

## Addendum

Despite an ongoing hiring freeze, it remains critical to document and advance the hiring of full-time faculty across departments to ensure institutional stability, instructional quality, and student success. Currently, full-time faculty represent only 27.4% of the instructional workforce, far below the statewide goal that 75% of for-credit instruction be delivered by full-time faculty. This significant gap underscores a persistent structural imbalance that affects program continuity, shared governance, curriculum development, and equitable student support. The following justifications outline the sustained need to prioritize full-time faculty hiring, even under constrained fiscal conditions, in order to align with statewide expectations, best meet student needs, and uphold the college's academic mission.

### Cosmetology Department

The SMC Cosmetology Department is requesting additional full-time faculty to address a critical staffing gap. Currently, only 26.6% of our faculty are full-time, which falls significantly below the 75% level needed to ensure program stability and meet institutional and accreditation expectations. This imbalance places a strain on curriculum oversight, student support, and program coordination. Increasing the number of full-time faculty is necessary to provide consistent leadership, maintain academic quality, and support student success in our program.

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### Counseling Department

The Counseling Department plays a critical role in advancing student equity, retention, persistence, transfer, and overall student success. Counseling services are not supplemental—they are essential to ensuring students receive the academic guidance, career planning, mental wellness support, and educational advocacy necessary to achieve their goals. As student needs continue to grow, our department has faced significant staffing reductions that have severely impacted our ability to provide equitable access to critical services.

Over the past several years, ongoing budget cuts have forced the department to reduce hours and eliminate part-time non-associated faculty positions. Combined with retirements of both Full-Time and Part-Time Faculty without replacement or backfill, the Counseling Department has been reduced to a skeleton crew, leaving major service areas critically understaffed.

In recent years, due to retirements and vacancies that have not been filled, the department has lost counselor positions in:

- Associated Student Government
- Scholars Programs
- Career Counseling
- Articulation Officer (replaced by another Counseling Instructor-loss of position)

- General Counseling and Transfer Services (projected loss of 6 full-time/part-time counselors by the end of Spring 2026)

At the same time, new legislation and mandates from the Chancellor's Office have significantly expanded the responsibilities placed on counselors. Counselors are now expected to provide more comprehensive support services, meet increasing compliance requirements, address growing mental health and equity-related student needs, and ensure timely educational planning and transfer guidance for an increasingly diverse student population.

Without adequate full-time counseling faculty, students face longer wait times, reduced access to counseling appointments, barriers to educational planning and transfer support, and inequitable access to the resources necessary for academic achievement and completion. These staffing shortages directly impact the institution's ability to meet its student equity goals and support historically underserved populations.

To continue fulfilling our mission and providing high-quality, equitable student support services, the Counseling Department urgently needs additional full-time counselor positions restored and funded. Investing in counseling is an investment in student success, equity, retention, completion, and institutional effectiveness.

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## Dance Department

The Dance Department formally requests the authorization to recruit two full-time faculty members to succeed personnel who have recently departed due to retirement and relocation. These positions are essential to maintaining departmental operations and ensuring the continued delivery of academic services to our students; therefore, immediate recruitment is necessary to mitigate any disruption to our programs.

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## Design Technology Department

### **ANIM/GAME - Fulltime Faculty (high priority)**

Possible courses (depending on professional experience): ANIM 30, 31, 32, 36, 37; GAME 1, 2, 3, 10, 20, 30

*Rationale: replacing a retired full-time faculty member, growing the Animation and Game Design programs.*

### **Digital Media Post Production - Fulltime Faculty**

Possible courses (depending on professional experience): *DMPost 2, 20, 21, 22, 23, 24*

### **Graphic Design - Fulltime Faculty**

Current Graphic Design FT/PT(1) Fulltime at (15 FTE) + (3) Fulltime (split IxD/GD. 10 LHE in GD, 30 FTE total) = 45 FTE

*Rationale:*

- 45 FTE with 95 LHE in GD is a ratio of **47% FT / 53% PT**
- **2 additional FT needed to meet 75/25 goal. Requesting only 1 at this time.**

