

Humanities and Social Sciences Division ♦ Minutes

November 7, 2013

Present: Kristina Allende, Stacy Bacigalupi, Glenda Bro, Teresa DeLaby, Mike Dowdle, Marlene Gallarde, Solene Halabi, Hal Hoffman, Luisa Howell, Jim Jenkins, Elizabeth Lobb, Bob Stuard, Jeanne Marie Velickovic, John Vitullo

Item	Comments/Discussion/Outcome
Minutes	Minutes for October were approved as submitted.
Announcements	<p>Absence Posting Policy: Some faculty are struggling to comply with our new absence posting policy, and still asking that their classroom doors be posted because students may not check their Mt. SAC email. These faculty members simply need to advise their students to either regularly check their Mt. SAC email or have it forwarded to their personal email. Jim will have a hard copy of the policy (previously emailed) placed in all division faculty mailboxes as a reminder.</p> <p>Equivalencies: Jim reminded Chairs with existing equivalencies that they must be reviewed and submitted for retention. He also advised the other Chairs to consider whether their department might have need of an equivalency.</p>
Mock Accreditation Visit for Distance Learning – Meghan Chen and Mary Johnson	<p>Accreditation is coming in 2016, and every distance learning course must be made available in both instructor and student modes. The Distance Learning Committee decided that a mock accreditation review for distance learning would be a valuable preparation exercise. Faculty and managers from a couple of other colleges that have recently gone through accreditation under the new guidelines, have volunteered to do a mock evaluation for us (scheduled for weeks 8-14 of the Spring 2014 Semester). A flyer recently went out asking for volunteer participants. Mary Johnson and Sandra Weatherilt will be available over the Winter Intersession to help volunteers prepare, but there is no requirement for faculty to seek help prior to the mock review if they feel their courses are ready. The regulations we will be expected to adhere to fall into four separate categories:</p> <ol style="list-style-type: none"> 1. Student Authentication: Ensure that all students' <u>graded</u> coursework be submitted only through one of our College's authenticated means (i.e. via Mt. SAC student email, through student portal (Course Studio), or through Moodlerooms). 2. Last Date of Attendance: Faculty should monitor student participation in distance learning classes and should drop students for lack of active, academically related participation. For hybrid courses, attendance in the online component <u>counts toward last date of attendance</u>, not just the in-person attendance. 3. Accessibility: All course content delivered via distance education must be accessible to the visually and hearing impaired (i.e. captioning and/or other means of providing alternative text and/or audio must be available for all content in the course). 4. Regular and Effective Contact: Faculty initiated contact with students should be regular and effective in academically related activities. "Canned," automated messages generated through a software product would not meet this regulation. For hybrid courses, "regular and effective contact" is required for the online component of the course.

Updates	<p>Outcomes: Jim reminded the Chairs to focus on “Use of Results” for their outcomes this year and to have a standing outcomes item on their department meeting agendas, because accreditation teams look at department meeting minutes to see how imbedded the outcomes communication is and whether it is consistent and substantive.</p> <p>Curricula: Jeanne Marie distributed two handouts regarding the Chancellor’s Office requirements for courses with arranged hours, including indicating the TBA hours on the Course Outline of Record, keeping track of attendance of students, indicating the activities that they are involved in, and that TBA hours must be supervised. When Dr. Malmgren came on board, she saw that the College doesn’t have any reference to arranged hours in the Course Outlines of Record. At her direction, Jeanne Marie has compiled a table based on the way our classes are currently scheduled and consultation with affected Chairs. Terri Long has asked that departments verify this information at their next department meeting and forward the minutes to her, after which the Academic Senate will correct the affected Course Outlines of Record. There was discussion about the “99” courses and (1) how it doesn’t make sense that they are considered lecture courses, and (2) if faculty are expected to meet with the students 18 hours for each unit of LHE, they should be paid.</p> <p>Growth: Jim told the Chairs he anticipates approximately 1% growth (30 sections) for Summer-Fall, and hopefully over the next few years it will increase to 2-3% growth.</p>
Process Issues	<p>Dropping Distance Learning Students: Jim distributed a copy of a recent addition to Faculty Contract Article 13, that generally defines regular and effective contact and specifically defines a direction for dropping students (i.e. for failure to participate regularly in activities defined in the syllabus in 20% or more of any part of the scheduled class term prior to the established drop date for the class).</p> <p>Adjunct Recruitment and Hiring: Jim distributed a copy of AP 7120 and asked the Chairs to make sure they are following the procedures outline under “Hourly Academic Employee Selection Procedures,” specifically the need to review/update the job notice and have the Office of Human Resources recruit using widespread local announcements with sufficient time for applicants to respond. There was discussion about the procedures and about the need to create or expand adjunct faculty pools.</p>
Title V	<p>Jim provided a chart that summarizes the main components of the Title V grant that will apply to our division. He asked the Chairs to review the six Institutional Objectives and consider relevant projects and/or activities. Most of what will occur in this first year are things already in place, such as the Writing Center’s DLAs, American Language’s boot camps, and cohorts that guarantee matriculation from one short-term course link to another and/or one term course link to the next. Jim asked the Chairs to think about soft cohorts (established by students enrolling in the linked courses) and transfer cohorts models (ex. FYE). All cohorts will have a counseling component – not in the form of a class, but a counselor coming in to one of the linked classes for 15-20 minutes 2-3 times per term. Glenda also suggested a tutoring component (i.e. Tutor in the</p>

Title V (Continued)	Classroom or Supplemental Instructor) be included in proposals. She also suggested setting up a special email box for students seeking information about the cohort, rather than providing a phone number. Another element of the grant is the provision for faculty mentors (faculty took kits for “just-in-time” advising), and there will be stipends to train faculty to do this more immediate advising. The new Title V Director, Lisa Rodriguez, stopped by and introduced herself. She was formerly an adjunct in Learning Assistance at Mt. SAC from 2001 to 2005. She was then the Director of the Center for Teaching and Learning at the University of La Verne for five years after which she took over as their Title V Grant Director for three years prior to returning to Mt. SAC as our Title V Director.
Winter Planning Retreat	<p>The HSS Division Winter Planning Retreat will be held on Friday, January 24th, from 9:00-1:00, and the Chairs were asked to consider the following possible topics:</p> <ul style="list-style-type: none"> • Using data – scheduling, program development, evaluations, FTFs, curricula (including prerequisites) • Refining goals – immediate (1 year), short-term (1-3 years), medium-term (3-5 years), and long-term • Title V

Respectfully Submitted,

Teresa DeLaby
Administrative Secretary