allan Lonngberg, long-term adjunct instructor, retired. Smith taught as many as 30 units annually and Lonngberg taught up to 20 units per year. Smith taught several sections of ANTHR1 and 1L as well as ANTHR2, Native Americans (ANTHR6 and ANTHR7), and Religion (ANTHR8). Lonngberg usually taught ANTHR2 and occasionally taught ANTHR1 or 1L.

Lately, the courses have been filled by adjuncts, some of whom are less experienced, less qualified instructors. The ANTHR1 and 1L courses are particularly difficult to fill as anthropologists trained in biological anthropology are fewer in number, in greater demand outside the education sector, and are less likely to be enrolled in local graduate programs. Our part-time hiring pools continue to be quite small and often our adjuncts trained primarily in cultural anthropology are asked to teach biological anthropology to fill the large need; we may have to cancel sections due to lack of instructors. This is unfortunate as these classes are in high demand and serve a large number of students. Wilson, the new program chair, is teaching two fewer classes per year in order to complete administrative tasks. This adds to the need for more full-time instructors in the classroom.

WILL THIS POSITION REQUIRE ADDITIONAL EXPENSES BEYOND STANDARD FACULTY OFFICE EQUIPMENT? EXAMPLES ARE INSTRUCTIONAL EQUIPMENT, STAFF SUPPORT, AND OPERATING EXPENSES No.

DOCUMENTATION FOR REQUESTED TENURE-TRACK ACADEMIC POSITIONS IN BIOLOGY

BRIEF PROGRAM DESCRIPTION:

The Biology Department offers transfer level, natural science, and pre-professional courses in the life sciences. Our program serves a variety of needs.

The goals of the program are:

1. To provide transfer students with the first two years of the standard introductory college biology and environmental studies curricula. This includes Biology 1A (Cell and Molecular Biology), Biology 1B (Animal Diversity and Evolutionary Principles), Biology 1C (Plant Biology and Ecological Principles), and Biology 11C (Ecology).
2. To provide Nursing, Radiology Technology, Dental Hygiene and other health science students with courses required for entry into and success in these programs. This includes Biology 4 (Human Anatomy), Biology 5 (Human Physiology), Biology 6 (Microbiology), and Biology 7 (Head and Neck Anatomy).
3. To provide Biology courses to meet the needs of non-science students for a science course that transfers to the UC and CSU systems. This includes Biology 11A (General Biology), Biology 11B (Marine Biology), and Biology 13A and 13AL (An Introduction to Anatomy and Physiology with optional laboratory).

EXPLANATION OF THE NEED FOR THE POSITION AND WHY IT IS CRITICAL TO THE PROGRAM AND THE COLLEGE.

This request is to fill a vacancy due to the resignation of a full-time faculty member. The primary responsibility of the hire would be the areas of Anatomy and Physiology, with additional duties in General Biology. Anatomy and Physiology are pre-requisites to the Nursing, Radiology Technology and Dental Hygiene programs; General Biology is a general education course.

The timing of the resignation was unfortunate. Over the past several years there has been a huge demand for all of these courses, especially anatomy and physiology. Each semester the wait lists fill and many students are turned away. To fill the gap left behind by the departure of a full-time colleague, the biology faculty has taken on additional classes and responsibilities. Adjuncts have filled part of the load, but it is challenging to find qualified faculty to teach anatomy and physiology. The department has had to advertise the positions several times and many of the applicants are under-qualified. A new hire will contribute to the department's ability to continue to offer high quality courses that enable student success. A new hire would also permit the current faculty to decrease their overloads.

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No.

DOCUMENTATION FOR REQUESTED TENURE-TRACK ACADEMIC POSITION *BRIEF PROGRAM DESCRIPTION:*

The Digital Media Program is a career and technical education program that includes degrees and certificates in digital publishing and web media. When students complete any of our programs, they qualify for entry-level jobs, entrepreneurship or internship placement. According to Carolyn Jackson, Director of Articulation and Honors Transfer Program, 15 of the 23 CSU's, including our local CSU's and UCSC, offer degrees in multimedia-type majors which include courses like DM 1 and 4 as lower-division major preparation.

Digital media study emphasizes communication design principles and processes for media for education, promotion, advertising, marketing, publications, commerce, entertainment, and news. Completing the programs gives students the range of skills and design principles needed to enter the multifaceted fields of communication design, digital publishing, graphic design and web media design and production.

