

Cañada College Academic Senate Governing Council

<http://canadacollege.edu/academicsenate>

Minutes 2/26/15

2:10pm – 4:00pm

Room 3-104

Meetings of the Governing Council are open to all members of the campus community. Materials are posted on the meeting page of the ASGC website.

No.	Item/Topic	Presenter	Time	Action
1	Call to Order, 2:12 AN	Hirzel	1	Procedure
2	Introductions Members Present: Doug Hirzel, Anne Nicholls, David Meckler, Dani Behonick, Denise Erickson, Katie Schertle, Hyla Lacefield, Ana Miladinova, Sandra Mendez Members Absent: A. Aguirre, M Hoffmann Guests in Attendance: ASCC Rep Raghad Adabdajawad, Jessica Kaven, VPI Anderson, Leonor Cabrera, Paul Naas, Carolyn Jung, Nick Martin, Doniella Maher, Elizabeth Terzakis, Carol Rhodes, Elsa Torres, Ronda Chaney, Jeannie Gross	Nicholls	2	Information
3	Adoption of Agenda DB motion passed unanimously	Nicholls	1	Action
Consent Agenda <i>All items on the consent agenda may, by unanimous vote of the Governing Council members present, be approved by one motion after allowing for Council member questions about a particular item. Prior to a motion for approval of the consent agenda, any Council member, interested student, citizen or member of the staff may request that an item be removed from Consent to be discussed in the order listed, after approval of remaining items on the consent agenda.</i>				
4.0	Adoption of Consent Agenda; DB motion passed unanimously	Nicholls	1	Action
4.1	Approval of Minutes: 2/12/15			
4.2	ACES Committee Appointments: Elizabeth Terzakis, Denise Hum, Hyla Lacefield, Rebekah Taveau, Valeria Estrada, Lorraine Barrales-Ramirez, Nadya Sigona, Alison Field			
4.3	Academic Senate Travel Funds award for Candice Nance			
Public Comment				
5	Questions/comments on non-agenda items	Public	10	Information
Subcommittee Reports				
6.1	President's report – <ul style="list-style-type: none"> • New ACCJC standard 1.B.6. states “The institution <u>disaggregates and analyzes learning outcomes and achievement for subpopulations of students</u>...Reviewing our SLO assessment strategy will be a future agenda item. • Course enrollment maximum is not part of the COR or maintained in CurricUnet but falls under faculty purview. Ask the Curriculum Committee to develop a system for ensuring enrollment max is established in accordance with ASCCC guidelines. • Recruiting for faculty to participate in: (a) Program Review Task Force and (b) Honors Transfer Program Coordinator Screening Committee 	Hirzel	5	Information

	<ul style="list-style-type: none"> AB2558 stipulates that colleges must convene a Professional Development committee of faculty, staff and administrators to establish a PD Plan. PBC will be forming this committee – faculty participation in developing plan is critical.; No bearing on current prof dev funded by Article 13 AFT negotiated money. 			
6.2	Treasury – no changes since last meeting	Aguirre	5	Information
6.3	Academic Committee for Equity & Success (ACES) no report	Hoffman	5	Information
6.4	Curriculum Committee repeat of 26 March last deadline for curriculum submissions; A question raised by Paul Roscelli: curriculum review and program review cycles overlap; perhaps they could be more coordinated; subject for discussion. For CTE depts., both CR and PR are in 2-yr cycles; should they be in sync or in alternate years?	DB	5	Information
6.5	Professional Development Candice Nance travel grant from ASGC approved. \$40K left in budget; deadline for long term prof dev proposals is 1 March	Erickson	5	Information
Senate Business				
7.1	GE Pathways – A group of seven faculty are participating in a Focused Inquiry Network to investigate this exciting initiative. A progress report and plan was presented. Faculty interested in designing a thematic pathways can contact presenters.	Erickson, Kaven, Martin	20	Discussion
7.2	Impact of ePortfolios – What does current research show are the impacts of requiring students to construct ePortfolios? What can we learn from this at Cañada? A wide range of activities at Cañada was presented, along with dramatic positive data from other institutions. This presentation is part of a series to increase faculty awareness, use and support of ePortfolios.	Gross, Rhodes	20	Discussion
7.3	Enrollment Management Discussion Continued This week’s focus: CTE; the discussion did focus on CTE examples, but was felt to be applicable and germane to all programs at the college. Presentations and statements from Leonor Cabrera, Elizabeth Terzakis and Paul Naas are appended to these minutes or are available on the Senate website. Ronda Chaney echoed similar program concerns and experiences as documented by Naas; Elsa Torres suggested that perhaps FTES and a headcount of 20 should not be the only measure of efficiency; <i>program effectiveness</i> measures, such as retention and completion rates for programs, should factor into class cutting decisions. The meeting began to run past the allotted time, allowing VPI Anderson only the briefest comment: there are both communication problems and real problems to be addressed.	Varied	30	Discussion

