This form is used by departments and programs to request new or unfilled faculty positions relying on Program Review and/or other justifications. Submit one form for each position requested. For multiple positions, indicate priority of request (e.g., Subject Position 1, Subject Position 2, etc.). Forms are due to Division Deans by September 10, 2021.
Position Requested: Math Faculty \#1 (Replacement)
Contact Person: Howard Blumenfeld

This form requires the use Enrollment Management Tool data, which can be found at the following link: http://www.laspositascollege.edu/researchandplanning/FacultyPrioritization.php (If you have any questions about the data, please contact Rajinder Samra 925-424-1027 or rsamra@laspositascollege.edu) or your Dean. The data will be verified by the Dean. Do not attach data spreadsheets.

Check if position is a: Replacement $\square$ or New $\square$
If replacement: What is the position code? (see Dean)


Name of the person being replaced: Craig Kutil
Length of time position(s) unfilled:
Date Retirement/Resignation is Board Approved: 3 years unfilled
If position is categorically funded, indicate source and duration of funding:

## CRITERIA

1. Number of Full-Time Faculty currently in Discipline:

If requesting more than one position, add 1 to this number for each subsequent position requested.
2. Percentage of FTEF taught by full-time faculty as load for the past six semesters, and projected for one year assuming a successful hire. (Use data from link above. If requesting more than one position, see Rajinder Samra to determine the projected numbers.)
Projected
Fall 2018 Spring 2019 Fall 2019 Spring 2020 Fall 2020 Spring 2021 Fall 2022 Spring 2023

3. a. For Instructional Faculty: WSCH per FTEF for the past six semesters (use data from link above):

| Fall 2018 | Spring 2019 | Fall 2019 | Spring 2020 | Fall 2020 | Spring 2021 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 544.0 | 493.9 | 476.7 | 417.6 | 459.8 | 408.8 |

b. For non-instructional faculty (librarians and counselors): Student/Faculty ratio for the past six semesters, and projected for one year assuming a successful hire. Divide headcount by number of full-time faculty. For example: 8000 students divided by 3 full-time faculty.
(If requesting more than one position, see Rajinder Samra to determine the projected numbers). Projected

Fall 2018 Spring 2019 Fall 2019 Spring 2020 Fall 2020 Spring 2021 Fall 2022 Spring2023
$\square$


## 4. Program Characteristics:

a. List the courses taught and/or work performed in the discipline. (Be brief and specific. Use your Program Review to complete this section.)

> Mathematics is a gateway course for our students and some courses serve as prerequisites for multiple science classes. We are continually improving the method and modes for which we offer all of our courses. We have implemented a more robust use of multiple measures and guided self-placement for placement.
> Math is offering mirrored and full noncredit support courses, math jam, and mirrored noncredit basic skills courses in conjunction with our regularly scheduled classes to allow students flexibility and affordability in their learning.
> Due to the shelter in place order, we have adapted all of our classes to an online format, giving synchronous, asynchronous, and combination options. All courses became DE-approved by the end of the Fall 2020 semester.
> Math Jam has been offered each Fall and Spring since 2014 ; an award-winning, intensive one-week program the week prior to the start of Spring and Fall semesters (the intersession), in January and August. Math Jam is for ALL students, to help them achieve their math goals - to prepare for their upcoming math courses. Math Jam is designed to help students complete their goal of a degree or transfer faster, while introducing them to a community of support and FREE resources at LPC. During the shelter in place order, Math Jam offerings may be limited or reduced. Of our 40 different courses offered, *13* courses are approved for UC/CSU transfer; those **13 plus 12 ** additional are AA/AS degree-applicable and meet general education requirements. 12 are Basic Skills courses, and **7** others are support courses:
> Basic Skills: Math 107, 110
> AA/AS Degree-Applicable: Math $50,55,72 A, 72 B, 72 C, 72 D, 53 A, 53 B, 156$
> Transfer Level: Math 40, $33,34,47,39,30,1,2,3,5,7,10,27$
> Special services to students include: Graphing Calculator Rental Program, Tutoring Program for local high school students, SMART shops, Math Emporium, concurrent support classes, AMATYC Student Math League, MathJam.
b. Total number of primary sections as identified in data taught in the discipline in each of the last six semesters (use data link from page 1):

