

# FACULTY REQUEST

For FISCAL YEAR 2018-2019

BCP #	DEPT. PRIORITY NO. 1	DEPARTMENT: Foreign Language/ASL
<b>PLEASE CHECK THE BOX REPRESENTING THIS CATEGORY OF FACULTY REQUEST</b>		
<b>FACULTY POSITION REQUEST</b>	<b>POSITION DEFINITIONS:</b>	<b>BUDGET AUGMENTATION</b>
<input checked="" type="checkbox"/> <b>X New position</b> <input type="checkbox"/> Replacement <input type="checkbox"/> Full-time Temporary <input type="checkbox"/> Conversion (grant to GU001)	<b>NEW:</b> Position is not in the 18-19 budget <b>REPLACEMENT:</b> Position is in the 18-19 budget, currently vacant or will be vacant in 19-20.	<input checked="" type="checkbox"/> <b>X Ongoing</b> <input type="checkbox"/> One-time funding <input type="checkbox"/> Other – explain (e.g. matching)

**TITLE OF INSTRUCTOR POSITION:**

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

**Provide data that substantiates the proposed positions. Refer to the guidelines listed in the Budget Decision Criteria and College Strategic Goals documents.**

Although one of two “new” positions, this hiring is necessitated to partially replace the nearly 1.5 FTEF lost to the creation of our new ASL/English Interpreter Training Program. During Fall 2017 and Spring 2018, approximately .75 FTEF is now devoted to ITP classes. In Fall 2018, when a second, concurrent cohort is added, that number will double to nearly 1.5 FTEF. Failure to replace this FTEF, an urgent need exacerbated by our inability to attract qualified adjunct labor, will have a deleterious domino effect, reducing the number of ASL classes, affecting the viability of higher-level section counts and the ITP Program itself.

Currently, all full-time faculty either are teaching fifteen units or are overloaded at 16 units. 100% of full-time faculty have, in several consecutive semesters, declined to teach beyond that number of units due to their inability to provide effective instruction to five sections of as many as 160 students. This data suggests that our discipline is both unique and labor intensive. In other disciplines on campus, a significant number of faculty teach overloads, often all the way up to 1.8. This suggest that there instructional practices are simpler to replicate and are not as effected by high numbers. In other cases, disciplines have very large class sizes. We do not mean to suggest that we work harder or have it tougher; rather, it is simply a matter of exigency that not all disciplines are equal in the degree of work involved in the delivery of instruction. All available adjunct faculty are teaching either a full-time temporary position (of 16 units) or at the contractual maximum (in our case) of eight units. We would be remiss were we not to point out that the reduction from five units to four amounts to a 20% reduction in compensation for providing the same amount of instruction in fewer classroom hours.

The impact of this hiring will only partially made up for the FTES lost to our new ITP program. In order to grow, we will need to hire two new full-time instructors.

**Budget Decision Criteria:**

The addition of this FT position will improve student success by preventing greater loss of appropriate pathways to program completion, namely offering multiple sections of required courses on a regular basis. Without this FT position, due to the creation of the ASL/English Interpreter Training Program and its faculty involvement, we will have to curtail current offerings as much as 1.5 FTEF, or a total of six courses. The continuation of program breadth and depth will provide for students to enroll in the ASL/English ITP in sufficient numbers to maintain that program which serves to enable students to prepare for certification exams and employment readiness. We are a program that is currently sustainable with a sequence of courses through which students can easily progress in terms of course availability and achievable student learning outcomes. It should be noted that we are working at nearly triple the ideal student-to-teacher ratio and 25% beyond similar, successful community college programs that are typically capped at 25, often at 5 unit course loads.

The courses taught by this instructor:

- apply to the ASL AA degree
- transfer broadly and meet specific CSU and UC requirements

This request meets the criteria for "Transfer" from the Budget Decision Criteria.

Courses taught by this instructor:

- Will improve (or at a minimum, maintain) student success in transfer.
- Will contribute to the ASL degree
- Will contribute to matriculation to improve success.

This request meets the "Student Success" criteria in the Budget Decision Criteria.

Our request for a new, FT ASL faculty position addresses all five college strategic goals:

**Student Learning:**

Foreign language instruction, like few disciplines, affects students at a cognitive level, impacting not only what they learn but how they learn across disciplines. The impact of second language learning encourages a critical contrasting of two languages and the manner in which linguistic analysis affects meaning, critical thought, and cultural reflection.

**Student Progression and Completion:**

With the addition of this position, we will not have to reduce sections, thereby affecting students' ability to complete our program and matriculate in a timely fashion.

**Facilities:**

We need more and larger facilities, as has been noted in several previous program reviews. Absent any feedback or response to those requests, we are doing more with less and using our classrooms to maximum efficiency, Friday and Saturday classes excepted.

**Oversight and Accountability:**

The field of sign language interpreting has a long-standing dearth of qualified workers. As has been noted in several high profile news events (e.g. Nelson Mandela's funeral and Hurricanes Katrina, Harvey, and Irma) imposters abound, often impacting life-or-death information to Deaf consumers. Un- or under-qualified interpreters work in our elementary schools, providing singular, insufficient language models for Deaf children, resulting in generations of underemployed, at-risk, idiosyncratic signers. Our ASL/Interpreter Training Program will be viable and provide a regular infusion of qualified workers to BC, Kern County, and beyond if our ASL Program remains robust in its course offerings. This will only happen with the addition of at least one new FT ASL position. The ITP is an idea that has been bandied about the ASL Program for nearly two decades or more. Now that we finally have it, we need the college's support so that our feeder program, ASL, can provide a sufficient number of students in order to assemble an annual cadre of 20 students.

**Leadership and Engagement:**

With data recently gathered at several national and regional conferences, we see that BC's ASL Program is operating at or above the national standard. As such, we find ourselves in a leadership position, poised to engage with our sister institutions, particularly the sparse and diverse programs throughout KCCCD's service area, including Ridgecrest, Porterville, Lake Isabella, and an increasing number of local high schools.

**ESTIMATE THE COSTS ASSOCIATED WITH THIS FACULTY REQUEST**

**TOTAL SALARIES AND WAGES (include benefits)**

**SUPPLIES or OPERATING EXPENSES**

**EQUIPMENT EXPENSES**

**Total**

**\$70,000**

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 Pam Davis	DATE 9/26/18	REVIEWED BY	DATE
	DATE		DATE

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

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