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**COMPLETE**

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Page 1: Full-Time Faculty Position Form

**Q1** Please enter the following:

Department	<b>Mathematics</b>
Position Title	<b>Mathematics Instructor</b>

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**Q2** How will the position support or advance one or more of the goals your department/discipline identified in this year's program review? (200 words or less) (Rubric Criterion 3)

Another full-time math faculty will allow us to grow and sustain the reforms we implemented over the past five 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, work with other faculty to build new courses and their materials (including support courses), train new part-time faculty to teach in the student-centered classroom within those courses, and generally improve and expand Math Pathways.

Collaborating with faculty across the college takes time and energy. Math Department faculty are eager to work with CE faculty to develop and offer a math course that more closely aligns the with the CE courses. In addition, faculty in the Math and Business Departments would like to develop and implement contextualized curriculum and classroom materials for Math 178, Business Calculus. Continuing to work with the Psychology Department to increase enrollments in the Math 060 and PSY 215 cohort is also a priority. These collaborations are critical to the success of the Math Pathways program and directly support both Math Department goals.

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**Q3** How will this position specifically support or advance one or more of the College's four strategic priorities? Acceleration Guided Student Pathways Student Validation and Engagement Organizational Health (200 words or less) (Rubric Criterion 4)

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 enroll in and successfully complete a transferable math class in just one term. In fall 2018 78% of first-time math students enrolled in a transfer-level math course as opposed to only 20% in fall 2014. Furthermore, these changes tripled the one-term throughput rate for math students from 19% in fall 2015 to 56% in fall 2018.

Additionally, these reforms reversed the equity gap in access to transfer-level math courses for both Latinx (84%) and African American (83%) students. Moreover, the Department's reforms eliminated the equity gap for success rates for Latinx students, with a 59% success rate, compared to 57% for White students. This gap was narrowed for African American students (46%), but we have not yet completely closed it.

Consequently, the Department is removing a long-standing barrier to students' attainment of their educational goals.

The Department expects at least two of the Math Pathways program members to retire within the next five years. Hiring and training a full-time math instructor to lead in the Math Pathways program while the founding members are still involved, will enable the Department to sustain program outcomes to date, revise and improve recent reforms as needed, and completely close the equity gap.

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**Q4** Describe why this position is essential to your program and/or service area and how it will improve student learning and achievement. (200 words or less) (Rubric Criterion 3)

The activity-based math classroom is a critical component of the Math Pathways 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). Additionally, not only do we need to continue evolving classroom activities and lesson plans, we need to work on developing classroom activities and lesson plans for Quantitative Reasoning, one of the options for non-BSTEM majors.

Growing the Department by one full-time faculty member will help the Department do some of the work we haven't been able to, such as collaborate with faculty in the CE division to create a better course option for their students, grow the Quantitative Reasoning course, and develop more OER options and develop the concomitant classroom learning materials for use in the student-centered learning environment.

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**Q5** 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? (150 words or less) (Rubric Criterion 3)

Math Department faculty are overextended; consequently we have not been able to create the course for CE students, work with the Business Department, or grow the Quantitative Reasoning course. The Department needs one additional full-time math faculty to sustain the efforts we have put in over the last five years, but also to continue our support of all four strategic goals. This will ultimately help grow the Department and subsequently the College. If the position is not filled, the Math Pathways program will stagnate with no math faculty available to begin much of the required work that remains on the to-do list. The Department simply cannot address that to-do list with the human resources currently available.

**Q6** Has there been or is there any evidence to demonstrate that 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. (150 words or less) (Rubric Criterion 2)

As per data provided by IESE, our WSCH has remained steady comparing fall 2014 and fall 2018. In addition, the number of math sections offered the first week of classes increased from 55 in fall 2014 to 74 in fall 2018. The department is also efficient with a WSCH/FTEF over 525 and fill rate above 80% in all but one semester over the last five years.

Even after hiring a new math faculty, the department's load cushion remained at 12 in fall 2018. It is becoming more difficult to find qualified part-time faculty. While we have seen enrollments decline in the last few semesters on par with the college overall, the work in our Department is more demanding which increases the need for a full-time math faculty to sustain the successes to date, increase growth rates, and improve the Math Pathways program.

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**Q7** Is this a new position, replacement for a retirement/upcoming retirement or replacement for internal promotion (faculty to administrator), or replacement for other circumstances? Please explain. (100 words or less) (Rubric Criterion 3)

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

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**Q8** 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 help inform the prioritization process.

**Yes, I have discussed this position request with the Division Dean**