

Faculty Position Request Form Year 2012~2013

For Academic Affairs Advisory Group Recommendation	Date(s) Considered:	
	(To be completed by The Vice President of Academic Affairs)	
	<input type="checkbox"/> Recommended to Approve (Indicate Ranking) ➡	
	<input type="checkbox"/> Not Recommended to Approve ⤴	
Explanation:		

Directions: Complete a separate request for each position. Forms must be signed by the originating Division Chair/Director and the appropriate supervising administrator. Use additional sheets as needed.

A. General Information

Position Title:	Mathematics Instructor
Department:	Mathematics
Division:	Physical Science

Check all that apply:	
<input type="checkbox"/>	New Position
<input checked="" type="checkbox"/>	100% Assignment
<input type="checkbox"/>	Split Assignment Identify Split %
<input checked="" type="checkbox"/>	Replacement: Identical Position
<input type="checkbox"/>	Replacement: Modified Position Identify faculty being replaced:
	Gail Bartow
<input type="checkbox"/>	Consolidation of Existing Adjunct Positions

Review/Approval	Date
Department Chair:	Hazel Ross 10/10/2011
Division Chair or Supervising Administrator:	Elizabeth Bishop 10/10/2011
Dean, Academic Affairs or Student Services:	

All conflicts/disagreements should be discussed prior to submission of this form. In the event the division chair or dean does not support the position, provide reasons:

B. Description of the Position/Assignment

1. Describe all aspects of the position, including non-teaching assignments.

- Provide classroom instruction in mathematics courses ranging from Arithmetic and Basic Mathematics through Differential Equations, including Statistics.
- Participate in Mathematics curriculum planning, program review, course revision, and budget planning.
- Serve on college committees and other campus activities as appropriate.

2. Aspects of college's mission being addressed by position:

- Transfer to four-year colleges
- Basic skills instruction
- Career Technical Education (CTE)
- Student support services

3. Is this position categorically funded? Yes No

C. Rationale for the Position

1. Description of need. Please include information on the effects on the program, your division, the college, and the community of filling the position versus not filling it.

The critical need for additional math faculty has been well documented in the Math Department's Action Plans, Program Reviews, and Program Reflections, and is further described in this Section and Sections 5 and 6 below. This need clearly shows that not replacing Gail Bartow, which would reduce our full time teaching Faculty by 10% (from 10 to 9), would have a disastrous effect on the Math Department's ability to offer the courses necessary for Basic Skills, CTE, and Transfer Students.

To illustrate: recently there has been a steady increase in the number of sections offered due to main campus enrollment growth, the Education Center at Marina, and the addition of online math courses. Since the 2005/2006 year, we have added eighteen new sections in both Fall and Spring, which is approximately equivalent to an additional six full time teaching loads. (Most of our courses meet 5 hours per week, so three courses is usually a full teaching load). The slight decrease in sections noted in Spring and Fall 2011 can be attributed to classes being cancelled due to lack of instructors, and the voluntary 5% decrease in course offerings requested by the administration in response to the anticipated budget deficit.

Number of Sections of Mathematics by semester												
Fall 05	Spring 06	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08	Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11
38	40	41	44	47	46	50	52	56	58	58	57	56

The number of students we serve has also steadily increased. Currently we are serving 59% more students than we did in Fall 2005, even though the number of full-time instructors has remained the same.

First Census Numbers of Students by semester												
Fall 05	Spring 06	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08	Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11
1153	1081	1176	1168	1330	1216	1556	1533	1621	1634	1822	1771	1837

In 2005/2006 we had 9 adjunct faculty teaching 9 sections of Math. In Fall 2011, the number of adjunct faculty has doubled to 18, teaching 25 sections. (Note that, depending on the TLU's, adjuncts can now teach two courses instead of being limited to one, because of the change of the 60% limit to 67%.)

Although we continue to attempt to meet the need for increased sections of mathematics by using adjunct faculty, it's becoming increasingly difficult to find competent adjunct instructors, let alone instructors

from a diverse background. We have advertised aggressively and regularly, yet we still have had to cancel classes due to lack of a qualified instructor, and in the past several years we have had to use “annualized agreements” and “exceptions to the 67% rule” to help get our classes staffed. Unfortunately, these creative staffing solutions are only temporary, can’t be used on a regular basis, and are potential legal liabilities.

2. If this position is new or modified, is it addressed in MPC planning documents, such as the college’s Educational Master Plan, the Division’s most recent Program Review or Program Review Update, and/or the Department’s Action Plan?

Yes (Please cite below.)

No (Please explain below.)

This is an unmodified replacement position to fill a vacancy left by the retirement of a full-time mathematics faculty member. However, the ongoing math staffing shortage has been documented regularly in the Department and Division Program Reviews, Action Plans, and the Student Learning Outcomes Reflections.