| Fall 2018 | Spring 2019 | Fall 2019 | Spring 2020 | Fall 2020 | Spring 2021 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 102 | 102 | 128 | 120 | 91 | 120 |

c. Student enrollments (FTES) in the classes taught (use data link from page 1)or number of students served in each of the last six semesters:

| Fall 2018 | Spring 2019 | Fall 2019 | Spring 2020 | Fall 2020 | Spring 2021 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 525 | 448 | 498 | 412 | 384 | 377 |

d. List special characteristics of the discipline such as: (Be brief and specific. Use your Program Review to complete this section.)

- Mandated class size limits due to state, contract, and accreditation standards.
- Facilities
- Number of courses out of the total number of courses in the discipline that meet General Education Requirements
- Number of courses out of the total number of courses offered that are required as part of an associates degree, certificate or transfer
- Discipline provides basic skills courses
- Discipline provides mandated and specialized services to students
- If position is categorically funded please add source and duration of funding
- Other

[^0]5. Describe how courses and/or services in this discipline impact other disciplines and programs. (Be brief and specific. Use your Program Review to complete this section.)

There are several math courses that serve as a service course/prerequisite for sciences, computer science, engineering and the trades (ECE, welding, and automotive). Some of these math courses are infused with applications so that these students are seeing content in multiple classes.
Math courses serve as prerequisites/strongly recommended for the following courses outside of math: Bio 1A, Bio 1B, Bio 1C, Bio 30, Chem 1A, Chem 30A, Chem 31, CS 1, CS 17,
Econ 1, Econ 2, Engr 22, Engr 25, Engr 35, Engr 37, Nutr 1, Phys 1A, Phys 1B, Phys 1C, Phys 2A, Phys 10, Phys 10L, Psyc 25, Rads 40A, Soc 13.
Math courses serve as requirements for the following degrees/certificates:
AA-T: Kinesiology, Journalism, Psychology, Sociology;
AS-T: Administration of Justice, Biology, Business Administration, Geology, Mathematics; AA: Business Administration, Chemistry Education, Environmental Studies, Liberal Arts \& Sciences: Math \& Science Emphasis;
AS: Chemistry, Computer Science, Engineering Technology, Environmental Science, Occupational Safety \& Health, Physics, Welding Technology;
Certificate of Achievement: Welding Technology.
Every student wanting to transfer to a university who comes to LPC must take at least one math class to satisfy transfer requirements, and many students take a math course to satisfy AA/AS degree requirements. Most of our students come needing remediation in mathematics requiring from one to three classes. Our STEM focused classes (Trigonometry through Calculus and beyond) are fundamental to everything in the sciences, and classes like Math 40 (Statistics) and Math 34 (Business Calculus) are needed for students transferring in popular majors such as Nursing, Psychology, and Economics. Simply put, a robust mathematics program provides the foundation for many of our departments.
6. If this is the first full-time position in the discipline, discuss: (Be brief and specific. Use your Program Review to complete this section.)
a. Justification for the position.
b. Projected start-up costs for equipment, facilities, and support staff for the first three years.
c. Projected enrollment growth for the next three years, starting with the first semester of the projected faculty hire.
N/A
7. What are the impacts on students, the discipline and the college of NOT filling this faculty position? What are the programs/courses/services that have not been or cannot be offered due to the vacancy? (Be brief and specific. Use your Program Review to complete this section.)

Finding, mentoring and evaluating part-time mathematics faculty is a daunting task. We currently have 35 part-time faculty, and most semesters, we are scrambling to recruit and hire new part-time faculty to teach our classes, since many of them teach at multiple colleges and their schedules are limited very quickly with classes elsewhere. In the last few years, we have implemented several new initiatives specifically $A B 705$, which requires $C A$ community colleges to allow students to enroll in transfer-level mathematics. Multiple measures (High School GPA, last HS math class passed) is now used to place all new students into math courses. We continue to work on these, as well as other broad initiatives (detailed in our program review), such as the Math Emporium Program, concurrent support classes, communities of practice, MathJam, SMART shops, getting courses courses for the OEI, and developing new courses to better serve our community (most recently Math 156: Geometry and Math 27: Number Systems for Educators). Our department is consistently offering more sections each year to accommodate our ever-growing student population. As our student population grows and our course offerings grow and department faculty work other assignments, our department becomes stretched thin with many department initiatives. We need consistent leadership and support from our full-time faculty to fulfill and maintain these efforts.
8. Any additional information that addresses justification of the position. If multiple positions are being requested, this is an opportunity to differentiate the justifications for additional positions.

