

Ventura College Biology Department

Minutes for 4/14/11 meeting (4:30-7:30 pm)

Department Members Present

- Marta de Jesus, Robbie Haines, Terry Pardee, Ty Gardner, Kammy Algiers, Elzbet Diaz de Leon, Angela Chapman, Keith Johnson, Eden Bellenson, Patty Saito, Suvi Flagan, Bill Thieman, Steve Gadbois, Ernie Lory, Dave Oliver

Announcements

- Introduction (Names)
- Motion to approve the minutes from the previous Departmental meeting was made by Angela, seconded by Ty, and unanimously carried
- Whooping Cough Information Sheet – compiled by Robbie to post or give to any concerned students
- Program Review Funds from last year
 - Centrifuges were ordered
 - 6 Laptops have gone through IT and are being ordered
- SLO process – All our SLOs have all been completed
- Defining our program – completed
- BIOLV01/L mismatch discussion – will continue to discuss

New Topics

- 2011-2012 Budget
 - Funds for this year have already been spent (Sheena has done all the supply orders and has saved enough funds for summer session)
 - Currently, Supply budget will roll over for Fall
 - Currently, Fall Schedule is fine (no cuts are anticipated)
 - Extra Large Classes will be capped at 73 seats

- If we had to suddenly cut sections, what should we cut? (Discussion)
 - Core classes have been assigned for Fall
 - Biotechnology may be cut (in future) due to low number of certificates issued and low student enrollment in courses
 - V90 courses are being cut (but can still be offered if students ask for directed studies; it just won't appear on the schedule of classes)
 - Past practice has been to cut sections from classes that have multiple sections already or most recently added sections
 - Most those courses are needed for Allied Health, specifically Nursing
 - Ones taught once a year can be changed to once every two years
 - This may impact student graduation if the courses are the only ones required for graduation (or a certificate)
 - We can change BIOLV03/BIOLV04 from 5.0 units to 4.0 units
 - 4.0 units is the standard
 - UCLA requires 5.0 units
 - We'd have to put it through curriculum and it would take **at least** a year, and we would have to make sure it can articulate ok
 - We can change requirements for pre-nursing so the students taking BIOLV01 do not need lab to enter into the ANAT/PHYS/MICRO sequence
 - Do they get enough lab experience without BIOLV01L?
 - We can communicate with OC and MC and try to plan what we will cut together, so we impact students less
 - Historically we haven't done much communication because cuts were handled internally by the Administration at each school and sometimes by very different mechanisms.
 - We can cut BIOTECH since it may go away anyway
 - Or we should wait until we are asked to cut it
 - We can offer BIOLV12 and BIOLV23 once a year instead of each semester
 - BIOLV23 is co-listed with Ag and we should ask them what they

need; it is also required for Ag certificate and will impact their students

- Hybrid Labs (BIOLV01L) like what is done at CSUN
- If nursing is also downsizing, maybe we need to downsize 1 section of each of the pre-nursing courses (BIOLV01, ANAT, PHYS, MICRO) too

- New Program Review Process
 - Program Description – done
 - Vision (needs to be short) – Robbie
 - Mission (needs to be a little longer) – Robbie
 - Core Valley Statement (needs to be a little longer) – Terry
 - History (Marta and Bill T.)
 - Equipment Inventory needs to be completed by end of Fall
 - FT instructors – can help with ‘your room’

- Departmental Issues
 - Review of definition of Load (and overload), Longevity (and Seniority), PAL, Extra Large Classes
 - How are class assignments made?
 - Load – Currently, Marta (Chair) uses Seniority to individually pick their load, and then ask the instructor if they accept the load
 - Extra Hourly – Currently, Marta (Chair) uses the Contract-defined order, ARFs and consultation with each faculty member to assign Extra Hourly classes
 - A discussion took place on how we could ‘change’ our load that we were assigned by the Chair.
 - Does this mean we can ‘get’ a different load?
 - We can ‘request’ for a different class to be part of our load.

- Inconclusive discussion regarding LOADS
- Questions to consider:
 - Can we get classes in our load that we have not taught before?
 - After a person has developed a class, how long should they have it before someone else with higher longevity can take it?
 - Online Classes – are there other considerations when discussing placing online classes in our load? What are they?
 - First, the course outline must be changed to make it possible for such a class to be offered. At present, this requires that an instructor who wants to do so must get the signature from both Krista Wilbur (DE) and John Elmer (EAC) to complete that outline revision.
 - Discussion took place on what it means to be “qualified.” (re: distance ed)
 - Patty Saito told us about Moorpark’s certification program (See below for another important criterion.)
 - How many online classes should one instructor have before other instructors can have a chance at an online class?
 - If a face-to-face class goes online, who makes that decision? The entire department? The interested instructor and Chair/Dean? Others teaching sections of that course?
 - If a face-to-face class goes online, which section do we switch over to online? A day class? A night class? What time slot? (Maybe do a survey from the current semester to find out)
 - Robbie stated (and some agreed) that these may require a case-by-case discussion
 - Dave mentioning that “teaching effectiveness” is an important criterion for lecture section selection (and particularly when someone is asking about online).
 - Dave said that he thinks that students should get the same lecture and lab instructor whenever possible (seemed to be some consensus agreement in the department on this point). He pointed out that the lecture and lab configuration of 1 lecture to 2 (or more) linked labs in some of our (and other Science) classes seems to be best for the students and most fair to all faculty. This is why when we hire someone new full-time, they are assigned a contract load of 2 lectures and 4 labs.
 - If an instructor begins to teach an online class, for how many semesters can they ‘lock in’ the class before others with higher priority can consider taking the class? (we had a range of answers from 3 sem. to indefinitely)
- Many of these questions were discussed but not answered. The only one which was answered (since currently a PT instructor took on a

second online course) was the question regarding 'how long' an instructor can keep their online class

- Some Faculty Agreed to this statement: "Once an instructor has begun to teach an online course, they are guaranteed that course for 6 semesters provided that they are doing it successfully, as allowed by the contract". This was agreed upon within the group.
- Dave stated that since lecture and labs don't pay the same for PT instructors, it is 'unfair' to give PT instructors more lab sections, and we should try to give them a fair number of lecture as well as lab sections
- BIOLV01 Lecture vs. Lab
 - Lecture and Lab are not linked
 - If we linked them now, we'd either need to add more lab sections (but have no budget to add new sections), or cut lecture sections (but classes are in high demand and we'd be taking classes away from students who desperately need them)
 - Not all students need the lab section (for graduation, etc)
 - Can we link Lecture and Lab for face-to-face classes and not for the online class? Do we need to leave some 'unlinked' sections for students who have already taken lecture but need a lab now?
 - Some faculty liked the idea of linking, but realized there is going to be some tough logistical issues that need to be worked out before the decision is finalized.
 - Problem may better be resolved if we concentrate on communicating to students (by counseling and in the catalogue) that it is **HIGHLY** recommended to take lecture and lab together, when at all possible.
 - We should add to our BIOLV01 lecture course outline: BIOLV01L as a recommended course.
 - Tying the lab to the lecture would solve some current enrollment issues, but it would also make it much more difficult for some students to schedule courses. Having them untied allows maximum flexibility, it has been a shortage of lab sections that has been the problem

- The potential for tying lecture and lab together may decrease enrollment, a possible bonus in our current state, but a potential detriment if we see growth in the future
- It may be best to adjust to the new, reduced lecture enrollments while maintaining our number of lab sections, or adding one or two in the few remaining time slots