

FACULTY REQUEST

For FISCAL YEAR 2018-2019

BCP #	DEPT. PRIORITY NO. 3	DEPARTMENT: Mathematics
PLEASE CHECK THE BOX REPRESENTING THIS CATEGORY OF FACULTY REQUEST		
FACULTY POSITION REQUEST <input checked="" type="checkbox"/> X New position <input type="checkbox"/> Replacement <input type="checkbox"/> Full-time Temporary <input type="checkbox"/> Conversion (grant to GU001)	POSITION DEFINITIONS: NEW: Position is not in the 18-19 budget REPLACEMENT: Position is in the 18-19 budget, currently vacant or will be vacant in 19-20.	BUDGET AUGMENTATION <input checked="" type="checkbox"/> X Ongoing <input type="checkbox"/> One-time funding <input type="checkbox"/> Other – explain (e.g. matching)

TITLE OF INSTRUCTOR POSITION:

PLEASE PROVIDE A SUMMARY AND RATIONALE OF FACULTY POSITION REQUEST (You may copy and paste from your COMPREHENSIVE OR ANNUAL PROGRAM REVIEW.)

- First and foremost, we need this replacement position to maintain the number of sections offered, and to maintain student pathways, and the new implementation of AB705.
- Last academic year, we lost 1 full-time tenure track math faculty due to retirement. We also lost one 1 part-time instructor to retirement. We were allowed to hire 2 new full-time tenure track positions this past spring, but one of our full-time hires was working as a part-time instructor. Our second full-time hire was placed in the Delano campus. We also hired three part-time instructors last summer.
- In the near future, we anticipate the loss of at least two tenure track faculty due to retirement. So, we would be seeking replacements for these two. We also seek four additional full-time faculty to be prepared for implementation of AB705.
- Therefore, we are proposing that we are granted six tenure track instructors—two for replacement positions, and four additional full-time tenure track instructors to comply with AB705 and future faculty retirements.
- The data projects that 69.7% of our new students in Fall 2019 will need co-requisite support in mathematics. (see attached data sheet)
- The data of projected need for co-requisite support for transfer level math classes adds additional units to student load (2 unit temporary, ½ unit future) and an additional load of 2 units per course for faculty as per compliance with AB705 for Fall 2019.
- In order to guarantee that we are meeting the needs of these 69.7% students, roughly 70% of our transfer level classes will need a 2-unit co-req support. The number of sections offered Sp19 for MathB1A and MathB22, the most impacted transfer level courses, is 43. If we use the same number of sections, without growth, and offer 70% of those courses as

co-req then we are adding 60 additional faculty load units or roughly 4 new full-time faculty to maintain course load. Since we are losing two faculty to retirement, hiring 6 new faculty will maintain the status quo.

- Our math classes are full every semester with full waitlists. With BC in growth mode, we need even more than six math faculty to increase the number of math sections offered. The number of students enrolling in math courses has increased over the last 5 years, and yet the number of full-time math faculty has stayed relatively the same. The hiring we have done over the past 5 years was done to replace math faculty who retired or left for other positions. We are asking for six full-time tenure track faculty positions to maintain the number of math sections, not for growth. These new positions will also support the goals of Guided Pathways, the new Bachelor's degree in automation, and to make good on our Renegade Promise.
- Adding *more than* 6 full-time faculty would allow us to offer more sections of math and would allow students to proceed in acquiring the math needed for their SEPs, and would allow students who are STEM majors a chance to complete a sequence of math courses for their major. Increasing the number of math sections would help meet goal 1.6 (KCCCD 1.2) which is as follows: Increase the percentage of students who, within a one-year period, successfully complete English or Math courses both one level below transfer and at the transfer level. This is also in line with the Guided Pathways Phase 2 Goals which will be implemented in the near future.

INTERNAL REVIEW OF POSITION

A. Explain why the work cannot be reassigned to other staff within the department

- The assignments for full-time faculty for S19 shows 62% are taking overloads already. This accounts for 65 extra unit courses or 4.3 equivalent faculty positions.
- The assignments for part-time faculty for S19 shows 70% are teaching the maximum allowable for part-time adjunct faculty.
- If all faculty just taught their contractual 15 units, we would need $6+4.3 = 10.3$ new full-time tenure track faculty to meet the new demands of AB705 without growth, just to maintain current scheduling and replace two retiring professors.
- Hiring more math adjunct faculty is difficult since not many of our applicants meet our minimum qualifications for math.

B. Impact on College/District if position is not filled

- The transition in the math curriculum in order to comply with AB705 has increased the faculty unit load. These additional six positions, two for replacement and four to maintain current scheduling patterns, is the minimum necessary to provide students with expected class offerings.
- If these 6 positions are not filled then the number of course offerings would decrease by 18 sections, reducing the number of students served by 630.
- Any decrease in course offerings would further impact ‘throughput’ which is a funding concern for the college.
- Any less than 6 full-time tenure track faculty would result in faculty taking loads beyond their current 62% overload as a faculty in order to maintain current scheduling. Most faculty teaching overloads are increasing their load by an average of 4 units, bringing those faculty to an average of 19 units load. Without these 6 tenure-track faculty positions, EVERY member of the faculty would need to work an additional 3.46 units to maintain current scheduling, bringing all faculty to roughly 19 units load and bringing 62% of faculty to approximately 23 units load. This will impact the quality of teaching and working conditions and is an unrealistic model.

C. Is a temporary employee currently performing the work of this position?

Yes No

D. New position: How is the work assigned to this position presently accomplished?

- **N/A Replacement**

ESTIMATE THE COSTS ASSOCIATED WITH THIS FACULTY REQUEST

TOTAL SALARIES AND WAGES (include benefits)

SUPPLIES or OPERATING EXPENSES

EQUIPMENT EXPENSES

Total

\$84,000

SOURCE OF FUNDS	ORG Number		ORG
<input type="checkbox"/> GENERAL FUND		<input type="checkbox"/> Categorical FUNDS	
<input type="checkbox"/> SPECIAL FUNDS		<input type="checkbox"/> OTHER FUNDS	

PREPARED BY **Kathleen Rush**

DATE **Fall 2018**

REVIEWED BY

DATE

DATE

DATE

IF PROPOSAL AFFECTS ANOTHER DEPARTMENT, DOES OTHER DEPARTMENT CONCUR WITH PROPOSAL? Name the department _____

YES NO ATTACH COMMENTS OF AFFECTED DEPARTMENT, SIGNED AND DATED BY THE DEPARTMENT DIRECTOR OR DESIGNEE.