

## Humanities and Social Sciences Division ♦ Minutes

March 5, 2015

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

Guests: Jeff Archibald, Maryann Tolano-Leveque

Item	Comments/Discussion/Outcome
Minutes	Minutes for December 2014 were unavailable
Announcements	<p>Division Spring 2015 Enrollment/Scheduling:</p> <ul style="list-style-type: none"><li>• We cancelled about 25 sections for Spring 2015, and converted about 20 more – all of which filled</li><li>• We met our enrollment targets – grew 4% (goal of 3%)</li><li>• We achieved our FTEs through high fill rates (overall about 97%)</li><li>• Summer and Fall 2015 schedules may need to be modified a bit – mostly adding a few sections of high demand courses</li><li>• For the College overall, full-time and evening student enrollment is down</li></ul> <p>Dual Enrollment: Bill Scroggins is spearheading a dual enrollment effort to be launched in Fall 2015:</p> <ul style="list-style-type: none"><li>• May start with high demand courses (e.g. English and Math)</li><li>• Thinking of starting with schools we have connections with (e.g. Walnut and West Covina)</li></ul>
Academic Senate RFP Process	<p>Jeff Archibald was invited to come and share the criteria used by Academic this past year to evaluate requests for faculty positions. Each member had a week to independently rank the position requests. Rankings were then tallied, and the highest and lowest scores dropped.</p> <p>Primary Criteria are:</p> <ol style="list-style-type: none"><li>1. Incomplete probation (most important)</li><li>2. High percentage of part-time faculty (in terms of percentage of sections taught)</li><li>3. Evidence of student demand (students on wait lists or growing demand)</li><li>4. Small departments (per AP, minimum of three full-time faculty in a department)</li><li>5. Program certification / accreditation (requirement for a certain number of full-time)</li><li>6. Failed search</li><li>7. Number of courses in discipline / course maintenance workload</li></ol> <p>Secondary Criteria are:</p> <ol style="list-style-type: none"><li>1. Evidence of connection to strategic planning (link to PIE)</li><li>2. Respect for division rankings</li><li>3. Honesty (justification matches courses listed to be taught / reflects the data)</li><li>4. Sub-specialty in discipline (e.g. not filling position jeopardizes program)</li><li>5. Specialized programs / positions</li></ol>

	<p>Jeff hopes that Senate will develop its criteria earlier in the process this year so that it can be taken into account by departments when developing their requests for faculty positions. Jim wants to have our division criteria revised before the end of the semester, and hopefully progress can be made to more closely align criteria used by different entities.</p>
Student Discipline	<p>Maryann Tolano-Leveque spoke to questions from the Chairs regarding student discipline:</p> <ul style="list-style-type: none"> <li>• The syllabus, which in essence is a contract between the student and faculty, should present reasonable expectations</li> <li>• It is not reasonable to require students to bring their textbooks to class</li> <li>• Faculty need to define excessive absences in their syllabus – may be an issue if it is only two absences</li> <li>• Students can be asked to leave the class for using a cell phone</li> <li>• If faculty suspends a student (two days) for a serious reason, it needs to be reported to the Director of Student Life</li> <li>• If faculty feel threatened, they should report it to Public Safety and the Director of Student Life</li> <li>• Students are usually suspended from the College after a 2<sup>nd</sup> disciplinary action</li> <li>• In submitting evidence of plagiarism, provide as much detailed information and documented proof as possible – facts, not feelings</li> </ul>
Outcomes (ILOs) / Curriculum	<p>The Chairs reviewed a memo regarding four-year-review and outcomes assessment. The memo outlined a process to implement AP 4020 and ensure that courses and programs are assessed regularly:</p> <ul style="list-style-type: none"> <li>• Following a review of all courses at Stage 5 in WebCMS conducted between June 1-15, the Outcomes Coordinator forwards a list of courses not assessed in the last four years to the Curriculum Liaison, Dean of Instruction, and the affected Department Chairs</li> <li>• Departments will have until May 1 of the following year to complete the necessary outcomes</li> <li>• Following the assessments, the Outcomes coordinator provides a new list to the Curriculum Liaison before May 15</li> <li>• Any course that has not been assessed by that time will be forwarded to C&amp;I for inactivation</li> <li>• The attached list of courses for which a full cycle of assessment has not been completed included 11 course under the Humanities and Social Sciences Division</li> </ul>

Respectfully Submitted,

Jeanne Marie Velickovic  
Associate Dean