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Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department **Mathematics**

Position Title **Full-time Tenure-track Math Faculty**

Q2 **Yes**

1a. Did you request a position last year (2024-2025)?

Q3 **Yes**

1b. If yes, and that position was funded, do you want this position ranked as well?

Q4 **No**

1c. Is there dedicated funding for the position that is not unrestricted general fund (i.e. categorical/special funded programs)

Page 2

Q5

2. Why is this position essential to your program and college? Please discuss the potential impact of this position on the department, college, district and/or region (Rubric Criterion 1, 3). (300 words or less)

Recent retirements and job changes have left current department members overworked. In fall 2022, one full-time faculty member retired. In July 2024, one full-time faculty member moved to a new position as the Dean of MSE. Lastly, another full-time member submitted retirement paperwork for June 2025. Down three full-time faculty within three years, the department is operating at a limited capacity. While the department is positioned to hire a new FT faculty member to begin fall 2026, that will still leave us below previous working capacity.

We must continue evolving classroom activities and lesson plans for Math Pathways to meet the needs of students in the post-AB1705 classrooms. The department has seen success in our Calculus I with support, with 75% of students successful in one semester. This is compared to students who start in precalculus, only 25% of which are successful in Calculus I within one year. The department has tripled student success in Calculus I compared to the traditional precalculus pathway, and within half the time. This is a testament to the department's massive work in developing and teaching Calculus I with support. But the work continues as these Calculus I students go on to Calculus II, Calculus III, and other STEM courses at the college. The department is working tirelessly to ensure the learning materials in our Calculus series fill in gaps students may have by not taking precalculus so that students continue to persist and succeed in math. The Math Department even looks beyond our own classrooms to our STEM colleagues. Knowing that our math students are STEM students too, the department has shared Math Prep Modules on Canvas so that our STEM colleagues can provide just-in-time math review in their courses as needed. All of these efforts take time and energy. The Math Department needs human resources to sustain the efforts to continue to transform the Math Pathways.

Q6

3. What are the racial and gender demographics of the faculty within your program? Outline your steps to ensure a recruitment of diverse candidates that reflect the mission, vision and values of the college. These steps could include: professional associations dedicated to the promotion of diversity in your content area (Rubric Criterion 1). (300 words or less)

The Math Department currently has 6 full-time faculty. The demographic breakdown is 3 male, 3 female, 1 Latine, 1 Middle Eastern, 4 White. The department representation closely matches the students with respect to gender. However, the department's representation with respect to race and ethnicity does not come close to representing the students. The two largest student groups in our program are Latine and Middle Eastern.

The department will recruit from listservs and other online platforms where diverse faculty are more represented. Such examples are through Umoja, PUENTE, SHPE (Society for Hispanic Professional Engineers), NSBE (National Society of Black Engineers), Lathisms (Mathematical community for Latine and Hispanic professionals), P2P (Pipeline to Possibilities that helps to recruit and mentor HBCU grads) and NAM (National Association of Mathematicians). Additionally, the department will encourage current PT faculty to apply. The department has hired 8 new PT faculty in the last two years, and recent PT faculty hires have been diverse and more closely represent our student population.

Q7

4. Please describe your planned onboarding process to support the new hires inclusion into community. Please share if there are any resources or collaboration that would assist. (Ex: AFT mentorship, THRIVE, Tenure Review, EMTLI, Communities of Practices, etc.) (Rubric Criterion 4: Support of Strategic Plan) Increase equitable access (enrollment) Eliminate equity gaps in course success (passing grade in class) Increase persistence eliminate equity gaps (re-enrolling the subsequent semester or year) Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring) Increase hiring and retention of diverse employees to reflect the students and communities we serve (300 words or less)

New full-time faculty will participate in tenure review, AFT, and our community of practice within the Math Department. The department would strongly encourage participating in the college's mentoring program (M&M), THRIVE, and EMTLI. Additionally, new full-time faculty would have mentors within the department aligned to the course(s) they teach. Lastly, the Department Co-Chairs will schedule monthly meetings with new faculty to help answer questions, provide support, and ensure they feel supported and connected within the department and campus community. Lastly, the department co-chairs lead with compassion and care, and will ensure the new FT faculty is not overloaded with many preps, committee service, or any other outside work during their first years navigating tenure. This will allow the new FT faculty member to settle in and get their feet under them before taking on outside of the classroom responsibilities.

