

Open Dialogue Session Summary

June 4, 2014

1:00-2:00 (ST 107)

Attendees:

- Dr. Greg Aycock – Dean, Institutional Effectiveness
- Dr. Diane Dieckmeyer – Vice President, Academic Affairs
- Dr. Jim Thomas – Professor, Construction Technology
- Ms. Ruth Leal – Instructional Production Specialist
- Ms. Ana Molina – Administrative Assistant II
- Dr. Arend Flick – Professor, English
- Mr. Damon Nance – Dean, Technology & Learning Resources
- Ms. Celia Brockenbrough – Professor, Library Services
- Dr. Gail Zwart – Professor, Business Administration
- Dr. Koji Uesugi – Interim Vice President, Student Services
- Dr. Kevin Fleming – Dean of Instruction
- Dr. Sheryl Tschetter – Professor, English
- Ms. Ruth Jones-Santos – Administrative Assistant II
- Dr. Monica Green – Vice President, Student Services
- Mr. Quinton Bemiller – Assistant Professor, Art
- Dr. Paul Parnell - President
- Ms. Tricia Hodawanus – Administrative Assistant III
- Ms. Ruth Smith – Administrative Assistant III (Recorder)

Executive Summary:

The purpose of this meeting is to provide an opportunity to all constituencies for feedback on strategic planning, program review, resource allocation or other topics. The meeting is without an agenda and any open conversations are welcome. The results of this session will be presented to the COTW in fall.

Faculty Involvement

The initial topic of dialogue was the lack of attendance and active participation by faculty in shared governance committees. Suggested possible reasons for this lack of participation were: some committees have too many “required” faculty positions (e.g. ISPC) which eats up available faculty for other committees, some departments have a very small number of FT faculty which creates a drain when all departments need to be represented on a committee, no accountability for committee attendance or participation is being exacted. Solutions in response to these possible reasons for attendance were: put limits on the maximum number of faculty for any committee, reduce the number of committees, restructure departments so the number of faculty per department is more equal, disseminate the contractual institutional service requirement of 5 hours/week through faculty mentors, and select faculty for certain committees based on their expertise (e.g. Construction faculty on BFPC, CIS faculty on Technology Committee, etc.).

This led to a short discussion on improving committee meeting procedures/environment. The issues discussed were: providing more background on agenda items especially when a vote is necessary, and returning to the “personal touch” in meetings—faculty miss the cohesiveness that came from the monthly faculty meetings. The president is making his “personal touch” by spending 10 minutes with every FT faculty member during Spring 2014. After this, he will be meeting with every classified staff member for the same amount of time.

Resource Requests

This was initiated by a question regarding procedures for requesting more money for part-time faculty in a discipline or program. This is actually not part of program review, it is allocated on the basis of FTES. The president is drafting his resource allocation memo and stated that it looks like Norco College will probably be able to hire a couple more faculty after he receives the “balance” numbers. Some effort is being made to create more of a balance between full-time and part-time faculty, but some disciplines would be negatively effected if they were limited in how many part-time faculty they could hire since they are needed for expertise areas in CTE areas. Another example of a resource request coming up through the strategic planning process is Lynda.com which begins July 1, 2014. Due to the implementation of the budget allocation model (BAM), it appears that Norco College could receive several hundred thousand dollars extra for next year. This is very positive and improves the chances for Norco’s future building projects. There is still a need to create a connection between program review, resource allocation, decision-making and student learning. Student learning outcomes assessment feeds into the process of resource allocation, but the reciprocal connection—resource allocation connected to student learning—is dubious. Any help/input on how that data could be captured was requested.

Professional Development

Ideas for changing professional development was the next topic of discussion. The suggestion was made for individuals who have recently earned their doctorate to do a professional development workshop on their dissertation topic. Any recent doctoral graduate knows the importance of summarizing their topic and findings in about 5 minutes, and this could be a professional development opportunity to inspire educators. Other 5 minute share outs could be conducted by any presenter (staff, students, administrators, etc.) and focus on any subject for which they are passionate and/or have expertise. A dialogue on flex credit opportunities proceeded next. It was suggested that one or two all-day sessions focusing on pedagogy should be offered for faculty, and that it should be required. Flex topics should be interesting and should be tied to student success in the classroom (e.g. psychological research applied to the classroom). Other possibilities for flex could also include recently read books by faculty and what they learned from reading them.

Miscellaneous Items

The question was asked whether President’s Cabinet is open to non-managers, including students. Answer was that it is open to anyone who is interested in attending.

The question was asked when Norco College would have an information technology (IT) staff member that doesn’t “belong” to district. Currently a District Task Force discussing all the district functions that should be moved to each college indicated that parts of IT need to move to the colleges in the near future.

A conversation with a graduating student was shared where the student was asked what they were planning on doing after graduation, and they weren't very clear. Everyone was encouraged to discuss students' future aspirations and goals and not only be focused on FTES, budget, and other less student-centered items. Students' quality of life, not only graduation should be the highest priority for every employee at Norco College.