***Position Maintenance***

The Senior Career Services Advisor for Art, Media, and Entertainment has cultivated deep industry connections that directly benefit our students. Because these fields possess highly distinct cultures and professional norms, Ann Marie's ability to provide individualized, informed guidance is unique. These long-standing relationships with industry leaders were built over years; they are a specialized asset that cannot be replicated or reassigned to other staff

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## English Department

### Full-Time Hiring Addendum - Spring 2026

The department is requesting two full-time hires who would begin to restore capacity in the department which had 39 full-time faculty in Fall 2019. Since that time, there has been an overall decline in faculty by 18% (12301). In comparing the total number of full-time faculty in Fall 2019 to Fall of 2024, the total declined from 39 to 37; however, today, this total has declined further to 34. English C1000 is one of the largest gateway courses offered at the College. Given that first year completion of Math and English is a metric in the Student Centered Funding Formula and a part of the College's long term equity goals of closing equity gaps for minoritized students in the English C1000 course, it is essential that the department have additional full-time faculty to meet these goals and sustain the momentum of equity-focused instructional innovation.

In recent years, the department has made efforts to diversify the department and center equity in its hiring, curriculum, pedagogy, and engagement with students. As cited in the Hotep Consultants *SMC Equity Audit Report*, the English department was the only department that "explicitly stated the expectation of the candidate to utilize culturally relevant teaching practices and equity minded course materials" (43). Progress has been made as far as increasing the number of minoritized faculty from 24.4% to 34.7%. Despite this progress, only 3 Latine/x faculty are full-time in the department; the remaining 13 faculty are parttime. The 13 parttime faculty, some of whom do not have consistent employment, cannot be asked to shoulder the departmental responsibilities and mentoring of students that would be expected of full-time faculty. With 15.8% of Latine faculty representing 47.3% of the student population, there is a 31.4 point gap. Given that the college is a Hispanic Serving Institution and a Black Serving Institution, it is imperative that meaningful and intentional steps be taken toward further aligning the faculty with the student population. Two full-time hires would begin to address the department's additional operational needs while advancing the College's equity commitments.

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## ESL Department

### Full-time Faculty Hiring Statement of Need Spring 2026

The ESL department needs 3 full-time tenure-track faculty positions.

#### Rationale

1) The ESL department has experienced 4 full-time retirements and 1 resignation in the last 6 years without any full-time hiring to replace these retirements and resignation

In Fall 2019, the ESL department had 9 full-time faculty members. However, during the 2019-2020

academic year, 4 full-time faculty members retired. In addition, a full-time faculty member unexpectedly resigned in August 2023. None of the 4 retirements and 1 resignation have been replaced in the ESL department. As a result, the ESL department currently only has 4 full-time faculty

members, including the department chair.

#### 2) Upcoming Retirements

At the end of the Spring 2026 semester, another full-time faculty member in the ESL department is

retiring, which will result in only 3 full-time faculty members in the ESL department as of Fall 2026.

#### 3) Enrollment in credit and noncredit ESL programs continues to increase.

Overall course enrollment in the credit and noncredit ESL programs continues to increase and is returning to pre-pandemic levels (please see the list below). We have 5 different credit ESL course

levels, and the ESL department has always had a full-time faculty member coordinate each level. We

need a minimum of 5 full-time faculty members to maintain this level of coordination.

#### Combined Course Enrollment: Credit and Noncredit ESL Programs

Fall 2017: 3,039

Fall 2020: 1,260

Fall 2023: 2,623

Fall 2024: 3,216

4) In the last 6 years, the ESL department has lost two full-time faculty hiring positions due to recruitment cancellations in the middle of the hiring process

In 2019-2020, the ESL department was approved for a full-time faculty position. The screening panel

met and selected 8 applicants for the second round group interview scheduled to occur in Spring 2020. However, due to the pandemic, hiring at the college was frozen, and this full-time position was

not filled.

In 2024-2025, the ESL department was approved for a full-time faculty position again. The recruitment period had ended and the screening panel was reviewing applications to select candidates for the group interview. However, due to the on-going budget crisis, full-time faculty hiring

at the college was frozen, and this full-time position was not filled.

5) The ESL department needs additional full-time faculty to support AB 705/1705 requirements and increase student success and throughput.

