



**Department Council Minutes**  
**Tuesday, October 10, 2017, 1:30–3:00 p.m.**  
**Library Classroom**

**MINUTES**

**Attendees**

Adrian Youhanna, Martin Karamian, Sara Harvey, Patricia Doelitzsch, Yeprem Davoodian, Lyn Clark, Natalia Grigoriants, Alyce Miller, Donna Accardo, James McKeever, Elizabeth Cheung, Shilo Nelson, Paula Paggi, Shannon DeVaney, Sheri Lehavi, Jill Connelly, Joan Schneider, Michael Gend, Dale Fields, Kaycea Campbell, Chad Snow (proxy for Maria Perser), Moriah Van Norman, Phyllis Schneider, Wendy Bass Keer, Joleen Voss-Rodriguez, Sheri Berger, Sharon Dalmage, Mary Anne Gavarra-Oh, Susan Rhi-Kleinert, Tom Vessella, Donna-Mae Villanueva, Kalynda McLean, Eddie Tchertchian, Michael Habata, and Erin McAllister

**Absent**

Savanah St. Clair, Melody Cooper, Fernando Oleas, Crystal Kiekel, Ida Blaine, and Margarita Pillado.

<b>No.</b>	<b>Item</b>	<b>Presenter</b>
	The meeting was called to order at 1:33.	
<b>1</b>	<p><b>Evaluations</b>            There are three types of evaluations, all structured differently, but processed similarly: (1) Tenure Review, (2) Comprehensive, and (3) Basic.</p> <p><b>Tenure Review</b></p> <ul style="list-style-type: none"> <li>• Article 42 is for Tenure Review Committees</li> <li>• The full committee should remain the same when practicable.</li> <li>• The senate representative and the dean are non-voting committee members, but they are participants who provide input, evaluate, and observe.</li> <li>• The senate representative ensures that the evaluatee participates in academic and professional matters.</li> <li>• All classes taught must be evaluated by students, and if possible, it is best practice for each class to be observed as well.</li> <li>• Each committee member must observe at least one class.</li> <li>• The plan timeline starts when the VPAA signs the plan.</li> <li>• Any class may be observed during the evaluation period, and the same class may be observed more than once.</li> </ul>	<b>Brian Walsh &amp; Sheri Berger</b>

- Deans are full members of the committee can observe or distribute student evaluations.
- Probes should be learning and improving. If they are not making improvements, it is not enough for a committee to say that they verbally "told" an evaluatee something or gave the evaluatee a recommendation; suggestions should be documented in writing.
- As we want to work with people who are civil, it should also be documented when probationary faculty are rude to support staff.
- If you ding someone, make sure it's for an established policy: department policy, College policy, or something that falls under the contract.
- If a complaint, or anything negative comes up, you can bring it to the attention of the faculty member before the final meeting so that they are not blindsided, and they have the opportunity to improve.
- Improvement plans should include a list of specific suggestions and be completely objective.

### **Comprehensive**

- There is no senate representative on comprehensive evaluations.

### **Basic**

- Basic evaluations have only one evaluator (the chair or designee) -- in consultation with the VPAA.
- Non-tenured faculty going through the probationary process can evaluate true adjuncts.
- Tenured faculty must be evaluated by tenured faculty.
- Student evaluations should be distributed to every class whenever possible.

### **Student Evaluations of Instructors**

- The person who brings the evaluation packet to the classroom must exit the room after handing the forms over to the student volunteer.
- The top page of the packet should be completed beforehand. Whomever distributes the form should neatly write the pertinent information (Class Name & Number, Section, Instructor, Semester, and Department) and ask the student volunteer to copy that information onto the board so that the rest of the class can duplicate it correctly.
- The student volunteer seals, signs (across the seal) and dates the flap.
- Packets must not be opened unless the evaluatee is present.
- If you believe the evaluations will be negative, you may count or initial them at your discretion.

