

Academic Senate of Imperial Valley College

Adopted Minutes

17 April 2013

I. Call to Order—The meeting was called to order by President Lehtonen at 1:32 p.m.

Present—Eric Lehtonen, Daniel Gilison, Frank Rapp, Christina Shaner, Deirdre Rowley, David Zielinski, Dave Drury, Frank Miranda, Caroline Bennett, Russell Lavery, Rick Goldsberry, Mary Jo Wainwright, Lorraine Mazeroll, Norma Nunez, Mike Palacio, Robert Baukholt, Michael Heumann, Allyn Leon, Mary Lofgren, Barbara Nilson, Krysta Byrd, Ed Wells, Kevin White, Kathy Berry.

Absent— Cathy Zazueta, Todd Hansink, Lisa Tylenda.

Excused— Maribel Garcia.

Visitors—Tina Aguirre, Michael Capeci, Sheila Dorsey-Freeman, Jeff Enz, Todd Finnell, Ricardo Ibarra, Victor Jaime, Sergio Lopez, Omar Ramos, Efrain Silva.

II. Visitors' Comments—Academic Senator Russell Lavery informed the Senate that Science Lab Technician Nannette Everly had donated \$100.00 to the Dennis Carnes Academic Senate Transfer Scholarship Fundraiser.

Part-Time Instructor Michael Capeci, speaking on behalf of the IVC Part-Time Faculty Union, informed the Senate that said union currently has 225 members and that the union is focused on being a support system for the district, on improving academics at IVC, and on being of assistance to IVC full-time faculty. He further informed the Senate that the part-time faculty office in room 808 is open, following an open house showcasing the office on 5 April 2013, and may be used by any IVC faculty.

III. Consent Agenda

1. M/S/C (Drury/Gilison) to approve the Consent Agenda as corrected.

IV. Reports

1. President—President Lehtonen stated that he shall be attending the California Community College Academic Senate Plenary Session from Thursday, 18 April 2013, through Saturday, 20 April 2013.

President Lehtonen further stated that he, IVC Academic Senate President-Elect Michael Heumann, and IVC SLO Coordinator Sydney Rice had attended the Spring 2013 Area D meeting where it was confirmed that IVC would host the Fall 2013 Area D meeting.

2. Past President—There was no Past President report.

3. Treasurer—Treasurer Christina Shaner stated that there was no new business to report.

4. Associated Student Government—Associated Student Government President-Elect Ricardo Ibarra reported that the Associated Students conducted a campus clean up on Friday, 12 April 2013, during which sixty-five IVC students, faculty, and staff worked cooperatively to assist with beautifying the IVC campus. He further reported that he will be attending an Associated Students Conference in San Francisco from Thursday, 25 April 2013, through Sunday, 28 April 2013.

5. Part-Time—There was no Part-Time faculty report.

6. Curriculum Committee—Curriculum Committee Chairman Michael Heumann reported that the committee continues to approve changes and additions to course outlines, that any changes to the catalogue at this point would be addendums, and that faculty hiring priorities would be a major focus of the meeting scheduled for Thursday, 18 April 2013.

7. Distance Education—Distance Education Coordinator David Zielinski reported that training for course design and pedagogical on-line practices continued to be a focus of the Distance Education Committee and that he had been taking part in SDICCA Distance Education Coordinator meetings on the first Friday of each month.

8. Budget and Fiscal Planning—Senator David Drury reported that the Fiscal and Budget Planning Committee had met prior to Spring Break at which time discussion of appropriate reserve had been discussed, considering a two month, or approximately 16.0%, reserve as well as a time line for reaching that reserve percentage.

9. Information Technology—Vice-President for Student Services, Technology, and Research Todd Finnell reported that IVC can move to paperless attendance submissions following Board approval of a stated policy for doing so.

Vice-President Finnell presented information concerning the Blackboard support site for all faculty, staff, and students at IVC.

Vice-President Finnell and Director of Enterprise Systems Jeff Enz demonstrated the Portable Classroom Technology Lectern which shall be available for all classrooms in the 200, 300, and 800 buildings.

