

GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT

EMERGENCY HIRE REQUESTS

4/28/14

Date

Site	Position	Justification
CC	Full-time Instructor, English Pos. # IN-00223	<ul style="list-style-type: none"> • What will the position do? <ul style="list-style-type: none"> ○ This position will teach all levels of English composition as well as some literature classes. In addition this position will support the English Basic Skills program, the AD-T in English, and promote and support the literature major. Finally, this position will support the mentoring and evaluation of the large corps of part-time faculty in the Communication Arts Department. • Current status of position? <ul style="list-style-type: none"> ○ Vacant • Strategic Staffing Rationale <ul style="list-style-type: none"> ○ This position is necessary for maintaining a critical threshold of educational and support services • Present a rationale that includes one or more of the following: <ol style="list-style-type: none"> 1. Will the position result in increased student FTE? How/How much? The Communication Arts department is expected to continue to grow in response to the mandates of the Student Success Initiative and the developing district policy to allow out of discipline prerequisites and co-requisites through content review. In addition, the new instructor may be able to develop new programs in creative writing or journalism. 2. Will the position increase student access, progress, and success? How? Having another full-time instructor in English will strengthen all of the core activities that are required of full-time faculty, such as curriculum development, committee service, leadership in assessing SLOs and determining steps to improve student success based on the analysis of assessment data, and mentoring of part-time instructors. 3. What impact will the position (or not filling the position) have on workload distribution within the work unit? The current FTE in the department shows enough “cushion” to support 12 additional full-time faculty. The current full-time instructors are stretched thin and need the additional support this position will bring. • Budget Impact – <ul style="list-style-type: none"> ○ This position will be included in the 2014-2015 budget.

Site	Position	Justification
CC	Earth Sciences Instructor IN-XXXXX	<ul style="list-style-type: none"> • What will the position do? <ul style="list-style-type: none"> ○ This position would oversee and develop the geology & oceanography disciplines while collaborating with geography and other related disciplines to meet the comprehensive needs of the college. ○ Additionally, the position will work to develop Transfer Model Curriculum (TMC's) for geography, geology and oceanography which will help with the development of these majors at Cuyamaca. • Current status of position? <ul style="list-style-type: none"> ○ Requesting new position • Strategic Staffing Rationale <ul style="list-style-type: none"> ○ This position is necessary for maintaining a critical threshold of educational and support services • Present a rationale that includes one or more of the following: <ol style="list-style-type: none"> 1. Will the position result in increased student FTE? How/How much? Yes, FTE will increase will correspond directly with the addition of sections. Oceanography courses have been in demand for years. The lecture in particular has overfilled most semesters in the past 6 years when we were allowed to add students beyond the class max. The geology courses that have been offered have been filled regularly and we need to add the laboratory class in order to support not only the geology TMC but also the TMC for elementary education. We anticipate that if we were to add additional sections of oceanography they would fill with no problem. 2. Will the position increase student access, progress, and success? How? Having long term stability with who is teaching some of these classes would definitely help to move the curriculum forward and certainly would have an impact on student success in the long term. 3. What impact will the position (or not filling the position) have on workload distribution within the work unit? The curriculum in geology and oceanography will likely remain limited and the development of TMC based transfer degrees in geology and oceanography are less likely to occur. We will be less likely to serve the population of students who would like to major in one of these areas. This is unfortunate, as San Diego county is home to one of the premier oceanographic institutes in the world (Scripps), and there is a lot of potential for collaboration between our program and the programs there. There is also potential for students to transfer from our program to the programs that are associated with Scripps in oceanography. • Budget Impact – <ul style="list-style-type: none"> ○ This position will be included in the 2014-2015 budget.

Site	Position	Justification
CC	Math Instructor Position # IN-00039	<ul style="list-style-type: none"> • What will the position do? <ul style="list-style-type: none"> ○ Successfully teach the full complement of mathematics courses from Pre-Algebra through Differential Equations, Discrete, Linear Algebra, Statistics, and mathematics education to a multifaceted diverse population of students who approach the study of mathematics from a broad spectrum of emotions, attitudes, backgrounds, and needs. • Current status of position? <ul style="list-style-type: none"> ○ Vacant • Strategic Staffing Rationale <ul style="list-style-type: none"> ○ This position is necessary for maintaining a critical threshold of educational and support services • Will the position increase student access, progress, and success? How? <p>Department members would like to replicate the success of the Stats Academy program by developing and implementing an accelerated pathway through Math 120 (a transfer level general education math course) for non-STEM majors as well as an accelerated pathway through PreCalculus for STEM majors.</p> <ol style="list-style-type: none"> 1. What impact will the position (or not filling the position) have on workload distribution within the work unit? Without a sufficient number of full-time math faculty to do the necessary work and assume responsibility for the Department's interventions and programs, the Stats Academy program and the AfterMath and Gear Up for Success interventions cannot be scaled up to serve a greater number of students. Additionally, Department members are overcommitted and cannot develop new programs and interventions at the degree and transfer levels to increase the rates at which underrepresented students attain momentum points and achieve milestones. Furthermore, the demands of the current workload limit math faculty in their ability to meet the needs of interdisciplinary programs that require one or more math courses to meet prerequisite and/or degree or certificate requirements. 2. How much part-time, overtime is currently being used? 66% of our sections are currently taught by part-time instructors. • Budget Impact – <ul style="list-style-type: none"> ○ This position will be included in the 2014-2015 budget.