	<ul style="list-style-type: none"> <li>• Instructors may not see the students' writing.</li> <li>• Evaluatees cannot grieve the outcome, just the process.</li> </ul> <p><b>Classified Evaluations</b></p> <ul style="list-style-type: none"> <li>• Per MOU, chairs DO NOT evaluate classified employees; deans evaluate them.</li> <li>• The chair will provide information, and the dean will prepare it.</li> <li>• The 1521A contract says: <i>"No evaluations shall be made based upon hearsay statements but shall only be based upon the direct observation and knowledge of the evaluator. This does not preclude the evaluator from receiving and using information from the evaluatee's functional supervisor, provided the evaluator investigates and verifies the information."</i></li> <li>• Thus, if chairs are having a problem with a classified employee, they need to notify the dean as soon as possible so that the dean can observe/investigate and verify the issue.</li> <li>• Attendance and punctuality problems are easily observable, but demeanor and behavior issues are more difficult. Nevertheless, the dean needs to be able to investigate.</li> <li>• Employees need to be given an opportunity to improve.</li> <li>• Classified evaluations are due on the evaluatee's birthday, so the supervisor's input form should reach the dean a couple of months before that date.</li> <li>• The chair cannot dispense discipline (i.e. oral warning, written warning, unsatisfactory notice, etc.); discipline must come from the dean.</li> <li>• Chairs should document issues, in writing, if possible: "Please let me know if your understanding was different than mine, but we...."</li> </ul>	
2	<p><b>HR Clearance Process (APC)</b></p> <ul style="list-style-type: none"> <li>• The clearance process is slow.</li> <li>• Is there a lack of communication locally? At District? How can it be sped up?</li> <li>• This delay is frustrating on all levels, to all involved.</li> <li>• VPAA emails District every day for status updates.</li> <li>• The clearance delays apply broadly -- from student workers to adjuncts.</li> <li>• Re: adjuncts <ul style="list-style-type: none"> <li>○ Starting the adjunct hiring process early on will help.</li> <li>○ Start hiring Spring instructors now.</li> <li>○ Go to the applicant pools. Get access from Mary Fellows.</li> </ul> </li> </ul>	<p><b>Adrian Youhanna</b></p>

	<ul style="list-style-type: none"> <li>○ Completed new hire packets may be handed to Mary directly (not left for her) or may be brought to HR.</li> <li>● Applicants should complete all of the paperwork and do the LiveScan as soon as possible. .</li> <li>● VPAA will bring HR issues to District attention.</li> </ul>	
<b>3</b>	<p><b>Schedule Note for Prerequisites</b></p> <ul style="list-style-type: none"> <li>● This pertains only to departments with prerequisites.</li> <li>● Since 2012, there has been a note in our schedule of classes and on the galleys that says “proof of eligibility must be brought to the Counseling Office.”</li> <li>● However, this is not always the case -- as with high school records.</li> <li>● Counseling enters “milestones” into PeopleSoft.</li> <li>● Challenges go to Department Chairs.</li> <li>● Thus, the schedule note needs clearer and better language.</li> <li>● We need volunteers to work with VP Berger help fix the note. This task force will discuss and present ideas to chairs.</li> <li>● We want to convey accurate instructions to students.</li> <li>● Equivalencies, challenges, and prerequisites are all intertwined.</li> <li>● Dean McLean, Kaycea Campbell, Alyce Miller, &amp; Donna Accardo volunteered to join the task force.</li> </ul>	<b>Sheri Berger</b>
<b>4</b>	<p><b>Guided Pathways – update</b></p> <ul style="list-style-type: none"> <li>● A team from LAPC will attend an IEPI workshop next Monday and Tuesday.</li> <li>● The team will learn what we need to do to become part of the Guided Pathways project.</li> <li>● Following the workshop, a task force will be formed.</li> </ul>	<b>Sheri Berger</b>
<b>5</b>	<p><b>Permission Number Task Force (including reinstatement, audit, and section transfer)</b></p> <ul style="list-style-type: none"> <li>● We need volunteers to work with VP Berger, Lorena Lopez, and Dean Marmolejo on a new task force.</li> <li>● We had high hopes that we would go paperless with the new PeopleSoft, and this is not the case.</li> <li>● We need long-term solutions for processes.</li> <li>● Jill Connelly, Joleen Voss-Rodriguez, and Michael Gend volunteered.</li> </ul>	<b>Sheri Berger</b>
<b>6</b>	<p><b>One Book, One Campus</b></p> <ul style="list-style-type: none"> <li>● The Diversity Committee is requesting nominations for One Book, One Campus book suggestions.</li> <li>● Suggestions are due November 10<sup>th</sup>.</li> <li>● One book suggestion per department.</li> </ul>	<b>Michael Habata</b>

	<ul style="list-style-type: none"> <li>Equity funds are being used, so the book must close an equity gap for a targeted group.</li> </ul>	
<b>7</b>	<p><b>Department Highlights</b></p> <ul style="list-style-type: none"> <li>Berger: APPs are due Friday</li> <li>Karamian: October is Pierce Business Month; see email</li> <li>Paggi: OER workshop tomorrow</li> <li>Fields: Planetarium show, 10/26 from 7:00 – 9:00pm</li> <li>McKeever: Puerto Rico documentaries and discussion in Great Hall tomorrow.</li> <li>Gend: New play opens 10/20</li> <li>Youhanna: GIS Day 11/15</li> <li>Connelly: Speaker 10/24</li> </ul>	<b>All</b>
	<b>Adjournment:</b> 3:03	