Cabrillo College Faculty Senate

Tuesday, March 18th, 2014

3-5 P.M.

Sesnon House

In Attendance: Eva Acosta, Arturo Cantu, John Govsky, Calais Ingel, Jay Jackson, Sheryl Kern-Jones, Brian Legakis, Jackie Logg, Michael Mangin, Robin McFarland, Diego Navarro, Lenny Norton, Ekua Omosope, Jo-Ann Panzardi, Yasmina Porter, Beth Regardz, Dan Rothwell, Pam Sanborn, Patricia Stokke, Sylvia Winder, Marcy Alancraig, Dale Attias, Kathie Welch

Guests: Sesario R. Escoto, James Weckler, Wanda Garner, Georg Romero, Isabel O’Connor, Michelle Chao, Jean Gallagher-Heil

Note Taker: Jeffrey Leach

1. Call to Order
   1. The meeting was called to order at 3:04pm

2. Minutes
   1. Will be reviewed at our next meeting.

3. Standing Reports
   1. President (Michael Mangin)
      1. ASCCC Area B meeting is this Friday in Livermore.
      2. There’s a student success meeting Thursday, 9-11am. Beth agreed to sub for Michael after 9:15.
      3. We meet again in three weeks, after the break (April 8). We’ll be talking about the visioning process and its influence on the master plan. Before break, you’ll get a document on this stuff to review.
      4. We’ll also send out ACCJC proposed new standards soon.
      5. April 8th meeting is just before the ASCCC plenary state meeting.
         1. The VP is challenging the standing President in ASCCC election, and we’ll be voting on it at plenary. We get one vote for the whole college, so express your views on the matter at our April 8th meeting.
   2. VP (Calais Ingel)
      1. CPC met March 5th. We met the new campus deputy (who has been here before)
         1. Our acronyms have been updated/approved.
         2. Cabrillo probably won’t meet cap on our budget this year.
         3. Faculty Senate will be doing our Mission Statement survey.
         4. We talked about logistics and effectiveness. It was a good meeting.
   3. Secretary (John Govsky)
      1. No report.
   4. Treasurer (Lenny Norton)
      1. No report
   5. CCFT (John Govsky)
      1. There’s a sense of unease/denial about energy put into how we can shrink. Not many people seem to be buying this, but we really do have to right-size. There
seems to be a sense that there should be something we can do to challenge the inevitability of a smaller college. We need to hear student voices/experiences on all this.

1. Comment: we talk about right-sizing, but we should be talking about right-paying.
2. Annual CCFT convention is soon. We’ll be sending 10 or so people, and we’ll talk about repeatability.

6. CCEU (Dale Attias)
   1. We’re really busy right now. We’re very interested in supporting the college in whatever decisions have to be made.

7. Eva Acosta
   1. Ed planning for students.
      1. We’re doing a info-event for students, which seems to be really effective. Students are hungry for this kind of understanding of the school
      2. We’re busy doing graduation petitions. There are going to be over 1400 petitions for graduations this year (more than usual). Celeste is working hard on all this.

8. SLO Coor. (Marcy Alancraig)
   1. After our call for inactivations last meeting we had 108. There are another 300 or so that are still on the books which probably don’t need to be, so there’s still work to be done.
   2. Cabrillo is planning to meet ACCJC recommendations. ARC is in charge of making sure that recommendation #2 is fulfilled.
   3. ARC would like to add a rating box for Student Proficiency in our evaluations. This change will just add a multiple choice 1-4 question about how well students did on the assessed activity.
      1. This change will help us fulfill the ACCJC’s requests for numerical data.
      2. During the pilot of the SLO module in CurricUNET, the two departments that aren’t big on numbers had no trouble using this rating system for the Core 4 forms..
         1. Comment: we should define what the numbers mean so we’ll all be speaking the same language, and clear on what we’re saying.
      3. See handout for more info on why we want to do this.
   4. Move to approve implementing a rating box as discussed.
      1. Approved

9. VPI (Kathie Welch)
   1. It is not likely that we will make our enrollment cap for 2013-24. Math and science and some humanities are growing, and we’re trying to bring in students by scheduling classes where there is clear student demand. If we fail to meet cap, we have budget stability for one year and then we lose funding.
   2. Senate needs to be an active partner as we review programs.

3. Discussion from senators:
   1. Part of the Strategic Master Plan calls for a more systematic college-wide effort to be more flexible and responsive in scheduling courses.
   2. There should be a brainstorming group to talk about this, and get number data. Let’s look at this in a more strategic way. We should approach this in an all-
department way to make things clear to everyone and avoid getting too department-specific.
1. Maybe we should have a smaller group do the work of looking at data and maybe work on strategic planning.
3. This is an ongoing challenge. We should talk to the community at large and find out what they want to see here that they don’t.
4. We should focus on enrollment growth, not enrollment management. Perhaps an inter-department task force would be helpful.
5. We’re wasting potential enrollment: students who can’t get into classes here go elsewhere. Let’s serve these students in order to bolster enrollment and meet their needs.
6. Other schools are creating new majors, we should think about it too.
7. There’s consensus on getting out of silos.

