**Ventura College Academic Senate**

**Minutes**

**Thursday, March 5th, 2015**

**2:00-3:30pm**

**Campus Center Conference Room (CCCR)**

I. Call to Order at 2:06pm. The following senators were present:

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| **Senator** | **Division Represented** | **Initials** | **Present** | **Absent** |
| Algiers, Kammy | Mathematics & Sciences | KA | X |  |
| Beatty, Donna | Mathematics & Sciences | DB |  |  |
| Carrasco-Nungaray, Marian | Student Services | MCN | X |  |
| Coffey, Colleen M. | Senate Secretary | CMC | X |  |
| Forde, Richard | Career & Technical Education | RF |  | X |
| Hendricks, Bill | Social Sciences & Humanities | BH | X |  |
| Horigan, Andrea |  | AH | X |  |
| Lange, Cari | Senate Vice-President | CL | X |  |
| Kim, Henny | English & Learning Resources | HK | X |  |
| Kolesnik, Alex | Senate President | AK | X |  |
| Martin, Amanda | English & Learning Resources | AM | X |  |
| McCain, Mike | Mathematics & Sciences | MM |  | X |
| Morris, Terry or Anglin, Gary | Athletics, Kinesiology & Health | TM / GA |  |  |
| Mules, Ron | Social Sciences & Humanities | RM |  | X |
| Joannamarie Kraus | ASVC | JMK | X |  |
| Sha, Saliha | Mathematics & Sciences | SS | X |  |
| Wendt, Patty or Paula Munoz | Student Services | PW / PM | PW X |  |
| Zacharias, Mary | Career & Technical Education | MZ | X |  |

Guests Present: Dr. Greg Gillespie, Dr. Patrick Jefferson, Angelica Gonzales, Phillip Clinton, Paula Munoz, Ty Gardner.

II. Public comments: Dr. Gillespie: Here to address the agenda item “Making Decisions” document. He is very pleased with progress of the action committee that is looking at this. What is really valuable is that they are looking at categorizing our committees by type and defining what those types mean. Also, identifying what committees need to be following the Brown Act. He says this furthers the objective to make the campus decision-making as transparent as possible.

Phillip Clinton: Here to voice his opinion and support for the faculty academy and the compressed calendar. He would like to see continued support for the faculty academy—this is very valuable to faculty and students. He proposed in the last academy on Tuesday that the current academy be extended beyond the spring semester out into the fall. Second of all, he would very much like to see a compressed calendar (i.e. 15-16 weeks). He has worked in both and thinks the students and faculty interests and student retention are helped by a shorter calendar. AK responds to this: just so everyone is aware, there is a district-wide committee through AFT that is looking at a compressed calendar (but they’re calling it a normal calendar since VC’s longer semesters are now the exception). One of the things that they addressed was the need for a PR campaign to make people aware of what this is and what it means. They also want to present the research available re: student success and retention that is furthered by a normalized calendar.

Ty Gardner: Here to speak about faculty academy as well and he seconds Phillip’s comments about the “normal calendar.” He emphasizes the value of the academy in terms of bringing relevant research and the latest pedagogy to the faculty. He seconds the idea of extending the faculty academy to a second semester so that implementation and perfecting processes can take place. He sees the academy as a way to rekindle excitement among faculty about the craft of teaching. He connects this with Equity and that innovating processes can connect to Equity goals and targeted populations.

