

FACULTY REQUEST

For FISCAL YEAR 2018-2019

BCP #	DEPT. PRIORITY NO. 2	DEPARTMENT: COMMUNICATION
PLEASE CHECK THE BOX REPRESENTING THIS CATEGORY OF FACULTY REQUEST		
FACULTY POSITION REQUEST <input type="checkbox"/> XNew position <input type="checkbox"/> Replacement <input type="checkbox"/> Full-time Temporary <input type="checkbox"/> Conversion (grant to GU001)	POSITION DEFINITIONS: NEW: Position is not in the 18-19 budget REPLACEMENT: Position is in the 18-19 budget, currently vacant or will be vacant in 19-20.	BUDGET AUGMENTATION <input type="checkbox"/> XOngoing <input type="checkbox"/> One-time funding <input type="checkbox"/> Other – explain (e.g. matching)

TITLE OF INSTRUCTOR POSITION: Communication Instructor, Full-time Tenure Track (Early College, Rural)

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.

This is a request to hire a full-time faculty member to meet the needs of our Communication Majors in the Arvin Early College Program. Last year, we assigned a faculty member .2 of her load to the first Arvin Early College Cohort. We are committed to meeting the needs of the students in this program. As the program progresses, faculty commitment increases as well. This year, we are serving the 1st and 2nd cohort of the program, our faculty member is now committed to a .4. Next year, when the Juniors are taking 2 COMM courses, and the Freshman and Sophomores are taking 1 COMM Course, our faculty member would be well into overload and she would have to stop teaching in Delano, McFarland and Shafter. Students in Early College require more faculty support than our traditional students. As a result, it is inappropriate to assign adjunct faculty, who have no paid office hours, to teach in this program. We have developed a program that will, not only allow these students to complete a Communication degree while they finish high school but will also build these young students into leaders who will give back to their community.

As the Panorama Campus has run out of space for classes, expanding into the Rural High schools meets student need by meeting them where they are with the added benefit of rooms to teach in. In addition, students who complete 12 units of College courses while they are in High School are, as President Christian often says, far more likely to complete a University degree.

We cannot meet the Renegade Promise, Transfer in 2 or Finish in 4 goals without over twice as many Full-time Communication faculty than we have now. None of these requests can be viewed in a void, please see the full context of Communication program Full-time faculty need below.

Unmet Student Need	
Campus overall enrollment has grown while department offerings remained static.	<p>We have not been able to grow our offerings at the same rate as the college. As a result, fewer students who need the required courses we teach can progress.</p> <p>The college has grown from serving 23,000 students annually 6 years ago to over 34,000 in 2017-18, the number of sections we've had the capacity to offer each semester has remained static, with 100-109 sections per semester (this Fall, we have 109). To serve more students we have aggressively increased summer sections. The increased sections allowed a greater number of students to complete our classes in 2017-2018: 5,958, up</p>

	<p>over 8% from last year. However, this number is still far too low to serve all the students who need our classes.</p>
<p>Department staff insufficient to meet general education/Golden 4 needs.</p>	<p>The Communication Program at Bakersfield College is tasked with providing all the courses in one of the Golden Four General Education areas: Oral Communication. Every student who hopes to complete a degree at Bakersfield College must complete one of the three classes in our program that meets the Oral Communication requirement.</p> <p>In addition, we offer a course that meets a second of the Golden Four General Education areas: Critical Thinking. We share this role with our colleagues in Philosophy and English.</p>
<p>Students in their first 2 semesters who don't qualify for courses with prerequisites cannot meet the goals of 12-15 units per semester and 30 units in their first year without including the Oral Communication Requirement and the Critical Thinking Requirement</p>	<p>Far too few BC students take the 12-15 transferrable units per semester necessary to transfer in 2 and finish in 4. The only way students who don't qualify for courses with prerequisites to stay on their path in their first year and fill their schedules is by taking two courses in the Golden Four that have zero prerequisite or co-requisites: The oral communication requirement (COMM B1 Public Speaking, COMM B4 Persuasion or COMM B8 Small Group Communication) and the Critical Thinking requirement (2 options for this requirement have no prerequisites: COMM B5 Argumentation and Rhetoric or PHIL B7 Introduction to Logic).</p> <p>We cannot meet Strategic Direction #2, goals 1 (Increase the number of students attempting 12-15 units in the first semester) or 3 (Increase the number of students attempting 30 units in the first year) without substantial increases (discussed below) in courses above that meet these requirements.</p>
<p>Student persistence and degree progress interrupted by lack of access to courses that meet the Oral Communication requirement.</p>	<p>While, over the last two years, the BC Communication program has served a record number of unduplicated students, 11,466, and over 60% of the course sections we taught met the Oral Communication requirement (COMM B1 Public Speaking, COMM B4 Persuasion, COMM B8 Small Group Communication), this still represents a small percentage of the students we needed to serve.</p> <p>Of the 4,796 students who began their first year in Fall, 2016:</p> <ul style="list-style-type: none"> • 1,374 have completed the oral communication requirement • 3,422 have not completed the oral communication requirement. <p>Of the 4,766 students who began their first year in Fall, 2017:</p> <ul style="list-style-type: none"> • 1,395 have completed the oral communication requirement • 3,371 students have not completed the oral communication requirement.

