

FCDC
November 19, 2010
Meeting Notes
Collins Conference Center
10:30 a.m. - 12:00 noon

1. Call to order 10:40 a.m. - Nan Gomez-Heitzeberg
2. Nan announced additions to the agenda that include: retention rates, accommodations testing details, unit limits, dropping by census date, probationary and disqualified students, scheduling conflicts (timeblocks), adjunct evaluations
3. Accreditation training - Guest, Kate Pluta

Kate announced accreditation is for the self-evaluation study that benefits us by ensuring that we are offering the best student resources by how we conduct business through financial, leadership and governance committees, and human resources to name a few. We, as a college, have to demonstrate to the ACCJC accreditation site visiting team that we are conducting the best student resources as we have said we have done. It is important to begin documenting what we do every day in order to capture this information for historical purposes. For example, those that have department meetings on a weekly basis, those that are a part of a committee, should be documenting these events.

Kate discussed the Glossary of Accreditation Terms (handout)

Accreditation has two fundamental purposes:

- a. To assure the quality of the institution, and
- b. To encourage institutional improvement.

Accreditation provides both tangible and intangible benefits:

- a. It certifies to the public that an institution meets or exceeds specific standards of quality;
- b. It facilitates institutional eligibility to participate in Title IV student financial aid programs; and
- c. It provides a process of periodic self and peer review.

Accreditation information can be found at the website listed on the handout to the accreditation standards.

http://www.accjc.or/faq_on_accreditation.htm

The website also includes information regarding ACCJC training sessions for community colleges to be better prepared for the accreditation process.

A part of the accreditation process is to review what practices are currently being practiced, and what can be implemented, or changed to improve the quality of our student services. Some of the information is reported in program reviews, but not everything. The site visiting team will require all the information and evidence to be in a central location (website) to review prior to the site visit. All committee minutes from various groups on campus such as, Curriculum, ISIT, and others will also need to be conveniently available.

The difference between the Accreditation Steering Committee (ASC) and the Self Evaluation Committee (SEC) is that ASC is driving the accreditation process as a resource. The SEC has two volunteers as co-chairs (1 administration and 1 faculty member) with 11 sub-committees (for each standard) that include staff, students, faculty, and administration that volunteer to serve on the committee in one way or another. These committees will coordinate the process of collecting and reporting on the 11 accreditation standards. The Academic Senate and College Council have approved the call for the two co-chair positions and interviews will take place next week. Kate encouraged the committee to announce to their departments committee participation is needed for accreditation.

Kate referred to the 11 standards (handout) that the SEC subcommittee volunteers would be serving on. For example, Kate referred to areas that the FCDC committee would be on, Instructional Programs and Student Support services. A suggestion was made to add SGA Student Government, under the Leadership and Governance group in College Council this morning.

One way the campus can integrate accreditation into what the campus does on a daily basis is to add Accreditation to weekly meetings. The ASC is working on developing a process (form) that will make it easier to capture information for campus communication and accreditation. The communication through this form will allow others to adopt a new way of implementing daily activities in classrooms, campus student service activities, etc. all of which will benefit students and encourage new ideas. A way to capture these new ideas is to develop focus groups (maintenance and operation staff focus group) for individuals that don't have the time or ability to participate in regular campus committees.

4. Copier codes print limits - Pam Boyles

Pam communicated concern with faculty members using the hub copiers for high volume copying instead of taking them to the graphics center. Other committee members have also seen this. For example, the hub copiers are a combination printer and copy machine. When a high volume copy job is taking place and a faculty prints one sheet from their computer, it is necessary to wait until the large copy job is completed.

Another example is that proper communication regarding high volume copies were made to their department faculty members. However, recently when taking a job to the graphics center they were asked why they didn't do it from their hub copier. This sends a mixed message.

Bonnie has spoken to Monty in the IT department recently about getting codes for all the hub copiers on campus that can track the number of copies one department makes.

Action: Bonnie will check with Monty to see if it is possible to add a limit of copies to each code.

The cost for software that will track limits, user, number of copies, and print reports would be an additional \$20,000.

A suggestion was made to send out a bc_all to the campus costly information and the significance of taking high volume items to the graphic center. Another suggested that the information could be added to class packets for new faculty members, which could be communicated at the beginning of the year.

Note: Graphic Center hours are 7:30 a.m. - 6:00 p.m. M-R and 8:00 a.m. - 12 noon Friday

5. FCDC Meeting Schedule - Nancy Perkins

Nan mentioned that before the last meeting in May we will look at the FCDC schedule for the following the fiscal year. Nan asked for input from the committee for the best days and times to hold FCDC.

Nancy suggested that we stick to the schedule, because Friday is not working or we look at another date. Nancy asked if we can have the schedule early in December to review instead of May. There is not a master campus calendar and was suggested that we develop one.

Action: Nan has asked for the committee to bring suggestions on a day and time for the 2011-2012 FCDC schedule. FCDC schedule to be added on the agenda for the next meeting.

6. Policy on full-time Delano faculty - Pam Boyles

There is currently one full time faculty in Delano that has experience teaching literature courses. BC doesn't have anyone on campus to teach 9 special literature courses we have available.

The policy states that faculty members are not to be rotated from the Delano campus to the BC campus for different courses. A committee member

expressed concern by stating that this policy affects full time faculty negatively because they don't have a chance to be on the main campus. They said there is no exposure to different students and there isn't an opportunity for a Delano faculty member to talk with other BC campus instructors. The students also lose learning experiences because it is the same faculty member teaching a variety of courses.

Bonnie stated that one of the reasons why this is an issue, is because Delano would lose the benefit of having a full time faculty member in Delano, which they were hired for. It has been a previous practice that Delano faculty would eventually become full time at BC, which was a growing concern.

The job announcements for faculty positions can include language stating the position is for both Delano and BC campus, meaning the faculty member would teach at both campuses. This places flexibility and it benefits both campuses.

A part of this discussion continued to be unresolved that included full time faculty that are hired for Delano teach there in an ongoing capacity. Nan announced we may need further discussion to determine:

1. What if someone has a particular expertise at BC or Delano and there is a need to fill a course?
2. How do we communicate this to the faculty community?

7. Classified teaching as adjuncts - Becki Whitson (alternate for Mike Moretti)

Becki said she wants to know why we have the current policy in affect? Were some discussions going to take place prior to a final decision? She expressed concern that there was no communication or discussion with the campus community and human resources. Those individuals affected have not been approached to make a decision to keep their classified or faculty assignment. Some are not affected by the policy, but every classified affected are being lumped within this law.

Many committee members expressed the same concerns about classified personnel in their own departments that teach as adjuncts in particular programs that don't have other faculty members available to teach their courses.

Nan shared information about the process that came up during a scheduled Consultation Council meeting this week. At that meeting discussion represented the liabilities that included an upward amount of \$200,000 extra per year for the district if KCCD were to continue allowing classified personnel to teach adjunct positions. The total amount included class prep time, office hours and other expenses. They have to be paid by the hours they actually work. A nonexempt person is a classified position we are at risk for these costs.

Each classified person affected will receive an individual letter and a meeting will take place between the VP's, President, and Vice Chancellor next Monday. The deans/chairs will have to communicate regarding the courses that will not be filled and look at all assignments. The classified employees affected will have a choice of what assignment they want to take (adjunct or classified) and a compensation packet will be offered to them.

Concerns with the analysis of this decision from the committee were: the communication process was poorly done from KCCD Human Resources to the campus community. A more humanistic approach was suggested that included earlier communication, meetings to discuss options, and the chance to voice opinions regarding the policy.