The ESL department needs additional full-time faculty to support AB 705/1705 requirements, such as

increasing student success rates and throughput. In alignment with AB 705/1705, the ESL department is developing a transfer-level English composition course to be offered within the ESL

department, and an additional full time faculty member is needed to help coordinate and teach this

course.

6) Managing the growth and long-term sustainability of the noncredit ESL program

A full-time faculty member serves as the faculty lead for the noncredit program. In the past, when the

noncredit faculty lead became sick or took a leave of absence, this was challenging because there

was no one available to run the program. An additional full-time faculty member can help the current

noncredit ESL faculty lead manage the growth of the program and eventually become the next noncredit ESL faculty lead.

In addition, the noncredit ESL program has seen significant growth in the last 5 years. Additional fulltime faculty are needed to help support and maintain the growth of the noncredit ESL program.

Please see the list below.

#### Noncredit ESL Course Enrollment (2020-2024)

Fall 2020: 650

Fall 2021: 791

Fall 2022: 1,356

Fall 2023: 1,965

Fall 2024: 2,504

Lastly, the credit and noncredit ESL programs began offering mirrored classes in Fall 2023 as part of a broader plan to increase enrollment in the ESL program and increase the number of students who transition from the noncredit program into credit courses. An additional full-time faculty position can assist with offering more mirrored courses, thereby increasing the number of noncredit ESL students transitioning to the credit ESL program.

#### 7) Creating and Maintaining Innovative Programs in the ESL Department

The ESL department created the Culture and Language Exchange in 2009. This innovative program matches English language learners in ESL courses with native English speakers who are studying a foreign language in the Modern Languages and Cultures department at SMC. International students have especially benefited from this important opportunity to share their language and culture with the broader college community. In 2018, the program lost its full-time faculty coordinator, and has since been administered exclusively by ESL adjunct faculty members who are no longer able to coordinate this program. An additional full-time ESL faculty member will enable the department to grow this unique program.

In addition, since 2018, the ESL department has partnered with the MA TESOL program at CSUN providing an opportunity for students in this program to complete their practicum/observation hours in

ESL courses at SMC. Initially, a full-time ESL faculty member coordinated this program, but because

of the decrease in full-time faculty members, we have experienced challenges running this program.

An additional full-time faculty member will enable the ESL department to grow this program with CSUN and expand it to include other regional MA TESOL programs, such as the MOU the ESL department just signed with Pepperdine University.

#### 8) Size of the ESL department

The ESL department houses the credit ESL program and the noncredit ESL program. These combined programs make the ESL department a fairly large department. For example, in Fall 2025,

the ESL department offered 72 sections of classes in the credit and noncredit programs.

However,

the ESL department only has 4 full-time faculty members. Other similar sized departments have 6-7

full-time faculty members.

#### 9) The ESL department has one of the lowest full-time to part-time faculty ratio

According to FTEF data from Academic Affairs from Spring 2024, the percent of FT FTEF is 25% for

the ESL department, which indicates a clear need for additional full-time faculty. The ESL department is at a critical threshold below which it will be challenging to maintain the normal functioning of the department and develop innovative programs to support student success.

#### Conclusion

The ESL department needs at least 3 full-time tenure-track faculty positions in order to ensure the longevity and sustainability of both the credit ESL and noncredit ESL programs

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## History and Ethnic Studies

The surge in demand for Ethnic Studies 1—reflected in more than 20 waitlists across 20 sections—has created a significant staffing shortage. At the same time, statewide Ethnic Studies

requirements, combined with limited graduate programs in the field, have resulted in a scarcity of qualified candidates.

To help address this gap, the History Department proposes reassigning our most recently hired probationary faculty member—who holds a terminal degree in Ethnic Studies—to teach Ethnic Studies courses full-time. This shift would create a vacancy in U.S. History, which we would then fill. The original position addressed a critical need for History 10, one of the department's most in-demand courses and a requirement in many SMC degree pathways.

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## Kinesiology Department

Kinesiology would like to request the Full-Time hire of a Track & Field Coach. The Track and Field program is a program that runs both a Men's and Women's program and works extensively with local students from traditionally marginalized backgrounds. The position was on the final ranking of the most recent list.

