

Crafton Hills College Faculty Chairs Council Minutes

Date: April 16, 2021
Place: Zoom 9:00-11:00AM
Next Meeting: April 30, 2021 (?)
 9:00-11:00AM

Chairs Council Charge:

Chairs Council is authorized by the Academic Senate to develop, participate in and recommend processes including, but not limited to, Chairs' training, flex calendar, scheduling and facilities use, dual enrollment and syllabi recommendations. The committee makes recommendations for the prioritization of faculty hires, enrollment strategies, reviews program viability documents, faculty chairs handbook, and disseminates campus information to departmental faculty.

As with all Academic Senate Committees, the committee chair (or designee) will send agenda, documents, and minutes to the AS Historian or designee to be posted for public access.

Voting Members: Faculty Chairs (1 vote per department). Non-voting Members: Vice President of Instruction and Instructional Deans. Meeting Days and Times: 1st and 3rd Friday at 9:00am. Term: Two years.

Members:

Renee Azenaro/Mark McConnell
 Brandi Bailes/Danielle McCoy
 Jeff Cervantez/Julie McKee
 Danny Rojas/Michael Sheahan
 Jimmy Grabow/Ernesto Rivera

Jonathan Anderson
 Breanna Andrews
 Laurie Green
 Kenny George
 Krista Ivy
 Colleen Hinds
 Meridyth McLaren
 Sam Truong

Others Present:

Kirsten Colvey
 Elizabeth Lopez
 William Van Muse
 Delmy Spencer
 Christina Sweeting
 Kay Weiss
 Dan Word
 Keith Wurtz
 Souts Xayaphanthang

Guests: Artour Aslanian; Giovanni Sosa

AGENDA ITEM	PERSON	Recommendation/Discussion/Future Business	ACTION
Call to order	Andrews	9:02am	
Approval of the minutes	Andrews		Motion to approve by C. Hinds; second by L. Green. Minutes Approved
Follow Ups	Andrews	<ul style="list-style-type: none"> - Chair of Chairs position for 2021-2022 <ul style="list-style-type: none"> - Closing date is next Friday, April 23rd Full Time Hiring Prioritization ranking (Artour) <ul style="list-style-type: none"> -Would like to keep them as individual disciplines and group together Fall/Spring -Data can include full time/part time ratio -Will exclude stacked and cross-listed sections -Van asked if Research and Planning could develop a formula that produced a numeric score based on all of these factors (number of sections would impact the score) <ul style="list-style-type: none"> - Sum total, the higher the number the more critical or impactful -Answer: Will have to discuss what will be the weight allocation for each of these data points. 	

-If interested in a work group to figure out the weight allocations please reach out to Breanna

-Control for release time within the contract faculty load

Reassigned Time (Gio)

- Spreadsheet shared that reflected load by discipline, had to be full time and it could not be an overload assignment

- Total load by primary term and total load for academic year

-Listed unit but will list a corresponding discipline instead of the PPR unit

-We can look at the reassign load applicable to each discipline

-Breanna asked for Visual Graphs

- Van asked for a line graph that over time shows separation between growth of a program and faculty representation coverage

-Some of us might have disciplines that have plateaued because of lack of support

Gaps & Surpluses for SBCCD's Associate Degree Level Programs

-Gio shared draft version of a document that provide information on Gaps and Surpluses for SBCCD's Associate Degree Level Programs

- Shows program gaps that have been identified as per the economic data

-This is listing programs we offer, annual job openings that tie in with the program, and listing the gap or opportunity that we can fill

-We can separate the information by keeping the district total but also separate it by College (Crafton and Valley)

- Add another column to take a measure between the gap and the region completion

-This is to help educate the full-time prioritization but could also have different application, used in enrollment strategies in the development of programs

-Please note that this data is only for an Associates Degree, there is another table for Certificate programs

		<p>-There will always be some part of imperfection in the data, but it is important for the instructors in areas to be able to speak to the points in the data to be able discuss and figure out how it works in each of the areas.</p> <p>-Would like a list of areas that is included this data</p> <p>-Gio is awaiting clarification and corrections to this information and will update the group</p> <p>-Gio will add some visual graphs</p>	
Information, Discussion, and Business			
1. Fall 2021 Building/Room assignments	Wurtz/Lopez	<p>-Keith shared an update on where we are at with the Fall schedule</p> <p>-Blue Bar represents Fall 19 and Red Bar is Fall 21 -3% is Zoom Remote. -On campus courses scheduled is at 57% -Online or no room assignments is at 13% -These are mostly Kinesiology and EMS sections</p> <p>-We can accommodate health concerns but will have to go through HR, Keith will send the process for this</p> <p>-Keith will be lenient this semester since this is a transition back to campus</p> <p>-Course caps will be the same if they are scheduled on campus, if we are required to have social distancing, we will go remote</p> <p>-In your planning for face-to-face, everyone would have to wear face masks</p> <p>-Fall 2021 schedule is due tentatively by April 23rd</p>	
2. Course Length and Course Success	Aslanian	<p>-Shared a presentation that showed how Short-Term classes were related to student success</p> <p>-Artour examined 11 scholarly articles written between 2001-2019</p> <p><u>Brief summary</u> -In almost every instance where time compressed courses were compared to traditional length courses, the success rates for the time-compressed courses were the same or higher</p> <p>-Shared table to show a summary of different types of research in different settings</p> <ul style="list-style-type: none"> • In almost every case the time-compressed courses showed a higher 	

