

REDWOODS COMMUNITY COLLEGE DISTRICT

Meeting of the Associate Faculty Committee

Eureka: 7351 Tompkins Hill Road, *FM 107*

Friday September 20, 2019

11:00 am

AGENDA

1. Call To Order
2. Introductions and Public Comment: Participants are invited to make comments regarding any subject appropriate to the Associate Faculty Committee.
3. Approve May 5, 2019 Meeting Minutes (Attachment)
4. Discussion Items
 - 4.1 Academic Senate Update
 - 4.2 Other items
5. Announcements and Open Forum
6. Adjournment

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***Next Meeting:
TBD***

REDWOODS COMMUNITY COLLEGE DISTRICT
Meeting of the Associate Faculty Committee
Eureka: 7351 Tompkins Hill Road, *FM 107*
Friday May 3, 2019
10:00 am
Minutes

Attendees: Stuart Altschuler, Laurel Jean, Steven Quiggle, Michelle Haggerty, John Johnston, Peter Blakemore, Shannon Mondor

By phone: Melissa Courtnage, Melissa Ruiz.

- 1. Call to order at 10:04 AM by Stuart Altschuler.**
- 2. Introductions and Public Comment: Participants are invited to make comments regarding any subject appropriate to the Associate Faculty Committee.**

Attendees began the meeting by introducing ourselves:

- Stuart Altschuler—Addiction Studies program, Academic Senate Representative, Chair of AFC
- Laurel Jean: Associate Faculty in English
- John Johnston—Philosophy, CRFO Chief Negotiator
- Pete Blakemore—English, Senate Co-president
- Michelle Haggerty—Psychology, CRFO President
- Shannon Mondor—English, Academic Senate Representative
- Steven Quiggle—Psychology
- Melissa Ruiz--Director of Student Services and Interim Director of Associate Faculty at the KT site
- Melissa Courtnage—Del Norte, History.

3. Approve the meeting minutes from April 5, 2019 (attached).

Motion by Steven Quiggle.

Second by Laurel Jean.

Stuart: Any corrections or emendations needed?

- Q: On the discussion point for filing for EDD in the summer. Is that directing us to check out the Associate Faculty webpage for that resource?
- A: Yes, have you tried the link for it yet? Let us know if you have a problem
- The minutes were approved.

4. Discussion Items

4.1 Senate Update from 4-19 meeting:

- All of the submitted curriculum items approved.

- Two faculty becoming emeritus was approved.
- AP 4025 revision was also discussed last time.
- The Area E taskforce was in attendance.
 - Area E was eliminated, and its language and intent was infused into the Area B and C descriptions.
 - The language will come back around through College Council, so people will have the opportunity to weigh in on it should they desire to do so.
- Discussion items
- There was a Faculty Qualifications Committee petition—
 - (Michelle) Minimum Qualifications are provided from the Chancellor's Office, and districts can establish something above the minimum and establish a procedure. Certain disciplines are very broad in terms of the qualifications, for example, and the broadness may not be what the discipline determines they want to have as their minimum qualifications.
 - (Stuart) reads the directive allowed by the AP, and then explains this allows for certain programs to use higher minimum qualifications.
 - Q: Is that a department committee, or an institutional one? (Steven)
 - A: It's a Senate Committee. This would be a decision put forward by different departments and disciplines. What is proposed is disciplines could propose changes to FQC, then if it is approved there, then it would go to Senate, and then it would go to the board.
 - (John) Why do we need this policy in place? The District always has the option to hire anyone it wants. All FT faculty have a FSA faculty service area they are hired into when they come to the college, for example. Once you have that, you have the prerogative to move around into different positions.
 - If they're minimally qualified, it won't impact their ability to move around in those areas.
 - (Stuart) If someone meets the minimum qualifications, that doesn't mean they are well positioned to teach courses they might not have any experience in, such as counseling experience in Addiction Studies, for example.
 - Whatever the Faculty Qualifications Committee says has nothing to do with a faculty member's ability to transfer classes. If there is a FT faculty member who has a faculty service area, regardless of any of the other requirements for job opening, and have taught in those areas two semesters out of the last ten, then that person can transfer.
 - It's about hiring new faculty.
 - For example, Art Faculty have said they want all faculty to have an MFA. That's not what the list says for minimum qualifications. It would not deal with anybody who's already working here. It would only be new hires.
 - There are two separate issues at play here. It does not impact anything related to Faculty Service Areas, which is more a Full-Time faculty concern. We have to check with the attorney.

