

Council of Chairs and Coordinators Meeting
Monday, September 08, 2014
11:00am – 12:20pm
31-370

I. Welcome and Introductions – Evan Wirig

Evan introduced himself as the new Chair of Chairs and Coordinators and asked everyone in the room to introduce themselves. Evan discussed that his role is to serve the Chairs and Coordinators of the college by informing them of important campus information and events.

II. Chair Report

A. Thanks to Joel Castellaw & Intro to Tyler Dranguet

Evan extended his thanks to Joel Castellaw for his two years spent as the Chair of Chairs. Tyler Dranguet is the new Administrative Assistant for Academic Senate.

B. Charge and Purpose of the CCC

Evan wanted everyone to understand that he is here to serve the CCC, act as their liaison, and keep them informed about what is currently going on at Grossmont College.

C. Report of Issues from August AFT Uber Meeting

Professional development was addressed first. The States currently does not require professional development, but if the calendar is changed to a compressed format, then professional development will be required. According to Jim Mahler, there is also no requirement for faculty to be on-site to fulfill their professional hours, including division meetings. From the beginning of the semester until the last day of classes, faculty members need to be on campus a minimum of 30 hours per week. It is advised that Chairs and Coordinators give their contact information to Deans and administrative staff in case they need to be contacted over breaks. AFT is currently trying to increase Chair reassign time. Negotiations are in progress. Discussions regarding whether the summer semester will utilize time cards or time sheets are ongoing.

In regard to students who leave classes and labs early, according to Jim Mahler, “faculty have no control over students who leave early. You cannot force them to stay.” Some faculty members were supposedly penalized on their evaluations for letting students leave early. Faculty members are responsible to remain in the classroom for the assigned time even if students leave early. For absences, deans are in charge of finding substitutes for classes and set policy for substitutes. If a faculty member calls in sick, their only responsibility is to make sure that they call in. A reason is not required.

Rehiring preference for adjunct faculty was discussed. If a class is cancelled, preference goes to the most senior adjunct faculty. Full-time have the right to a load, but not to an overtime load if it affects adjunct faculty for the semester. Retired full-time faculty is ranked by their years of service. Retired full-time faculty who return to teach in an adjunct position have priority over adjunct assignments, as well. If someone refuses a load, they can be moved to the bottom of the preference list. AFT is currently trying to negotiate pay for adjunct faculty office hours.

Questions regarding the evaluation of tenure were deliberated. Whether a tenured faculty member or evaluator is required for an adjunct faculty member or whether a full-time faculty member from another department is acceptable is currently being discussed. The topics of TA assignments and verifications were mentioned. Some verifications did not come until the end of the semester for Spring. AFT is looking into why online tutors are paid more than on-site tutors and is looking into the aspect of representing hourly employees, as well.

Workday should be active within the next eighteen months. This is a massive change affecting Human Resources, Payroll, and Business Services, and many safeguards are being put into place to ensure a smooth transition.

III. VPAA Corner – Katrina VanderWoude

A. Enrollment Management Workshops

The discussion of enrollment management workshops has been ongoing for approximately one year. Randy Lawson from Santa Monica College had conducted the last workshops approximately 1.5 years ago and had intended to return to for a second group of workshops this year. Unfortunately, Randy Lawson passed away unexpectedly three weeks ago. Pam Deegan, who had originally intended to co-present with Randy, will now be presenting with Donna Boatwright. The workshops will be held at Grossmont on September 15th and at Cuyamaca on the 16th. Dr. Lynn Neault will be discussing various topics and issues regarding the academic calendar during the morning session on September 15th. That afternoon, a second plenary session will meeting starting at 12:30pm to focus on district enrollment planning. Events will reconvene at Cuyamaca the following morning and focus on district- and college-wide enrollment strategies. During the afternoon session, both colleges will meet separately to discuss enrollment strategies. These workshops are important opportunities for both the district and its campuses to look at enrollment strategies in a new way. Substitutes will be provided for instructors who have classes scheduled during these days. Sue Gonda recommended that Chairs and Coordinators attend both sessions at Grossmont on the 15th and the afternoon session at Cuyamaca on the 16th.

