**Faculty Staffing Request, College Skills/Tutorial Dept., CSKLS Math Instructor**

The College Skills/Tutorial Department is requesting a full-time faculty member to teach the first two levels of Math Pathway credit classes and online credit math classes, with expertise in and department service focus on distance education and innovative basic skills math programs. This is a new and urgent request for the Santa Rosa Campus that does not add to the total number of CSKLS full-time faculty. The position will not only address department need for leadership in math curriculum development, but will address the loss of full-time faculty beginning 2016/2017 as contract faculty retire. This position is not consolidating adjunct positions but filling the immediate need of essentially a full position due to a 2016 mid-year retirement and the significantly reduced load of another regular faculty in 2016/2017.

**Contract Faculty Considerations:** The full-time to part-time faculty ratio in College Skills has always been badly skewed. The actual number of CSKLS full-time faculty is 8, with the department chair reassigned at 58%. However, one regular faculty will retire at the end of December 2016 and another will be working the entire year at 60%, so the department will be operating with essentially 7 full-time faculty (4 of them tenure track,). In June 2017, two more of the tenured faculty will retire. This is a full generational shift demanding that new full-time faculty be hired this year and next year to avoid departmental implosion in Fall 2017. Meanwhile there are 55 working part-time faculty (plus 5 more still on the length of service list, and 8 in the pool), which leads, at minimum, to a ratio of 7 full-time to 55 adjunct. District figures provided for the PRPP list the FTE-AF: FTE-CF for the department as 3.27, compared to the District’s 1.47. The District percentages of contract to adjunct/overload are 37% to 63%, a deceptive ratio since the pure numbers of adjunct and complexity of the department demand extensive time of behalf of the full-time faculty in terms of lab and tutorial scheduling, evaluations, budgeting, and general supervision.

Over the past six years, the department has had four vacancies (one from Petaluma), and over time, all four have been replaced. But while the number of students, adjunct faculty, and classified staff has grown, the number of full-time faculty has remained the same since 1999. This request for a full-time, credit class instructor maintains the status quo of survival level of 7.

**Adjunct Faculty Considerations:** The College Skills Department has 68 total adjunct faculty, the majority at the Santa Rosa Campus, 10 at the Petaluma Campus, and 4 at the Southwest Center. The Department has recruited and held adjunct interviews five times in the last four years, but results for credit math instructors have been disappointing: in 2015, out of 50 candidates, no qualified adjunct math instructors were found. Over the past six years, the number of candidates qualified in terms of pedagogy and experience with math who are able to teach part-time during the day, which is where the greatest need lies, has significantly dropped. In Fall 2015 the department had to set up two one-year agreements in 2015/2016 due to lack of adjunct math faculty. And no adjunct are currently pursuing innovations in distance education.

**Instructional Impact:** The new position would teach three credit Math Pathway classes (General Arithmetic and Pre-Algebra) with credit lab hours. After the first year of teaching, the department service component of this faculty member would include developing and piloting online or hybrid versions of CSKLS math courses, managing the math lab software and technology, and providing leadership and training for adjunct on topics such as online homework, blended courses, and best practices in technology use. This instructor would also liaison with the Math Dept. regarding new approaches to math instruction (e.g., acceleration).

CSKLS math classes always start the semester closed and maintain an average of 27 students (28 = class limit) with 99.5% efficiency. Homework is given every class and returned the next meeting, so enrollment much beyond the wait list undermines Basic Skills best practices. The department definitely has the resources to support this position, especially since the new position is only filling existing sections left by the reduced load and mid-year retirement.

**District and Campus Needs and Goals:** The College Skills/Tutorial Department addresses the District’s goals relating to student success, academic excellence, and diversity. Specifically, College Skills is directly involved in the planning and implementation of activities of Student Equity & Success; Noncredit Student Success & Support Plan; the HSI grant-funded functions such as Mi Casa and Connections (70% of those students are taking CSKLS math); the High School Education Program (HEP); the Common Assessment Initiative; and the Adult Education Block Grant. This position request is not a response to changing conditions, since the department has always sought to ensure full student support in its programs, but the heightened emphasis and accountability from the above programs and grants demands more time, commitment, and supervision by full-time faculty members, including proposal and report writing, STNC hiring, evaluation, and budget management.

**Department Needs and Goals:** The department has managed to fulfill its SLO Assessment obligations, complete all classified (25) and adjunct faculty evaluations, and keep its curriculum up to date—but with the current drop in full-time faculty numbers, it will not be able to sustain this. With 4 labs, 2 tutorial centers, over 70 sections, 2 campuses, credit and noncredit programs, full-time faculty take on responsibilities far beyond classroom teaching.

**District Impact:** Over 40% of all incoming students place in CSKLS math classes. And while CSKLS does not offer degree applicable classes, its Math Pathway courses provide the foundation for almost all programs. To meet District goals of student success and academic excellence, particularly for basic skills populations, College Skills must have adequate full-time faculty to provide leadership, expertise, and innovation.