2014-15 Proposal to Fill a Full-Time Faculty Position

1. Faculty position being proposed
Fulltime Math Faculty (2 positions)

2. Proposal Being Made by (List Name(s) and Title(s))
Bob Bradshaw

3. Summary description of the position
Full-time Faculty in Math Department

4. Rationale for filling this position: include examples of how this position impacts students, program needs, and college goals

The rationale for requesting two full-time positions is straightforward. The enrollment in math courses has grown dramatically while the percentage of these students who have access to full-time faculty has declined precipitously.

On the enrollment side, since 2007-08, the Fall/Spring Math FTES has increased from 744 to 1019, a 37% increase.

However, the percentage of classes taught by full-time faculty has dropped from 67.3% in Spring 2007 to an anticipated 32.8% in Spring 2015. The Spring 2015 estimate includes an anticipated full-time faculty mid-year retirement.

While our adjunct faculty are highly valued by the department and extremely well qualified, the nature of an adjunct position means that students do not have easy access to faculty.

In addition to these statistics, there are two additional compelling arguments for hiring two full-time math faculty.

1. The science division must work with the complexities involved in scheduling the lab sciences. Adding the administrative logistics of employing 42 math adjuncts creates a large and unnecessary burden on the division office.
2. Math classes have a proven track record of generating enrollment while using very few college resources. During a time of increasingly tight fiscal and physical resources, offering more math courses will generate revenue for the college without creating an excessive demand for resources.

5. Are there any externally imposed requirements such as a specialized program accreditation that would put this program in jeopardy if a full-time position is not filled? If so, please explain.

No

6. Any other rationale to support the position proposal:

The Math Department feels there is an additional reason that supports adding two full-time math positions.

In addition to fulfilling their teaching roles, the math department has a long history of being very involved in campus activities. The department has been home to two UFO presidents, three participants in UFO contract negotiations, three Faculty Senate presidents, the originator of SOAR, the initial Staff Development coordinator, two chairs of CEER, and a chair of the curriculum committee. The department was also instrumental in setting up the tutor training program. This time commitment from the department has served the college well. However, this type of commitment to the college community requires a sufficient number of faculty to share the departmental responsibilities.

The remaining questions to be completed by Deans

7. A statement by the Dean of the division housing this position, which includes data, evidence, and analysis.

The Math Department is in desperate need of additional full-time faculty. While this can also be said of other departments across the campus, the data strongly support the need for two additional FT positions in this department. Currently 65.3% of the math teaching load is taught by adjuncts, with only about one-third of the load being taught by FT faculty. In a perfect world, this would be the opposite, with nearly two-thirds taught by full-time and one-third by adjuncts.

Math faculty, as stated above by the Department, are also valuable contributors to the College through serving on shared governance and faculty committees. The combined load of all adjuncts and full-time faculty equals the equivalent of 31.61 FTEF, which means that the Department could realistically support, with full load, almost 32 full-time positions. Instead, the current number of full timers is only 11. In addition, I recently received a letter of resignation, due to retirement, from one of those 11 faculty members so effective SP15, we will be down to 10 FT members in math. This is very problematic and I think it would be difficult to go into next year with only 10 full-time math instructors.

Since math is not resource intensive in terms of materials or special equipment, it is one of the departments that can generate money for the College; money that can be used to support other departments and programs. Investing in a couple of full time positions in math will not only benefit students in that department, it will have a broad impact across the campus by providing much needed faculty for committees and provide more access for students.

Finally, we are currently managing 42 adjuncts in the Math Department. This is in addition to the 44 science adjuncts in the Science, Engineering and Math Division. This many adjuncts in the Division puts a large burden on the Division Office and the Executive Assistant, in particular. To make matters worse, we have been asked to add additional classes in the spring, summer and coming fall semester. Having a two more FT members in the Math Department would serve students better, decrease workload on the Division Office and would allow us to grow our offerings.

DATA SUMMARY:

8. What is the department FTES?

The FTES for FA14 is 549.11, which is an increase of 17.92% from FA10. This is the second biggest increase of any large department (as defined by 100 FTES or greater), trailing only Biology, which
increased 18.92% during this same time period. It should be noted that the increase in Biology has been largely due to being given a FT position in Anatomy & Physiology last year, which allowed us to nearly double the sections of A&P offered.

9. What is the ratio of full-time to part-time faculty in the department?
34 (FT) to 66 (PT)

10. What is the ratio of full-time faculty to department FTES?
51

11. What is the current WSCH/FTEF in the department?
562

12. What is the number of sections taught by full-time faculty and number taught by part-time faculty?
53 (FT) 74 (PT)

13. Does the position address an area of growth? If yes, include a three year trend line for FTES.
FTES for MATH in FA2010 was 465.68 and by FA2014 it grew to 549.11, a 17.92% increase.