10. Instruction Office—Vice-President for Instruction Kathy Berry requested that all faculty complete and submit their final grades for the Spring 2013 semester by or before the deadline for submissions.

11. College Council—Vice-Chairman of the College Council Daniel Gilison announced that at the Monday, 8 April 2013, College Council meeting, he was elected Chairman of the College Council for the 2013-2014 academic year and that Yethel Alonso had been elected Vice-Chairwoman for the same time period.

12. Honors Program—Senator Robert Baukholt reported that the Honors Program shall continue during the Fall 2013 semester and that the Honors Program Committee foresees expansion of the program, both in the number of instructors offering honors programs and in the number of disciplines doing so as well.

V. Action Items

1. Resolution on Supporting Recommendations Made by FCMAT—Second Reading—Daniel Gilison

M/S/C one (1) Against; two (2) Abstentions (Gilison/Nilson) to accept the second reading of “Resolution on Supporting Recommendations Made by FCMAT” as amended.

Resolution on Supporting Recommendations Made by FCMAT

WHEREAS, Imperial Valley College (IVC) has been in a state of financial crisis for the past several years; and

WHEREAS, multiple groups on campus, including CTA, College Council, the Budget and Fiscal Planning Committee, and the Academic Senate, agreed to have the Fiscal Crisis and Management Assistance Team (FCMAT) perform a study of IVC’s organizational planning and fiscal management; and

WHEREAS, FCMAT provided IVC with a management review report that contained seventy-three recommendations; and

WHEREAS, faculty have assisted in achieving students’ educational goals while we continue to take on increasing workloads, give up step increases, pay more for medical expenses, earn less for overload; and

WHEREAS, the Student Success Task Force and impending state legislation should be considered in the implementation of any recommendations, provided they support the mission of IVC; and

WHEREAS, the Academic Senate set up a FCMAT subcommittee to evaluate the recommendations;

NOW THEREFORE, BE IT RESOLVED that the Academic Senate supports the implementation of the following recommendations:

Fiscal Planning

- Ensure the Counseling Department participates in reviewing its budget given the study findings that counseling expenditures are high compared to peer districts.
- Explore ways to expand student capacity in classrooms.
- Develop a working enrollment management program using the guidance provided by FCMAT in this area.
- Develop clear, consistent budget information to better present and inform those responsible for making key decisions, possibly using the examples provided by FCMAT
- Consider redirecting the amount or a portion of the amount saved when the annual payment for retiree incentives ends towards funding of its other post-employment benefits (OPEB) obligation. The annual incentive cost as of the 2012-2013 budget year is \$728,000.
- Evaluate all requests for categorical program subsidies against all other uses of unrestricted general fund monies, as well as with the college's other priorities. Subsidies should not be provided without analysis and discussion.

50% Law

- Establish budget planning criteria for maintaining compliance with the 50% law.
- Examine and evaluate proposed budget increases and decreases to fully understand the impact on the 50% law calculation before they are initiated.
- Evaluate community services, ancillary services and auxiliary operations (TOP codes 6800 – 7390) to ensure that all direct expenses for services in these programs are accurately reported. Indirect costs to support these programs may also be included (e.g. custodial, accounting, etc.), and this practice may positively affect the 50% law calculation.
- Consider allocating all lottery proceeds to TOP codes 6000-6700, which might positively affect the 50% law calculation.
- Report all classroom teaching and instructional aide costs in TOP codes 0100-5900 to positively affect the 50% law calculation.
- Develop a 1% rate sensitivity calculation so that when the budget is increased or decreased, the college can quickly determine the effect on the 50% law ratio. The 1%

sensitivity calculation allows the college to know how many dollars of change it takes to alter the 50% calculation by 1% in either direction.

- Ensure that the business office, in consultation with the instructional office, reviews the assignment of TOP codes and object codes for faculty to make certain the expenditures are correctly captured and reported.

