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**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Wednesday, January 13, 2021 9:23:29 AM  
**Last Modified:** Wednesday, January 13, 2021 9:59:59 AM  
**Time Spent:** 00:36:29  
**IP Address:** 72.199.146.252

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Page 1: Full-Time Faculty Position Form

**Q1**

Please enter the following:

Department	<b>Math</b>
Position Title	<b>Full-time Faculty</b>

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**Q2**

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

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 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 as a corequisite support course for PSYC 215 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

2. How will this position specifically support or advance one or more of the College's four strategic priorities? (Rubric Criterion 4) Acceleration Guided Student Pathways Student Validation and Engagement 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 who enroll in and successfully complete a transferable math class in just one term.

These reforms reversed the equity gap in access to transfer-level math courses for both Latinx and African American students, eliminated the equity gap for success rates for Latinx students, and narrowed the success rate gap for African American students.

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

The Department expects at least two members to retire within the next four 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. The transition from part-time to full-time faculty is a process that takes time and we need new faculty now so they will be at a place where they can take on a leadership role when the current faculty retire.

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### Q4

3. Describe why this position is essential to your program and/or service area and how it will improve student learning and achievement. (Rubric Criterion 1, 3) (200 words or less)

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

4. 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 1, 3)(150 words or less)

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**

5. 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. (Rubric Criterion 2)(150 words or less)

Our WSCH has remained steady comparing fall 2014 and fall 2018. In fall 2019, we did see a decline in WSCH similar to the college overall. But even with that drop, the number of math sections increased from 55 in fall 2014 to 60 in fall 2019. The department is also efficient with a WSCH/FTEF over 500 and fill rate above 76% in all fall semesters over the last five years, considerably above college-wide averages.

The department's load cushion remained at 11 in fall 2019. 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 than ever, 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**

6. 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. (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 requires another full-time faculty to address the growing workload

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**Q8**

7. 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**

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