

Crafton Hills College
Chairs Council
September 19, 2008
Minutes

Members Present: JoAnn Jones; Kelly Boebinger; Catherine Pace-Pequeño; T. L. Brink; Mario Perez; Robert Brown; Snezana Petrovic; Brad Franklin; Aaron Race; Judy Giacona; Frances White; Jodi Hanley; Rick Hogrefe; Laura Winningham; Mark Jonasson; Dan Word

Others Present: Sherri Wilson and Daniel Bahner, co-facilitators; Judith Ashton; Donna Ferracone; Laurens Thurman; Jim Holbrook

1. Meeting was called to order by Daniel Bahner at 9:07.
2. Minutes of the September 5, 2008, meeting were approved as presented by general consensus.
3. The results of the members' voting of the three charges they each considered most important were presented (see September 5, 2008 minutes, item #3). The Academic Senate President reminded all members that although they may not *want* to address all items, they *must* because the Chairs Council chose to accept the responsibilities and charges previously fulfilled by two other committees (i.e., G.E. Task Force and SLIC).
4. Members shared the following impressions of this semester's Sticky Friday experience:
 - We will always have scheduling problems as long as we are short of rooms.
 - On a positive note, most scheduling is now done. Overall, considering the complexity, it went well.
 - Appreciated the cooperation of people before Sticky Friday.
 - We are still not looking at how scheduling allows students to put together a schedule.
 - Liked the process. Would hate to lose the interactive, cooperative parts of the process.
 - Had trouble with Art History, which has large enrollments; didn't know that the room assignment process was so strict.
 - Perhaps G.E. courses should have first priority.
 - Why do we have so many 3:00 slots open? Art fills 3:00 classes; why can't others?
 - It would be nice to facilitate more.
 - Collaboration allows many people to have a more global approach to the college's big picture. Let's not lose that.
 - As an observer, did not understand the priority process.
 - Echo previous positive comments.
 - Disciplines with required courses can fill 3:00 sections.
 - Need to come to some resolution about courses that are having difficulty finding rooms. For example, we have recurrent problems with courses with large numbers of students. Perhaps we need to make sure that they all have a room first.
 - Adjunct instructors' needs should *not* determine our scheduling; students' needs should.
 - Math needs more rooms.
 - As a newcomer, did not understand much of the lingo.
 - There were too many people; we need a better room.
 - We need more classes at the 3:00 slot.
 - Other departments were helpful in finding available rooms.
 - Really, really appreciated the help everyone gave.
 - Process was overwhelming and chaotic; suggest an online interaction.
 - Learning communities should have priority before *any* of the other grids are filled.
 - Perhaps we should have two Sticky Fridays to facilitate more one-on-one interaction, such as with Math.

- Despite the ground rule that everyone needed to stay until the end, people still disappeared when we needed them.
- Really appreciated people's efforts to help.
- Face-to-face process allows interaction that online wouldn't.
- Learning communities need priority.
- Perhaps learning communities, because they often have a 25-student cap, could have a priority over a room in the CL building.
- Liked the democratic process and face-to-face interaction. Democracy is naturally messy, but it keeps the human element of negotiation open.
- From the counselors' perspective:
 - Late starts a greatly appreciated by international students and veterans.
 - Good to see more online offerings to address restrictions many students face.
 - There has been great progress in lessening the conflicts among Chemistry, Micro, Anatomy, and Physics, but there are still some.
- Sticky Friday was an intimidating process; however, starting earlier in the semester helped.
- Perhaps a preliminary meeting before Sticky Friday itself would help.
- We should assign a priority to smart rooms.
- We need to address the bottlenecks at 9:00 and 11:00. If we need more classrooms, then let's say so.
- There's no need to post rooms that cannot be used on the wall. Why unnecessarily add to the clutter?
- We need to remind everyone not cross the odd hours. We agreed not to unless it's unavoidable, such as with 3-hour lab sections. But there were definitely classes unnecessarily crossing the odd hours on Sticky Friday.
- Perhaps we could develop different levels of priorities.
- Process was friendly, but a few were still struggling at the end. No one should leave before the end.
- MWF schedules for 3-unit classes can increase our capabilities greatly.
- Sticky Friday showed the benefits of having a dedicated room and a lot of online offerings.
- We need a big room for Sociology.
- We should encourage part-timers to get certified to teach online.
- Would like the initial process electronically.

5. Members discussed ways to proceed with the charge receiving the most votes last meeting, to wit: *Continue to evaluate scheduling practices and make revisions as necessary.* Comments included the following:

- It would be good to have more collaboration between General Education folks. If all of the people teaching in various categories got together, perhaps they could develop cycles ensuring that students could create a schedule with courses in every category.
- We need to expand beyond simply a day program to create a night program as well.
- We need to take the students' point of view when we develop schedules.
- Perhaps we can follow the example of Southwestern College, which has different sections in its *Class Schedule* to identify MW offerings; TTh offerings; as well as combined.
- We need to look into different ways of scheduling to see what makes them effective.
- We need to look into building a Friday Program.
- How about building and *promoting* a 3:00-5:00 program?
- We need to look at other colleges and be creative.
- With alternating when hybrid courses meet, we can fit 3 courses into the room 1 course previously required.

- Shouldn't we develop a Saturday G.E. program?
 - First of all, we must determine if there is a need.
 - We can only offer a weekend program if we have necessary support services.
 - The Chairs Council can perhaps *recommend* such a program, if it decides it should; however, such a program would require a set of *institutional* changes before it could work.
 - What about offering classes off campus at the high schools? High schools *want* us to offer classes.
 - Because of our room shortage, we need to use off-campus places.
 - Businesses have also expressed an interest in our offering off-campus classes.
 - We need to ask students.
 - We also need to schedule with information from people who are not currently students .
 - We need a commitment to make it happen.
 - Advertise to the community business and work collaboratively with them for classes and programs.
 - Comprehensive program for week ends could start with services housed in the library, at least testing and counseling.
6. Members created three task forces to study and develop action plans for the following issues:
- A. ***General Education Plan and Problem Areas with Scheduling***: JoAnn Jones; Laura Winningham; Jodi Hanley; Aaron Race; Mario Perez; Snezana Petrovic; Frances White; Robert Brown
 - B. ***Procedures Regarding the Selection and Evaluation of Faculty Chairs***: Kelly Boebinger; Catherine Pace-Pequeño; T. L. Brink; Dan Word.
 - C. ***Strategies to Offset Increased Price of Textbooks***: Rick Hogrefe; Mark Jonasson; Brad Franklin.
7. Announcements: Robert Brown announced the Delta academies starting in September and asked chairs to encourage part-time faculty to participate.
8. It was asked when agenda items are due to the facilitators; the council needs to determine this.
9. Meeting adjourned at 10:30.

Next meeting: Friday, October 3, 9:00 a.m., in CHS 237