Enrollment and FTES Analysis

- Immediately establish at the senior administrative level an explicit, data-driven FTES planning process that relates the size of the course offering to the college's FTES target and other budget goals and will be the basis for all of the college's enrollment management efforts.
- Ensure that the FTES planning process is led by the vice president, academic services and the vice president, business service. This process should be dynamically continued throughout the academic year so the plan can be adjusted for external funding changes and actual enrollment results.
- Communicate the FTES planning process to the entire college so that it guides decision-making processes throughout the organization.
- Thoroughly evaluate the results of the FTES planning each year to ensure improvement from year to year.
- Take immediate action to make progress toward increasing average class size to 30 (510 WSCH/FTEF) within the next three years. Once this goal has been achieved and maintained, the college should strive to make steady progress toward an average class size of 35 (595 WSCH/FTEF).
- Consider its need for larger lecture classrooms with a capacity of 45 or 50 in future planning for new and remodeled facilities.

Program Evaluation: Overall Program Evaluation

- Link educational master planning, the college mission and purposes, and related planning processes to processes for cost reduction, prioritization of effort, and program efficiency decisions.
- Develop organizational, communication, and decision-making linkages or connections among the redesign team/process, program review, planning, and decision-making at the leadership and executive council levels.
- Prioritize and implement broad, clear, and accurate communication about the college budget, cost reduction activities, FTES issues, and program prioritization. Information should be easily available and accessible, and distributed regularly, to all faculty and staff, as well as the community.

Program Evaluation: Academic Programs

- Continue evaluating academic programs, initiated and developed by college administrators and faculty in summer 2012 as an ongoing process.
- Ensure each academic program recognizes its particular role in increasing the college's overall average class size. Lecture classes in the arts and sciences programs, such as history, psychology, sociology, and music appreciation, should increase well beyond the current class maximum of 40.
- Carefully review career and technical programs that have a low current student demand, a low local labor market demand for the near future, and/or a low certificate or degree completion rate. The college should develop a plan to increase the minimum class enrollment to 20 for classes that have been allowed to operate with enrollments of much less. Programs should be discontinued if enrollment does not increase to an average class size of approximately 20. There should be few and clearly delineated exceptions for specified advanced courses (This will require discussion as a contractual issue in negotiations between the college and the faculty union.).
- Require instructional deans and department chairs to focus on scheduling courses that have the greatest student demand, specifically arts and sciences courses, those that fulfill general education requirements (such as United States history), and CTE courses that fulfill core competencies (such as business communication). Similarly, programs should avoid scheduling elective or optional courses, especially those offered at four-year colleges (such as East Asian history), or that provide skills that could be learned on the job (such as office transcription).
- Direct instructional deans and department chairs in arts and science disciplines to schedule courses required for upper division coursework in the related majors instead of courses needed to fulfill a single-discipline associate's degree major. For example, a student who earns an associate degree in English or psychology without transferring to a four-year college is not prepared for a successful career. Arts and sciences programs should schedule courses that fulfill multiple-discipline associate majors (such as humanities or behavioral sciences), which are also typically those within transfer general education patterns such as intersegmental general education transfer courses.
- Encourage more students to complete certificates instead of simply taking courses and leaving. Selected certificate requirements for career technical education programs should be revised whenever possible so that certificates require fewer total units, focusing on core requirements. In some cases, this may mean offering two or more separate certificates, either in two areas or in beginning and intermediate levels. This will encourage and enable more students to complete certificates, before and after employment. Examples of programs that could benefit from this approach include

electrical technology and business office technician. Because an unreasonable number of units is required for a certificate in many career technical education programs, many students drop out after earning enough units for entry-level employment.

