

Marcella Lapriore
English Department
Los Medanos College
Grievance of Article 8 (attachment)
Against Dean Nogarr and VP of Instruction Hannum

EMPLOYEE'S STATEMENT OF ALLEGED VIOLATION AND GRIEVANCE. WHAT IS THE FACTUAL CONTENTION, WHAT HAS OCCURRED? PROVIDE FULL FACTS NECESSARY TO SUPPORT YOUR POSITION:

The English Department schedule for FA23 was submitted on 2/11/2023 after substantial investigation of data, including enrollment trends, fill rates, success rates, and CLSO assessments while adhering to department guidelines for developing a proposed schedule.

Dean Nogarr canceled a one-to-one meeting with me on 2/16/2023 and sent an email stating that the schedule would instead contain our 100/S, not 100E as we proposed, and our 3-unit 100. Additionally, Dean Nogarr's email said the amount of these courses was to be adjusted as such: "For the standalone 100 and the 100 with support, we have adjusted the offerings so there are an equal number of standalone sections [100, 3-unit] to support sections [100/S, 3+1-units]."

Our offerings for 100, 3-unit, and 100/S, 3+1 units, had never historically been a 50/50 split, so this was immediately concerning to the department, especially because our plan is to phase out offering our 100 3-unit class altogether. Historically, our department proposals for the balance of 100 and 100/S were as follows: SP23 13 100's and 16 100/S's; FA22 22 100's and 28 100/S's.

For context, our 100/S course is our 100 plus 1 unit of support, which is separated as its own section so students need to sign up for both to take one class. 100/S carries .38 load and so does 100E, but 100E is 4 units, 3 of which carry transferable composition credit for transfer (a common occurrence in California Community Colleges and in the Contra Costa College District.

The reason we proposed 10 100's and 40 100E's for FA23 is due to the declining success rates in 100 among target populations and overall "not having enough time to fully teach all the CSLO's" as we found in our assessment of this course. This is the from our reflection on course assessments.

On 2/16/2023, Dean Nogarr forwarded her version of our schedule to our campus scheduler as an agreed upon draft, which it wasn't. This draft included her 50/50 split of our 100 and 100E courses.

On 2/23/2023, many full-time faculty members met with Dean Aprill Nogarr, VP of Instruction Natalie Hannum, and Interim President Pamela Ralston to present our reasons for the FA23 schedule proposal. The schedule we proposed included 100E due to examining data and our internal assessment conversations about full and meaningful teaching and learning of all the CSLO's for the course, which were not fully realized under a 3-unit time frame.

The department feels that the rejection of our proposal to offer a robust amount of 100E sections in the fall of 2023, our newest, most relevant version of College Composition, and phase out 100, overstepped the departments' right to make curricular decisions.

After meeting with our dean, our VP of Instruction, and our interim President on 2/23 to explain our position, there was no correspondence about how to move forward, so I sent an email to Natalie Hannum asking for an update on 3/7. The instruction was to go ahead with offering our 4-unit College Composition course, 100E, with the caveat that we consider Dean Nogarr's feedback. The feedback was not included, forwarded, or revisited in this correspondence, so I was not sure what the reference was. We had not heard back from Dean Nogarr since our in-person meeting on 2/23, after which we were promised a response.

Along the way, I have received emails warning me of delaying the staffing process, the latest being on 3/9 when I was told that a fully staffed schedule was due on 3/10 after getting vague confirmation of what to offer from VP Hannum on 3/7. Our staffing process since 2020 has been via email with 24 hours for each member of our full-time faculty (13 members), which takes about 2 weeks. Additionally, I had filed for a bereavement leave on 3/10, which Dean Nogarr signed before sending the email on 3/9/2023 about getting a fully staffed schedule turned in by 3/10.

Another complicating factor in all this is that I was selected for Federal Jury Duty, serving seven days in total between 2/13/2023-3/1/2023, which is supposed to fully relieve me of work obligations. I continued to work on the FA23 schedule at night as much as I could during my days of service because I realized the timeline and importance of the scheduling process.

According to Article 8 in our contract, management has control of the logistics of the schedule and faculty have the right to offer courses that represent adherence to their department guidelines.

ARTICLE 8

SCHEDULING

8.1 Faculty shall be guaranteed participation in assignment and scheduling. Such participation shall be in accordance with the following:

8.1.1 SCHEDULE DEVELOPMENT: Faculty, within their recognized department adhering to established division/guidelines/regulations shall:

8.1.1.1 From the course, sections, rooms and room times made available to it, the faculty prepares and recommends department schedules, through the Division Chairperson/Dean, showing individual teaching schedules including extended day, off-campus, and summer offerings. Faculty may request discussion of enrollment trends and other bases on which particular courses and numbers of sections are established. When a reduced number of sections, rooms, or times has been made available by management, or when management has denied faculty requests for expansion, management must present department faculty with written documentation supporting their decisions within five working days.