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## Library

Santa Monica College Library is currently operating with only four full-time librarians, significantly below the staffing levels recommended under California Title 5 library standards. Based on the college's estimated FTES, the institution should maintain approximately six full-time librarians to adequately support student learning, research instruction, information literacy, collection development, reference services, and equitable access to academic resources.

The current staffing shortage has created operational strain that limits the library's ability to provide consistent instructional support, maintain sustainable service hours, participate fully in shared governance and campus initiatives, and meet the growing academic and technological needs of students. Existing librarians are carrying expanded workloads across multiple functional areas, increasing the risk of burnout and reducing capacity for innovation, outreach, and student-centered programming.

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## Life Sciences Department

The Life Sciences Department has lost over 27% of full-time faculty from its peak levels. Since 2024 alone, four full-time faculty have either resigned or retired, one additional faculty has

moved to reduced load and plans to retire soon, and a sixth faculty member plans to retire June of 2026. In this same period, we have had no new hires. Despite these losses, the department has not only maintained the offerings from previous years but has also expanded in its areas of service to students and community, having developed new biotechnology and aquaculture programs, and is now in the planning stages of a culinary arts program. This pace of activity is not, however, sustainable, and we need new full-time hires. Areas of need, in no order are:

1. One full-timer to oversee and teach many of the aquaculture program courses (no full-timer now in charge)
2. One full-timer to oversee and teach many of the biotechnology courses (no full-timer now in charge)
3. One full-timer to teach cell biology and evolution – This is the first of our biology majors' courses, and yet we have not had a full-time faculty teach this class in years.
4. One full-timer in nutrition. We lost one of our only two faculty in charge of nutrition. This loss is particularly difficult at a time when demand for the classes is very high, and we are trying to develop an entire program in culinary arts.
5. Additional full-time instructors will be needed in allied health, molecular biology, and general biology.

In addition to the six faculty members mentioned above, we have at least five others with 25 or more years at SMC, with most at or approaching retirement age. We believe programs will run best if there is a period of overlap amongst older and new faculty, allowing for mentorship.

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## Math Department

The number and diversity of those who can teach upper-level courses is limited and adding to that would benefit our student population greatly. Hence, math needs at least one person hired as cross-level.

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## Modern Languages Department

### Full-Time Position in Linguistics

The Department of Modern Languages and Cultures strongly requests a full-time faculty position in Linguistics. Following recent staffing changes within the program, Linguistics has experienced significant limitations in course offerings and long-term program development despite continued strong student interest in Linguistics courses. Linguistics serves a broad and diverse student population and supports transfer preparation across multiple disciplines, including language studies, education, communication, psychology, anthropology, and cognitive science. A full-time faculty member is essential to ensure curriculum development, SLO coordination, mentoring of adjunct faculty, program assessment, and the expansion of course offerings needed to meet student demand. This position would also strengthen the department's

efforts to support equity-minded pedagogy, interdisciplinary collaboration, and the college's mission of fostering global citizenship and critical thinking through the study of language and Culture.

#### Full-Time Position in Japanese

The Department of Modern Languages and Cultures strongly requests a full-time faculty position in Japanese to support one of the department's largest and most active programs. The Japanese program continues to demonstrate strong student interest and community engagement through partnerships with the Japan Foundation, regional high schools, and international universities. Due to recent staffing transitions, the program is currently supported by a single full-time faculty member overseeing multiple adjunct faculty members and a growing student population. An additional full-time faculty member is critical to maintaining program stability, supporting curriculum development, coordinating SLOs, mentoring associate faculty, expanding transfer and study-abroad pathways, and sustaining the cultural programming that has become central to student engagement and retention. This hire would also support the department's long-term goal of developing a local AA degree in Japanese and strengthening pathways for students pursuing global and intercultural competencies

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## Music Department

### FT Hiring Request: Orchestra Conductor + Fundamentals + Instrumental

Between its founding in 1985 and a retirement in Spring 2017, full-time faculty had taught Music 74, Symphony Orchestra—the heart and hub activity of any substantial music department. (Fun fact: Santa Monica High School has seven orchestras!) For several years after Spring 2017, the ensemble enrollment and community participation declined due to the limited resources a part-time instructor can dedicate to the program and to fostering integration with other aspects of the department and the broader community (not to mention the pandemic).