Web media and digital publishing fields encompass a wide array of occupations involving every industry that needs to communicate effectively. Increasingly, the media fields involving graphic design for print, interactive web design, video, and motion graphics are intersecting. In all cases, defining qualities for employment are reflected in the Digital Media Program's curriculum: creative thinking, design talent, technical proficiency, and the ability to work effectively in teams.

EXPLANATION OF THE NEED FOR THE POSITION AND WHY IT IS CRITICAL TO THE PROGRAM AND THE COLLEGE.

In June 2011, long time DM instructor Joanne McLeod retired, reducing the number of full time faculty from 3 to 2. To maintain the quality of the DM Program, it is recommended this position be filled. DM curriculum is very dynamic and needs constant revision as industry needs change. Full time DM faculty are responsible for curriculum development, student advising, and specific outreach activities related to articulation and industry collaboration.

Digital Media students earn the most degrees and certificates awarded in the VAPA division and have a slightly higher retention rate than the college-wide rate.¹ But in last year's survey, students were worried that they will not be able complete degrees and certificates they planned to earn. Full time DM faculty have been instrumental in establishing strategies for student success, through advising, collaborating with outside agencies, and developing curriculum that meets students' needs.

Additionally, distance learning in digital media requires full time faculty resources for curriculum development to not only maintain a high quality experience for students, but prepare them for a work environment where designers, producers, and art directors work remotely. DM 1, DM 70 and DM 72 are all offered as online courses.

Replacing this full time position would allow DM to meet the instructional program goals outlined in the approved 2011 master plan.

WILL THIS POSITION REQUIRE ADDITIONAL EXPENSES BEYOND STANDARD FACULTY OFFICE EQUIPMENT? EXAMPLES ARE INSTRUCTIONAL EQUIPMENT, STAFF SUPPORT, AND OPERATING EXPENSES

No.

¹ Spring 2011 Instructional Master Plan for the Digital Publishing and Web Media Programs

NARRATIVE: FULL-TIME FACULTY HIRING PRIORITY PROCESS

English Department
Fall 2012 Hire

For fall 2012, we are requesting one full-time position for the English Department to replace one of the four full-time faculty that have retired since 2010. If granted, this new hire will replace Barbara Bloom who retired spring 2010. It is important to note that since Bloom's retirement, three other full-time faculty have also retired from the English department leaving a gap that necessitates closure in order to meet the educational needs of students and the overall staffing needs of the college. (Kathy Cowan retired spring 2011, while both Virginia Coe and Elissa Wagner will retire spring 2012.)

The English department serves nearly all Cabrillo College students in some capacity. English writing courses are prerequisites and recommended preparation for nearly all classes. In order to complete the AA and AS degree, all students must complete English 1A, 1AMC, 1AH or 1AMCH with a "C" or better, while numerous other English department offerings satisfy a range of general education requirements. In composition we offer over one hundred courses per semester with approximately thirty-five basic skills 200 and 100 level sections, sixty transfer sections, one honors section, and four multi-cultural offerings. English department courses also form the core of most campus learning communities, including ACE, STARS, Puente, REAL, and SMP. Due to the retirements, department staff includes sixteen full-time instructors and forty adjunct instructors. We hired three new adjunct instructors to meet our staffing needs for fall 2011, and we are in the process to hire at least one more adjunct to fill classes for spring 2012. (At this moment, two classes remain unstaffed for spring 2012 and cannot be filled with our current roster of instructors.)

Since the department is down four full-time positions, hiring one instructor will greatly help meet our staffing needs, and allow the English department to work effectively throughout the college campus. This position will directly impact classroom teaching and allow us to serve students effectively. Numerous English department full-time instructors serve the larger Cabrillo community by participating on committees and actively participating in shared governance; we need the position in order to continuing serving the college both in the classroom and behind the scenes. There are no foreseeable additional expenses beyond standard faculty office equipment for this position.

DOCUMENTATION FOR REQUESTED TENURE-TRACK MATHEMATICS POSITION

BRIEF PROGRAM DESCRIPTION:

The Mathematics Department offers instruction in courses ranging from basic skills to the transfer level, including courses necessary to obtain Associate Degrees and certificates. We also have students who need mathematics skills for employment or job advancement. Spring 2010 assessment results show that 90% of the new students assessed below transfer level, which means these students will need from one to six math classes to reach the transfer level.

This fall semester 19 full-time faculty (including the Math Learning Center Director) and 24 adjuncts are teaching the 105 sections of basic skills math, high school equivalence, and transfer level mathematics courses. This semester about 650 FTES are enrolled in math classes.