8.1.1.2 Such recommended schedules shall be developed in accordance with written rules, procedures and priorities which the faculties within their recognized department or DVC teaching area shall have established and shall include the schedule of the Division Chairperson.

8.1.1.3 Where an assignment includes unscheduled hours, the member shall be responsible for selecting the activities and forwarding the program to management for review. Where any dispute occurs, the procedural provisions of the Scheduling Article, Section 8.1 shall be used for resolution of the dispute. The member shall determine the time and place of the activity performed. Management-required meetings are included in the basic load of 35 hours.

8.1.1.4 Any member of a department may request the formation of a United Faculty appeals committee when it is alleged a department's recommendation to management was not made according to the department's rules and procedures.

8.1.1.4.1 The United Faculty shall immediately upon receipt inform the appropriate manager of the appeal and request no action be taken on the department recommendation.

8.1.1.4.2 The committee shall be formed within five (5) working days from date of filing the complaint in the United Faculty office.

8.1.1.4.3 The committee shall consist of three (3) United Faculty members, none can be from the department in question. One management employee shall additionally serve on the Appeals Committee.

8.1.1.4.3.1 The chairperson will be the United Faculty vice-president from the affected campus, unless the vice-president is a member of that department, in which case the United Faculty president shall be the chairperson.

8.1.1.4.3.2 The remaining two (2) members shall be selected by mutual consent of the campus United Faculty vice-president and the United Faculty president.

8.1.1.4.4 Within ten (10) working days the committee shall hold a hearing in which to review all appropriate material presented by the department and the complaining member. The committee is to determine whether or not the department's recommendation was made according to the department's rules and procedures.

8.1.1.4.4.1 If the committee determines that the rules and procedures were followed, the recommendation stands.

8.1.1.4.4.2 If the committee determines that the rules and procedures were not followed, the committee chair shall inform the appropriate manager of the decision. The manager shall not accept the departmental recommendation previously received. The department shall be directed to prepare a new recommendation as per departmental rules and procedures and submit to the manager.

8.1.1.4.5 The action of the committee shall be binding on all parties and not subject to the grievance procedure of Article 19.

8.1.2 SCHEDULE CHANGE BY MANAGEMENT: All efforts will be made by management to schedule regular and contract faculty according to the recommended schedules. Where any first (1st) level manager changes such recommended schedule, the faculty member may:

8.1.2.1 First discuss with the first (1st) level manager the dispute area(s). Management may not change the schedule in any way that results in any of the following:

8.1.2.1.1 More than 3 consecutive lecture hours or 4 consecutive lab hours except with the agreement of the faculty member affected.

8.1.2.1.2 Fewer than 12 hours from the end of one day's work to the beginning of the next except with the agreement of the faculty member affected.

8.1.2.2 Any matter remaining unresolved may be appealed to the next higher level college manager.

8.1.2.3 Where any dispute area(s) remain after 8.1.2.2, above, management will assign staff to meet the District needs.

8.1.3 SCHEDULING REQUIREMENTS FOR DIVISION GUIDELINES: Division guidelines/regulations shall be established in consultation with division faculty through and with their recognized department structure. Such guidelines/regulations shall include, but not be limited to, such items as: -- Format and time lines for recommendations. -- Methods for distributing multiple section courses.-- Inter-departmental scheduling articulation. -- Proportion of day/evening offerings.

LMC English Department Scheduling Guidelines:
Scheduling Procedures

Course offerings will be informed by:

- Relevant, updated data around students' needs and interest, enrollment patterns,
- General Ed, IGETC, Transfer Requirements
- Consideration of student English majors' needs
- Department feedback
- Room availability
- Funding concerns and/or formulas
- The initial scheduling process may not be informed by faculty teaching preference
- Instructional modality will be informed by current guidelines from the Office of Instruction, relevant data, and relevant subcommittee input (e.g. the Literature and Creative Writing Subcommittee)

The chair will share management's timeline with the scheduling subcommittee as soon as it's available.

The subcommittee will set a timeline early each semester for the next year's scheduling, including all turnaround dates with consideration of the census date (See grid below.)