Other Reports				
8.1	Important deadlines <ul style="list-style-type: none"> New faculty position proposals due from Deans to Office of Instruction – Feb. 26 2014-15 Program Reviews due from Deans to Office of Instruction – Feb. 27 Participation in Museum of Tolerance – Mar. 1 			
8.2	Upcoming Conferences & Events <ul style="list-style-type: none"> ASCCC Academic Academy – Mar. 13-14 ASCCC Online Education Regional Meeting – Mar. 20 Spring Plenary – Apr. 9-11 4C/SD Reboot 2015 – Apr. 16-17 Museum of Tolerance – Apr. 19-21 			
8.3	Division reports on matters of Council interest No time for reports	Division reps	5	Information
8.4	Reports from Planning Councils, committees, AFT No time for reports	Various	5	Information
9	Adjourned at 4:09	Hirzel	1	Action
	Next Meeting – Our regular March 12 meeting is rescheduled to March 19 in order to accommodate prioritization of new faculty position proposals			Mar. 19, 2015

Academic Senate Governing Council for the 2014 – 2015 academic year:

President: Doug Hirzel; Vice President: Anne Nicholls; Secretary: David Meckler; Treasurer: Alicia Aguirre; Curriculum Committee: Danielle Behonick; Professional Development: Denise Erickson; Humanities and Social Sciences Division: Katie Schertle; Science and Technology Division: Michael Hoffman; Business, Design & Workforce Division: Hyla Lacefield; Athletics, Library and Learning Resources: Ana Miladinova & Diana Tedone; Student Services: Sandra Mendez

Appended comments

Elizabeth Terzakis

Many faculty have approached me with their concerns about class cancellations. They feel that courses are being canceled without proper consideration of the impact of the cancellations on their programs, their students, or the community. Some feel that we are turning our backs on our community, specifically first generation college students. Consequently, people feel that our mission as a community college is being undermined by the cancellations. They feel that efficiency is being prioritized over students' needs and that the students who do enroll are being driven away because they can't count on our campus to actually offer the classes listed in the schedule.

Many faculty also feel that the 20-student minimum per class is unfair when applied to all classes, whether they are capped at 26 or 45. They point out that in many cases we don't have the facilities to accommodate a "full" class. They feel that there is an overall lack of transparency as well as a lack of professional courtesy; classes are canceled without warning and without explanation. They do not understand why a faculty member's under-enrolled course can't be allowed to go when another of that same faculty member's classes is overenrolled.

People are confused about what some of the new administrators are doing, most notably the new VP of Administrative Services and the Director of Marketing. They do not understand why we are being asked to recruit for our classes when it at least seems that someone is being paid to do so and when it is not a responsibility outlined in our union contract or the AS's 10+1. Faculty feel that they are being penalized for low enrollment when it is not something over which they have control.