EXPLANATION OF THE NEED FOR THE POSITION AND WHY IT IS CRITICAL TO THE PROGRAM AND THE COLLEGE.

As of Fall 2012, we will be down three full-time positions assuming there are no additional losses of full-time faculty in 2011-12. This is due to the resignation of Denise Colosi at the end of Spring 2008, and the retirements of Mike Davidson (Spring 2009) and Nancy Fetterman (Spring 2011). These three instructors taught the entire spectrum of math courses in the department, with Mike alone teaching a total of 58 units a year, including Winter session and Summer session. Due to the many basic skills grants that exist today at Cabrillo, many of our faculty members are involved in activities over and above the typical teaching expectations. The math dept is aware of the current financial situation, but due to the deficit of three full-time faculty, we felt the need to request one full-time position at this time.

In Fall 2011, the number of adjuncts in our department decreased from 26 to 24 due to resignations and our new full-time hire, who was a replacement for a fourth lost contract, Sally Dauphin. In Spring 2012, we will once again have 26 adjuncts. Although we have suffered cuts in teaching units like nearly every other Cabrillo program, we are one of the few departments to have grown in adjunct faculty in these hard financial times due to our loss of full-time faculty. The math adjunct recruitment process is a continuous year-round undertaking – we have two new adjuncts in Fall 2011 and have hired one new adjunct for Spring 2012. Our typical adjunct hire is a UCSC graduate student with no teaching experience at the community college.

Partially filling the hole created by losing these three faculty would help maintain the continuity of the math department, allowing us to better serve our student population. Unavailability of qualified and experienced adjuncts combined with strong student demand leads to lower program quality, inconsistency in sequential courses, an over-burdening of full-time faculty, students being denied access to math classes, and lost FTES for the college.

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No.

DOCUMENTATION FOR REQUESTED TENURE-TRACK ACADEMIC POSITION

BRIEF PROGRAM DESCRIPTION:

The Medical Assistant Department offers two certificate/degree programs and two skills certificate programs to students. The Medical Assistant program is nationally accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Students completing the Medical Assistant Program are eligible to sit for a national exam through the American Association of Medical Assistants and upon passing will receive the credentials of Certified Medical Assistant.

The Phlebotomy Program is accredited by the State of California Department of Health Services. Students completing the Phlebotomy Program will be eligible to sit for the California State phlebotomy licensing exam.

EXPLANATION OF THE NEED FOR THE POSITION AND WHY IT IS CRITICAL TO THE PROGRAM AND THE COLLEGE.

The Medical Assistant Department in the past has had two full-time faculty members. In Spring 2007, a full-time faculty member who taught 30 TUS per year went out on a medical leave. She never returned to teaching and recently retired in 2010. This left our department with an overwhelming task of covering the 23+ sections we offer each semester by adjunct faculty.

The Medical Assistant programs serve new and incumbent workers. We offer four different programs, two of which have accreditation. Our course enrollment cap goes as high as 60 for lecture courses with the majority of lecture courses having an enrollment cap of 44. For clinical courses our enrollment cap is 25-30. With the number of students we have and the number of programs we offer it is imperative that we be allowed to replace our retired full-time faculty member. The community relies on us to train qualified healthcare workers to work in local doctors' offices. Without adequate staff will be unable to fulfill this need thus going against the mission of Cabrillo College.

WILL THIS POSITION REQUIRE ADDITIONAL EXPENSES BEYOND STANDARD FACULTY OFFICE EQUIPMENT? EXAMPLES ARE INSTRUCTIONAL EQUIPMENT, STAFF SUPPORT, AND OPERATING EXPENSES

No additional expenses will be required.

DOCUMENTATION FOR REQUESTED TENURE-TRACK ACADEMIC POSITION *BRIEF PROGRAM DESCRIPTION:*

The Political Science Department offers a number of introductory courses in American politics, international relations, political theory and comparative politics that satisfy the requirements of both Cabrillo's AA and AS degrees. Our courses meet requirements for UC and CSU transfer in the major with upper division standing. Additionally, these same courses satisfy IGETC requirements. As none of our courses have prerequisites, all of them are open to the full range of Cabrillo students. For many years we have provided instruction both on campus and online.

EXPLANATION OF THE NEED FOR THE POSITION AND WHY IT IS CRITICAL TO THE PROGRAM AND THE COLLEGE.

