Cabrillo College Faculty Senate

Tuesday, October 8th, 2013

3-5 P.M.

Sesnon House, Room 1804


Guests: Jeff Horn, John Graulty, James Weckler, Wanda Garner, Georg Romero, Jay Jackson, Vicki Fabbri, Carena Dewis

Note Taker: Jeffrey Leach

1. Call to Order
   1. The meeting was called to order at 3:07 pm.
   2. Agenda change for today.

2. Minutes
   1. September 24th, 2013
      1. Revisions suggested.
      2. Motion to approve changes
         1. Approved.

3. New Business – BP 3025
   1. Michael expressed hope that the Instructional Council’s overhaul of BP’s is nearly completion for this cycle.
      1. Regarding BP 3025 on Basic Skills: Not sure that all students at that level are intending to complete a degree or anything, as suggested in BP.
         1. They do an ed plan.
         2. Will they have to make a long term plan at the beginning?
         3. The intent is not just to get you through basic skills. It’s to get you through to a degree. Yes this will be hard for some of them. That’s part of school.
         4. It’s probably better for us to aim students toward an ed plan, even if they don’t take it that seriously, just so they have some direction. This makes students start putting in the work on the front end. Mapping their education.
         5. We’re putting away the lowered expectations mentality for Basic Skills Students. We think of these students as students, nothing less.
         6. It’s important to give students some sort of path.

4. Standing Reports
1. President (Michael Mangin)
   1. CPC retreat last week. Well attended and very useful for clarifying functions of CPC.
   2. Student success task force met last week to talk about next steps. We’re trying to flush out our ideas.
      1. What do we do that works well for student success? How to define our Big Picture goals for transforming the college? And what can we implement relatively quickly on things we already have consensus on?

2. VP (Calais Ingel)
   1. CPC stuff
      1. The retreat was great. Laurel’s leadership and communication skills are impressive.
      2. Some things we did:
         1. Rachel Spencer came, talked about Student Success, and how we’re evolving as a college. There was optimism.
         2. We discussed the idea of shared governance vs shared responsibility. Also looked at improving our governance manual. We looked at manuals of other faculty and realized that a manual can be really useful.
         3. We had a long discussion on how we’ll vote, the pros and cons of Robert’s Rules.
   2. The latest FACCC periodical focused on the challenges of accreditation.
   3. This is fire prevention safety week. Most fires start in the kitchen.

3. Secretary (John Govsky)
   1. No report.

4. Treasurer (Lenny Norton)
   1. Budget
      1. If you want one of my handouts on the school’s checking account, email me.
      2. Yes, we do have money. $2,878.78 or so.
      3. The things we’re paying for are note taking, food, conferences, end of the year party, and more.
      4. Dues payers have decreased a bit. You can become members. Please pay dues.

5. CCFT (John Govsky)
   1. Yesterday’s council meeting was interesting
      1. We talked about class caps a lot
         1. There are only a few explicit class caps, so it was useful to have a good conversation about them. Senate might want to discuss that.
         2. World Language and English, and Arts Studio are the only ones that are explicit.
         3. There have been some changes about the way people label classes lecture or lab, especially in World Languages. This has had some unintended consequences on our budget. We need to fix it. We have to talk about generating income. Perhaps increase WL class sizes?
4. Senate discussion:
   1. What is the difference between lecture and lab? Faculty gets paid less for lab, but lab often seems harder. When we’re letting students work in labs during class, is it a lab or lecture? Often it’s classified as lecture.
   2. Weekly student contact hours is the real determinant of FTES. Lecture vs Lab time has nothing to do with money the school gets from state.
   3. This is also a pedagogical issue. There’s lots of research that says it’s important to do more than just lecture. That helps students learn more.
   4. Just because faculty gets paid less for lab, does NOT mean lab isn’t important.
   5. In dance dept. classes are half lecture half lab. It seems weird to get paid less for dancing with students than for telling them about dance. In cases like this the difference in pay makes no sense.
   6. Regardless of studies, it seems like an equal balance is important. Some students need more lab-like time, others need more lecture-like time. It’s concerning as a student to hear that teachers may be less incentivized to spend time with each student like in lab.
   7. Are one or the other more important or valuable? No.
   5. The compensation issue needs to be discussed exclusively at CCFT.
   6. Senate: As the issue impacts academic structure of our classes, it can appropriately be discussed at the Senate.

6. CCEU (Carena Dewis, filling in for Rick)
   1. Nothing to report

7. Student Rep. (Abigail Kennedy)
   1. Our last couple of senate meetings.
      1. Dance dept. came and talked about their trip to AZ. We’re trying to support them.
      2. Halloween, we’ll have decorations and a parade.
      3. Legislative Rep, Jeff, brought up that they are changing two things:
         1. Pilot program AB 955 allows charging different amounts for summer and wintersession classes. Higher costs mean that there may be two-tiered ed. Wealthier students can take them, others can’t.
         2. Also a law proposing different activity fees.
      4. Also, we are looking to have a homecoming party.
         1. It would be awesome for a member, or members of FS to be on the committee to be supportive. Thursdays at 1:30, we have really short meetings, please come.
   2. Smoking.
      1. This might impact faculty more than students.
      2. We had an anonymous poll for the students on who how many smoke, what they think about banning smoking, but we should have this same anonymous poll for faculty.
      3. The answers on do you want campus to be completely non-smoking were split
nearly 50/50. Surprising to see how many non-smokers said they didn’t want to ban smoking.