We would like to note that we were set to begin the process for a replacement hire during Spring 2020 (recognizing the need for the position), though ultimately the college chose not to move forward with the process.

Only one of our past seven hires has been a "new" faculty - the other six have been replacements for retirees. To keep up with our growing student population and course offerings, as well as the many initiatives our faculty are putting countless extra hours into to better serve our students, we need more full time faculty. Our percent of FTEF taught by full-time faculty has been much lower than we would like, and even with the replacement position plus two additional hires we are requesting would not be as high as it should be. Still, we believe these hires would be a huge step in the right direction and would allow our department to maintain its exceptional quality.

Signatures:

## Howard Blumenfeld

Requestor

Nan tho
Dean

September 8, 2021
Date


Vice President


[^0]:    Math typically offers approximately 40 different courses each with multiple sections. High demand courses like statistics offers about thirty different sections. Discipline offers courses from basic skills to transfer level. Courses are offered as both daytime and evening classes in different modes: face to face, hybrid, synchronous online, asynchronous online. In addition to these, courses are offered in self-paced Emporium mode and recently Concurrent Support courses have been developed to assist students. Math Jam is offered twice a year to prepare students for the upcoming semester. Our department offered SMART shops for students on a variety of study skills and math topics. We maintain a strong alliance with the tutorial center to serve student needs. We also offered graphing calculator rentals to students, again with unprecedented demand. Math department sponsored scholarships continue to be offered. After implementation of AB705, several communities of practice funded by SCFF emerged. All these projects are developed, organized, and led by full-time faculty members Additionally, we have a Math Honor Society and a very active Math club. Under the guidance of full-time faculty members, our students participate and excel in national level Math contests and appear as speakers in statewide conferences. These acomplishments, and more, are detailed in Section 1A of our program review.
    The math department is one of the most productive departments on campus. The enrollment for math, in non-covid semesters, tends to go up (there was a little slump during the pandemic, but that happened all over the state). More students are enrolling in upper-level transfer-level classes. The department added additional sections to upper level STEM and SLAM courses that need additional faculty members preferably full timers to maintain consistency in pedagogy. Of our 40 different courses offered, *13* courses are approved for UC/CSU transfer; those **13 plus 12 **
    additional are AA/AS degree-applicable and meet general education requirements. 12 are Basic Skills courses, and ${ }^{* *} 7^{* *}$ others are support courses.
    Our class sizes are typically 35, but due to extremely high demand, most professors add additional students in their classes. Especially, transfer level courses, like Math 3 or Math 10, class size occasionally became above 45 . This adds additional work-load on the faculty member (generally a full-timer) teaching the course, so when on top of this new state mandates, numerous new projects, and departmental initiatives are added and expected to be performed, the faculty member feels overburdened and struggles with professional burnout.

    The price of textbooks continues to increase, putting a financial burden on students. One of the initiatives of us is to look at the possibility of (free) Open Educational Resources for our classes. Several full-timers are working on this - the research itself is significantly time-consuming.
    Math courses serve as requirements for the following degrees/certificates (More details are included in section 5.)
    AA-T: Kinesiology, Journalism, Psychology, Sociology;
    AS-T: Administration of Justice, Biology, Business Administration, Geology, Mathematics;
    AA: Business Administration, Chemistry Education, Environmental Studies, Liberal Arts \&
    Sciences: Math \& Science Emphasis;
    AS: Chemistry, Computer Science, Engineering Technology, Environmental Science,
    Occupational Safety \& Health, Physics, Welding Technology;
    Certificate of Achievement: Welding Technology.
    Every student wanting to transfer to a university who comes to LPC must take at least one math class to satisfy transfer requirements, and many students take a math course to satisfy AA/AS degree requirements. Most of our students come needing remediation in mathematics requiring from one to three classes.

