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**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Monday, December 11, 2023 1:29:14 PM  
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Page 1: Please review the following:

**Q1**

Contact Person:

Name	<b>Daniel Curtis</b>
Email Address	<b>daniel.curtis@gcccd.edu</b>

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**Q2**

Department:

Mathematics

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**Q3**

Title of Request:

Proposed Math Department Budget Increase to Support Ongoing Communities of Practice (COPs)

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**Q4**

Location of Request:

n/a

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**Q5**

Type of Request (Select one):

Miscellaneous: All non-operational requests and requests that do not fall under staffing, technology, or facilities requests are considered other requests. For department operational needs, please discuss with your Deans office. Please specify miscellaneous request::  
The Math Department would like to request a permanent increase to our department budget to support our efforts and sustain our communities of practice.

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**Q6**

Description of Request: Please provide a description of the supplies, equipment, furniture or other request. When making your request, please be as specific as possible and include information such as make, model, manufacturer, color, quantity, etc.

The math department is requesting a permanent increase in our department budget to support the ongoing efforts of our communities of practice (COPs).

**Q7**

Estimated Cost:

\$35,000 (based on a two-year average of COP expenditures combined with recent increase in costs associated with COPs)

- 2022-2023 COP Expenditures: \$31,172.05
- 2021-2022 COP Expenditures: \$24,488.75

**Q8**

Respondent skipped this question

Please attach quote, if available

**Q9**

Total Cost of Ownership: Your requested item may incur ongoing expenses. What are the ongoing expenses associated with your request? If there are ongoing expenses, please detail how you plan to support these costs with your existing budget by completing the text boxes below.

Initial Cost of Item	<b>35,000</b>
Service Agreements/Warranties	<b>0</b>
Maintenance	<b>0</b>
Upgrades	<b>0</b>
Impacts to Staffing	<b>0</b>
Replacement Costs	<b>0</b>
Other	<b>0</b>
<b>Total</b>	<b>35,000</b>
Amount available in department budget to support this request	<b>0</b>
Remaining requested amount	<b>35,000</b>

**Q10**

Justification of Request: The justification of the request is a key area to focus on. The ROC encourages you to strengthen your request by providing a robust rationale detailing all relevant criteria. When writing the rationale, keep in mind that those reviewing the justification may not be familiar with your department and needs. Providing detailed information and context can help clarify the need for your request. Please select the applicable criteria(s) and provide the details of how the criteria(s) relate to your request.

**Critical need,****Impact on student success and access,****Innovation,****Equity and Antiracism,**

## Provided details::

The math department is asking for a permanent increase of \$35,000 to the math department budget. This would not be a one-time fund, but instead a budget increase. With the requested increase to the department budget, the department will take on the total cost of ownership for the COPs moving forward instead of relying on the college for one-time funds. The math department established communities of practice (COPs) in 2016. These COPs are a space to foster faculty growth through collaboration with a focus on student success and equity-minded teaching and learning. The COPs have been instrumental in the department's math pathways work, providing necessary professional development to transform the way faculty teach. The peer-to-peer support and low-stakes collaborative practice for faculty provided within the COP have been identified as crucial components in transforming the way our faculty teach. The work we are asking of our math faculty is not easy. It takes time and energy to change and innovate. Therefore, we value the work our faculty members are doing in the COPs by providing a stipend for attending. Since 2016, the department has relied on many different forms of discretionary/soft funds to provide stipends for COP participants. Between 2016-2024, the COPs have been funded through soft money – BSSOT grant, AB 705 grant, and Student Success & Equity funds. The department sees tremendous value in maintaining COPs for the foreseeable future. It is safe to assume that the college also sees tremendous value in maintaining COPs given that the college has provided one-time funding to support the COPs in the past. The COPs allow faculty to share in the process of transformation, explore new roles, and build competence and self-confidence in their teaching craft. When asked what was most helpful in supporting the change in their teaching to include more equity-minded teaching practices, one math faculty member said, "I started teaching this way because the college was training me to do it and putting me in an opportunity where that was going to be supported." Seeing that the COPs are here to stay, the department needs to stop relying on discretionary/soft funds to support this work. This type of work needs to be institutionalized. Financial security for COPs can be achieved through this proposed increase in the math department budget.

**Q11**

Program Goal: Please identify the program goal(s), as stated in your current annual or comprehensive program review, that this request would help your program achieve. Provide a brief explanation of how it would do so.

Goal 1: Assess, revise as needed, and continue to improve Math Pathways

Community college math professors have never been trained to teach with culturally relevant materials in an equity-minded teaching and learning environment. Consequently, the Math Department's Community of Practice (COP) and Teacher Mentoring are essential to the success of Math Pathways. Each course-specific COP requires all teachers with a current assignment in that course to meet regularly and discuss best teaching practices, just-in-time remediation, teaching and learning in the student-centered classroom, student engagement, and productive struggle. In the department's COP groups, assignments are developed to address students' affective needs and internal struggles or fears about being in college and/or learning math. We work on creating culturally relevant teaching materials and develop techniques for using equity-minded practices in the classroom. The COP members continually develop new instructional materials, classroom activities assessments, and online assignments in support of these practices.

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