In Spring 2022, we completed an equity-centered part-time hiring search for an orchestra conductor. We have since enjoyed four semesters of remarkable rejuvenation, broadening, and stellar classroom experiences and public performances of the SMC Symphony Orchestra under the direction of the Latina instructor selected for the position. We are so proud to be a small part of a positive shift toward diversifying the profession of orchestral conductors in higher education. Equally important, we are excited by what she brings to our students in the classroom and on stage. For a part-time hiring to be such a success on so many levels is extraordinary; we hope to repeat that achievement in the hiring of an equity-centered full-time conductor to ensure our students will, for decades to come, benefit from and enjoy the inspiration, exploration, and widening of perspectives and approaches that they currently have in the SMC Symphony Orchestra.

Despite the Music Department encompassing a single discipline, our curriculum represents vastly disparate areas, limiting the types of courses an instructor has the background to teach. Although

the data shows we have 59% FT FTEF, we currently have 0% full-time faculty teaching instrumental courses in the Western European “classical” tradition (Music 70ABC, 74, 76, and 77, which comprise 0.88 FTES). Full-time faculty only teach one of our three large ensembles (Music 55, Concert Chorale).

When a full-timer leads the orchestra with a teaching load that includes courses in other core aspects of the curriculum (musicianship and theory), departmental engagement, connection-making with students, and community building are possible beyond what we can reasonably expect part-time faculty to do.

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## Nursing Department

One FT medical surgical nursing faculty  
 One FT pediatric nursing faculty  
 One FT mental health faculty

Maintenance of at least one AA.

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## Philosophy and Social Sciences Department

Political Science: Two full-time Political Science professors retired in June 2024. They taught what was equivalent to a full load of American Government (Pols C1000) and half of our total offerings of International Relations (Pol Sci 7). Pol Sci 1 is one of the largest offerings at the college. Also, Pols C1000 and Pol Sci 7 are core lower-division courses for Political Science Majors. Beyond the classes, the retirements have been a significant blow to the Political Science discipline because they represented what was 1/3 of the total full-time faculty. Within the next year we are also going to lose one more full-time faculty member to retirement. Even though this is a large department it is a multi-discipline department and each discipline is relatively small. That means the loss of one or two people in a discipline has a significant impact on that discipline - not just in the classroom but also on all the work we do outside of the classroom. The current chair of the department is from Political Science. Because of the strain due to the retirements, the chair has chosen to teach Pols C1000 Scholars (outside his area of expertise) as overload; this is not ideal. The sooner we can bring someone in to reduce the impact of these losses on the discipline the more seamless the transition will be.

Economics: One of the four full-time Economics professors will retire after the Fall 2026 semester. Like American Government, Microeconomics is one of the largest offerings at the college. A large number of Macroeconomics sections, the other core Economics course, are also

offered. To lose one quarter of the full-time faculty will be a significant loss to our ability to cover our classes as well as to do all the other work the full-time faculty need to do. In addition to this faculty member, another two full-time faculty members are of retirement age and can retire at any time. In the near future, we could lose  $\frac{3}{4}$  of the full-time faculty in the Economics discipline. Considering that currently the full-time faculty teach about 50% of sections in the discipline, the discipline has more than enough sections to bring on new full time people who could be mentored and trained before most of the current people leave. Hiring with this foresight will help keep a very important discipline strong and vibrant.

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## Department of Physical Sciences

### Multi-Year Full-Time Staffing Proposal

#### Summary

In just the past 2.5 years the Department of Physical Sciences has navigated a significant contraction in full-time (FT) faculty while simultaneously managing significant growth in Engineering enrollment. We have reached a critical transition point: the sudden loss of senior faculty, combined with a looming "retirement cliff," necessitates a strategic, staggered hiring plan to preserve institutional knowledge and ensure student safety.