Q8

5. How will this position improve student learning and achievement, and close equity gaps in access and outcomes in your program? What steps are you taking to close equity gaps in access and outcome, for example: (Rubric Criterion 2: Program Student Achievement and Potential Growth) modify curriculum to reflect the college's diverse student population close equity gaps ensuring equitable access to courses that have pre-requisites removing barriers for students, especially those from historically marginalized groups adopt/create no cost/low-cost textbooks and course materials (300 words or less)

In fall 2025, 33% of the MATH units are taught by full-time faculty. This is a decrease from 45% the previous fall (45%) due to more FT faculty within the department taking on reassigned leadership roles within the college (Program Review Faculty Tri-Chair, Academic Senate VP, and Curriculum Faculty Co-Chair). For fall 2024 the load cushion is 8.01, productivity is 549, and fill rate is 82%. Both the productivity and fill rate are well above the college-wide data. Math sees a large proportion of students coming through the college.

Research shows that increasing faculty diversity is tied to student retention and success. We have seen an increase in the diversity of our students in the STEM pipeline, but the success rates are still not on par. Current demographics of full-time faculty in the Math Department do not match our student population. Diversifying the full-time faculty would have a great impact as it validates students' social and cultural differences and experiences.

As mentioned in our Annual Update Program Review, we are committed to providing support for students to increase access, success, and retention and close equity gaps. Some ways we are doing this is through the redesign of our instructional materials to better serve our diverse students, updating materials to make them more equity-minded and culturally relevant. In addition, the Math Department is focused on developing Interactive Math on Canvas ZTC textbooks for multiple courses which includes integrating equitable teaching practices into these courses at no cost to students. Along with this equity-minded course redesign, the department will continue addressing the equity gaps caused by instructors' teaching and learning practices as well as continually examine our data to identify any equity gaps.

Q9

6. Has there been or is there evidence to demonstrate that there will be an increase in student demand for your programs and/or services? How are students being adversely impacted without this position? Please discuss supporting data from recent semesters. For example, enrollment trends, waitlist pressures, or wait time for appointments and support services, students served, etc. as they apply to this position. (Rubric Criterion 2)(300 words or less)

The math department's productivity (WSCH/FTEF) remains among the highest in the college (fall 2024 = 573; fall 2025 = 608), along with our FTES/FTEF (fall 2024 = 19.11; fall 2025 = 41). With these numbers and a fill rate averaging 90% for the past two years, the Math Department continues to run a very efficient schedule.

While our reported load cushion of 8.01 suggests flexibility on paper, this figure does not accurately reflect current staffing realities. Two of our six full-time math faculty are assigned 1.0 reassigned time due to essential, college-wide leadership roles (Faculty Curriculum Co-Chair, Academic Senate Vice President, and Outcomes Assessment Co-Coordinator). These positions are critical to institutional governance and accreditation efforts, but they significantly reduce the department's instructional capacity. As a result, the Math Department is effectively serving high student demand with fewer available full-time faculty than data alone suggests.

Additionally, statewide math reform and Math Pathways initiatives have significantly increased the complexity and workload within the department. Faculty are now responsible for redesigned curricula, increased coordination, and embedded support strategies. These demands cannot be sustainably met without replacing full-time faculty lost to retirements and job changes.

Hiring a new full-time math faculty member is essential to maintain instructional quality, protect student access, support equity goals, sustain recent successes, and continue improving Math Pathways outcomes. Without this position, the department's ability to meet current and future student demand—and the college's student success goals—may be compromised.

