

Justification for New Math Full Timer – Fall 2019

For Fall 2019, the Department of Mathematics requests four (4) new full-time positions.

First, we are not asking for an increase in coverage. These four positions will be required to simply maintain the current coverage. We have two confirmed retirements at the end of Spring 2019. Both of these retirees are integral parts of the department, and need to be replaced with new professors who will be just as active. In addition, we were granted two temporary full-time positions for academic year 2018-2019, but these will also end in Spring 2019. Thus we will need third and fourth full-time positions to cover the end of these temporary positions.

Besides the simple numbers-based reasons above, we are currently facing a major turning point in the way community colleges approach math education. For the last year, we have been preparing the department and our curriculum for the Fall 2019 deadline of AB 705 implementation. As part of this transition, we have drastically changed the make-up of our course offerings, which includes additional contact hours, and thus increases the number of units for these classes. As a result, we find ourselves short on faculty who are trained and capable of teaching the new style of classes that will make-up a growing percent of our class schedule. Specifically, we will be looking for new full-timers who have shown the ability to adapt their methods and teaching styles, in non-traditional ways, to meet the needs of our increasingly diverse student population. The demand for these type of professors will be growing rapidly as the whole state adapts to the new reality of AB 705. If we are pre-emptive in our hiring this year, we will get ahead of the wave of other schools who will soon realize their need for this type of professor.

In the process of searching for the new positions, we need to focus on candidates who each have a wide range of experience. With the implementation of AB 705, we will increase the number of Statistics classes offered. Because of this, we would like to seek at least one new hire who is a Statistics specialist to fill the gap left by one of our outgoing retirees. We would like to be sure that the remaining new hires have the ability and desire to teach some Statistics, but with the ability teach a wide spectrum of our course offerings. Specifically, we have seen an increase in enrollment for our upper-level classes (Calculus and above), and our second outgoing retiree leaves a gap in this area. We will need to have full-timers willing and able to effectively teach these courses.

Our focus in hiring should be on instructors who are mathematicians, not mathematicians who also teach. A common struggle in hiring and training instructors is finding people who understand that, especially at a community college, pedagogy and math knowledge are equally important. While it is obvious that any teacher must first know their subject, the way in which they share that knowledge with students is of utmost importance. The hiring committee will need to be focused on this distinction.

Now for the more detailed numbers: The mathematics departments currently employs 12 permanent full-time faculty, 2 temporary full-time faculty, and 20 adjunct faculty. In Fall 2018 we have 83 total sections of math. 45 are taught by full-time faculty (54.2%) and 38 by part-time faculty (45.8%). In terms of units, the full-time faculty make up 12.87 FTEF, and the part-time faculty make up 11.67 FTEF. It is important that we maintain these ratios, and do not return to a full-time percent below 50%.

In asking for 4 new full-time positions, we see this as an opportunity to shape the makeup and direction of the mathematics department for the future. We hope that the college sees the major impact this can have, and allows us the chance to set ourselves up for continued growth.