Academic Affairs Council
Meeting Agenda for January 27, 2015

Meeting Time: 3:00 PM – 5:00 PM

Meeting Location: LBCC Boardrooms

Attendance: Open to all LBCC employees and all are welcome!

Summary of Executive Council Meeting on 1/13/15

1. The policy on campus closure due to inclement weather was discussed. Many faculty and staff are still frustrated by the closures last year when several felt that closure decisions were made too late. (Part of that was the timing of the snowfall and the varying degree of snowfall around the area, and part of that was poor communication.) The college policy (available on the college website) is that decisions must be made at least two hours in advance. In the case where a faculty member feels it is unsafe to drive to campus, s/he should communicate that decision to their students via Moodle or some other method. (This is what spurred the conversations about mandatory Moodle, that eventually led to the college encouraging all faculty to have some sort of electronic means of communication ready in case of inclement weather.)

2. We had a request from the Professional Development Committee to discuss the disposition of the Post-Activity Reports, how they are used, whether they should continue, and who should coordinate them. It was decided that this issue should be discussed by IMT and by the Faculty Association & Senate for a decision.

3. We have learned that OSU will be starting next Fall term 2015 on Thursday, September 24, in order to add time to the term and allow for observance of Veteran’s Day. AACEC decided that we do not want to address the question of aligning with OSU for the sake of aligning with OSU. Rather, we would like to have a college-wide discussion to answer questions such as the following, specifically about fall term, since that is the term that OSU has changed recently:
   a. We currently schedule for the minimum of seat time. Do we want to schedule more toward the middle of the range?
   b. What aspects of the term (other than start date) can be adjusted to gain the extra “cushion” of time to account for weather, holidays, etc.?
   c. Do we want to align with OSU? Should we align with OSU?
   d. Are there other ways to add instructional time to a term that we wish to explore?
AACEC decided that we should begin a college-wide discussion with a goal of making a recommendation to the President and the Board about changes to the academic calendar. This will be agenda topic for the next AAC meeting.

4. AACEC was asked whether or not the college has a policy addressing children of faculty taking courses from their parents. There is no official policy on that and no one had any recollection of complaints or issues that have arisen in the last several years. There was a suggestion that there may be an informal policy – in the case where many sections exist, the student should not take his/her parent’s class. Otherwise, we discussed potential safeguards. **It was decided that this issue should be addressed and that we would ask members of AAC to form an ad-hoc committee to gather information and opinions to determine if a policy should be written and what measures should be taken to guarantee transparency when this is unavoidable and what safeguards should be put in place.**

5. A concern about program/building expansions requiring a commensurate increase in support services for student was brought to AACEC. That will most certainly be addressed in the upcoming bond-funded expansions. Accreditation requires that student support be available at sites where the college offers programs. Representatives from various student services areas will be involved in the building design.

6. We then discussed the new online student evaluation of teaching. The committee spent some time discussing the pros and cons of online vs. paper, but recognized that AAC approved the online evaluations last school year. A question was raised about the need for these evaluations necessarily being part of faculty appraisal and that question was discussed. Since the evaluations are meant for faculty to get direct feedback from students, and since students are not trained evaluators of pedagogy, the committee discussed the implications of changing the way these evaluations are used in faculty appraisal. **AACEC decided that this idea merited a college-wide discussion and will be an agenda item on the January meeting.** We, of course, noted that any changes to the appraisal process would have to go through a larger group of faculty, however, it was suggested that we start the discussion.

*Comments, suggestions, and thoughts are welcome regarding AACEC. If you have anything you feel that AAC should consider, please contact Jeff Crabill (x4627)*.
Meeting Goal #1
AAC has been asked by Student Government if the committee would sanction the participation of students at the upcoming tuition rally in Salem, and encourage faculty to honor those absences.

Preparation:
Please discuss with faculty in your area ways that they can allow interested students to attend this (and future) rallies and to deal with any missed work or assignments.

Meeting Goal #2
Accept the recommendation of the Summer School Task Force about the summer term schedule. (The recommendation is attached to this agenda.)

Preparation:
Please discuss the recommendations for summer term schedule and come prepared to accept or reject the proposal of the committee.

Meeting Goal #3
Referring to item #3 in the AACEC meeting notes, our goal is to have a discussion about the academic calendar (specifically fall term) and about how we schedule time for courses during each academic term. The discussion should lead to a set of next steps in the process of ultimately making a recommendation, if any, to the board.