III. Acknowledgement of Guests a. Dr. Patrick Jefferson—time certain at 2:05 p.m. He is here to answer any questions that faculty may have at this time; he does not come with any particular agenda. He adds that he visited the faculty academy and left very energized by it. He would like to support it as much as possible. He supports the spring to fall suggestion that Phillip and Ty were talking about. AH asks about the possibility of beginning a new cohort in fall even though the academy before might still be going on. Dr. Jefferson says that he is more in favor of the spring-fall model so that faculty can best take advantage of the time in the summer. Ty said another piece of this is to have faculty who have gone through the academy as on-going resources to faculty campus-wide. He also addresses the issue of how to include part-time/adjunct instructors some professional development of this kind; efforts being made to find out what model might best serve that population. He emphasizes that this whole effort is meant to be sustainable over the long term. Angelica Gonzalez asks about the issue of recruiting students in OUSD. Dr. Jefferson replies that we do have some inter-district boundaries. Nonetheless, a lot of students come to us from Oxnard. OC made a formal request that we not recruit/assess in their area schools (now that they have a web-based assessment model that allows them to reach all the schools in their area). MCN says that they just announced their campaign and their plan for this season (that was Friday); now today, Thursday, we have to retract everything we just proposed. Dr. Jefferson reiterates that we are going to honor the request from OC. MCN insists that an email to the schools in the OUSD be sent from either his office or Dr. Gillespie to notify the schools that OC will be helping them. She is concerned that Student Services looks inept because of this. Dr. Jefferson reminds her that this is a sister institution and that we need to honor that. Dr. Gillespie adds that this week at cabinet a topic came up that all 3 colleges are trying to grow enrollment and everyone is working together very well and they want to keep that collegial momentum. He says we want to minimize competing with each other, while acknowledging that some students may be best served by one college or another. Just because OC does the assessment doesn’t mean those students cannot come to VC and enroll. MCN says that while we are advertising and promoting the Promise, OC is saying “VC promises, OC delivers.” Dr. Gillespie says he has not heard that before and he agrees those comments don’t help anyone. Angelica Gonzales asks about the proposed Pirate Fridays and where students for those will be drawn from. He replies that those will most likely target/draw from our main feeder schools.

IV. Approval of Minutes a. February 5, 2015: Motion by KA; 2nd by MZ. Unanimous except for HK and AH abstain.

V. Discussion Items

a. Enrollment management/waitlist faculty survey –AK says he’s been sending out reports on enrollment. The latest thing is that we are the college that is not going to meet our target. The primary concern right now is to meet the target to maintain a mid-size college status. District-wide there is less concern about meeting the district target. One of the things that’s happening in AFT negotiations is that they are tying results to meeting the enrollment goal. Example: offering a 4-week summer session at Oxnard; taking some of the long summer session and counting it in fiscal year 2015. Many ideas are being thrown around and discussed to see how best to address this enrollment/growth issue. With respect to this, Angelica Gonzales asks about classes with 25 students that were being cut. AK answers that the answer to this question from the administration was that no classes with that enrollment size (i.e. 25) were cancelled. KA replies that she believes this is also impacted by how many sections of that class there are (i.e. if students have other options) whether something is cancelled or not. MCN says she would like to share the concern about how we schedule our classes. There is an update from the State that we can offer up to 24 ADTs. However, our scheduling does not always align with this—in other words, we tell students we are going to offer these degrees but we don’t offer the classes they need in a timely fashion so they can complete that degree. AK says that there was a conversation about each program looking at their two-year cycle offerings; but this conversation died and was not implemented. Paula Munoz says the faculty survey that the Senate workgroup are going to create is going to be very powerful and that that survey will be the faculty voice; this work is critical. KA says that before we make the survey, we need to ask for the data about how many classes were created from large waitlists (and how many were cancelled). AK expresses skepticism that that data can be obtained; recommends moving forward with the survey.

Waitlist/faculty survey: AH says she believes faculty would like faculty survey workgroup: AH, KA, AK will work this up.

b. Student registration timeline for summer/fall –Chancellor’s cabinet approved early registration for summer, but fall registration will be in separate. In the past, we have enrolled (with last EVP) summer and fall together, late in spring semester. Paula Munoz says this is way too early since students don’t know if they will even pass their classes from spring; incomplete prerequisites which will block them from enrolling in the next class in line. MCN talks about the burden on counseling that this represents in terms of processing override paperwork for students wherein teachers sign off and say as of this date this student is passing the class, but then who goes back to make sure that that student did in fact pass that prerequisite. MZ says that in Nursing the classes are 10 units (i.e. very expensive)—students simply will not enroll in these classes and pay until they know they have passed the one they are in. KA asks about OC and MC. AK says there was a lot of concern at the BOT that this decision was not agendized and was made in cabinet without consultation. JK says that these early dates create stress for students because so many of them are dependent on financial aid. MZ suggests that ASVC make a resolution on this issue so the student voice is heard. Senators discuss how these dates effect students and how they might negatively impact our growth targets.