After the completion of the schedule:

- It will be the responsibility of the Department Chair in conjunction with the scheduling subcommittee and the Dean in accordance with the Collective Bargaining Agreement
- The schedule will be voted upon prior to staffing and approved by the English Department and will then be referred to as the schedule (as the first draft needs to be as close to the final draft as possible to allow for the staffing process to take place in a timely manner)
- Any drafts that come after the first draft will not need a dept. vote, but do need scheduling subcommittee by-in
- The scheduling subcommittee will make recommendations to the chair regarding all drafts that come after the first draft

The Department Chair and Dean are obligated to solicit and consider information from appropriate sources such as assessment, enrollment statistics, retention statistics, faculty, counselors and students when determining the schedule.

During time of state/federal crisis, defined by the inability of the government to raise enough revenues to cover its costs that consequently creates a budget shortfall in the Contra Costa Community College District, if asked to eliminate courses from the schedule, the department and scheduling committee will consider the following questions/statements to determine priorities: The ability to fund sections with outside resources. The mandate to offer a comprehensive transfer program at the Brentwood Center.

The institution's ability to provide the necessary services to support instructional offerings. The need to promote innovation and variety.

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Enrollment trends/Canceling classes

- Scheduling committee will watch enrollment trends, monitoring which classes are slow to fill, at risk of being cut, etc
 - Monitoring enrollment will inform future decisions regarding scheduling
- Scheduling committee will communicate regularly with the Dean and management regarding low-enrolled sections.
 - Department chair should include subcommittee on all relevant communication regarding enrollment and cancellations
- Scheduling committee will advocate to keep low-enrolled sections when reasonable and advocate for postponing and preventing cancellations within reason

What got us to this point of offering 100E and phasing out 100:

From October 15, 2018, the first formal approval of 101:

A. ENGLISH 101 (Presenter: Scott)

- Department was presented with 4 options in regards to ENGL 100/100S/new course dev- ENGL 101.
- Discussion included units, hours, load time as well as pros and cons of each model (see handout via Scott)
- Following discussion, Alex motioned the following:
 - Motion to approve option 4; Scott seconds; Dept Vote: Yes= 11; No= 1; Abstain= 2.
Motion Passes. The decision is to move forward with English 101 as a 4-unit, 5-hours-a-week course that would meet the same grad and transfer requirements as Eng 100. It would replace Eng 100/100S, and would be offered starting FA 2020. We decided only to put Eng 101 forward; we haven't decided what to do with the 3-unit Eng 100---keep it as an option? Phase it out? Use it for online or once-a-week options?
 - We also decided to bring Eng 101 to the senate as an information item only—a 4-unit option for Eng 100.
 - We seem to all agree that some version of Eng 100 that meets more than 3 hours a week is needed for many or most of our students.
 - Because students are no longer taking DE, Eng 100 (or 101) has more content and is harder to teach; there will be a large spectrum of student ability in a single class due to AB 705. We want pay commensurate with work required.
 - We disagree on whether the 3-unit Eng 100 should be kept as an option or scrapped. We'll come back to it.
 - Concern that with .38 load adjunct faculty may not be able to get 2 classes. Will there be enough sections of other classes for P.Ters to get a second class. However, 5 hours pay for one class is good.

This is from a document of all the email correspondence regarding 101, which I've attached. The last update was 10/28/2018.

On 11/6/2018, we got word from Kevin Horan and Nancy Ybarra that our 25-student class max form was denied. They didn't provide a reason and wouldn't meet with us about. They actually stood us up at the 10/29/2019 department meeting.

From meeting minutes August 26th of 2019:

100S: add two online sections; make 3 or 4 hybrid. Figure out % for nyt James)

Eng 101 will be offered in FA 20 or SPR 21, probably.

115 playwriting: add F2F. Can't offer because COOR wasn't approved.

In May of 2020, we surveyed the department on their feelings regarding 101. I don't know the results of that survey, but here's a link to it: <https://www.surveymonkey.com/r/S9X8ZYK>. (Not a vote, I know, but close.) Then on August 24, 2020, 101 was discussed, and here were the results:

English 101 status

- Original plan prior to SIP was to roll out in Spring 2021.
 - Dept decided in spring that they would like certain criteria to be met before going live, ie smaller class size.
- If we go live in SP 21, we would need to go with what has already been officially submitted to CC. Only small window of time to make the changes, notify counseling, ect.
- DVC and CCC have 101 class max size 27.
 - When asked, management brought up budget and metrics-- may encounter issues with support with any proposals brought forward due to "budget".
 - Management further noted that "lower class size would lower productivity and it would be hard to sell to other departments

- We have saved the budget with the elimination of 70 and 90 and it is reasonable to ask that we be on board with our sister campuses.

