Request Title: Mathematics Instructor, 1.0 FTE

Part I. General Information

Name of requestor: Akatsuka
Unit, Department or Program: Mathematics and Business
DC review
D/VC, Dir, Ch review

Part II. Resource Information

Type of request by code and description: Amount Tier*
OE operating equipment
OO operating other
PN program change request
PW PCR - workload
$60,000.00
X
PF PCR - new facilities
CP CIP - new facility
CR CIP - Renovation
CM CIP - R&M

Total $60,000.00

*(the "Tier", or priority, corresponds to the "rubric column total"; check each item with an "X")

Summary Alignment Codes
Alignment with Strategic Plan**: UH-SO#1, UHCC1.3, WCC1.3, 1.4, 1.5; UH-SO#2, UHCC2.3, WCC2.3, 2.4, 2.5; UH-SO#4, UHCC4.3, WCC4.5, 4.8
Alignment with GE SLOs**: III
Alignment with AA SLOs**: AA1-4, AA7-11
Alignment with ASC/Cert. SLOs**:
Alignment with course SLOs**:
Alignment w/ process outcomes**:

** (align with SLOs or process or action outcomes)

Part III. Narrative - Description, Documentation and Rationale (do not exceed the space provided)

Descriptive Summary of the Request (provide a summary of the resource request)

This request is for a Mathematics Instructor, 1.0 FTE.

The number of classes taught over the past five years rose from 52 in AY2006-07 to 80 in AY2010-11, with very high class fill rates, in the developmental and transfer level mathematics. Clearly the workload far exceeded the capability of the three tenured, full time professors and two probationary, tenure-track instructors in the discipline. Therefore, there grew a heavy reliance on lecturers to meet the growing and sustained demand for mathematics classes. In AY2006-07, lecturers taught 30% of all developmental and 25% of all transfer level classes. By AY2010-11, these percentages grew to 49% and 47%, respectively. In Spring 2011, the discipline had nine lecturers.

The time and energy to train, mentor, conduct peer evaluations, and address related student concerns has been a drain on the full time faculty semester after semester. Student concerns include the lack of continuity, unavailability, and sometimes, ineffective lecturers. It is not surprising that the best lecturers are those that have been with the department for many semesters.

The data supporting a new full time, tenure track math instructor position is compelling. In AY 2008-09, there were 24 classes being taught by lecturers, 29 classes in AY2009-10, and 33 in AY2010-11 which easily supports the need for a 1.0 FTE math instructor.

Documentation (what sources or documents support the request; i.e., Strategic Plan, program review, annual assessment, departmental report, SLO/process outcome assessment/analysis, grant proposal, or other documents or reports).

Note:

1. University of Hawaii Strategic Outcomes #1: ...supporting the access and success of Native Hawaiians.
Community College System Action Outcomes: 1.3 Increase the number and percent of Native Hawaiian students who, if assigned to a developmental intervention, successfully complete that sequence and move on to college-level instruction.

2. Community College System Action Outcomes: 1.3 Increase the number and percent of Native Hawaiian students who complete developmental math (from 29 to 51) classes to between 65% and 68% by 2015.

3. Increase by 5% the number of Native Hawaiian students (from 94 to 142) who enroll in the spring semester and persist until Fall each year.

(2) University of Hawaii Strategic Outcomes #2: ...increase the participation and completion of students, particularly Native Hawaiians, low-income students and those from underserved areas.
Community College System Action Outcomes: 2.2 Increase the number and percent (to 60%) of students who, if assigned to a developmental intervention, enroll in and successfully complete that sequence and move on to degree applicable instruction...

Weber State Community College Action Outcome: 2.3 Increase the number of students who complete developmental math (105 to 118) classes by 64% by 2015.

4. Increase the number of students who enroll in the spring semester and persist until Fall (from 315 to 405) by 5% per year.

(3) University of Hawaii Strategic Outcomes #4: Address critical workplace shortages and prepare students (undergraduate, graduate, and professional) for effective engagement and leadership in a global environment.
Community College System Action Outcomes: 4.3 Increase by 2% per year the number of degrees and certificates awarded in Science, Technology, Engineering, and Mathematics (STEM) fields.
Weber State Community College Action Outcome: 4.3 Increase by 2% per year the number of degrees and certificates awarded in Science, Technology, Engineering, and Mathematics (STEM) fields.

5. Increase the number of degrees and certificates awarded in Science, Technology, Engineering, and Math (STEM) fields. (Includes both credit and noncredit STEM course enrollments) by 3% per year.

6. Increase the number and percent (to 60%) of students who, if assigned to a developmental intervention, enroll in and successfully complete that sequence and move on to degree applicable instruction...

