

2017-18 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))

Andy Bloom-Math Department Coordinator

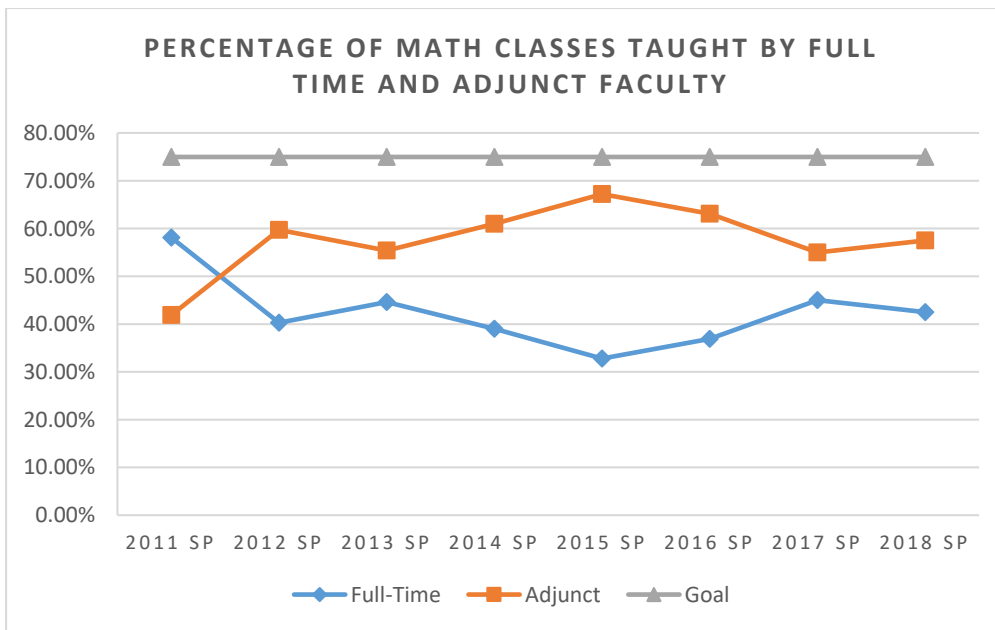
3. Summary description of the position

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 math department continues to see increases in the number of students in our classes. Since 2014, the FTES served by the department increased by 6.63%. Since 2010, the department has seen an increase in FTES of 26.88%. Currently the department WSCH/FTEF number is at 578.

Although the department has enjoyed multiple new hires over the last three years, the percent of courses being taught by full time faculty remains below 45%. During the Fall 2017 semester, full-time faculty are teaching only 42.9% of the offered sections. In the Spring 2018 semester, full-time faculty are scheduled to teach 42.5% of offered sections. Despite the hire of a full-time faculty member in 2017, full-time faculty are teaching a lower percentage of classes compared to Spring 2017. In basic skills classes the ratio is the same, with full-time faculty teaching only 43% of sections in the Fall. This number is still significantly below the state goal of 75% of sections being taught by full-time faculty.



	2011 SP	2012 SP	2013 SP	2014 SP	2015 SP	2016 SP	2017 SP	2018 SP
Full-Time	58.1%	40.3%	44.6%	39%	32.8%	36.9%	45%	42.5%
Adjunct	41.9%	59.7%	55.4%	61%	67.2%	63.1%	55%	57.5%

While our adjunct faculty are incredibly dedicated and successful, and we could not operate without them, there are significant student-centered benefits to having classes taught by full-time faculty. Our adjunct teach in multiple districts or hold other full-time jobs. Many are offering to meet with students during their office hour, but they have limited time outside of class to be available for their students. Full-time faculty in our department spend at least two hours per week tutoring students in the math learning center and hold at least three additional office hours. This does not include the additional time they are available in their offices. The nature of adjunct positions means students in sections taught by adjunct faculty do not have equal access to their instructor. In developmental classes access to faculty outside of classtime is particularly important.

Beginning in Fall 2017 the use of multiple measures (MMAP) has meant a significant change in the placement protocol for Ohlone students, with many student being placed in a higher level course. In the 2015FA and 2016SP semesters, the census day enrollment in Statistics was 805 students in 23 sections of Statistics. In 2016FA and 2017SP, the census day enrollments had increased to 1057 students and we offered 25 sections. In 2017 Fall the census day enrollment in

Statistics was 500 students. If we enroll the spring at the same fill rate, we will serve an additional 672 students. The total number of sections of Statistics will again increase to 26. The 1172 students we expect to serve this year is an increase of 45% over the number served in 2015/16. The math department will need additional faculty in order to teach these students. This increased load on the department will not be able to be mitigated by hiring additional adjunct faculty. It is becoming increasingly more difficult to find adjunct who are willing and able to teach Statistics. The new demands on the department will require an increased full time faculty presence.

In the Fall 2017 semester, the math department accounts for 17% of the FTES generated at the college (599.89 FTES). This was the most FTES created by any department on campus. There is a high demand for math classes on campus. On census day this fall, 53% of the sections we offer were filled to over 90% of max capacity. Many of our instructors have raised the cap in their courses to allow additional students in to the class. Most of our current adjunct are teaching the maximum number of units they want or are allowed to teach and this fall we hired 8 new adjunct faculty members. Additional full-time faculty would allow us to offer more sections of high demand classes, particularly those classes where we struggle to find adjunct who are comfortable enough to teach as many sections as we are capable of offering.

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. Other information to support the position proposal: **(Include qualitative data if applicable)**

The members of the math department are very appreciative of the number of new hires we have received over the last few years. While we were fortunate to be granted a new hire for the 2017 Fall semester, we lost a full time faculty member when Bob Bradshaw became the Dean of Science, Engineering, and Math. The hiring of a new faculty member offsets the one we lost, but there was no change in the number of faculty in the department and the ability of our department to serve our ever-growing student population has not increased.

Historically, the math department faculty have taken an active role in the shared governance of the college. The department has had three UFO presidents, three Faculty Senate presidents, and many members of the department sit on multiple committees. Because of their multiple campus involvements, the department is currently losing the equivalent of 1 full-time faculty member through reassign time. Additionally, the department currently has two faculty members who are on pre-retirement reduced loads which reduces the proportion of courses taught by full time faculty further.

The remaining questions to be completed by the Division Dean

7. A statement by the Dean of the division housing this position, which includes data, evidence, and analysis. **Include all relevant information you would like the committee to consider.**

The math department has been fortunate to add five full-time faculty members in the past three years. However, the department has not returned to its fulltime faculty staffing level of 2007 as the department offerings are continuing to grow. In addition, adjuncts are increasingly difficult to retain as they move to fulltime positions at other schools.

8. Is the position part of a Career Technical Education (CTE) Program? No

QUANTATIVE DATA SUMMARY: (Refer to datasheet provided by the Research and Planning Office)

9. What is the department FTES? (Data is available on the Program Review data sheet – Research and Planning website.)

43:57

10. What is the ratio of full-time to part-time faculty in the department?

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11. What is the ratio of FTES by Adjuncts?

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12. What is the current WSCH/FTEF in the department?

578

13. Does the position address an area of growth? If yes, include a five year trend line for FTES.

yes

Math FTES: Fall 2010 - 2016