Q10

7. Which program review goal(s) is this request supporting? Please state how the position will help advance the specific goal(s). Please explain how this position would support historically marginalized groups? (Rubric Criterion 3: Critical Need - Critical to the Program/and Institution) Examples may include the following: Issues with Federal or State Mandates Replacement for Recent Retirement or Vacancy Specialty Areas within Discipline/Service Area results in difficulty in finding part-time faculty Required for Program, Courses, or Specific Service to Continue Ranking within division (per division dean feedback) Supporting students (300 words or less)

This position supports both of our goals. This position is a replacement position for the full-time math faculty members who left the department - one who retired June 2025 and the other who left to become the MSE Dean. It is essential that we get a new faculty member hired so we can continue the transformational changes seen within the Math Department.

Replacing the full-time math faculty members we have lost through retirements and new job positions on campus will allow us to sustain the reforms we have implemented. The new faculty member will assume a much-needed leadership role within Math Pathways; more specifically, they will work alongside the department as we review (and revise as needed) materials for one or more courses within Math Pathways, work with other faculty to build new courses and materials (including those for support courses), train new part-time faculty to teach in the student-centered classroom within those courses, work closely with our Umoja and/or Puente programs, and generally help to improve and expand Math Pathways.

Q11

8. Is this position new or a replacement? Please explain. (Rubric Criterion 3)(100 words or less)

This is a replacement position. The department has seen three losses without replacement; two retirements (Scott Eckert & Terrie Nichols), and one promotion (Tammi Marshall to MSE Dean). The math department is hiring one new full-time faculty member this spring, 2026. But even with that hire, we are still down two full-time faculty without replacement.

Q12

9. Which strategic priority/priorities is this request supporting? Please state how the position will help advance the specific priority/priorities and the College's mission, vision and values. Note: the more goals addressed the stronger the request. (Rubric Criterion 4: Support of Strategic Plan) Increase equitable access (enrollment) Eliminate equity gaps in course success (passing grade in class) Increase persistence eliminate equity gaps (re-enrolling the subsequent semester or year) Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring) Increase hiring and retention of diverse employees to reflect the students and communities we serve (300 words or less)

This request supports all of the strategic priorities. By implementing bold structural changes to basic skills coupled with pedagogical reforms and intensive ongoing professional development, Math Pathways has substantially increased the proportion of incoming students who enroll in (increase equitable access) and successfully complete a transferable math class in just one semester. These reforms eliminated any gap in access to transfer-level math courses for both Latine and African American students as well as the success rates performance gap for Latine students (eliminate equity gaps in course success). In addition, the success rate performance gap for African American students has been narrowed. Consequently, the department is removing a long-standing barrier to students' attainment of their educational goals (increase persistence, increase completion, and eliminate equity gaps in both). Lastly, these reforms support the college's equity plan and strategic goals since completing math within the first year of college is a momentum point for students and tied to statewide funding.

The Math Department has lost two full-time faculty members in two years. These faculty are some of the founding faculty critical in the reforms we have implemented. Hiring and training a full-time math instructor to help lead Math Pathways will enable the department to sustain program outcomes to date, revise and improve recent reforms as needed, and work to completely close any performance gaps. The transition from part-time to full-time faculty is a process that takes time and training. Therefore, we need new faculty soon so we do not lose momentum.

Furthermore, when hiring a full-time faculty member, there are numerous benefits to both the faculty and students. For example, the faculty member has more time to meet with students, guiding and mentoring them. In addition, it is our goal as outlined in our Comprehensive Program Review to increase the diversity of our full-time faculty, which directly supports the strategic priority: Increase hiring and retention of diverse employees to reflect the students and communities we serve. This would benefit our students by increasing their sense of belonging.

Q13

10. 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

Q14

Respondent skipped this question

If you would like to attach data to support your request in light of the rubric criteria, please upload a PDF, Word, or image file using the button below.