4. Unfinished Business
1. FS Presidential Election
   1. Michael announced that he will step down as President in January 2015. Need to elect a new president this Spring. Calais is planning to run. This is an open election, so anyone can run. Don’t be shy.
2. Graduation 2014 (Sesario Escoto)
   1. If Faculty Senate would like to be a joint sponsor of the reception before and after the ceremony, please do! Whatever you can contribute is very much appreciated.
      1. Motion to support with $500
      2. Approved.
   2. More discussion on graduation:
      1. Although it is always a quick ceremony, some felt that it seems to be longer than it could be. We’ve got a big graduation this year. reading out honors and every earned certificate have seemed repetitive to some in past years so we’re working on streamlining these. Students names have their honors in the program. Some people get a lot more time being recognized than others, but to some of these students, this is their only graduation. We should recognize students hard efforts with some recognition, but will look for ways to eliminate unnecessary verbiage in listing all degrees and certificates earned. There are lots of graduates. The group is starting to outgrow the platform.
3. Repeatability Resolution
   1. We’ve stripped it down and made the language more precise and defensible. The last two points talk about unintended impacts in CTE programs and lifelong. It talks about how the repeatability restraints raise barriers, but don’t make things impossible.
   2. We’re trying to get some state attention on this issue, and are getting a lot of support from unions and senates at other colleges.
   3. Comments: the repeatability restrictions seem to contradict President Obama’s push to use community colleges as a resource for worker retraining.

5. New Business
1. Mission Statement Survey
2. Filling out the Mission Statement Survey; given directly to Terrence from PRO.
3. This mission statement is supposed to define why our organization exists and what it hopes to achieve.

2. Academic Calendar 2015-16
   1. It is modeled on this year’s calendar. Labor day is the second week of classes this time. Spring flex week is after the MLK holiday. Graduation on May 21st. Summer schedule allows for better alignment with area high schools. We’re looking at this to give CCFT advice.
      1. General consensus to support the calendar as presented.
3. New Faculty Prioritization Calendar and Forms
   1. We’ve been working on language that works for the timeline. One small alteration for programs requesting two positions: they will not automatically receive double the time to make their presentations.
   2. In addition to the total number of adjuncts in Criteria #1, we’re now considering the percentage of adjuncts in that department. We needed to add some clarifications to this form, especially about first-year replacements. It’s hard to figure out how to add Student Services quantitative data into our matrix. It’s still possible to get high priority for new hires even if you aren’t ranked highly in the matrix (e.g. library situation last year).
   3. Motion to approve.
      1. Approved.
4. FS Statement of Support for Student Success Efforts led by Vicki Fabbri’s Working Group (on agenda under Unfinished Business)
   1. Does Senate support the efforts and directions of this working group? Many student success efforts (outside of Student Services) have been relatively spontaneous and not formally sponsored by the college. Faculty are looking for more institutional support in their efforts.
   2. Nearly everyone here has attended at least one student success event in the last year. The Faculty Consultation Network involves teachers observing each other’s classes, etc. This program is working very well and facilitating a lot of really great discussion and thought about improving classes.
      1. It would be really cool to have a place (physical space and on the web) where faculty can present the interesting things they’re doing.
   3. Motion to endorse the student success efforts that Vicki and her group have organized.
      1. Approved.
5. Core Four II (on agenda under Unfinished Business)
   1. Core Four has been approved.
   2. We’ve had some good conversations. It seems like people support the way we’ve been using our Core Four.
      1. Suggestions for slight changes in terms.
   3. We’ve had some dialogue lately about where things are heading. We’ve talked about the problem in technology degrees: what students learn in the first year are outdated by their third year.
   4. Quick ideas:
1. Literacy isn’t about reading and writing, it’s about learning, unlearning, and relearning.
2. “Flexicurity” = people have job security if they are flexible and good at learning.
5. We’re talking about personal development, being a lifelong learner, how to be a student, and about learning workplace skills.
1. Suggestion that we address learning as a dynamic process which can be active or passive.
6. We need to update our Global Awareness part of the Core Four, which is the area where we’ve put a number of items that didn’t really fit anywhere else. Because we use Core Four for evaluating things, we will have to be able to measure anything we put in it. Things in the Core Four also have to be material we’re already teaching.
7. Thoughts (not about Core 4, but as a result of our discussion):
1. Perhaps we should have faculty get together and design the experience of first year students. This could help us eliminate the high school to college disconnect if we keep new high school graduates in mind. We should utilize the demand for education from the students who are already here. We aren’t meeting their demand with enough supply, and at the same time we’re not bringing in that many new students.
2. Can we grow a sustainable college that works well with all the students that are here? How can we take what we have and make it better for the students we’re serving?
8. How to proceed:
1. Do we want to work more on the language of the Core 4?
2. Can we get some people to pursue this via email? It’s crucial that students can plan for a few years ahead, and understand the past. Often it seems like students aren’t engaged enough to take on the hard courses, and participate by thinking critically, responding to materials, and actually doing the reading.
1. In many transfer courses, it’s about writing for college, and grappling with difficult issues. Lots of students expect to be able to get a passing grade without doing the work. Teachers need to support each other in telling students that they have to do the hard work, otherwise students can get around having to do the work and learn.
2. It’s really hard to see students who didn’t do any work in the class you taught graduating with high honors. How do we address this stuff? This could be a good topic for when our teachers observation and discussion program (Vicki Fabbri’s program).
9. We’re asking the Core Four assessment process to help us work through these issues.