- Require the career and technical programs moving into the college's new complex in 2014 to develop multiyear plans that outline how they will utilize the facility as enrollment increases. These programs include welding, air conditioning/refrigeration, building construction technology, electrical trades, fire science, emergency medical services, and administration of justice.
- Increase its online offerings in a variety of programs, whether courses are delivered completely or partially online, to help individuals living far away from the campus as well as those who live closer but wish to complete their coursework more quickly. Moving some classes to the online format such as selected courses in art history, child development, music appreciation, sociology, etc., would strengthen enrollments in many programs and make classroom space available for other courses. The college should also update its distance education plan (part of the college's educational master plan and last updated in 2011-12) to create an improved, coherent methodology, from the technological and educational perspectives, for expanding its online offerings.
- Find ways to stabilize or increase enrollment in the next three years without adding new full-time faculty. This would necessitate increasing class sizes and fill rates and/or hiring more adjunct faculty.
- Increase instructional programs and courses with low success rates to percentages close to the state average for the discipline. Several approaches could be used to accomplish this, including utilizing the student learning outcomes assessment and improvement process, increasing staff development in pedagogy, modifying course delivery practices such as providing shorter and variable term lengths, and revising course prerequisites.
- Conduct an assessment to determine factors beyond instructional scheduling that contribute to decreasing enrollments and fill rates.

Program Evaluation: Nonacademic Departments

- Implement continuous cross-functional team process evaluation and improvement, which began the summer of 2012. Each department should review three processes during academic year 2012-13, with plans and structures for ongoing process evaluation and improvement for future years.
- Implement the program evaluation and improvement process for the library, which was not included in a FCMAT program evaluation process during this study period. Any additional programs that were not part of the FCMAT process should also be evaluated.
- Evaluate programs, especially those in student services, where the college's portion of their funding is in excess of the grant "match" requirement to ensure that IVC

determines that subsidizing such programs is in line with IVC's priorities and that these evaluations are collaboratively conducted.

Discussion ensued, including concerns regarding acceptance of the recommendation to increase class capacities.

M/S/C One (1) Against (Wells/Nilson) to accept the removal of the phrase "the implementation" from the resolution and to accept the inclusion of "consideration" in said phrase's place.

2. Resolution on Not Supporting Recommendations Made by FCMAT—Second Reading—Daniel Gilison

M/S/C (Gilison/Drury) to accept the second reading of "Resolution on Not Supporting Recommendations Made by FCMAT" as presented.

Resolution on Not Supporting Recommendations Made by FCMAT

WHEREAS, Imperial Valley College (IVC) has been in a state of financial crisis for the past several years; and

WHEREAS, multiple groups on campus, including CTA, College Council, the Budget and Fiscal Planning Committee, and the Academic Senate, agreed to have the Fiscal Crisis and Management Assistance Team (FCMAT) perform a study of IVC's organizational planning and fiscal management; and

WHEREAS, FCMAT provided IVC with a management review report that contained seventy-three recommendations; and

WHEREAS, faculty have assisted in achieving students' educational goals while we continue to take on increasing workloads, give up step increases, pay more for medical expenses, earn less for overload; and

WHEREAS, the Student Success Task Force and impending state legislation should be considered in the implementation of any recommendations, provided they support the mission of IVC; and

WHEREAS, the Academic Senate set up a FCMAT subcommittee to evaluate the recommendations;

BE IT FURTHER RESOLVED that the Academic Senate does not support the implementation of the following recommendation:

Fiscal Planning

- Consider reducing the number of funded full-time faculty positions over time through attrition or other means.

Program Evaluation: Academic Programs

- Openly communicate that any program requests for new faculty will be denied until the college's overall faculty obligation number decreases to the obligatory level set by the California Community College Chancellor's Office. Currently, the college's obligatory faculty obligation number is 94.3.

3. Resolution on Negotiable Recommendations Made by FCMAT—Second Reading—Daniel Gilison

M/S/C (Gilison/Rapp) to accept the second reading of "Resolution on Negotiable Recommendations Made by FCMAT" as presented.

