

22May14

1) AALT

a) Steve Russell and Linda Giampa

i) College service and the E-5 (What Steve advises his members):

(1) What isn't college service?

- (a) Classroom work
- (b) Student related work
- (c) Reassigned time
- (d) Advising
- (e) Anything for which compensation is received

(2) Everything else is considered college service

- (a) Advising student activities and clubs
- (b) Committees
- (c) Program development/evaluation/outcomes
- (d) Community Service
- (e) Professional Service
- (f) Organizational membership related to job

ii) The E-5 should be a way for a supervisor to get to know you and what you do for the college

iii) When submitting the preliminary E-5, try to be modest

(1) It's better to add activities at the end then to remove them

iv) Office hours are not considered college service

v) For new faculty

(1) Orientation should be provided for them by both the union and the administration so they understand what is expected of them

vi) E-5's should always go through the employees supervisor and not straight to Human Resources

vii) What if there's not enough college service on the pre-E-5?

(1) The supervisor should address this issue initially if there are concerns

viii) What if there's not enough college service at the end of the semester?

- (1) Some may consider the college service over several years so the yearly service is correct
- (2) The typical semester load is 60 hours
- (3) Note: Times are not required by the contract

ix) What's the intention of the E-5?

- (1) Employees are expected to do more than just teach or do their daily duties
- (2) College service is meant to benefit the entire college which is a collective effort

x) Dealing with those personnel who do less than they should

- (1) Supervisor is in charge of motivating employees
- (2) Try to find service they may be good at doing

xi) Should an employee be required to take sick time if they miss a scheduled committee meeting?

(1) Since the committee is required as part of the job, yes

xii) Ensuring the E-5 is filled out properly is the responsibility of both the administration and the union

b) EvaluationKit –

- i) Melba Acevado and Linda Fagan
 - ii) A packet was provided to all attendees
 - iii) Some good news –
 - (1) Response rates are improved when using the new software
 - (a) Spring 13 = 19%
 - (b) Spring 14 = 61%
 - (i) Numbers supplied are in the packet handed out
 - (2) These numbers indicate that using the new software is more effective
 - (3) This may be attributed to the program being administered through Blackboard
 - iv) Opt out Option –
 - (1) Student can opt out of filling in the form
 - (2) Questions are still asked so we can assess why they chose to do this
 - v) Question was asked about whether we know if the links supplied show up on mobile devices
 - (1) It's hard to tell
 - (a) Blackboard has a pop-up to prevent course completion until the survey is completed
 - (?)
 - vi) Number of students filling out evaluations are still higher in face-to-face classes
 - vii) Are there comments on-line?
 - (1) Yes
 - (2) There were 195 comments for Spring 2014
 - (3) Both administrators and faculty can see comments
 - viii) Problem that still seems to exist is that students who drop out of a class can still access the class via Blackboard
 - ix) Outside resources
 - (1) If faculty use outside resources are they bypassing Blackboard?
 - (2) Some administrators expressed interest in knowing this
 - (3) Not using Blackboard could be an issue down the road
 - (a) Records of grades may not be preserved if they are not on Blackboard
 - x) Training for Academic Deans may be provided
- c) Distance Education Agreement –
- i) The new agreement is good for two years
 - (1) Starting May 1st, 2014
 - ii) Course descriptions are changed on page 6
 - iii) Course design criteria have changed on Page 7
 - iv) Question asked if iTeach is completely on-line
 - (1) Yes
 - (2) There are opportunities for coaching in different ways
 - (a) Face-to-Face, Telephone, Google hangout
- d) Announcement from Bill –
- i) Non-unit professional raises
 - ii) Start thinking about evaluations now
 - (1) Talk to non-unit professionals about goals
 - (a) How many goals?
 - (i) Bill suggests few but meaningful goals

1. 2 or 3

(ii) Be clear about what is being required