With the retirement of Bill Hill last year, the political science department has taken a strategic hit when it comes to putting on some of our most important classes. The number of full-time faculty in the department has been cut by half as we have gone from having two full-time faculty members to having just one. In other words, political science is once again a single-person department – this is not a tenable position and one that the college should not allow to continue for long. Most critically, Dr. Hill was responsible for teaching our courses in international relations and comparative government – essentially half the program.

Like most political science departments, ours is divided on the basis of sub-disciplines. All full-time faculty members in our discipline need to teach American politics (PS1) as it's our 'bread and butter' course. But otherwise we're separated into two rather narrow areas: (1) political theory and (2) international relations and comparative politics. As Bill's expertise covered the second area, we no longer have a resident expert onboard as a full-time faculty member responsible for this significant part of our course offerings. Bill was very effective in terms of mentoring and counseling students who want to study I.R. and comparative politics, as well as in assisting students by providing letters of recommendation, etc., when necessary. This role would be best fulfilled by another full-time instructor with experience in these areas.

We present Comparative Government (PS2) and International Relations (PS3) each semester and currently both are taught by adjunct faculty. Although these are popular classes, it has proven difficult to hire adjuncts to teach our PS 3 class in particular. After conducting an unsuccessful search for qualified candidates last semester, we had to re-shuffle our fall schedule in order to accommodate one of our senior adjunct faculty members who has agreed to teach the course for us in the short-term.

As PS1 is a major transfer course, our program contributes to many other programs on campus. The mission of the political science department is consistent with the college's mission and vision statements. Indeed, as our vision statement puts it, "we are passionate about developing critical thinking, honing oral and written communication and enhancing global awareness." In order to further this vision for the college the political science department needs to be strengthened by the addition of another full time faculty member whose focus is international relations and comparative government.

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DOCUMENTATION FOR REQUESTED TENURE-TRACK ACADEMIC POSITION *BRIEF PROGRAM DESCRIPTION:*

The Psychology Department offers research-oriented courses, including Research Methods, Biological Psychology, Social Psychology, and Developmental Psychology. We also have experiential courses, such as Death & Dying. The college offers an AA degree in Psychology.

Psychology courses fulfill many transfer and general education requirements, and some of our courses are included in the model programs of 12 other departments at Cabrillo. We actively promote critical thinking and respect for all people and cultures. We strive to prepare students for further study in many disciplines; to facilitate insight into oneself and understanding of others; and to enhance knowledge of how psychology may be used to solve personal and social problems. The psychology faculty explore various educational approaches, such as cooperative learning and an online version of Psych 1.

In the Psychology Laboratory, we conduct experiments. Each semester the lab serves approximately 24 Research Methods students who act as experimenters, keeping them competitive with undergraduates at four-year schools. The lab also serves 400–500 Psych 1 students who gain first-hand experience with methods used to test psychological theories. Some of the research done at Cabrillo has been published in scholarly journals.

EXPLANATION OF THE NEED FOR THE POSITION AND WHY IT IS CRITICAL TO THE PROGRAM AND THE COLLEGE.

Terry Fetterman, who retired at the end of May 2011, taught over 500 students per year, and enrollments in psychology have been high for decades, so we would have ample work for a new instructor. In 2007, when Terry became ill, we had great difficulty finding someone with the required expertise and ability to teach biological psychology (and had an unfortunate experience). Because the material is so specialized, neither of our current contract faculty deem themselves prepared to teach the course at the high level expected at Cabrillo. Biological psychology is one of the dominant perspectives in the field, which is why the course is required for psychology majors at San Jose State and required in the AA-T model for psychology (that we plan to adopt). Because biopsych is at the core of our field, most other colleges need instructors and attracting first-rate adjunct faculty would continue to be difficult.

Terry also taught three sections of Psych 1 each semester. The consistency of our department's SLO results for Psych 1 reflects the benefits of having so many sections taught by a few faculty with many opportunities to consult each other. As reported in our program plan, psychology's student success rate went up after the addition of a third full-time position in 1998; clearly, a reversal of this trend is undesirable.

We also need someone to teach the new, transferable statistics course that is the next step in our program plan, and this would be one of the candidates' "desirable qualifications." With regard to the psychology laboratory, having only two contract faculty to sustain this activity is problematic--a replacement hire

would not only share the workload but inject new ideas into this valuable portion of our program.

WILL THIS POSITION REQUIRE ADDITIONAL EXPENSES BEYOND STANDARD FACULTY OFFICE EQUIPMENT? EXAMPLES ARE INSTRUCTIONAL EQUIPMENT, STAFF SUPPORT, AND OPERATING EXPENSES No.