Department decides to wait to release 101, in order to modify the course for smaller class size, ect

After that, we voted again on 100E on 9/14/2020. At this point, it was becoming obvious that we weren't going to get rid of 100, so we pivoted and voted to increase the load/hours and to change the name to 100E, as shown:

3:05pm	<p>English 101 Proposal Time allows for expanded discussion</p> <p>Proposal one vote (unit proposal)</p> <ul style="list-style-type: none"> - Motions Approval: Joellen motions, April seconds - Vote 11 yes, 1 no, 1 abstain 85% passing <p>PROPOSAL TWO (Change the name to English 100E: Enhanced College Composition)</p> <p>Polling through zoom- Motion passes by 85%</p>	Action, Discussion, Vote	Sara and Scott	<p>English 101 proposal (Scott)</p> <p>Proposal one vote (unit proposal)</p> <p>101 would go from a 4 unit, 5 hour-per-week course to a 5 unit, 5 hour-per-week course. The load would go from .383 to .4165. Please note that this revision meets the Hours/Mode of Instruction (or unit/load) of the equivalent courses being taught at CCC and DVC. So, we are just aligning ourselves with other colleges in the district.</p> <p>Motions Approval: Joellen motions, April seconds Vote 11 yes, 1 no, 1 abstain 85% passing</p> <p>PROPOSAL TWO (Change the name to English 100E: Enhanced College Composition)</p> <p>**Morgan – if the name change requires a re-articulation with UC, then we abandon the name change. (101 is already approved and articulated)</p> <p>LD moves to approve Name Change;</p>
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On February 22, 2021, we discussed 100E again as a department:

2:05pm	<p>English 100 and 100E Conversation</p> <p>Highlights:</p> <ul style="list-style-type: none"> • Consideration of reducing the load in 095 (credit/noncredit course) • Exploring the 8 unit pipeline/sequence restructure • Articulation and Strategic Planning Committee 	Info, Discussion	George, LD	<p>English 100 and 100E Presentation* PowerPoint email 2/22</p> <p>George- do we view college comp and support the communities that we serve.</p> <p>Informational Links to Review:</p> <ul style="list-style-type: none"> • Assembly Bill No. 705; CHAPTER 745 • Guided Pathways Spring Retreat • CID- College Comp <p>DE Lead Proposals for 100 sequence</p> <ul style="list-style-type: none"> • Proposal Options for 100 sequence - Google Docs <p>After Meeting Email Vote Request:</p> <ol style="list-style-type: none"> 1. Should we revise English 100 to be 4 units and no longer have any 3 unit 100 courses? 2. How should we continue the conversation about our pre-transfer level/transfer level comp sequence? Fall 2022 offerings? <p>Department Discussion:</p> <p style="text-align: right;">English 095</p>
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It says there will be an email vote (to vote on the thing we've voted on already), but I don't see one in my email history.

On September 20, 2021, we discussed 4-unit 101/100E as part of the new sequence:

2:15pm	<p>CORE Sequence Proposal and ENGL 95 throughput Data</p> <ul style="list-style-type: none"> Chialin: data on throughput from ENGL 95 Curriculum Sub-Committee: Core sequence Revision Proposal with possible vote. Core sequence = 83/85/95 (or any pre-transfer), 100, 220/230/221 <p>Sequence Proposal and Data (Morgan Presents) Department Vote: Vote: 11 yes, 1 no—motion passes.</p>	<p>Sequence Proposal and Data (Morgan Presents) Department Vote: Vote: 11 yes, 1 no—motion passes.</p> <ul style="list-style-type: none"> Sequence Proposal: ENGL 83 and 85 as support courses (noncredit); Eliminate 095, ENGL 100, 221, and 230 (see Morgan's document for full proposal) Eliminate 95 Engl 101 4 units (revision core .38 load <i>*Since we are adding a unit we will have to submit a program revision for every degree on campus.</i> Engl 230, 221, 4 units or 3 units with lab for 3.33 load Engl 220 3 units Bootcamps- shortterm courses (1 day, 1 wk. 3 wks. 6 wks – Boot Camp Group Discussion Follows: compensation would be different per Boortcamp duration. Such as one day OAS for faculty; or per week, faculty would be paid the load, students would take the course for free. – How does this work for FTS? The state is picking up the fee since it is a free course, but Morgan will check with Management and also inquire how Math is completing such. (how does FTF work for noncredit courses) <p>ENGL 101/100E Discussion: Q: What happened to 100E? Scott- We revised 101 to become 100E. In eLumen, there is no 101 anymore. It's 100E currently.</p>	Curriculum Subcommittee Lead	30
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We voted on the 4-unit 100 on March 21st of 2022.