3. Is this position required by external licensure, accreditation, or legal mandates? If so, please explain.

No

4. Is this position recommended by a CTE advisory group? If so, please explain. If this is a CTE position, please provide Labor Market Information (LMI) for any occupations in which the instructor will provide instruction or training.

No

5. Program size (To be completed in conjunction with Institutional Research Office):

Please note that a full-time instructor may teach any of the courses we offer ranging from Arithmetic to Differential Equations. This is not based on seniority, but on the experience and interests of the instructor, in conjunction with the needs of the department and our students. For this reason, it’s not possible to isolate a particular instructor’s course load in order to look at trends in FTES and FTE’s; an instructor’s course load usually varies from semester to semester.

Hence, the information supplied below is for the Mathematics Program as a whole, excluding the Math Learning Center.

- a. FTES Credit and Noncredit History

	FTES (Credit)	FTES (Noncredit)
2008-2009	495.96	0
2009-2010	519.89	0
2010-2011	565.34	0

b. FTE

	Full-time	Adjunct
2008-2009	9.09	6.86
2009-2010	9.10	7.29
2010-2011	9.54	7.65

6. Programmatic plans for this and future years:

It is difficult, if not impossible, to plan for this and future years because a number of issues are seriously impacting the Math Department's program:

- ***Increase in enrollments and demand for math courses:*** All areas of the math program are growing and demand is up for both basic skills and transfer level courses. We would be offering even more sections to meet the needs of our community, but our primary constraint is staffing.
- ***Education Center at Marina:*** The math department has been offering between five and six sections of math at the Center. The addition of two new full-time math instructors will give us greater scheduling flexibility and the ability to consistently maintain a full-time presence at the Center. This is important because we feel that students are best served when there is a full-time presence at the Center
- ***Increase in AA degree requirement:*** The math graduation requirement has been raised from Math 261 (Beginning Algebra) to Math 263 (Intermediate Algebra). This means there are now more students needing to take an additional math class in order to receive an AA degree, and in fact the population of students taking Math 263 has more than doubled since 2001. Because of this, we have had to increase the number of intermediate algebra sections offered each semester due to the new graduation requirement, and unfortunately, we are consistently forced to turn away students who are trying to add Math 263 on the first day of classes.
- ***Mandatory assessment and placement in place:*** In Fall 2009, the college implemented a mandatory assessment and placement process for all students who have not already taken a math course at a college. The assessment process is expected to increase the rates of success and retention in our program and data has shown a significant increase in enrollments in our algebra courses, since high school algebra grades no longer qualify students to directly enter our math courses.
- ***Addition of online math courses:*** Several years ago the math department started offering math online. Now there are three semester-length courses as well as four review/prep courses offered online each semester. We plan to continue to offer these courses, but without additional staffing, we cannot increase our offerings.
- ***Adjunct staffing difficulties:*** Each semester advertising generates anywhere from one to a dozen applicants. Unfortunately not all meet even the minimum qualifications. Of those that do and are interviewed, often perhaps just one or two per year meet our standards of competency, if that. Unfortunately, this has led to cancelling unstaffed classes.

The solution to all of these issues is to increase staffing. Not replacing Gail Bartow will only exacerbate the problems we face. The loss of her position would have a resoundingly negative effect on our students and other programs at the college, especially CTE, Basic Skills, and Transfer Courses. Students will also be delayed in meeting prerequisites for Math and other MPC courses and in meeting graduation and transfer requirements.

7. First two years' assignment for this position.

a. Teaching responsibilities:

As described in #5 above, a full-time instructor may teach any of the courses we offer. The courses that the new faculty member will teach will be chosen according to their experience, interests, needs of the department and of our students at the time of hire. Since we are replacing Gail Bartow, her load has been included for illustrative purposes. Typically a full load consists of three classes (most of our classes meet 5 hours per week).

Fall	Spring	Fall	Spring
Math 16 Math 18 Math 20B	Math 16 Math 17 Math 20A	Math 16 Math 18 Math 20B	Math 16 Math 17 Math 20A

b. Other duties and/or programmatic responsibilities (i.e., program/curriculum development, program coordination, facilities oversight, outreach, etc.):

As a member of the Mathematics Department, the new faculty member will be expected to participate in the department and campus community by serving on campus committees and/or department subcommittees.

8. Office/location to be assigned:

The retiring faculty member will be vacating her office, which will then be used by her replacement.

9. Other related resources needed:

A working computer, a desk, and book storage for each new faculty member.

10. Other considerations:

Currently, we still have one unstaffed class for Spring 2012 and we will lose at *least* one adjunct for next year, possibly more as they're hired away for full time positions. We have also been asked to add two sections to the Spring schedule which will necessitate yet another annualized contract or exception. The current focus on CTE, Basic Skills and Transfer courses, as well as the limited pool of competent adjunct instructors only emphasizes the need to replace this position. Doing so will merely bring us back to the minimal and inadequate staffing that we've had to cope with in recent years.