They want to know what is the administration's overall vision for enrollment. They want to know if the administration supports all of the college's programs and department or just some.

These are the concerns that have been raised to me. I am wondering if any of the faculty here have any concerns to add.

Requested actions:

1. Bring the discussion to all of our committees, which is why I am here today.
2. Get the administration to address an all faculty meeting on the next flex day to discuss this issue.
3. Be given an opportunity to evaluate upper administrators as we did with the deans.

Paul Naas:

Thank you, members of the Academic Senate, for providing me with time today to speak.

As everyone in the room knows, the faculty of Cañada College has been dealing with severe class cancellations for the last year and a half. They have affected essentially every program on campus, and to my knowledge no program has escaped unscathed. I would like to use my time today to discuss how these cancellations are affecting our students, our program, and my colleagues.

The multimedia program is a Career and Technical Education program, and as such draws a very small percentage of the overall student population at Cañada. This is not unique or surprising, but it does mean that our course offerings are very limited. Introductory level classes are offered each semester – one section of each – with advanced classes offered once per year, and again only one section. When class cancellations occur, it forces advanced students to wait a full year to attempt to take the class, with no guarantee that the course will again survive the cuts. Due to the nature of the material we teach, finding a comparable class elsewhere in the district or in nearby districts is difficult or impossible. What this translates to is students who can't complete their course of study in a reasonable time period, and a growing reputation that Cañada is a school where a student “can't finish.” The faculty do what we can to find substitutions for the student or do an independent study, but the latter requires a large time commitment for which we are neither compensated nor do the units count towards load. I am teaching a total of 4.5 units of independent study this semester, none of it going toward the three units I'm under load due to cancellations.

Cancellations affect faculty as well. Adjunct faculty end up having their classes taken away in order to make up a full-time instructor's load (assuming scheduling doesn't prevent it), or full-time instructors have to find a way to make up the units they're missing, frequently having to make a mad dash to another campus to teach a class. We have lost a number of good, experienced adjuncts because they believe they can no longer count on the courses they've been scheduled for.

Now, cancellations are threatening the very existence of programs. This semester, our introductory 3D course was canceled as a “sacrificial lamb” to keep another course open. The introductory 3D course, like all our intro courses, is run year-round in order to generate a large “pool” of students for the advanced courses. The loss of our introductory 3D course this spring means our “pool” will be smaller this fall, which will endanger our advanced courses when the administration begins looking for low-enrolled courses to cut, despite the fact that the action administration took this spring will be a direct cause of the problem.

Our students register late. Whatever the reason, our knowledge of our program tells us that we have a spike in enrollment a week before classes start, with several students typically showing up to the first class meeting looking to add. In my 7 ½ years here, that has always been the case. When classes are canceled more than two weeks before the start of the semester, as is now the practice, those students will never materialize, further injuring the program's reputation and ability to thrive.

Finally, our program is held to a different standard than other programs on campus. The “20 student rule” is based on a course with a max enrollment of 35. This means a class with 57% enrollment is allowed to run. We have courses that, due to equipment requirements and room size, have a maximum of 24, yet those classes are still expected to have a headcount of 20, or an 83% fill rate. The most students we can accommodate in any of our classes is 30, and with a 20-student requirement, this equates to a 66% fill rate. So at a minimum, we're asked to enroll at least 9% and as much as 26% more students than the “average” class in order for the class to run. Yes, there are exceptions to the “20 student rule,” but those require a significant amount of justification and documentation, adding to an already overwhelming workload.

The Multimedia faculty will be happy to work with anyone willing to find an equitable solution to these issues. In its relatively short lifespan, our program has had impressive successes, with students winning regional, state, and national awards for their work, and landing jobs at companies such as Zynga, DreamWorks, Disney, Electronic Arts, AAA, and Google, among many others. If the current approach to course cancellations continues, I fear the reputation of our program, and the college in general, will take a hit from which it will be difficult to recover.

Thank you.