	<p>Over two years, 6,793 students who entered BC in the Fall alone have not been able to complete a requirement with high success rates and no pre-requisites that counselors urge them to take their first semester.</p> <p>In 2017-2018 there were 879 students on our waitlists on the first day of classes (this represents only 6 students per sections who could not get in to classes, as the above numbers attest, far more students weren't even able to get on waitlists). Our Fall waitlists tend to be full by the beginning of May and our Spring waitlists tend to be full by the beginning of December.</p>
Need (conservatively) 56 new sections each semester to meet Oral Communication requirement needs of future Fall Freshman Cohorts	In the last two years the BC Fall Freshman cohort has been close to 5,000 students. If this trend persists, to assure that these students transfer in two and finish in 4, we would need to add 113 sections of courses that meet the Oral Communication requirement annually (56 sections each semester). Our summer numbers over the last few years show that Summer demand tops out around 30 sections. As a result, we cannot add to our Summer offerings. Instead, these courses must be added to Fall and Spring to meet the needs of next Fall's cohort.
In the short term, need 50 additional sections each semester to resolve the backlog of students who could not complete the Oral Communication requirement.	Almost 3.5 thousand Fall cohort students are turned away from Oral Communication courses annually. These additional 50 sections would begin to resolve the backlog of the over 200 sections we would need to resolve the last 2 years of backlog alone.
Student persistence and degree progress interrupted by lack of access to courses without prerequisites that meet the Critical Thinking requirement.	Only 2 of the 6 courses that meet the Critical Thinking requirement have zero prerequisites: COMM B5 and PHIL B7. The rest of the courses that meet this requirement have a prerequisite of ENGL B1A. This slows student progress as students must complete ENGL B1A before they can attempt 4 of the 6 courses that meet the CSU Critical Thinking requirement. Roughly 2,000 students per year can complete the Critical Thinking Requirement by taking PHIL B7 or COMM B5. Just as in the Oral Communication requirement examples above, this leaves thousands of students unable to (1) enroll in 12-15 units their first semester or (2) attempt 30 units in their first year.
Need (conservatively) 20 new sections each semester to begin to meet Critical Thinking requirement needs of future Fall Freshman cohorts	As in the above Oral Communication requirement example, the annual Fall Freshman cohorts have been horribly underserved. Together, Philosophy and Communication need to add 100 sections a year of courses without prerequisites that meet the Critical Thinking requirement to meet the needs of the Fall Freshman cohort alone. If we continue as we have, 3/5ths of these courses (60 sections) would be taught in Philosophy and 2/5ths (40 sections) would be taught in Communication. This would be an increase of 20 sections of COMM B5 per semester.

In the short term, need 8 additional sections each semester to attempt to resolve the backlog of students who could not complete the Oral Communication requirement.	As in the above Oral Communication requirement example, the backlog of student need compounds over time. Together, Philosophy and Communication need to add 40 sections a year of courses without prerequisites that meet the Critical Thinking requirement to meet the needs of the backlog of students who have been turned away from Critical Thinking requirement courses. If we continue as we have, 3/5ths of these courses would be taught in Philosophy (24 sections) and 2/5ths would be taught in Communication (16 sections). This would be an increase of 2 sections of COMM B5 per semester.
Major growth means students cannot complete degree in 2 years.	In just one year our Majors grew from 259 to 744. We have one of the fastest completion rates at Bakersfield College. We cannot sustain students' opportunities to complete the Communication Major in two years if we are forced to convert courses currently offered for our majors into Golden Four GE classes. Additionally, converting current courses to Golden Four courses would meet a small fraction of the need.
Cannot meet needs for staffing in rural communities.	Only morning students on the Delano campus can complete a Communication Certificate or Degree, underserving the 40% of Delano students who can only take classes at night. The new Shafter Center would like to increase from 2 sections of COMM B1 per year to 6 sections per year.