		<p>degree of success compared to traditional length courses</p> <ul style="list-style-type: none"> • this holds up across different characteristics (primarily demographic, and academic indicator for GPA) • Highest degree of success was in the 5-6 week and 8–9-week courses. <p>-A more recent study in 2019, found higher course success for 8-week courses compared to 16-week courses</p> <p>-Success rates were highest for 8-week courses offered online or using a hybrid modality</p> <p>-More research needs to be done to see the long-term results</p> <p>-An implication of these findings is that we should offer more variations in course length to accommodate for students with various needs and time constraints</p> <p>-Artour wants to also include a table to show what types of courses were included and what kind of courses that were seeing this trend.</p>	
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Standing Reports

<p>3. VPI Report</p>	<p>Wurtz</p>	<p>-Think about offering an additional section for Spring 2022 that's short-term class</p> <p>-Artour went to counseling and received feedback</p> <ul style="list-style-type: none"> • In general, they saw across the board a great need to have a 5–6-week courses or 8–9-week courses. <p>Specific Recommendations to consider-</p> <p>-Late start 5–6-week Math 115, primarily to capture students who are failing their math course late in the semester and need to get into late start college level math course to maintain their admission to the university.</p> <p>-Would like to see a late start 8–9-week Math 110, English 102 (for both UC and CSU), COMMST-100</p> <p>-Our scheduling patterns allow for 5-week classes, 8-week classes, and 13/15/17 weeks</p> <p>-For the 13/15/17 weeks the end date should be during finals week</p> <p>Spring schedule timeline-</p>	
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		<p>-Please reduce sections by one less section than you had in Spring 2020. Replace the long-term class with a short-term class.</p> <p>Please submit Spring 2022 by May 7th.</p> <p>-Liz can roll over the active sections from last Spring to make it easier, please let her know</p> <p>-Survey results will be provided to show what percentage of students would want to continue with courses online.</p> <p><u>Equity and Inclusion</u></p> <p>-Make a change to processes at an institutional level</p> <p>-Make some changes to the Course Outline of Record by requiring reading materials from diverse authors and come up with a process to look at individual sections disaggregated by individual demographics and identify which groups are experiencing disproportionate impact in the classes being taught and developing a process on how to address that in their classes.</p>	
4. VPSS Report	Spencer	Nothing to report	
5. Deans Report	Deans	Van-Nothing to report Dan-Nothing to report	
6. Academic Senate Report	Exec. Board	<p>-Nominations of the year</p> <p>-Brandi is at Senate Plenary and will report back</p> <p>-Looking to have Summer Plenary in-person</p> <p>-The entire senate is up for elections; the call will go out next week</p> <p>-Let Brandi know if you are interested in continuing to serve</p>	
7. Guided Pathways/CAPs Report	Grabow/Rivera	<p>-Please review the MAPS</p> <p>-The team is hoping to host it through Crafton's webpage with links to different MAPS</p> <p>-Discussions of bringing CAPS and MAPS into Starfish, but counseling has not discussed this yet or given a recommendation yet.</p> <p>- Breanna will update the MAPS posted on SharePoint</p> <p>-Notes are being added by the Pathways team, please review these</p>	
8. CTA Report	McLaren	-Elections for Full-Time Reps have been sent out	

		<ul style="list-style-type: none"> -Working on podcast -Negotiations with re-opening and DE training reimbursement -Talked to the District about the possibility of getting compensation for Chairs for the extra work created from re-opening -If you took DE Training any time in the last year, the MOU being worked on would provide compensation for the hours you could not claim by using Professional Development hours. -Contract being reviewed for full time being required to be on campus 4 days a week looking to expand the language to reflect our current work world -If you claim the DE Training stipend now, you cannot claim the hours in Professional Development, asking for \$750 compensation. This is still in progress. -Send ideas to the negotiations team 	
Wrap Up			
Future Agenda Items		<ul style="list-style-type: none"> -- Faculty Chairs Training (first mtg of fall sem.) -- Budget Review (first meeting in February) -- FT hiring prioritization for Fall 2021 (Feb.) -- Review Chairs Manual (first meeting in March) -- Chair of Chairs voting (first meeting in April) -- Sticky-less Friday (April and November) 	
Announcements		<p>Julie- Foundation Gala is May 6th at 4pm it will be a Virtual Event and they have prizes if you donate.</p> <p>Breanna will reach out to Keith to see if the meeting on 23rd and 30th will still be necessary, may push back Sticky Friday.</p> <ul style="list-style-type: none"> - Look out for Calendar cancellations or emails 	
Adjournment		10:41am	
Mission Statement		Vision Statement	Institutional Values
The mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning.		Crafton Hills College will be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting.	Crafton Hills College values academic excellence, inclusiveness, creativity, and the advancement of each individual.