

Faculty Position Request Form Year 2015~2016

For Academic Affairs Advisory Group Recommendation	Date(s) Considered:	
	(To be completed by The Vice President of Academic Affairs)	
	<input type="checkbox"/> Recommended to Approve (Indicate Ranking) ➡	
<input type="checkbox"/> Not Recommended to Approve ⤴		
Explanation:		

Directions: Complete a separate request for each position. Forms must be signed by the originating Division Chair/Director and the appropriate supervising administrator. Use additional sheets as needed.

A. General Information

Position Title:	Mathematics Instructor	Check all that apply: <input type="checkbox"/> New Position <input checked="" type="checkbox"/> Replacement Position Identify faculty being replaced <u>Hazel Ross</u> <input type="checkbox"/> Split Assignment Identify Split % _____
Department:	Mathematics	
Division	Physical Sciences	

Review/Approval	Date
Department Chair:	Don Philley
Division Chair or Supervising Administrator	Todd Ritsema
Dean, Academic Affairs or Student Services	Laura Franklin

All conflicts/disagreements should be discussed prior to submission of this form. In the event the division chair or dean does not support the position, provide reasons:

B. Description of the Position/Assignment

1. Describe all aspects of the position, including non-teaching assignments.

- **Provide classroom instruction in mathematics courses ranging from Arithmetic and Basic Mathematics through Differential Equations, including Statistics.**
- **Participate in Mathematics curriculum planning, program review, course revision, and budget planning.**
- **Serve on college committees and other campus activities as appropriate.**

2. **Mission Statement** - Monterey Peninsula College is an open-access institution that fosters student learning and achievement within its diverse community. MPC provides high quality instructional programs, services, and infrastructure to support the goals of students pursuing transfer, career training, basic skills, and lifelong learning opportunities.

Describe how this position addresses the accomplishment of the college's mission:

Mathematics is a requirement for students transferring to four-year colleges, for CTE programs, and for students in basic skills courses. Replacing Hazel Ross will allow us to maintain our current course offerings.

3. Is this position categorically funded? Yes No

C. Rationale for the Position

1. Explain how this position would increase the number of FTES generated by the college either through increased enrollments in classes or by services provided.

The critical need for additional math faculty has been well documented in the Math Department's Action Plans, Program Reviews, and Program Reflections. This need clearly shows that not replacing Hazel Ross would have a detrimental effect on the Math Department's ability to offer the courses necessary for Basic Skills, CTE, and Transfer Students.

2. Describe the effects on the program, your division, the college, and the community of filling the position versus not filling it.

If the position is filled, the math department will continue to (just barely) meet the needs of our students. If the position is not filled, and we are unable to find additional adjuncts, we will be forced to cancel classes, thus significantly reducing the number of FTES generated by the math department, and delaying our student's ability to transfer, acquire basic skills, and/or meet CTE requirements. There is no guarantee that we would find additional adjuncts to cover her courses.

3. Is this position addressed in MPC planning documents, such as the college's Educational Master Plan, the Division's most recent Program Review, the Department's Program Review Update and Action Plan, and/or the Division's and/or Department's Program Reflections?

Yes (Please cite below.) No (Please explain below.)

- Annual Update Action Plan 2014
- Annual Update Action Plan 2013
- Mathematics Program Review 2012

4. Is this position required by external licensure, accreditation, or legal mandates? If so, please explain.
No.

5. Is this position recommended by a CTE advisory group? If so, please attach minutes from the meeting when the recommendation was made. If this is a CTE position, please provide Labor Market Information (LMI) for any occupations in which the instructor will provide instruction or training.

No.

6. First two years' assignment for this position.

Teaching responsibilities: A full-time instructor may teach any of the courses we offer.

The courses that the new faculty member will teach will be chosen according to their experience, interests, needs of the department and of our students at the time of hire. Typically a full load consists of three classes (most of our classes meet 5 hours per week). The following is the proposed load for our new hire.

a.

Fall	Spring	Fall	Spring
Math 13 Math 263 Math 261	Math 261 Math 263 Math 20A	Math 20A Math 16 Math 351	Math 16 Math 261 Math 20B
This schedule is already part of the planned Fall 2015 schedule.	These are representative schedules for a new math hire. He or she will be expected to teach the full spectrum of courses offered. There may be some modifications made to these schedules.		

- b. Other duties and/or programmatic responsibilities (i.e., student support, program coordination, facilities oversight, outreach, etc.):

As a member of the Mathematics Department, the new faculty member will be expected to participate in the department and campus community by serving on campus committees and/or department subcommittees.

7. Provide the enrollment history for the past three years for the courses in the above assignment:

	Enrollment History
2011-2012	2161
2012-2013	2208
2013-2014	2250

We used data from all courses listed above in the proposed schedule section.

8. a. FTES Credit and Noncredit History for the courses in the assignment

	FTES (Credit)	FTES (Noncredit)
2011-2012	495.62	
2012-2013	491.77	
2013-2014	523.61	

b. FTE for the courses in the assignment

	Full-time	Adjunct
2011-2012	40	39
2012-2013	38	43
2013-2014	49	39

9. Describe any new courses not currently offered by the college which might become a part of this instructor's assignment in the future, and project how many FTES these new courses might generate:

The department is working on developing an alternate version of Intermediate Algebra to provide students with an additional way to satisfy the graduation requirement and meet the prerequisite for transfer level math courses other than Precalculus and Business Calculus. This course could become part of this instructor's assignment, but we would not expect this course to generate additional FTES. It would however increase student success.

10. List any costs besides salary and benefits that would be entailed with the hiring of this position:

The replacement instructor would need a fully functional computer for their office. Hazel's computer has been rebuilt several times and is not suitable to be passed on.

11. Are there any other factors not mentioned previously that support the need for this position. Please explain:

In Fall 1995 the Math department consisted of 10 full-time faculty and served 1094 students. Since then, three faculty have retired and have been replaced, with the addition of one net-new faculty member. This brings our total full-time faculty to 11. In almost 20 years, our department has increased by 1. This is particularly surprising since this Fall (at the 2014 census date) we are serving 2138 students, an increase of 95% over the numbers served in 1995, with only one additional full-time math instructor. Because of this staggering increase in students we've had to increasingly rely on adjunct instructors to help meet the demand for our classes. We are continuously advertising for new adjunct math instructors, but due to our isolated location and low pay scale we are unable to meet our increasing need for qualified instructors. If this position is not filled, we will be forced to cancel classes, thus decreasing FTES.