Preparation:
Please discuss with staff in your area the following questions:

1. We currently schedule for the minimum of seat time. Do we want to schedule more toward the middle of the range?
2. What aspects of the term (other than start date) can be adjusted to gain the extra “cushion” of time to account for weather, holidays, etc.?
3. Do we want to align with OSU? Should we align with OSU?
4. Are there other ways to add instructional time to a term that we wish to explore?
5. What effect would any change in the academic calendar have on students in your program?
6. How do we ensure that we offer “complete” courses, i.e. courses that have adequately-scheduled meeting times during term?
Meeting Goal #4
Discuss the role of student course evaluations in the faculty appraisal. Given that students are not trained evaluators of pedagogy, should we consider removing them from the appraisal process? Do we want to formally shift the goal of these evaluations from job appraisal to self-assessment and self-evaluation based on learner-client feedback. (Note: If AAC makes a recommendation to change, then this would change the process in the Faculty Appraisal Handbook and would thus require larger discussion on campus.) This discussion will be a jumping-off point for any potential changes.

Preparation:
Please discuss the questions above with staff in your area come prepared to have that discussion.

Meeting Goal #5
Form an ad-hoc committee to discuss the need for a policy regarding the enrollment of students in a course taught by immediate family.

Preparation:
Please discuss the need for such a policy with staff in your area and ask for interested people to serve on the committee. This committee will be open to anyone and not limited to members of AAC.

Upcoming AAC Topics and Discussions
- Program review discussion and critique (April & May)
- Associate of General Studies & Undecided Major (February)
Recommendation for Summer Term Schedule

Task-Force Members
Marci Moring  Andrew Feldman  Brad Carman
Rachel Jacobs  Nicole Francis  Diana Wheat
Chareane Wimbley-Gouveia

Background

In Fall 2013, Academic Affairs Council commissioned a task-force to bring a recommendation about the goals and structure of summer school at LBCC, based on data from the last few summers. Various approaches have been tried over the last few years.

Summer 2014 was scheduled using a ‘meta’ block schedule where classes could be scheduled in a three hour time frame. This allowed for one, two, and three hour classes to be scheduled during the ‘meta’ blocks. It was also suggested that a variety of General Education courses be split between the different ‘meta’ blocks. The biggest benefit of this arrangement was flexibility for both departments and students.

In contrast, the strict block schedule used for Summer 2013 did not enable flexibility for students or for the staffing of classes.

Previous summers have been scheduled on instructor availability, without much emphasis on course availability.

The Data

A survey was sent to department chairs with the hope of determining whether the schedule for Summer 2014 was beneficial. The responses from the survey indicated that the ‘meta’ block schedule met the needs of the departments, where applicable. The task force did discuss whether the schedule met the needs of the students, but it was decided that focusing only on summer enrollment was not an appropriate measure of whether the ‘meta’ block schedule was beneficial to students. It was mentioned that there are too many other factors besides a change in the schedule that would affect enrollment, such as more availability of summer jobs, etc. The task force also felt that changing the schedule every year would not allow the college to compare enrollments, etc from one summer term to another.

Our Recommendation

Based on the survey results and discussion among task force members, we recommend that LBCC keep the summer schedule as outlined last year by the Summer Term Task Force.
We recommend that departments offer Perspectives, Developmental Education, and General Education courses throughout the different ‘meta’ time blocks. For example, if three Science Perspectives courses are going to be offered during the summer, then ideally there would be a science class in each of the ‘meta’ time blocks. This arrangement of classes does require conversations to occur between departments so that one type of Perspectives/General Education courses are not offered at the same time or within the same ‘meta’ time block. The task force’s hope is that the schedule recommended gives flexibility to departments and programs, as well as, students.

**Department chairs and deans will need to continue to work together to verify the following:**

- Each type of course (Perspectives, developmental, gen ed) are available in each “meta” time block.
- Conflicts are avoided between connected programs (e.g. math and science)

We would like to recommend the college adopt for Summer 2015 the same schedule that was used for Summer 2014 (see below):

<table>
<thead>
<tr>
<th>“Meta” Block</th>
<th>Time Blocks</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 10:50 AM</td>
<td>8:00 - 10:50</td>
<td>Three-hour, two-hour, or one-hour classes</td>
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<td></td>
<td>9:00 - 10:50</td>
<td>Two-hour classes or one-hour classes</td>
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<td></td>
<td>10:00 – 10:50</td>
<td>One-hour classes</td>
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<tr>
<td>11:00 – 1:50 PM</td>
<td>11:00 - 1:50</td>
<td>Three-hour, two-hour, or one-hour classes</td>
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<td></td>
<td>12:00 - 1:50</td>
<td>Two-hour classes or one-hour classes</td>
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<td></td>
<td>1:00 – 1:50</td>
<td>One-hour classes</td>
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<tr>
<td>2:00 – 4:50 PM*</td>
<td>2:00 - 4:50</td>
<td>Three-hour, two-hour, or one-hour classes</td>
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<td></td>
<td>3:00 - 4:50</td>
<td>Two-hour classes or one-hour classes</td>
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<td></td>
<td>4:00 – 4:50</td>
<td>One-hour classes</td>
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</tbody>
</table>

*We recognize that this time block will have few offerings

**Disclaimer**

We must also accept the fact that we cannot avoid all scheduling conflicts for all of our students. The task force hopes that by keeping the schedule constant we might be able to obtain more reliable data to assist in summer term schedule development in the future.