



# FACULTY FOCUS

## **Enrollment Management Update**

*by Dave Fouquet, Tom deWit, and LaVaughn Hart*

We continue to exercise the powerful platform that the negotiated relationship between faculty and management affords us. No other district has such sophisticated and engaged faculty input into creating a thoughtful schedule for students, ensuring overall fiscal solvency, and encouraging the District to put our money at the core task of our colleges—providing education. We look forward next year to spend more time and energy around success and equity, the other two prongs of successful enrollment management work. We also continue to urge the District to support the colleges in marketing and outreach in order to attract students to the colleges.

After so many years of doom and gloom, we actually have some good news to report: After cutting close to 15% from our class schedules in 2009-12, amounting to more than 150 Full-time equivalent faculty (FTEF), and resulting in the layoffs of *hundreds* of adjunct faculty, we are finally beginning to restore classes to the college schedules. Specifically, from 2013-14 to 2014-15, the District Enrollment Management Committee has increased the FTEF allocated to the campuses by almost 4.7%, or 45.5 FTEF, breaking down to 27 at Chabot, and 18.5 at LPC. (*Note: As a rule of thumb, 1 FTEF equals 15 CAH, or five 3-unit classes.*)

It took a bit of work to get here. First, thanks largely to the passage of Prop 30 in November '12, the State is offering districts an opportunity to earn partial restoration of the so-called “work-load reductions” levied in 2009-12. Colleges are being funded to serve more students, a good thing! However, a major challenge emerged for the District Enrollment Management Committee (DEMC): By how much should we expand the class schedules?

District managers had initially expressed hopes that we could maintain the general productivity level (average class size) from recent years. During this time the FA reps advised, strongly and

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### 2013-2014 CLPFA Officers

President

**Charlotte Lofft**

510.723.6873

Vice President

Chabot: **Dave Fouquet** 510.723.6868

LPC: **LaVaughn Hart**

925.424.1194

Secretary

**Nancy Cowan Pinio**

510.723.7535

Treasurer

**Interim Appointed Treasures**

**Debbie Fields**

925.424.1113

Part Time Representatives

Chabot: **Zac Walsh**

510.723.6600

LPC: **Victoria Austin**

925.424-1000 ext. 2660

Membership

Chabot: **Shari Jacobsen** 510.723.7696

LPC: **Debbie Fields**

925.424.1113

Grievance Officer

Chabot: **Jane Valley** 510.723.7211

LPC: **Nan Ho**

925.424.1344

Negotiations Team

**Tom DeWit**

Chief Negotiator

**Dave Fouquet**

**Debbie Fields**

**Charlotte Lofft**

**Zac Walsh**

Part-Time Rep



## FACULTY FOCUS

### *In Memorandum Dr. Kevin Ankoviak*

Dr. Kevin Ankoviak passed away Wednesday, March 26th after an extended illness. He has been the FA Treasurer for eight years. During that time he paid all the FA bills, prepared tax returns and other required State and Federal documents, monitored the FA accounts, collaborated with the Membership Chairs to organize ballot measures, and worked with the outside auditor to be sure the FA books were in order. He was a good guardian of the FA treasury. He came to LPC with a PhD in Physics from UCLA and post-doctoral work in Switzerland. The following tribute was sent to Dr. Ankoviak's LPC colleagues from Dr. Barry Russell, President, LPC, on March 27.

Dr. Ankoviak was hired at LPC in August, 2000 along with a large class of about 18 new faculty. He taught all of the Physics 4 series and later the Physics 8 series, as well as both Astronomy 10 and 20. His approach to the teaching of physics emphasized concepts instead of focusing on 'plug and chug' mathematical solutions.

He also was a strong advocate of having a good head for estimating quantities before working with the painstakingly exact numerical answers. He liked to entice his physics lab students with the potential for a class-pizza reward if they could successfully conduct their lab experiments with accuracy.

He served on the College Enrollment Management Committee for many years and was the person that the committee could rely on to "do the math" without the aid of a calculator or spreadsheet. Kevin wholeheartedly believed in shared governance and served as an Academic Senate Senator multiple times. He also served as the Faculty Association Treasurer until recently.

Kevin loved the history of science, teaching how the scientists, discoveries, ideas, and inventions of one century led to the next. He had strong opinions and loved a good discussion; he would also regale students with history, his opinions, and stories.

His hobbies included making model ships, watching movies, Disneyland trips, and doing exotic mathematical calculations in his head. He loved the Big Bang Theory TV show, the Lord of the Rings movies, and science fiction in general.

