

# Academic Senate of Imperial Valley College

## Unadopted Minutes

20 March 2013

I. Call to Order—The meeting was called to order by President Lehtonen at 1:33 p.m.

Present—Eric Lehtonen, Daniel Gilison, Frank Rapp, Christina Shaner, Deirdre Rowley, Cathy Zazueta, Dave Drury, Frank Miranda, Caroline Bennett, Russell Lavery, Mary Jo Wainwright, Lorraine Mazeroll, Norma Nunez, Michael Heumann, Allyn Leon, Barbara Nilson, Ed Wells, Kevin White, Kathy Berry, Lisa Tylanda.

Absent—Todd Hansink, Rick Goldsberry, Maribel Garcia, Mike Palacio.

Excused—David Zielinski, Robert Baukholt, Mary Lofgren, Krysta Byrd.

Visitors—Tina Aguirre, Victor Jaime, Michael Capeci, Jill Nelipovich, Sydney Rice, Efrain Silva.

II. Visitors' Comments—There were no visitor's comments.

III. Consent Agenda

1. M/S/C (Drury/Nilson) to approve the Consent Agenda.

IV. Reports

1. President—President Lehtonen stated that an ad hoc committee had been formed to establish the benchmarks for Imperial Valley College as instructed by the Accreditation Commission for California Junior Colleges. He further stated that the committee has met several times and has been using data from the last five or six academic years to establish the benchmarks.

President Lehtonen encouraged senators to volunteer for the various tasks necessary for an effective Dennis Carnes Academic Senate Transfer Scholarship Fundraiser to be held this April.

President Lehtonen thanked all present who had been involved in the recent accreditation site visit.

2. Past President—Past President Kevin White reported that, along with Vice-President for Business Services John Lau and Director of Fiscal Services Carlos Fletes, he had met with two members of the accreditation site visit team during their site visit and that the questions asked by the team members were appropriate and that answers provided were of good quality.

3. Treasurer—Treasurer Christina Shaner stated that there was no new business to report.
4. Associated Student Government—Associated Student Government President Lisa Tylenda reported that attendance was strong for the Health Fair hosted by the Associated Student Government in front of the College Center on Thursday, 14 March 2013. She further stated that the Associated Student Government would be hosting a Women’s Celebration in honor of Women’s History Month on Thursday, 21 March 2013; and a Caesar Chavez Celebration on Thursday, 28 March 2013.

ASG President Tylenda also reported that at the ASG meeting of Friday, 15 March 2013, \$500.0 had been allocated to establish a Students Honor Society.

5. Part Time—There was no Part Time faculty report.
6. Curriculum Committee—Curriculum Committee Chairman Michael Heumann reported that at the Thursday, 7 March 2013, meeting, the Curriculum Committee discussed course repeatability issues and proposals from the California Community College Academic Senate regarding Transfer Model Curriculum.
7. Distance Education—Vice-President for Academic Services Kathy Berry reported that applications for the course work necessary to qualify to teach on-line courses had been disseminated. She further stated that thirty applications had been filed to date.
8. CART—Vice-President for Academic Services Berry reported that the site visit had been completed and that the results of their visit were pending.
9. FCMAT—FCMAT Ad Hoc Committee Chairman Daniel Gilison reported that the FCMAT Ad Hoc Committee had postponed its most recent meeting due to health matters and that the committee would be meeting again next Monday, 25 March 2013.

#### V. Action Items

1. Institutional Review Board Standing Committee—Jill Nelipovich

M/S/C Three (3) abstentions (Leon/Drury) to adjust the Institutional Review Board Committee to be comprised of two (2) faculty members, two (2) administrators, the Institutional Researcher, one alternate faculty member, and one student.

Discussion ensued including concerns regarding the purpose of the committee and conflicts of interest for members of the committee applying for institutional research approval.

Call the Question (Gilison) Carried.

## 2. Safety Committee Reinstatement—Ed Wells

M/S/Withdrawn (Wells/Rapp) to reinstate the Academic Senate Safety Committee.

Discussion ensued including concerns regarding the existence of a similar committee as a subcommittee to the College Council.

## 3. Resolution on Supporting Recommendations Made by FCMAT—First Reading—Daniel Gilison

M/S/C (Gilison/Drury) to accept the first reading of “Resolution on Supporting Recommendations Made by FCMAT” as presented.

### 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.

#### **4. Resolution on Not Supporting Recommendations Made by FCMAT—First Reading—Daniel Gilison**

M/S/C (Gilison/Drury) to accept the first 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.

5. Resolution on Negotiable Recommendations Made by FCMAT—Daniel Gilison

M/S/C (Gilison/Drury) to accept the first reading of “Resolution on Negotiable Recommendations Made by FCMAT” as presented.

#### Resolution on Negotiable Recommendations Made by FCMAT

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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.

## **VI. Information**

### **1. 2013-2014 Academic Senate Election Update—Eric Lehtonen**

President Lehtonen announced to the Senate that Michael Heumann had won as President-Elect of the IVC Academic Senate for the 2013-2014 academic year and that Daniel Gilison, Frank Rapp, and Ed Wells had won the three at-large Senator terms beginning 1 July 2013 and ending 30 June 2016.

Secretary Frank Rapp informed the Senate that Mike Palacio, Jr., and Kathy Rodriguez had won the two part-time terms beginning 1 July 2013 and ending 30 June 2014. He further stated that the division representatives for the 2013-2014 academic year (beginning 1 July 2013 and ending 30 June 2014) are, from the Arts and Letters Division, David Zielinski, Scott Simpson, Cathy Zazueta, and one as yet unfilled position; from the Economic and Workforce Development Division, Dave Drury, Frank Miranda, and David Scott Sheppard; and from the Health and Sciences Division, Russell Lavery, Caroline Bennett, Michael Cushner, and Rick Goldsberry.

### **2. Rafael Santos Award Update—Frank Rapp**

Secretary Rapp informed the Senate that he would be sending out a notice of Friday, 12 April 2013 as the deadline for nominations for the Rafael Santos Award for the 2012-2013 academic year.

## VII. Discussion

### 1. Staff Development/Campus Hour Committee—Sydney Rice

President Lehtonen, with the consent of Sydney Rice, stated that he had met with the president of the College Council and that the intent at this time was to have this committee be under the purview of the College Council.

Discussion ensued, including concerns regarding final oversight of committee responsibilities, the role of the faculty in creating opportunities for professional development, the scheduled time for the Campus Hour, and co-operation between the Academic Senate and the College Council.

## VIII. Adjournment

M/S/C (Gilison/Zazueta) to adjourn the meeting.

The meeting was adjourned at 3:09p.m. The next regularly scheduled meeting of the IVC Academic Senate shall take place on 20 March 2013 at 1:30p.m. in the IVC Board Room.