- History is another example. You can have a BA in history, and master's in social science, and you can qualify to teach history. But that candidate is not necessarily the best suited to teach history at the college level.
- That's the issue. Math Modeling is the MA at HSU. We want to be clear that there is no secret list of criteria to allow different people to get in to the teaching positions. This change would put it above board and get it laid out explicitly.
- We do need to make it clear that it doesn't change anything about the contract and people's status.
- The policy says that Associate Faculty in the area will be consulted with, but only Full-Time faculty will vote on any changes.
- In the fall it will be revisited.
- There are new templates for required cover sheets for course syllabii.
 - The basic stuff that has to be on the cover sheets is outlined, and there's lots of optional stuff that faculty can individually decide to include or not.
 - We have the cover sheet due to ACCJC concerns.
 - Be sure you submit the cover sheet that has the requirements starting in fall 2019.
- We heard reports on the Guided Pathways scale of adoption.
- Joshua Mata ACSR gave a report of his recent activities, including a lot of work at the regional and state level. He was admitted to UC Berkeley and will be transferring there.

4.2 Committee Structure Discussion

- We need to address the boundary issues of discussing CRFO or Academic Senate business, since the Associate Faculty Committee (AFC) is an Academic Senate Committee and meeting.
- Clarification or adjustment of the structure and scope of this committee would be great.
- There's an ongoing problem of a lack of clear purpose and place for AFC.
- (John) The AFC does not seem to be a clear place or structure for AF to find out what they need to know.
- (Pete) What would be under the rubric for 10 plus 1? What's the work product that you can reasonably expect from this committee?
- Probably nothing.
- But that does not mean there's not work that PT faculty can do.
- A PT committee that has more support from FT faculty might be good.
- We have 2 Associate Faculty Senators who participate in the Senate itself.
- If it (the AFC) was a larger group, it would make sense.
- 10 plus 1—basically covers curriculum, professional development, instruction.
- How valuable is this committee as a committee of the Senate?
- The committee always receives questions of wages and working conditions, which is separate, and should not overlap with the Senate work.
- (Steven) A couple hundred AF are out there, right?
- What time can we hold the meeting to maximize attendance?

- (Steven) Associate faculty feel a level of apathy and disenfranchisement, so we don't feel included.
- The union has really played a role in helping AF get paid for the work that they do.
- When it comes to writing curriculum, for example. Lots of Associate Faculty produced curriculum to help ensure their jobs, but didn't get compensated for it, not all that long ago. That has been addressed.
- There are lots of opportunities for Associate Faculty to participate on committees.
- (Steven) Comments overheard in the Associate Faculty workroom/lounge suggest that it would be nice to have the opportunity to participate. There is a perception of not feeling included in things.
- (John) There's a question I don't feel I have an answer to. We need to remember to be sensitive to this special circumstance of many people teaching just one class, and it not being fair to require meetings of those folks.
- The District hires them to teach a class and/or do the work we've negotiated compensation for.
- We could hold multiple meetings at staggered times, like once in the day and then night for the same meeting. It's generally a struggle to get folks to show up at general meetings unless there's a fire going on. It's not clear what the work is, or that it applies to them.
- There could be something we could organize that could be useful. People who don't understand parts of the contract or how the curriculum process works, for example. We could create a structure of meetings over a semester with specific topics.
- The difference between being up on the main campus and teaching mainly off campus is huge, and took quite a bit of adjustment. People who teach at night or off campus. What would be the incentive for them to participate? Where would the incentive come from? Administrative, as in it counts towards flex.
- It would count as flex.
- Melissa Courtnage put together the great orientation for Del Norte. Associate Faculty are not required to come to convocation, but many do, so that could be a good place to hold a meeting.
- We could do some kind of introduction to Associate Faculty orientation.
- (Melissa C.) Del Norte and Pelican Bay are sending representatives to CRFO meetings and the Senate.
 - We are expanding the Del Norte orientation book to include people at Pelican Bay as well. There's limits on what can be posted publicly due to the corrections aspect of the work, but what can be shared will be on the webpage.
- (Pete) Concerning our visit to Del Norte in February, what came out of it for me is that there needs to be better communication about what people need and where to apply for those needs to be met. It's not a Senate issue, and not really a union issue, but more of an administrative issue. It's persistent. Academic issues for Associate Faculty, the union issues so that it's not about miscommunication or people laboring under misconceptions. What's the best use of the Associate Faculty under the Senate? Associate Faculty need to tell the Senate what your role should be.