Early College and Inmate Scholars Program	
Cannot meet increased need for staffing in Rural and Prison Initiatives	The Director of the Rural Programs has been asked to increase offerings at the following locations: * Wonderful Academy would like to increase COMM B1 offerings from 3 per year to 10 per year * The Delano Early College programs would like 8 COMM B1 sections a year. * The Wasco Early College Program would like to increase from 2 sections of COMM B1 per year to 6 sections per year * McFarland is beginning an Early College Program. They would also like 6 sections of COMM B1 per year. *At each of these sites similar numbers of either COMM B5 or PHIL B7 should be offered to meet President Christian's Golden Four goals for the Rural initiative.
Cannot meet increased need for staffing in Early College Arvin program.	Our current commitment to the Arvin Early College program includes an increase in necessary personnel for the 3rd year of the pilot as we will need to provide 12 sections over the course of the year to meet the needs of the 3 cohorts, both completing the Golden Four and within our Major, that will be in progress by 2019-2020.
Cannot meet staffing need for inmate scholar program.	We have been able to recruit 3 adjunct faculty from outside of Kern County to come in on Fridays in the Spring to teach 3 back-to-back classes each in the Inmate Scholars program. While this will allow our students in this program to complete their certificate and their

	major much more quickly, based on the numbers of students in our program, we still need twice as many sections per semester in the program than we offer now.
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Adjunct Faculty and Faculty Overload

Adjuncts teach more than 1/3 of courses.	<p>In 2017-2018 we have 35% of our classes are taught by regular adjunct faculty (this is the highest of the 5 largest programs on campus)</p> <p>Department has maxed out our adjunct faculty capacity with 8 new hires this academic year.</p>
Department has hired full-time emergency hires every semester for 4 years.	<p>41% of our sections are taught by full-time faculty (this is the lowest of the 5 largest programs on campus)</p> <p>*The 41% taught by full-time faculty, as bad as it looks, is nonetheless an illusion. In 2017-2018, 22 sections were taught by emergency/temporary full-time faculty.</p>
Emergency Hires are an inefficient use of resources.	<p>Emergency Hires are announced and approved anytime from 2 weeks before a semester begins up until 12-week classes begin. These courses are opened long after students have built their schedules. As a result, students often cannot take the classes at the times they are open and often have no idea that the courses are available. As a result, courses staffed by Emergency Full-time Hires tend to have lower enrollments than classes that are opened at the beginning of Priority Registration.</p> <p>In addition, the process of approving Emergency Full-time hires is labor intensive and requires personnel in Departments, Dean’s offices, the Vice President of Instruction’s office, Course scheduling, Human Resources and at the District Office to devote hours of time to tasks that are not part of their regular load.</p>
Barriers exist to recruiting larger adjunct pool.	<p>There is no local Communication Master of Arts program from which to recruit</p> <p>On average we lose 3 adjunct faculty per year due to better job opportunities.</p> <p>Half of our adjunct faculty teach at California State University, Bakersfield as well. Several of these adjunct faculty members, teach 8 classes a semester between both institutions and are showing signs of burn-out including increased use of sick days and student complaints.</p> <p>8 new adjunct faculty hired in the last year but have lost 4 due to retirements and opportunities closer to home.</p> <p>Several of our adjuncts drive 4-5 hours round-trip to teach our classes.</p> <p>Three of our new adjunct faculty are only available to teach on Fridays.</p> <p>Many of our adjunct faculty would like to be assigned to the Southwest Campus. The student need on that campus, beyond our 7-10 sections per semester, has not yet been</p>

	demonstrated.
Half of our full-time faculty members teach at maximum overload.	Over the last two years sick-leave days used by full-time faculty teaching maximum overload increased. Some of our senior faculty have begun to cut back. Junior, untenured faculty are now picking up maximum overload classes while also meeting their shared governance commitments.
If every request for faculty we make this year is fulfilled we will still have fewer full-time faculty than English or Math, who also serve the Golden Four.	English, the only other program on campus that has 100% responsibility for a course in the Golden Four and partial responsibility for a second, has 33 full-time faculty members. If all our requests this year are granted, we would move from 10 full-time faculty to 23 full-time faculty, still 10 full-time faculty below English. Math, a program that shares responsibility with Psychology for one area of the Golden Four has 27 Full-time Faculty members. If our requests are granted this year we would still have four fewer faculty members than the Math department.

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 ATTACH COMMENTS OF AFFECTED DEPARTMENT, SIGNED AND DATED BY THE DEPARTMENT DIRECTOR OR DESIGNEE.