

Dear Vice-Presidents Hueg, Messina, Mummert, Swett and Treanor,

I am writing this letter to make a plea in changing the priority level of reassigned time for the math department with regards to the PT mentor/coordinator position. I do realize that economic times are difficult but I would just like to put out what my duties and responsibilities have been so far since I took on this position. And, in reading these duties and responsibilities, I urge you to consider what would happen to the quality of teaching that our students receive if this support no longer exists for our adjunct faculty.

So far, for the 2011-2012 school year, the math department has hired 10 new adjunct faculty. The Math department's enrollment is almost as large as the Language Arts Division and generates more WSCH than PE. The math adjuncts through our selection and mentoring are effective in the classrooms and provide our students a very good education. Because of this, one or two adjunct faculty every year have been offered full-time positions at other community colleges.

As the part-time coordinator, it has been my duty to:

- review the applications, resumes, and transcripts of part-time applicants
- do a phone interview to screen candidates who meet minimum qualifications
- schedule in-person interviews with the candidates who do well in the phone interviews. These interviews involve the coordination of my schedule along with Peter Murray's schedule
- each in-person interview takes about 75 – 90 minutes to conduct
- This year alone, we had 22 interviews with part-time applicants. And, there are still some assignments that are still unstaffed for the summer sessions.

After an adjunct faculty has been hired, it has been my duty to:

- give the adjunct faculty an orientation to the campus
- provide textbooks, calculators and any other supplies necessary to teach our classes. This means that I am in charge of ordering textbooks, supplementary items and calculators for all classes taught by adjunct faculty. There have been very few classes in the math department that have not been taught by adjuncts. For the spring quarter alone, 29 of 75 math sections offered this quarter are being taught by part-time faculty. Out of those 29 classes, 10 are being taught by part-time faculty newly hired this school year.
- provide instruction on how to use the Portal, graphing calculator and any online HW websites (ALEKS, Webassign or MyMathLab) that we use in our classes. All classes higher than the intermediate algebra level require the usage of a graphing calculator and in almost all of our courses, online HW is utilized. The only courses that don't utilize online HW are differential equations and linear algebra.
- provide information on course outlines of record, student learning outcomes
- provide sample green sheets, schedules, exams, quizzes, labs, homework assignments for classes the new adjunct is assigned to teach

- check the new adjunct's green sheets to ensure all information necessary to provide to students has been included
- check assessments to make sure they are of appropriate length and difficulty
- answer any questions adjunct faculty may have regarding FH procedures and/or curricular issues
- observe informally each new adjunct faculty at least twice in the first quarter and provide either written or oral feedback. As of the third week of the spring quarter, I have spent nearly 50 hours observing new faculty and meeting with them to provide feedback. Most of the new faculty hired this year were/are teaching in the evenings. Peter Murray performs an official evaluation after the adjuncts have received the informal feedback.
- keep track of part-time faculty who need to be evaluated before re-employment preference is granted
- conduct informal student evaluations for part-time faculty
- write bi-weekly communiqués to all part-timers apprising them of important dates and procedures

The duties and responsibilities I have listed are quite extensive for this position. This support has been provided to adjunct faculty for years so that the math department could maintain a set of standards for quality instruction for our students. Without this support for the adjunct faculty, I think that our students will suffer. I think it is apparent that it would be a huge loss to the department if we did not have funding for this position. I am urging that you reconsider the priority level of this position given its importance to the department.

Most sincerely,

Debbie Lee