B. Smart Thinking Online Tutoring

Last fall, a soft-launch of Smart Thinking, an online tutorial service, occurred in preparation for accreditation. Eight hundred hours of tutoring were purchased to accommodate online students. Approximately 280 hours were used during Fall 2013. Students who used Smart Thinking had a 90% favorability rate toward it. This year, approximately 800 hours of Smart Thinking tutoring will be available for all Grossmont students to use. Each student is currently limited to 7 hours of tutoring per semester. Changes this year include a single, streamlined sign-on through Blackboard. In order for students to utilize Smart Thinking, instructors must go into Blackboard and turn on Smart Thinking, but instructors are not required to upload Smart Thinking to their Blackboard pages if they do not want to. Concerns were voiced about both the cost of Smart Thinking and potential problems that could occur between the ways instructors' and tutors' teach students. In response to these concerns, Katrina reiterated that instructors do not have to open Smart Thinking to their students. Smart Thinking was originally made available so that online students could receive tutoring services similar to that of students who attend courses on-campus.

IV. Update on Data Link: Issues and Problems – Cheryl Kerns-Campbell

Last semester, many instructors experienced problems with the accuracy in grading of Data Link forms. Tests that were graded in the same session would be graded differently according to the same key. Instructors rely on their exams to be graded correctly and last semester it was discovered that a large number of tests were being graded incorrectly. Sang Bai was contacted to see if the Data Link machines could be recalibrated. Sang recalibrated the machines before final exam week, but it is advised that instructors pay close attention to the Data Link forms that they score this semester. Instructors also voiced concerns about which forms were available for purchase in the bookstore. Many instructors would like to continue using a form with fifty questions on each side, not one hundred.

V. Student Equity Issues – Beth Smith

Beth first reminded everyone about some upcoming dates for planning. Staffing plans are due on October 3. Annual plans are due on October 17. Multiple TracDat work sessions are coming up in September and October. The TracDat calendar has been uploaded to the Planning website and also sent out via email.

Student equity takes “a targeted look at disproportionate or adverse impact of any group on campus.” There are five areas that the college is required to look at: Access; Course Completion; ESL and Basic Skills; Degree and Certificate Completion; and Transfer. Access looks at the participation rate of the individuals attending Grossmont compared to its service area. Currently, there are fewer males and Hispanics attending the college than there are in college’s service area. Grossmont is responsible for generating a response to areas that have been identified by disproportionate impact. Two groups emerging under Course Completion are African-Americans and Foster Youth. Course completion is a very important area to address because students who cannot complete courses have a very difficult time completing the other metrics involved with transfer, degree completion, and certificate completion. Under ESL and Basic Skills, all groups have been identified as areas of disproportionate impact. Degree and Course Completion is broken down into four groups: persistence, 30+ units, SPAR rates, and CTE completion. The area of Transfer also has many identified cohorts for disproportionate impact including multiple ethnicities and age groups. Currently, the college’s main task is to identify and mitigate any disproportionate impact for identified groups.

VI. SSSP – Chris Hill

The SSSP plan is currently being developed and will be submitting on October 17. Many of the follow-up services described in the SSSP plan related to counseling, advising, and tutoring are being provided on campus already. Because SSSP requires “matching general fund commitments” from the college, it is vital that all potential bases for funding be explored. This year, \$2 million are available to Grossmont from the SSSP fund. In order to receive all of these SSSP dollars, the college must have \$4 million in matching funds. Sixty percent of the funding that SSSP will provide beginning next year will come from services that the college actually provides. This is the first time that the college will be receiving funding from the State based on how the college performs in SSSP areas. Some services, such as orientation, may only be counted once, but some follow up services may be counted up to four times a year.

Meeting adjourned at 12:21pm.

The next CCC meeting will be held on October 13, 2014 in 31-370.