PW asks about whether there will be a resolution? AK says this will be an action item for a future meeting.

c. Brown Act: Copy of the Brown Act was included in Senators’ agenda packet. AK says this was brought up when the Academic Senate Presidents meet with HR and Chancellor they were notified that there was a concern raised with respect to VC that we were out of compliance with the Brown Act.

1. Agenda must be sent out 72 hours ahead of time—this we have been doing.

2. Agendas must be visible 24 hours per day (ours were in Admin Bldg which was locked overnight)—we have now moved ours to the window space. President is aware of this and will create a 24 hours space for ours and all other Brown Act committees.

KA asks about simply posting these agendas online to meet the 24 hours requirement. AK says this can be done in future, but IT is behind in training on the website posting but even though this will be done in future, the Act requires the physical copy.

d. Changes in District allocation model—AK says this has 3 separate components to it: 1) productivity (WSCH number). Anyone below the 525, they are going to just use 525 in the denominator. CL raises the concern that this number is potentially problematic inasmuch as lab classes have smaller enrollments, and don’t always have extra large classes to balance those numbers out; thus, the WSCH number cannot be achieved. Senators discuss the implications of this pedagogically, as well as the financial exposure of VC (which has fallen below the 525 number).

e. International students—The allocation model has also been changed for International students. Historically, all the fees from international students are kept by the college they attend; cost per unit is $235 plus additional fees. Typical international student will pay $7,500 per year. OC would like the model to be changed so that they can have “seed money” to start up a program (they have not previously had one); this is agendized for the BOT. Angelica Gonzalez asks about whether this issue is being approached as a whole—housing, safety, transportation, etc. AK answers that a consultant was hired to look at this issue, but that consultant did not come through. But another consultant has come in and will be moving forward with this. Angelica asks who will control the program? District or the college? AK says this has not definitively been answered.

VI. Action Items

a. Committee Structures (“Making Decisions” document) –AK passes out a handout “Planning and Decision Map (DRAFT)”. He reviews with senators and they discuss.

b. Academic Senate Subcommittees (possible By-Law changes) –Curriculum; Travel Pool/Fund; Sabbatical Leaves; Staffing Priorities—these will remain Senate Subcommittees. Professional Development on the other hand (and this will require By-Law change), AK is going to propose that we move Faculty Professional Development to be a college-wide Professional Development committee (and then have a sub-committee to deal just with faculty). Paula Munoz says she wants to make sure that we have genuine faculty professional development. Senators discuss this. Another is Learning Communities Committee—AK says it makes sense that a manager should sit on this committee. As those decisions are made, moving it away from being just a sub-committee of Academic Senate, moving it be part of Student Success committee—a subcommittee of that. This will be an action item for the next meeting. Whole membership will have to vote on by-law changes.

c. Full-time and part-time faculty handbooks: This will be moved to next agenda as time is up and another group is waiting to come into the conference room.

VII. Consent Items—None.

VIII. President’s Report –None.

IX. Senate Subcommittees Reports—None.

X. Campus Committees Reports—None.

XI. Announcements for the Good of the Order—None.

XII. Requests for Future Agenda Items—None.

XIII. Adjournment at 3:36pm.

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Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters.

Academic and Professional matters means the following policy development matters:

1. Curriculum, including establishing prerequisites.  
2. Degree and certificate requirements.

3. Grading policies.

4. Educational program development.

5. Standards or policies regarding student preparation and success.

6. College governance structures, as related to faculty roles.

7. Faculty roles and involvement in accreditation processes.

8. Policies for faculty professional development activities.

9. Processes for program review.

10. Processes for institutional planning and budget development.

11. Other academic and professional matters as mutually agreed upon.