

FACULTY REQUEST

FOR FISCAL YEAR 2013-14

| | | |
|-------|--------------------|----------------------------------|
| BCP # | DEPT. PRIORITY NO. | DEPARTMENT: Academic Development |
|-------|--------------------|----------------------------------|

PLEASE CHECK THE BOX REPRESENTING THIS CATEGORY OF FACULTY REQUEST

| | | |
|---|--|--|
| <p>FACULTY POSITION REQUEST</p> <p><input type="checkbox"/> New position</p> <p><input checked="" type="checkbox"/> Replacement X</p> <p><input type="checkbox"/> Full-time Temporary</p> <p><input type="checkbox"/> Conversion (grant to GU001)</p> | | <p>BUDGET AUGMENTATION –</p> <p><input checked="" type="checkbox"/> Ongoing X</p> <p><input type="checkbox"/> One-time funding</p> <p><input type="checkbox"/> Other – explain (e.g. matching)</p> |
|---|--|--|

TITLE OF INSTRUCTOR POSITION Academic Development Instructor

PLEASE PROVIDE A SUMMARY AND RATIONALE OF FACULTY POSITION REQUEST (You may copy and paste from your COMPREHENSIVE OR ANNUAL PROGRAM REVIEW.)

- Over the past 18 months, the ACDV department has recently lost **4 full-time faculty**-2 retired, 1 resigned, 1 death, and also one is currently on full time disability, duration unknown. However, the number of students required to take ACDV courses continues to increase. This has impacted the resources of the department, as well.
 - More than 80% of in-coming BC students place into one or more basic skills courses.
 - ACDV courses and wait lists fill before most other disciplines, especially ACDV B50 Reading (1 level prior to transfer), ACDV B77 Math, and ACDV B65 Writing.
 - For the academic year 2011-2012 over 2500 students placed through assessment into ACDV B77 math (4 levels prior to transfer), over 800 into ACDV B50 (1 level prior to transfer), over 750 in ACDV B62 (2 levels prior to transfer), and over 3,800 into ACDV B68 writing (3 levels prior to transfer). Over 1300 placed into a reading level we no longer support with F2F instruction.
 - Our tutoring program trains hundreds of tutors each year and serves 1,000s in the Tutoring Center. Faculty are needed to oversee both the Tutoring Center and the Student Success Lab as part of load, which means sections for our core courses need additional coverage. We also need to maintain our CAS workshop program, which supports student learning across campus.
- We are also expanding our accelerated programs in reading and math, which will require adding more sections to our current program offerings.
- ACDV plans to participate in the new statewide assessment test and work with colleagues to ensure that the placement cutoff scores are appropriate for all students. If we do not have enough full-time instructors to facilitate this, we will not be able to succeed with this assessment.
- A few new adjunct faculty have been hired and trained, but we are requesting 2 full-time replacement faculty positions to help meet the demands in basic skills instruction, especially during morning and early afternoon hours.
- Faculty from disciplines, such as the social sciences, have requested ACDV support for their students, which requires setting up Learning Communities, which will pull from our current adjuncts and our pool, spreading our FT and PT faculty even more thin.
- We want to keep our Exemplary Department status as deemed by the state. In order to keep our standards high and continue to design courses, programs, and offer our excellent support services to all students on campus, we need more faculty.

Substantiate recommendations with data and the guidelines listed in the Budget Decision Criteria and College Strategic Goals documents.

In order to meet Goal 1: Student Success of the College Strategic Goals and become an exemplary model of student success, the need for the replacement of 2 full-time faculty is extremely vital and falls in line with the budget decision to ensure that the college will be able to continue to offer a range of courses of sufficient breadth and frequency in the core mission area of basic skills as more than 80% of in-coming BC students place into one or more basic skills courses. As well, ACDV courses and wait lists fill before most other disciplines, especially ACDV B50 Reading (1 level prior to transfer, ACDV B77 Math, and ACDV B65 Writing. We have increased FTEF by 27% while also increasing students per section. This not a good pedagogical practice for basic skills students, but we made the decision to keep more students in each section, even with staffing limitations, so these students could get their reading, writing, math, and study skills improved and moved them toward getting their academic goals completed.

INTERNAL REVIEW OF POSITION

A. Explain why the work cannot be reassigned to other staff within the department

Several new adjunct faculty have been hired and full-time instructors have taken on the burden of more work; however, 2 full-time replacement faculty positions will help meet the increasing demands in basic skills instruction. We cannot hire enough adjunct faculty to expect to keep up with the load of the 4 lost full-time positions. As well, full-time committed faculty are needed if we are to effectively expand our accelerated programs in reading and math and fully and successfully participate in the state wide assessment test.

B. Impact on College/District if position is not filled

If these positions cannot be filled, it will have a negative impact on ACDV's ability to support the college's Program Mission Statement and KCCD's strategic goal for student success.

We need to insure that we have enough committed full-time instructors in Bakersfield College's Academic Development Department to provide quality developmental education necessary for our socially and ethnically diverse students while maintaining a supportive environment in order for students to achieve academic, personal, and occupational success. By hiring 2 qualified and committed full-time instructors, our program will successfully support developmental education, which will ultimately benefit all students and enhance the overall learning environment at Bakersfield College.

C. Is a temporary employee currently performing the work of this position?

Yes No

Adjunct teachers are currently performing the work along with full-time faculty taking on overloads.

D. New position: How is the work assigned to this position presently accomplished? Not Applicable

ESTIMATE THE COSTS ASSOCIATED WITH THIS FACULTY REQUEST

TOTAL SALARIES AND WAGES (include benefits)

SUPPLIES or OPERATING EXPENSES

EQUIPMENT EXPENSES

Total **\$**

| SOURCE OF FUNDS | ORG Number | | ORG |
|--|------------|--|-----|
| <input type="checkbox"/> GENERAL FUND | | <input type="checkbox"/> Categorical FUNDS | |
| <input type="checkbox"/> SPECIAL FUNDS | | <input type="checkbox"/> OTHER FUNDS | |

| | | | |
|-------------|------|-------------|------|
| PREPARED BY | DATE | REVIEWED BY | DATE |
| | DATE | | DATE |

IF PROPOSAL AFFECTS ANOTHER DEPARTMENT, DOES OTHER DEPARTMENT CONCUR WITH PROPOSAL? Name the department _____

YES **NO X** ATTACH COMMENTS OF AFFECTED DEPARTMENT, SIGNED AND DATED BY THE DEPARTMENT DIRECTOR OR DESIGNEE.