

## Program Review/ Resource Request Decisions

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To: CSM Employees <CSM@smccd.edu>

Dear Colleagues,

One of the concerns that I have heard as I have visited with you at Division meetings is that you do not feel informed regarding College-level decisions resulting from program review and/or resource requests. While this information is documented in the minutes of our Institutional Planning Committee (IPC) meetings, I recognize that most people do not have the time to read through meeting minutes. Thus, I am trying something new.

Below is a summary of the decisions regarding new faculty hires for the 2019-2020 academic year, new classified staff positions, instructional equipment allocations, and instructional material allocations. The starting point for all of these final decisions are the program review/resource requests that you have prepared.

All of the recommendations below have been reviewed by IPC for reasonableness and to verify that the appropriate participatory governance process has been followed. I have accepted these recommendations in my role as the college president. We will begin the hiring process for faculty and classified staff in the spring. Likewise, budgets will be finalized for equipment and instructional material requests in the spring.

I apologize for the long email. Some of these are complicated decisions that cannot be adequately explained in a simple email.

### **FACULTY POSITIONS**

New positions:

- Math - 4 positions total: 2 new positions this year; 2 positions funded in the previous year with innovation funds.
- Career Counselor
- Communication Studies

Vacated positions replaced:

- Nursing
- Cosmetology
- EOPS Coordinator/Counselor (required and funded with EOPS funds)

I'd like to comment on the Math positions and vacated positions.

Math:

I recognize that it is highly unusual to hire so many new positions in one department. AB 705 requires that students complete transfer-level math within a year of enrolling in their first math course. This law has required a radical change in math placement, math curriculum, support for math students, and pedagogy. We have met with math faculty leaders and it is clear that the required curriculum and pedagogical changes cannot be implemented without an increase in full-time math faculty. In addition, we've learned that at least two math faculty are retiring at the end of this year.

I think it is important to recognize that every student who wishes to earn an associate degree and/or transfer must pass a transfer-level math course. Failure to pass a transfer-level math course means that associate and/or transfer students will not complete their educational goals, period. This is true regardless of a student’s major or their success in other classes. Thus, we need to significantly improve student success in our math courses—it will take a major change in pedagogy, curriculum and direct student support to accomplish this. I applaud the leadership of the Math faculty and their willingness review the data, be open to try new approaches, and collaborate with a broad group of campus colleagues to improve student success in math. This is not on the math faculty alone – we are all in this together!

Vacated Positions,

It’s been a long-standing practice to not automatically replace vacated faculty positions. Faculty positions are vacated either through retirement or resignation. We prioritize positions based upon current and projected needs. This gives us the greatest flexibility to respond to our most critical needs. For instance, I can think of a program that once had five full-time faculty members. Over the last 20 years there has been a sharp decline in student demand for this program due to industry and technology changes. In fact, the program can barely support a single full-time faculty member now. Thus, it would have been foolish to simply replace vacated positions for this particular program.

That being said, there are some exceptions to this general practice. Last year faculty members unexpectedly vacated positions in nursing, cosmetology, and EOPS. In all three cases we made the decision to replace the positions due to concerns such as accreditation (nursing), licensing and operational safety (cosmetology), and restricted fund program requirements (EOPS).

**CLASSIFIED STAFF**

The following new classified staff positions have been approved. It’s important to note that some classified staff positions are funded by categorical funds (noted below):

- Enrollment Services: Office Assistant II- full-time (this position will handle front desk student inquiries and phone calls)
- Counseling: Staff Assistant - 48% of full time
- Astronomy and Engineering - full-time Support Technician (Astronomy 75%; Engineering 25%)
- EOPS – Full Time Office Assistant II (categorical funds)

These are additional new positons, not replacement positions. When a classified staff member vacates a position we analyze the position to determine if there is still a need for the position (which is most often the case). We’ve had a lot of turnover due to retirements and promotion opportunities over the last few years. Thus, in addition to the brand new positions listed above, it is likely that we will be hiring other classified staff to replace vacated positions during the coming year.

**EQUIPMENT FUNDS**

The College was allocated \$381,842 in equipment funds for this year. Please keep in mind that there are other restricted sources of equipment funds such as the Strong Workforce program, VATEA funding, and various grants. Those funds are allocated in accordance with the provisions of the particular categorical program. Each division prioritized their equipment requests and brought the requests forward for college-wide prioritization. The allocation is as follows:

<b>Division</b>	<b>Amount</b>
Enrollment Services	\$17,548
Counseling	9,320

Student Services	13,100
Business and Technology	89,275
Language Arts	9,951
Math/Science	71,457
Kinesiology, Athletics and Dance	28,599
Creative Arts and Social Science	142,583 (includes a carryover from previous years)
Academic Support and Learning Technologies	200

If you made an equipment request in program review or through the resource request process, please check with you dean to determine if your request will be funded at the division level.

**INSTRUCTIONAL MATERIALS**

The College was allocated \$96,450 in instructional materials funds this year. These funds are allocated to the divisions in the same manner is instructional equipment funds:

<b>Division</b>	<b>Amount</b>
Enrollment Services	\$0
Counseling	33,024
Student Services	0
Business and Technology	9,577
Language Arts	650
Math/Science	23,353
Kinesiology, Athletics and Dance	
Creative Arts and Social Science	23,377
Academic Support and Learning Technologies	6,469

I want to thank all of you for the time and the effort that you put into program review and resource requests. Every year there are more requests than we have funding for. I know that this is frustrating. However, it is also the mark of a healthy institution because it means that you are taking a critical look at your programs and identifying needs.

There are many perspectives and voices that shape the prioritization of requests. In fact, it starts with all of you at the division-level. Those charged with this task do their very best to allocate resources in a fair and equitable manner and in accordance with our most pressing needs.

I hope that you have a wonderful Holiday season!

Sincerely,

Michael Claire  
President