Our hearts go out to his partner Susan and to all of Kevin's friends among our campus family.

Thank you to LaVaughn Hart, Carol Edson and Ruth Hanna for contributing these interesting memories about Dr. Ankoviak's contributions to the lives of our students.

### **FACULTY FOCUS – Online Newsletter**

FACULTY FOCUS! The Chabot Las Positas Faculty Association (CLPFA) keeps our members informed by publishing three or four newsletters per semester. Newsletters have been distributed for many years to part-time and full-time faculty in printed form. Starting this Fall 2014, the newsletter will be sent electronically to all faculty at their school email address. Of course, you can access the current and previous newsletters on the Faculty Association website: [www.clpcfa.com](http://www.clpcfa.com). A few printed copies will be available at Chabot's faculty mailboxes and at Las Positas' faculty mailboxes. And if you truly want a printed newsletter sent to your mailbox, please tell us by completing this survey: <http://goo.gl/H2592R>

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persistently, that such expectations are highly unrealistic, and recent years. During this time the FA reps advised, strongly and persistently, that such expectations are highly unrealistic, and expose the District to a significant loss of revenue.

The pattern is very predictable: After cutting our class schedules so deeply in 2009-12, the colleges became so impacted that classes filled well beyond normal levels, and as a result both colleges experienced abnormally high productivity levels that we will not see again, anytime soon. Ultimately, as the demand for classes normalizes, the District needs to anticipate that it will take more FTEF (Full-time equivalent faculty) on schedule to earn equivalent FTES (Full-time equivalent students, *i.e.*, the basis of our funding.) When we're adding classes rather than cutting them, we simply don't see the same kind of enrollment patterns.

As we add classes back, we are also expected to offer classes that meet student need, at a wide variety of times, which will naturally include some sections at less-productive times. Further, we need to offer more sections of courses in high demand (*i.e.*, showing large wait-lists), many of which are less productive by design.

Besides anticipating the productivity changes in the current climate, the FA has also maintained currency in the fiscal situation in Sacramento, including how much growth/restoration apportionment is potentially "on the table." Through DEMC, we work with the chancellor when we believe that more FTES will be funded than we

are presently planning to earn— or in fact earning. The work is very much ongoing: For 2014-15, we succeeded in bringing down the basic productivity assumption by about 2%, which probably isn't enough for the District to capture the maximum revenue available on an ongoing basis. But at least,

we have set the stage for keeping DEMC well informed of the trends, to make strategic decisions going forward.

The last years have been painful as we cut classes and reduced services to students. With the major source of income to the campuses being the FTES apportionment, growing the number of students we serve is how we will be able to bring restore services and classes. Marketing efforts will be extremely important; even the small "marketing" that we each do in our classes by letting

students know what classes are being offered in our programs and encouraging students to make sure that they have their student education plans, orientation, and assessments taken care of so that they can maintain their registration priority. Meeting our growth target for 2014-15 will be challenging. This is our opportunity to restore services and classes and then to look at ways to grow programs, serve our student better, and work toward even greater student success, equity, and access.

**Calendar**

*June 16 – August 7*

**8 Week Session**

*June 23 – July 31*

**6 Week Session**

*July 4<sup>th</sup> Holiday*

*August 11*

**Summer Grades to be  
posted**



# FACULTY FOCUS

## Faculty Survey

By Debbie Fields

The FA is interested in the following information in order to help us prepare the Academic Calendar in ways that best serve your needs. Please take the time to complete this poll;

Two questions:

1. Please consider the option of having the spring semester begin before Martin Luther King Day in years where the holiday falls after January 17. Currently the spring semester always begins the Tuesday after Martin Luther King Day. This has meant that the start of the semester could be as late as January 21. By having the option to start before Martin Luther King Day, the spring semester could always end before Memorial Day. This arrangement could help students with Financial Aid in that they might get their checks for summer classes in time to begin the class.
2. Please consider if you want Spring Break to be in the middle of the Spring Semester instead of the week before or after Easter. This would allow the semester to be split more evenly. The benefit would be that the amount of time before and after Spring Break would be more evenly split. A possible negative is that, depending on the placement of Easter, our Spring Break would not align with the Spring Break of local school districts.

To submit your opinion, please go to the FA website: [www.clpfa.com](http://www.clpfa.com) and click on the Faculty Survey tab.

Thank you.

CLPFA

▪ Newsletter Distribution

To: Chabot and Las Positas Full and Part Time Faculty