5	2:15 topic went overtime	<p>4-unit ENGL 100 vote</p> <ul style="list-style-type: none"> Scott Motions; Seconds 10 yes, 0 no, motion carries (adjust with Caitlin) * Sara-The Proposal we'll be voting on: Offer only a 4-unit version of ENGL 100. (This means removing the three-unit version and the 100+S version). Morgan: Curriculum committee wants to bring 4-unit course to Department <ul style="list-style-type: none"> 4 units represents the true value (effort, labor) of course; embeds the support into the course Pedagogically and curricularly represents course Course can be offered in flexible ways (online, hybrid, fully Face-to-Face) Alex: what is weekly meeting time? <ul style="list-style-type: none"> Load and hours is same as current 100/100S 4 hours of comp/1 hour of lab (.383), 5 hours of week Stacey: can you walk through what happens if we approve... will other department rearticulate their programs? Are we expecting resistance to a universal 4-unit 100? <ul style="list-style-type: none"> Morgan: yes, we will have to phase in over time. Other programs will be impacted with program revision and some will not There might be some issue with transfer but need investigation Scott: I presented 4 unit 100E to Academic Senate and there was push back. They had me confirm we would not get rid of 3 unit 100. 100 E has already been approved and articulated. Morgan: There's going to be push back but the committee feels this is worth going to bat for. We feel that this is the time to do it, there's support and leadership to do it <ul style="list-style-type: none"> Other options: add more lab hours or add non-credit options 	Sara/Morgan	10	Info., Action
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English 100-4 Units

March 21st, 2022

Proposal: **Offer only a 4-unit version of ENGL 100. (This means removing the three-unit version and the 100+S version).**

Name of person making proposal: Scott Warfe

Name of person seconding the motion: Jill Buettner

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Hi, Scott. When you submit this form, the owner will see your name and email address.

* Required

1. Do you support **Offering only a 4-unit version of ENGL 100. (This means removing the three-unit version and the 100+S version)?**

- Yes
- No
- Abstain

2. Name *

Enter your answer

Submit

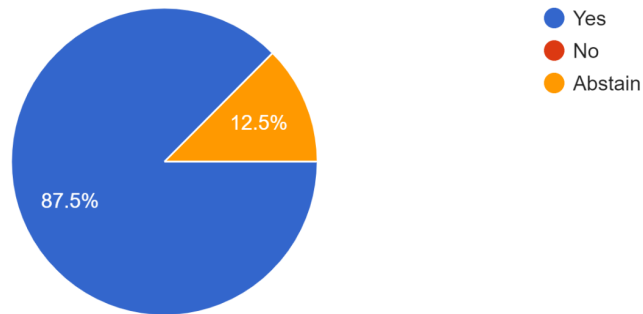
And these were the results:

ID	Start time	Completion time	Email	Name	Do you support Offering	Name2
1	3/21/22 14:37:34	3/21/22 14:37:38	SWarfe803@email.4cd.e	Scott Warfe	Yes	SW
2	3/21/22 14:37:38	3/21/22 14:37:44	smiller713@email.4cd.ec	Stacey Miller	Yes	Stacey Miller
3	3/21/22 14:37:38	3/21/22 14:37:47	mlapriore234@email.4cc	Marcella Lapriore	Yes	Marci Lapriore
4	3/21/22 14:37:37	3/21/22 14:37:48	mlynn308@email.4cd.ed	Morgan Lynn	Yes	Morgan
5	3/21/22 14:37:36	3/21/22 14:37:48	golgin396@email.4cd.ed	George Olgin	Yes	George Olgin
6	3/21/22 14:37:34	3/21/22 14:37:53	cmitchell602@email.4cd	Caitlin Mitchell	No	Caitlin
7	3/21/22 14:37:42	3/21/22 14:37:56	cmayo076@email.4cd.ec	Candice Mayo	Yes	Candice Crenshaw-Mayo
8	3/21/22 14:37:46	3/21/22 14:38:12	JBuettner975@email.4cc	Jill Buettner	Yes	Jill Buettner
9	3/21/22 14:37:38	3/21/22 14:38:17	asterling966@email.4cd.	Alexander Sterling	Yes	Alex
10	3/21/22 14:38:14	3/21/22 14:38:32	storuno453@email.4cd.e	Sara Toruno-Conley	Yes	Sara

We also voted on the most recent 100E COR on 9/30/2022. We had 8 votes, as follows, all in favor: Jill Buettner, Sara Toruno-Conley, Morgan Lynn, George Olgin, Candice Crenshaw-Mayo, Scott Warfe, Yongmin Zhu, & Marci Lapriore.

100E Course Outline

8 responses



Clearly, the department did a lot of work to get us to this point of making this curricular change.