

GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT

STRATEGIC HIRE REQUEST

11/27/2017

Date

Site	Position	Justification
<input type="checkbox"/> GC <input checked="" type="checkbox"/> CC <input type="checkbox"/> DS	<p>Please include:</p> <p>Position Title: Instructor Full Time/Contract Math Faculty- Tenure Tract</p> <p>Unit/Classification: AFT/Faculty Position #: IN-00039</p> <p>FTE: 1.0</p> <p>Department: Mathematics</p>	<ol style="list-style-type: none"> 1. What will the position do? <ul style="list-style-type: none"> o Allow the college to meet student needs by offering an increased number of Math sections o Support the continued work in Math Acceleration o Provide more support for students with increased full time faculty available during office hours and other support o Teach Mathematics classes o Mentor and assist part-time faculty o Support and help implement the department's various initiatives o Serve on committees 2. Current status of position? <ul style="list-style-type: none"> o Filling a vacancy 3. Strategic Staffing Rationale Please address at least one of the following items when answering the questions below (provide specific details): <p>Critical threshold of educational or support services: Cuyamaca college Mathematics sections often have waitlists. Students cannot get into the courses they need to move forward with their college goals. Performance in almost all discipline courses depends on a solid math foundation. Enrollment at the college is directly affected by students moving forward with Math requirements. Five years ago the Math department had nine full time faculty and currently there are only eight full time faculty. One of those faculty is in his first semester. Part time Math faculty are hired each semester and may not be back the next semester due to the fact that they find full time positions elsewhere. This leaves the full time faculty with needing to train part timers each semester and the consistency in curricular goals is not there when new people start and leave so soon. Having another full time Math faculty member will assure improved consistency. There is also need for the Math faculty to participate in college committees which is often difficult for them due to all of the extra time they are putting into developing new curriculum and classroom teaching strategies for acceleration. In addition, WSCH and FTEF are greater than they were five years ago. Math generates the largest WSCH (12,582) on campus, producing 38.8% more WSCH than the next highest producer. The total FTEF in Fall 2016 was 25.017, with Full Time FTE of 6.259. This department is in the second academic year of implementing the Math Pathways program which is rapidly emerging as a statewide model for the future of math education. The ability to be innovative and responsive to changing student needs and learning styles is seriously threatened by an overly taxed full time faculty contingent. Given the critical basic skills aspect of mathematics, it is particularly important that we have the highest quality (most effective) teachers in the classroom as possible as gaps effect</p>

many other programs in the college. The majority of the math sections are taught by part-time faculty.

4. Budget Impact – Identify the Following:

- a. Specify whether the position is included or not included in the current budget
- b. Key code and Object code: 1456001, 1110
- c. Fiscal Impact:
 - Salary amount Class I, Step 1 on faculty salary scale: \$46,617
 - Plus benefits
- d. RAF impact (check one):
 - Include in RAF calculation
 - No impact – replacement (vacant one year or less)
 - No impact – funded by _____ Restricted Funds
 - No impact – funded by _____
 - No impact – restructure within existing funds
 - No impact – reallocation of faculty FTE resulting in new position number