

JCAC Report October 29, 2014

Here is a report on the JCAC “Study Session” Meeting that took place on 10/29/14 at 3:30 – 5:00 pm.

In attendance: Chris Byrne, Jill Lund, Terrence Hsiao, David Shapiro, Rosemary Sutton

This meeting was a “study session” rather than specifically a contract management meeting. We have been having these study sessions every other week as a way to have open-ended discussions about issues of interest and/or concern to faculty and administration.

The topic of this study session was an exploration of how to better support faculty members who consistently find themselves having to respond to racism, sexism, homophobia, etc. in the classroom, in addition to micro-aggressions that emerged in discussions of such topics. More specifically, we wanted to explore how to better support—institutionally and as a Union—faculty members who teach the 150 classes, in which challenges around those issues come up with some regularity.

We had a pretty open-ended discussion about a variety of issues related to the topic. A theme that emerged was how different various faculty members’ experiences may be. One point that did seem consistent, however, (and of which most of us on campus are well aware), is that faculty of color teaching these courses typically get more push-back from students around these issues than do white faculty. The departure of our esteemed colleague, Danielle Powell, is just one clear reminder of this.

Terrence shared a Developmental Model of Intercultural Sensitivity from J.M. Bennett (2014) that helped provide a model for the stages of growth that people go through in coming to greater intercultural sensitivity. It helped provide some language for thinking about the intellectual and emotional place that students may be in and how we, as teachers and as an institution, can help move them along to higher levels sensitivity.

Ultimately, we identified four possible areas in which we might focus our efforts to better support faculty and to help sustain a climate where diversity is respected in a robust way so that faculty feel safe and supported in their classrooms and throughout the college. These were:

- 1) Pedagogy: how can we provide resources for “best practices” in the classroom teaching of difficult subjects related to race, class, gender, power and privilege, etc.?
- 2) Structural: what can we do in terms of structural change (class size reduction, formal and informal advising, release time, etc.) to better support faculty?
- 3) Social: what kind of social support structures—through administration, the Union, informal faculty-to-faculty relationships—can we foster to improve the quality of life for not only faculty teaching the 150 courses, but faculty throughout Cascadia?
- 4) Outside the Classroom Initiatives: what sort of speaker series, training, student life, etc. kinds of efforts can we employ to highlight the value of diversity on campus in a meaningful way so that culture change happens?

It’s not clear that we came up with any answers to these questions, but we agreed that’s sort of to be expected from a “study session.” All parties at the meeting remain committed to continuing the dialogue and to working, via formal and informal structures, towards addressing what remains a very complex set of problems and issues.

--report by Dave Shapiro, 10/30/14

Faculty Contract Calendar 2015-16

JULY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST						
S	M	T	W	T	F	S
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23	24	25	26	27	28	29
30	31					

SEPTEMBER						
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26	27	28	29	30		

Key		
	Instructional Days (158)	53/52/53
	Non-Instructional Days	3
	Holidays	8
	Pre-Fall Days	3
	Faculty Planning Days	3
	Undesignated days	5
	Total	172

OCTOBER						
S	M	T	W	T	F	S
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NOVEMBER						
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29	30					

DECEMBER						
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Summer 2015	
July 6	Classes begin
July 2	College Closed
July 3	Independence Day Observed College Closed
Aug 27	Classes end

JANUARY						
S	M	T	W	T	F	S
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31						

FEBRUARY						
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29	30					

MARCH						
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Fall 2015	
Sept 7	Labor Day College Closed
Sept 15,16,23	Faculty Planning Days
Sept 21,22,24,25	Pre-fall days
Sept 23	Yom Kippur
Sept 28	Classes begin
Oct 27	Non-instructional day
Nov 11	Veterans' Day College Closed
Nov 26	Thanksgiving Day College Closed
Nov 27	Thanksgiving Closure
Dec 16	Classes end

APRIL						
S	M	T	W	T	F	S
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MAY						
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29	30	31				

JUNE						
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26	27	28	29	30		

Winter 2016	
Jan 4	Classes begin
Jan 18	MLK Jr. day observed College Closed
Jan 19	Non-instructional day
Feb 15	Presidents' day College Closed
March 18	Classes end

Spring 2016	
March 28	Classes begin
April 29	Non-instructional day
May 30	Memorial day College Closed
June 10	Classes end & Graduation

UWB Comparison		M/W vs. T/Th vs. F class sessions				
	CCC	UWB	M/W	T/Th	F	
Summer	7/6-8/27	6/22-8/21	Fall	11/11	11/10	10
Fall	9/28-12/16	9/30-12/18	Winter	9/11	10/11	11
Winter	1/4-3/18	1/4-3/18	Spring	10/11	11/11	10
Spring	3/28-6/10	3/28-6/10				

Memorandum of Understanding

By and Between

CCCFT and Cascadia Community College

Regarding Membership on the Tenure Review Committee

Whereas the College and the CCCFT share a mutual interest in consistent support and professional development for tenure-track faculty as they move through the tenure process, therefore, this MOU sets forth provisions for expanding the options for membership on the Tenure Review Committee.

10.04 Tenure Review Committees: Purpose of the Committee and Selection of Membership

10.04.02 Each Tenure Review Committee shall be composed of two (2) members of the administrative staff, a full-time student representative (enrolled in at least twelve (12) credits per quarter), and four (4) Cascadia tenured faculty members, selected as follows:

10.04.02.01 The College provides a list of tenured faculty to the CCCFT. The CCCFT will appoint four (4) tenured faculty members to each Tenure Review Committee. At least one of the four tenured faculty shall have previous experience serving on a tenure review committee at Cascadia.

A one-time exception will be made to Article 10.04.02.01 as follows:

10.04.02.01. In the event that four tenured Cascadia faculty are unavailable, or should a faculty member leave the committee during the process, a Cascadia Emeritus Faculty member may be appointed to the committee, provided that all members of the tenure cohort and the TRC agree to this change.