- (John) The best way to find out what Associate Faculty truly want is through online surveys. How do we know what Associate Faculty want? We want it to be representative of everyone, not just the most vocal people. Also, how do we put something together that's useful to the college?
- Regarding scheduling, for example, we could create a catastrophe if we're uninformed and make changes. How do we find out what works?
- It seems like in general, we have stopped being reactive and started planning things in advance. It's better for the district to tap into the base of Associate Faculty about issues we need to deal with. For instance, if someone has great ideas, send them to me, not the Senate. When stuff goes into the wrong file, it might get overlooked or not worked on.
- Our experience with the prior ineffective administration did pull us together.
- A needs assessment survey could be good.
- What, if anything, do the majority of Associate Faculty see as a helpful way to provide input and get information?
- What does the District support or need from us?
- It's like the AFC is an anchor, but not connected to a ship, but where does that connection get maintained over time?
- What would it take and what would it look like to get that to shift?
- How can the faculty contribute and how can the administration include?
- More attendance at these AFC meetings would be helpful. How can we make this a useful committee?
- There is a list of new Associate Faculty that start next year, and we could place phone calls to each one, welcoming them in and answering questions. Emails can be overdone or ignored and impersonal.
- New Associate Faculty would like to be welcomed, especially when they are being evaluated their first semester; They should be more vocal about their needs, especially navigating Pelican Bay.
- (Steven) I've experimented with different ways to create community dynamic in a classroom. When I make time for students to connect early in the semester, then their working together later tends to go better than when I do not provide early opportunities for them to connect.
- We need to advocate for Associate Faculty in both the Senate and CRFO Representative positions.
- There are problematic work spaces at Del Norte, not enough space for Associate Faculty to work on campus or meet with students for office hours, for example. There's a real difference in connection and facilities at the different sites. How do we help them address that?
- Del Norte just had the entire campus refurbished.
- How do we really get access to the issues that truly represent the widest sampling of Associate Faculty needs?
- Melissa Courtnage sent out a survey before our February 14 meeting at Del Norte. Twelve people submitted responses from around 20 Associate Faculty, so they had lots

of things to say. She was the voice for most of them in that meeting. Associate Faculty at Del Norte back Full-Time faculty as the most effective voices advocating for change and response to issues at their site.

- We have a fairly complex planning structure that prioritizes things in the budget. Every year in Program Review, for example, we ask for things we don't get. So the sequence and order of the way things get addressed can seem confusing or unclear. There's a lot of misunderstanding about program review. A key misunderstanding is about when I identify things that are problems for doing my job, that then the District has to immediately address it and fix it. But that's not how things work.
- Emails come at us, and we want them, but they are overwhelming and it's easy to lose things, even surveys that we want to fill out. Reminders to complete surveys are quite helpful.

5. Announcements and Open Forum

- N/A.

6. Adjournment

Meeting adjourned by Stuart Altschuler at 11:24 AM.

Move by Steven Quiggle.

Second Laurel Jean.

(Minutes submitted by Shannon Mondor.)