



Memorandum

TO: Dr. Patricia Poulter, Provost and Executive Vice-President
Dr. Rahul Mehta and members of the UCA Faculty Senate

FROM: Stephen R. Addison, Dean
College of Natural Sciences and Mathematics *Stephen R. Addison*

SUBJECT: Approval to search and fill two permanent Lecturer lines in
Mathematics

DATE: November 15, 2018

By this letter, I am requesting approval to conduct two searches to fill permanent lecturer lines in the Department of Mathematics.

The College of Natural Sciences has grown considerably over the last six years and has an important, ongoing need to increase both tenure-track, research-active faculty and non-tenure-track, teaching-intensive permanent faculty. In particular, the Department of Mathematics serves 121 majors (30 freshmen, 12 sophomores, 14 juniors, 44 seniors, and 21 graduate students.) In any given year, most of the students taught by the department are not departmental majors. Almost all Chemistry and Physics majors earn minors in mathematics, and the mathematics department offers service classes for many other majors as well as offering core classes. This teaching load requires a balance between research-active faculty and teaching-intensive faculty. Research-active faculty tend to teach courses for departmental majors and minors, and specialized courses like statistics and probability, they are also active in research mentoring. Teaching-intensive faculty tend to teach courses for non-majors and service classes for students majoring in other colleges. Introductory and service courses involve lots of interaction with students – in fact, the faculty almost always have students in their offices when they are not actively teaching in the classroom or tutoring in the Mathematics Resource Center. Teaching-intensive faculty are usually lecturers who are well integrated into their departments, advance through the lecturer ranks, and provide excellent instruction – two lecturers from CNSM have been recipients of UCA's Teaching Excellence Award in recent years. Many of our current lecturers have doctoral degrees and while some of them do modest amounts of research, they prefer to be active teachers and they enrich departments while serving in this role. Thus, my

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request is for adding two teaching-intensive faculty members in mathematics who will be hired as lecturers.

Currently the department has only one permanent lecturer – over the last ten years a large number of temporary lecturers have been used both in full-time and part-time roles. In many semesters, the department has used three full-time adjuncts. It is time to reduce the department’s reliance on temporary faculty. The department is also currently searching for a tenure-track assistant professor in mathematics education.

Enrollment patterns in mathematics and the long-term use of part-time and full-time adjuncts demonstrate the justification for adding these lines. Historically, the Department of Mathematics has relied heavily in part-time and visiting faculty to teach classes particularly over the last eight academic years. Typical courses that have been taught by these faculty include Quantitative Literacy (1360), College Algebra (1390), Applied Mathematics for Business (1395), Applied Calculus for the Life Sciences (1491), Algebra and Trigonometry (1580), and elementary Statistics (2311). Data on the number of visiting lecturers and part-timers, and on the number of credit hours, and total students taught over the last five years is provided in the table below.

Semester	Visiting Lecturers	Credit Hours Taught	Part-Time Faculty	Credit Hours Taught	Students Taught by Part-time or Visiting
<i>Fall 18</i>	3	47	1	9	505
<i>Spring 18</i>	2	27	2	16	287
<i>Fall 17</i>	3	45	2	9	478
<i>Spring 17</i>	3	39	1	3	319
<i>Fall 16</i>	3	45	1	3	461
<i>Spring 16</i>	3	39	1	3	416
<i>Fall 15</i>	3	43	1	3	485
<i>Spring 15</i>	2	24	1	9	326
<i>Fall 14</i>	4	61	0	0	715
<i>Spring 14</i>	0	0	4	15	175
<i>Fall 13</i>	2	31	0	0	345

The lecturers have either been MS, MA, or PhD qualified. The data shows that the department has enrollments that are more than sufficient to support the addition of two permanent lecturers on an ongoing basis. Lecturers will typically teach 27 credit hours each year as well as working in the Mathematics Resource Center and are integral parts of the department participating in all aspects of shared governance and decision making.

Thus, my support for non-tenure-track faculty members in the Department of Mathematics is for the necessary role that those faculty members play in the department. Faculty teaching introductory classes are not expected to function as disciplinary researchers. The department is in need of teaching-intensive positions to complement their tenured and tenure-track teacher/researcher faculty. Lecturers are valued members of our departments and they play a role that is an integral part of our operations. Non-tenure-track faculty are vital to the ongoing quality of our programs. It is important that we fill these positions with potentially permanent faculty rather than continuing to use an ever-changing cast of contingent faculty. The quality of these contingent faculty varies, as does the strength of their commitment to their positions. Our students suffer from instructors who teach for a year or a semester, and then go onto to potentially permanent positions elsewhere. Our students will benefit from the stability of potentially permanent faculty. We expect our lecturers to be scholarly, but we expect that scholarship to focus on teaching. Students are better served by potentially permanent faculty.

So, in summary, the departmental need is for two faculty members who will be wholly focused on providing excellent instruction in introductory courses. Course enrollments in such courses are driven by the needs of other departments, but the demand continues to grow. Thus, I request support to add these non-tenure-track positions to the Department of Mathematics. Please let me know if you require any additional information.