#### 1. Chemistry: Recovery from Unforeseen Loss

In Fall 2023, Chemistry had 15 FT faculty. By Spring 2026, we will have 12 (a 20% decrease), with 25% of that group still in their probationary period.

- **Emergency Deficit:** Of the four faculty lost, two were due to unexpected deaths. These sudden losses deprived the department of seasoned mentors and created immediate gaps in staffing and shared service workloads.
- **The Retirement Cliff:** Three additional senior faculty are anticipated to retire within the next few years. We must onboard new faculty now to ensure institutional knowledge is transferred before this veteran expertise leaves the college.
- **Administrative Strain:** I have hired and mentored 23 new parttime (PT) instructors in 2.5 years to fill these gaps. In Spring 2026 alone, 23 PT faculty are teaching, 12 of whom require evaluations.
- **Strategic Need:** Staggered FT hires every other year to maintain a manageable ratio of tenured mentors to probationary committees.

#### 2. Engineering: Sustaining Significant Enrollment Growth

The Engineering program is experiencing rapid expansion but lacks the infrastructure to support it.

- **Growth Data:** Enrollment rose from 4 sections (112 students) in Fall 2023 to 9 sections (246 students) in Fall 2025.

- **Staffing Instability:** We rely on one FT instructor (shared with Physics). The volatility of the PT pool—exemplified by two instructors resigning just weeks before the Spring 2026 term—threatens course continuity and student retention.
- **Strategic Need:** One additional FT instructor to provide program continuity, assist with PT evaluations, and support continued growth in the program.

### 3. Physics: Safety & Modernization Priorities

Physics currently has 6 FT faculty, one of whom has full release time and another who was recently not recommended for tenure. By Fall 2026, the Physics program's functional capacity will be reduced to four active full-time faculty to manage all instructional and service tasks.

- **Operational Demand:** Four FT faculty are currently tasked with modernizing 20-year-old lab protocols and implementing a comprehensive new safety program (including lab-by-lab hazard assessments).
- **Sustainability:** With 14 PT faculty teaching this Spring and one senior FT member nearing retirement, the workload is unsustainable.
- **Strategic Need:** Two FT faculty, staggered by 2-3 years. This timeline ensures that tenured staff have the capacity to lead probationary committees effectively while maintaining the integrity of their instructional and service responsibilities.

#### Conclusion:

The department is currently operating in a reactive "scramble" mode. The administrative burden of hiring 38+ PT instructors in 2.5 years has surpassed a manageable limit. To protect student safety, prevent the burnout of our core tenured faculty, and ensure instructional consistency, I encourage the College to consider a multi-year, staggered hiring plan designed to restore departmental stability.

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## Psychology Department

### Full-Time Position Need

Over the past several years, the department has lost nearly half of its part-time faculty and now operates with only 8 full-time and 11 part-time faculty members. While some of this reduction can be attributed to retirements, the most significant cause has been the sustained decrease in weekly teaching hours (WTH), which has sharply limited opportunities for non-associate part-time instructors. This contraction has resulted in the loss of essential disciplinary expertise, particularly in physiological psychology and research methods. As a consequence, the department has been unable to consistently offer an adequate number of course sections, especially in courses

required for timely completion of the Psychology AA-T, directly affecting students' ability to progress efficiently toward transfer.

The department is therefore experiencing an urgent need for faculty with expertise in health psychology and addiction studies, as well as candidates whose research and/or clinical experience focuses on the Latiné community or on issues of relevance to this population. These areas are increasingly important to meeting current student interests, community needs, and workforce demands, and their absence limits the department's ability to offer a responsive, contemporary curriculum.

In particular, the department has a critical need for a colleague who can teach both research methods and physiological psychology, core courses that are foundational to the psychology major and difficult to staff and fully support students' successful completion with our current faculty composition. In alignment with the institution's commitment to advancing racial equity, we seek to develop a comprehensive job description and application review process that prioritizes candidates with clearly articulated equity-centered pedagogies, demonstrated success in teaching and mentoring Black and Latiné community college students, and a strong commitment to high-quality, student-centered teaching and support. Hiring in these areas is essential to restoring curricular stability, supporting equitable student outcomes, and ensuring the long-term vitality of the psychology program.