

2018-2019

**Program Review & Planning
Request for Full-Time Faculty Position**

Please upload and submit this completed form through the SurveyMonkey program review module.

Note: Staffing Prioritization Task Force will consult your program review as part of the rating process. Please reference appropriate sections of your program review as needed in your responses.

Department	Mathematics
Position Title	Full-time Tenure-track Instructor

1. How will this position specifically support one or more of the College's four strategic priorities? (Rubric Criterion 4)

1. Acceleration
 2. Guided Student Pathways
 3. Student Validation and Engagement
 4. Organizational Health
- (200 words or less)

By implementing bold structural changes to its basic skills program coupled with pedagogical reforms and intensive ongoing professional development, the Math Pathways program has substantially increased the proportion of incoming students – across all disproportionately impacted groups – who successfully complete a transferable math class in just one year (67% as opposed to 10% before implementation). Consequently, the Department has removed a long-standing barrier to students' attainment of their educational goals (earning a degree or certificate, transferring to a four-year institution, or earning a living wage). In essence, we have nearly closed the equity gap and opened the door to education's promise for all students.

The Department needs one additional full-time math faculty to sustain these efforts and continue our support of all four strategic goals. The current workload within the department is not sustainable due to the need to continually train part-time faculty, update curriculum, and develop instructional materials.

2. Describe why this position is essential to your program and/or service area. How will this new position improve student learning and achievement? (Rubric Criterion 3)

(200 words or less)

The activity-based math classroom is a critical component of our program. Teaching and learning is tailored to fit small groups of students as they work through brains-on activities, and class-time is spent on collaborative work with just-in-time remediation (atypical pedagogy for math teachers). Since other colleges are hiring our part-timers at increasingly greater rates, we must continually train new faculty. Additionally, we need to evolve classroom activities and lesson plans originally developed for Math Pathways. Consequently, there is an increased need for faculty leadership and the ability to further develop our classroom activities and lesson plans to the next level.

Another full-time faculty member in the Math Department will allow us to sustain the reforms we implemented over the past four years. The new faculty member will assume a much-needed leadership role within the Math Pathways program; more specifically the new full-time math instructor will review (and revise as needed) materials for one or more courses within Math Pathways, train new part-time faculty to teach in the student-centered classroom within those courses, find and write grants to support the ongoing intensive professional development in Math Pathways, and generally improve and expand Math Pathways.

3. How has the lack of this position impacted your program and/or service area? What will be the impact to the program and/or service area if this position is not filled? (Rubric Criterion 3)

(150 words or less)

While we are currently in the process of hiring a retirement replacement, we still need to increase the number of full-time math faculty in order to keep up with the intensifying workload due to the added responsibilities born from the Math Pathways program. Even then, we will be unable to recruit and train enough part-time instructors to teach in the student-centered classroom. Without additional full-time faculty, it will be difficult to sustain our efforts described above as well as maintain the success rates we have seen over the last few years.

In addition, we plan to work with several CE programs to ensure we are meeting the needs of their students. Furthermore, the department is continuing to work with the East Region Adult Education Consortium to ensure students have streamlined access to college-level math. The new position will allow our veteran department members to transition away from their current duties and develop these new programs.

4. Has there been or do you believe there will be an increase in demand for your programs and/or services? Please discuss supporting data from recent semesters. For example, enrollment trends, waitlist pressures, or wait time for appointments and support services as they apply to this position. (Rubric Criterion 2)

(150 words or less)

As per data provided by IESE, our WSCH has increased by 19.2% between 2013 and 2017, with most of the growth occurring between 2014 and 2016. In that same time span, our Census Enrollment increased by a staggering 48.2%. In addition, the department has evolved from offering 65 sections in fall 2015 to 90 in fall 2017 to 74 in fall 2018. Comparing the number of sections to our census numbers indicates that our schedule is increasingly more efficient.

Our FTEF for fall 2015 was 20.5 and rose to 23.8 in fall 2017. Our load cushion has also risen from a low of 12 in fall 2013 to 16.2 for fall 2017. With Math Pathways starting in fall 2016 and these numbers continuing to rise, it is becoming more difficult to find qualified part-time faculty. Even with college numbers declining, we believe the Math Department trends will continue.

5. Is this a new position, replacement for a retirement or upcoming retirement, replacement for a tenure failure, replacement for internal promotion (faculty to administrator), or replacement for other circumstances? Please explain. (Rubric Criterion 3)

(100 words or less)

This position is a growth position based on the data above. As stated throughout this request, the Math Department is still in desperate need of hiring full-time faculty to address the growing workload required to sustain the success of the Math Pathways program and develop new programs.

- 6. Please confirm that you have discussed this faculty position request with the Division Dean and that you understand that Division Deans will be providing feedback to inform, in part, the prioritization process.**

{XX} Yes, I understand.

The Staffing Prioritization Task Force will also consider the program review data provided by the IESE Office in reviewing this request. (Rubric Criterion 1)