DOCUMENTATION FOR REQUESTED TENURE-TRACK ACADEMIC POSITION

BRIEF PROGRAM DESCRIPTION:

The Radiologic Technology Program is a competency based performance outcomes program that prepares students for the American Registry of Radiologic Technologists (ARRT) national board examination in Diagnostic Radiography and the California State permit examination in Fluoroscopy. The program has a 100% pass rate for these examinations and recent scores have been as high as a mean percentile of 91.3%. This has placed the Cabrillo College RT program top in the state and second nationally. Students may elect and become prepared for mammography and MRI advanced level examinations. Elective programs are funded by donations from the diagnostic imaging community. The program has earned the highest award of accreditation from the Joint Review Committee on Education in Radiologic Technology for the past two accreditation cycles. The program has consistently met benchmarks for student performance outcomes in the areas of clinical competency, communication, radiation protection, and critical thinking skills since the start of data collection in 2005. The program has met and continues to meet the challenges of changing imaging technologies by implementing digital radiography across the curriculum. The RT program has one of the most active advisory committee's on campus and through its funding subcommittee, a funding campaign lead by and the CC Foundation, and State equipment funds was able to purchase two digital radiographic and fluoroscopic systems for the RT laboratory. This equipment enables hospital grade simulation for student learning. An Associate in Science degree in Radiologic Technology is awarded when the program is successfully completed.

EXPLANATION OF THE NEED FOR THE POSITION AND WHY IT IS CRITICAL TO THE PROGRAM AND THE COLLEGE.

Students must graduate from a JRCERT accredited program in radiologic technology to qualify to take the ARRT national board examination and employers require ARRT licensure. It is a requirement of the JRCERT that a program our size (46 student capacity, >8 clinical affiliates) have a minimum of two full time program officials, the program director and the clinical coordinator.

The former Clinical Coordinator retired in December of 2010. Since that time the position has been filled by adjunct faculty and a temporary one year contract. This full time tenure track position must be filled if we are to maintain our program and our accreditation.

The RT program has an excellent reputation in the three county region we serve. Labor market projections locally and nationally indicate more shortages and need for skilled diagnostic imaging professionals. We need more general diagnostic technologists, CT technologists, MRI technologists and ultrasound technologists. Each time a general technologist advances into another imaging modality, their position needs to be back-filled. The diagnostic imaging career ladder continues to lengthen as this is a profession which is technologically driven. The A.S. degree in Radiologic Technology is established by the national society, ASRT, as entry level into the profession.

DOCUMENTATION FOR REQUESTED TENURE-TRACK ACADEMIC POSITION

BRIEF PROGRAM DESCRIPTION:

The Spanish department enrolls approximately 3,000 students per academic year, and generates between 300 and 350 FTEs/year. Students may obtain an AA upon completion of the required program. Spanish is the only world language that offers this degree.

At present, its staffing profile consists of 4 full-time faculty (29% of the total number of instructors), and 10 adjunct faculty (71% of the total). Likewise, nearly half of our courses are taught by adjuncts (48%).

EXPLANATION OF THE NEED FOR THE POSITION AND WHY IT IS CRITICAL TO THE PROGRAM AND THE COLLEGE.

Clearly, the 29:71 ratio of full to part-time faculty is out of balance with college guidelines, and causes problems in programmatic coherence. Because of the inherent instability of the adjuncts' positions, their commitments elsewhere, and their general (and understandable) reluctance to take on work that is not remunerated (e.g., writing and assessing SLOs), the program cannot operate as effectively as would be the case with additional full-time faculty, whose on-going presence provides creativity, continuity and accountability.

Furthermore, an increase in full-time faculty would permit us to offer classes required for the AA degree in Spanish with greater frequency. Such faculty would also enrich our collective efforts through innovative thinking and new initiatives.

It should be noted within the last seven years, we have lost 3 full-time tenured positions: Joanne Allen, Félix Robles and Larry Banducci. Rachel Mayo, formerly a member of the Spanish department was previously named to a deanship. We were gratified by the opportunity to hire 2 replacements for these retirees. However, Graydon Ross retired in June, exacerbating the staffing imbalance in the department.

WILL THIS POSITION REQUIRE ADDITIONAL EXPENSES BEYOND STANDARD FACULTY OFFICE EQUIPMENT? EXAMPLES ARE INSTRUCTIONAL EQUIPMENT, STAFF SUPPORT, AND OPERATING EXPENSES?

No.