Resolution on Negotiable Recommendations Made by FCMAT

WHEREAS, Imperial Valley College (IVC) has been in a state of financial crisis for the past several years; and

WHEREAS, multiple groups on campus, including CTA, College Council, the Budget and Fiscal Planning Committee, and the Academic Senate, agreed to have the Fiscal Crisis and Management Assistance Team (FCMAT) perform a study of IVC's organizational planning and fiscal management; and

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WHEREAS, the Student Success Task Force and impending state legislation should be considered in the implementation of any recommendations, provided they support the mission of IVC; and

WHEREAS, the Academic Senate set up a FCMAT subcommittee to evaluate the recommendations;

BE IT FURTHER RESOLVED that the Academic Senate supports the discussion via negotiations between the appropriate union and the district for the following recommendations:

Fiscal Review, Organizational Review, and Budget Development

- Discontinue the practice of providing paid release time to either employee union groups beyond that time required by the Rodda Act and PERB rulings. Limit the use of 199-day contracts. They should be used on a very limited basis if they are used at all.

Fiscal Planning

- Initiate negotiations with faculty employees to discuss changes in class size, loading and release time.
- Initiate negotiations with classified employees to reduce the percentage, the number of steps, or both on the annual step increment.
- Negotiate with employee groups to limit the rate of increase on health benefits, exploring changes that have the greatest impact on limiting costs while maintaining a reasonable level of health coverage.
- Evaluate areas where the college spends significantly more than its peer districts to determine whether expenditure reductions should be made, with an emphasis on academic salaries, benefits, TOP code 6100 instructional support, TOP code 6300 counseling and TOP code 6700 general services.

Program Evaluations: Academic Programs

- Reduce the amount of release time assigned to faculty for managerial responsibilities, to improve the college's 50% ratio and create more hours of faculty teaching, generating more FTES for their programs. The managerial duties formerly assigned to faculty members would be assumed by instructional administrators.

4. Campus Hour Committee Formation—Eric Lehtonen

Action Item #4, Campus Hour Committee Formation, was pulled from the agenda by Academic Senate President Eric Lehtonen.

VI. Information

1. Academic Senate Executive Committee Election on 1 May 2013—Eric Lehtonen

President Lehtonen reminded the Senate that election of the IVC Academic Senate Executive Committee shall take place at the final Senate meeting of each academic year, according to the Senate By-Laws; thus, said election shall take place at the Senate meeting of Wednesday, 1 May 2013.

2. Benchmark Committee Report—Jill Nelipovich

President Lehtonen, speaking on behalf of Jill Nelipovich, stated that a Benchmark Committee had been formed and had established benchmarks for Imperial Valley College prior to the deadline of 31 March 2013 and that said benchmarks had been provided to Vice-President Berry. He further stated that the committee shall be an on-going committee to meet requirements established by the Chancellor's Office for California Community Colleges.

3. Dean Hiring Committee—Eric Lehtonen

President Lehtonen informed the Senate that he had appointed David Zielinski and Lorraine Mazeroll to the Hiring Committee for the Dean of Arts and Letters position.

VII. Discussion

1. Proposal for IVC Part-Time Faculty Award—Eric Lehtonen

President Lehtonen stated that the question of establishing an annual award for part-time faculty at IVC had been raised.

Discussion ensued, including processes for doing so, criteria for determining recipients, and the possibility of honoring deceased part-time IVC faculty member Armando Mendez through naming any such award for him.

Part-time faculty union member Michael Capeci and part-time faculty Senator Mike Palacio volunteered to study the matter and report back on their findings regarding the issue and the concerns raised.

2. Area D Meeting Update—Eric Lehtonen

President Lehtonen referred to his earlier report regarding this matter. There was no further discussion.

3. RP Group—Student Support Redefined—Brian McNeece

IVC faculty member Brian McNeece reported on the Research and Planning Group for California Community College's published study regarding student success and the findings of that study in regard to factors which traditionally result in success for California community college students. Faculty member McNeece encouraged the Senate, as an academic body, to examine and work to effectuate changes in the culture and environment of IVC in order to increase success rates for students attending IVC.

There were no "For the Good of the Order" reports.

VIII. Adjournment

The meeting was adjourned by President Lehtonen at 3:01p.m. The next regularly scheduled meeting of the IVC Academic Senate shall take place on 1 May 2013 at 1:30p.m. in the IVC Board Room.