Weber State College of Business Action Outcome: 6. Increase by 5% the number of Native Hawaiian students (from 94 to 142) who enroll in the spring semester and persist until Fall each year.

(4) University of Hawaii Strategic Outcomes #6: ...increase exemplary stewardship over all University's resources for a sustainable future.
Weber State College of Business Action Outcome: 6.5 Based on data submitted in the Annual Assessments/Program Reviews, equip all personnel and college facilities with appropriate technologies and tools for effective communication, teaching, learning, and other professional work and scholarly activities.
The Math Instructor request is linked to the aforementioned UH system and College priorities and goals that speak to increasing the number of students that persist from one semester to the next, complete developmental courses and move on to college-level instruction, and complete degrees and certificates in STEM fields. A full time math instructor will reduce the heavy reliance on lecturers, and ensure stability and continuity of a higher quality of instruction that is more likely with a full time position.

Currently, the mathematics discipline consists of three tenured, full time professors and two probationary, tenure track instructors. Over the 5-year period from AY2006-07 to AY2010-11, developmental mathematics classes taught have risen from from 27 to 47 and transfer level classes from 25 to 34. Overall, in this time period, the number of mathematics classes taught grew from 52 to 80, reflecting an increase in number of classes taught of over 53%. In this same time period, developmental classes had class fill rates of 93%, 99%, 100%, 90% and 91%, respectively, and those of transfer level classes were 75%, 80%, 78%, 76% and 81%, respectively. So, the number of classes taught grew steadily, and the class fill rates remained fairly constant at a high level over the past five years.

Over the past five years, there grew a heavy reliance on lecturers to meet the growing and sustained demand for mathematics classes. The department had 30% of developmental classes and 25% of transfer level classes taught by lecturers in AY2007-07 which grew to 49% and 47%, respectively, in AY2010-11. In AY2007-08 there were three new lecturers, and in Ay2010-2011 there were 6 new lecturers. In Spring 2011, the mathematics discipline had nine lecturers!

The problem is not lecturers that remain with the department for multiple semesters as they provide continuity for our students and they tend to make themselves available beyond their class time and office hours. They develop relationships with students, who in turn feel comfortable working with the lecturers and look forward to continuing their studies with them. These lecturers are effective teachers that conduct themselves professionally and we are fortunate to have them despite the nature of their appointment. On the other end of the spectrum are lecturers that must leave once their required amount of time is over on this campus to rush off to their other obligations. Often they are not available to students needing outside-of-class assistance, not able to provide long-term advising and guidance, or not available or able to write recommendations for students. Perhaps they are less committed and see their appointment here as temporary until something permanent comes up.

The full time faculty expend tremendous time and energy to train new lecturers, mentor them throughout their initial semester, conduct peer evaluations, and address related student concerns. The extensive use of lecturers increases the workload and limits the flexibility of the full time permanent faculty to have to continually do this semester after semester as new lecturers come and go. Our efforts can be better spent mentoring and helping junior faculty hone their pedagogical skills to become more effective teachers. Since lecturers are not involved in governance, an additional 1.0 FTE math faculty will ease the burden on the current full time faculty who often serve on multiple committees and leadership positions.

The American Association for University Professors call on institutions to adhere to a benchmark of having no more than 25% of the total instruction within the department taught by lecturers. Experts on part-time faculty suggest that part-time faculty be compensated for student advising, governance involvement or other important faculty function in addition to meeting ongoing instructional needs of the department.
Planning and Budget Rubric

Mathematics Instructor, 1.0 FTE

Request Title ____________________ Name of Requester Akatsuka ___________ Number: ______

Rate each PBC Request using the following criteria. For each factor, place an X on the continuum. Once all factors have been X'd, look for a pattern. Where do most of the X's fall? Using your judgment, determine the overall rating of the request and use the result to determine the "tier" placement.

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<th>FACTORS</th>
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<tr>
<td>System Priorities</td>
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<td>College Goals and Priorities for the Fiscal Calendar</td>
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<td>Request is strongly linked to the College goals and priorities set by the constituents.</td>
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<td>Assessment Data to Support the Request</td>
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<td>Analysis of the assessment data (course, department, unit) reflects a strong need.</td>
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<td>Immediacy</td>
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<td>Request requires action to ensure the safety and/or well-being of the College constituents.</td>
<td>Request has no significant impact on health and safety of College constituents.</td>
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<td>Request will affect a large number of constituents or targeted population.</td>
<td>Request will affect the operation of a department or unit.</td>
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<td>OVERALL Rating</td>
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