4. Senate discussion on smoking:
   1. Second hand smoke is dangerous. We should be ahead of the game, not behind it. We should go smoke free immediately.
   2. How were these numbers from your poll collected? Majority were gathered in classrooms on paper, but one or two classrooms were polled by hand raising.

8. SLO Assessment Coordinator (Marcy Alancraig)
   1. Thank you to faculty who’ve been giving me individual forms. Good to have them on hand in case we’re asked by accreditation team.
   2. We are now at 80% of courses assessed. This is up 4%.
   3. Next week we’ll bring up more of the SLO Survey to show that our assessment is rising.

9. VPI (Kathie Welch)
   1. Accreditation
      1. We’ve created a schedule for next week, but we really don’t have that much information to go on. We’re doing the best we can. We will have to be flexible.

5. Unfinished Business
   1. Accreditation
      1. Our meeting on Oct. 15 may be taken over by the visiting team, or just observed, depending on the team. They might have an agenda, they might not.
      2. You’re representing your college, so keep the college hat on. Don’t try to get anything from your personal agenda done talking to them, they’ll ignore it. They’re here to get an overview. Also they’re here to sniff out BS.
      3. If we’re involved in conversations they’ll probably have to do with SLO assessment and how that actually benefits students. We want to honestly describe how our dialogue is having an impact.
      4. These folks are not the people you hear about when you hear about ACCJC. They don’t have much to do with Barbara Beno. The visiting team are sent by ACCJC, but they are a volunteer group, they’re not the people determining our accreditation, though they inform that.
      5. The 8-page brochure from All-College day is important, and it’s changing. We’ve had some team changes too. We got a new CBO today and Victoria likes her.

2. Budget, Enrollment and FON
   3. mfjm
      1. It’s hard to really understand how the state calculates FON numbers.
      2. We’re enjoying the salary increases in 2013-14, but much of it is from one-time funds, and is not yet ongoing on the salary schedule.
      3. Cabrillo is trying to maximize Spring’14 enrollments.
      4. We should talk to current students, try to get them to take a full load, if they can, because it helps with Student Success.
5. Which courses are going to be added? How do we pick priority? Students are frustrated about not getting into sciences. Lab space is critical here. Sometimes students have to wait one or even two years just for 1 class.

4. Prioritization Process (Continued)
   1. Do we want to have discussion after listening to speakers, before voting? The general consensus from last discussion seemed to be that senators favored being able to debrief after presentations, as long as time was not used to advocate for a particular program.
   2. Nov 5th we’ll be doing presentations - 14 positions from 9 departments.
   3. Three announced retirement so far – 3 positions approved to hire so far.
   4. Results from 2012 processes
      1. Last year we thought we’d get 6 positions after prop 30, we ended up hiring 9 and a counselor.
      2. Accounting was 16 on matrix numbers, but we hired an accountant. Anthro was 6, we hired an anthropologist.
      1. The numbers don’t necessarily show what will happen for new hires.
   3. Let’s talk about understanding what can be useful in the numbers.
      1. Example: Anthro. # taught by adjuncts is important. They had 10 adjuncts last year; 2 contract anthropologists, a huge amount taught by adjuncts. In many departments there are more adjuncts than contract professors. Calculating the ratio of contract to adjunct instructors is an important function. We can ask each presenter to clarify that.
      2. At the moment, we have no way of classifying info for unavailability of adjunct faculty.
      3. It’s harder to find a math instructor than an English instructor.
      4. #4 measures “efficiency.” There are inherent limits for various programs.
      5. #2 for growth is very tricky. It looks at last 4 years for avg. and then at last spring to see if you’re growing.
      6. #4. WSCH/FTE is useful. It can reveal need, especially for smaller depts.
      7. #4. Bottom number shows FTEF - subtract adjunct in #1 to see ratio of contract faculty to adjuncts. Problem here is that it doesn’t show people who are still hired but taking time off.
      8. Some things that are important can’t show up in the numbers. This was the case with nursing not long ago.
      9. Possible suggestion: HR should publish a list of contract faculty (and adjuncts) for each dept. so we don’t have to do the math.
   4. Do we want to have conversations after presentations this year? Perhaps ask non-senators to leave, and senators who had presented would have to limit themselves not to advocate for this discussion to work.
      1. Depending on time, yes we should try this.
      2. Remember that it’s important for this stuff to think about it from a perspective of advocating for the entire college, not various departments.
3. It feels like it would be good to have all the information that the deans have for these discussions. Is there any reason that we shouldn’t have all of this information?
   1. The only info we don’t have is about personnel issues.
4. There will be time to talk with people who’ve been through this process, for new people to ask questions.
5. VPI needs to explain how her rankings reflected and failed to reflect the Senate’s rankings.
6. Everyone in this room has a level of knowledge of their divisions, so we need to be able to speak freely to share important info that others might not have.
7. More free communication could be better than such a structured system.
8. Question period is absolutely critical for understanding all of this, especially counseling. Counseling will get a chance to explain their unique needs.

6. Old Business
   1. FS Goals for 2013-14
      1. Faculty development will be more about student success
      2. We’ll work on break down silos.
      3. Motion to approve the goals generated from Student Success conversations at FS meetings:

         FS Goals for 2013-14 (Revised Oct. 8, 2013)
         1. Expand opportunities for faculty peer mentoring and peer observation through staff development.
         2. Facilitate interdisciplinary knowledge and interactions among various programs and components of the college.
         3. Develop strategies to encourage a culture of student success.

      2. Second
      3. Approved.